POSTGRADUATE CERTIFICATE IN EDUCATION
ADVANCE YOUR CAREER IN SPECIAL EDUCATION

MODE
Online

COURSE AIM
The Postgraduate Certificate in Education is a course for qualified teachers interested in extending their professional expertise. This offering allows teachers interested in working with students with diverse learning needs to complete four advanced units of study in Special Education. Students will develop specialised knowledge, skills and values in catering for a diverse range of needs. The course links theory, practice and education research to inclusive practices.

A STEP INTO THE MASTER OF EDUCATION
Participants are able to apply for credit in the Master of Education on the basis of previous study. A Postgraduate Certificate can count for four units’ credit.

ADMISSION REQUIREMENTS
Normal entry will be by a:

a. four year Bachelor degree in education; or
b. Bachelor degree in an area other than education and a Graduate Diploma in Education; or
c. a health sciences degree with:
   i. three years’ experience; and
   ii. a Graduate Certificate in Clinical Education.

Candidates who do not meet normal entry requirements may be considered for admission via special entry. For further information please contact the Course Coordinator.

FEES
In 2013 the fees will be $1,580.00 per unit.

HOW DO I APPLY?
Apply for admission to the course online at www.acu.edu.au
For application enquiries or assistance
T: 1300 ASK ACU (1300 275 228)
E: futurestudents@acu.edu.au

COURSE STRUCTURE
The Postgraduate Certificate in Education contains 4 units of study focused on Special Education.

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<th>Unit Code</th>
<th>Unit Title</th>
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<tr>
<td>EDT5613</td>
<td>Contextual Issues for Inclusive Learning</td>
<td>Online, Semester 2, 2013</td>
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<tr>
<td>EDT5616</td>
<td>Inclusive School Community Practice</td>
<td>Online, Semester 2, 2013</td>
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<tr>
<td>EDT5614</td>
<td>Assessment in Inclusive Education</td>
<td>Online, Semester 1, 2014</td>
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<td>EDT5615</td>
<td>Inclusive Teaching Practices</td>
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Note: Units will be offered subject to student demand. Elective units may vary from year to year.
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SPECIAL EDUCATION PROGRAM UNIT DESCRIPTIONS 2013 / 2014

EDST613 CONTEXTUAL ISSUES FOR INCLUSIVE LEARNING SEMESTER 2, 2013 (ONLINE)
This unit offers participants opportunities to explore key theoretical perspectives and current research on inclusive learning in school communities. The structure, content and assessment tasks are based on recognition of the multiple factors that contribute to contextual issues for inclusion of students with diverse learning needs in the school community. This unit covers a number of general issues that relate to inclusive educational contexts. Principles of social justice, equity, ‘normalisation’ and ‘least restrictive environment’ underlying inclusive practices are examined in light of legislation, policies, contemporary research and practice that recognise inclusion produces learning outcomes for all students. Relevant terminology, concepts and language are introduced. The unit also looks at the nature of inclusive approaches in the provision of education within broader socio-cultural contexts.

EDTS616 INCLUSIVE SCHOOL COMMUNITY PRACTICE SEMESTER 2, 2013 (ONLINE)
This unit covers whole school community collaborative approaches to supporting students with diverse learning needs, linked to equity and excellence. The roles of the teacher in successful inclusion will be examined. Models for collaborative consultation and team approaches as forms of teacher, parent and school support will be explored within the framework of three guiding themes: inclusion, collaborative partnerships, and universal design for learning progress.

DTS614 ASSESSMENT IN INCLUSIVE PRACTICE SEMESTER 1, 2014 (ONLINE)
This unit covers a number of considerations and principles of equity and ‘age appropriateness’ that underpin inclusive educational assessment for students’ individualised learning needs. Purposes, types and adaptations of assessment will be examined. Implications for all aspects of assessment, including timely assessments to address notions of ‘as’, ‘of’ and ‘for’ learning will be examined. Debates relating to formative, summative, criterion and normative assessment will be critiqued for their benefits and limitations for inclusive approaches. Planning individualised learning outcomes will be developed in relation to students’ priorities and present level of performance.

EDTS615 INCLUSIVE TEACHING PRACTICE SEMESTER 1, 2014 (ONLINE)
This unit covers inclusive teaching practices, underpinned by principles of inclusive education in social learning contexts. Cooperative learning approaches for adapting curriculum, teaching and learning strategies will be examined. Concepts such as ‘differentiating curriculum’ and ‘personalising learning’ will be investigated. Individualised Learning Plans and Individualised Transition Plans for students with diverse learning needs will be developed.