Graduate Certificate in Education (ED61)

Year offered: 2011
Admissions: Yes
CRICOS code: 014019G
Course duration (full-time): 1 semester (subject to unit availability)
Course duration (part-time): 2 semesters
Course duration (external): 2 semesters
Domestic Fees (indicative): 2011: CSP $2,721 per semester (indicative)
International Fees (indicative): 2011: $11,125 (indicative)
Domestic Entry: February, July
International Entry: February, July
Assumed knowledge: Assume technical access / computer skills
Preparatory studies: For information on acquiring assumed knowledge visit http://www.qut.edu.au/assumed-knowledge
Total credit points: 48
Standard credit points per part-time semester: 24
Course coordinator: Contact Education Student Affairs Section 3138 3947, or educationenq@qut.edu.au
Discipline coordinator: Course Administration - (07) 3138 3936, or sian.roddie@qut.edu.au
Campus: Internet, Kelvin Grove and External

Course Overview

In the Graduate Certificate in Education you will acquire knowledge and understanding of specific issues in education, develop the skills necessary to identify and evaluate these issues, provide leadership within an educational setting and acquire abilities to manage the problems identified.

These programs will suit teachers, educators and graduates with relevant employment experience who are seeking to make a career change within education or enhance their existing education career.

Please note that the Graduate Certificate in Education does not lead to teachers registration. Refer to ED38 Graduate Diploma of Education if you have a degree not currently in Education and wish to become qualified as a teacher.

The course consists of four units (48 credit points) of study selected from the postgraduate units listed in the course. The Graduate Certificate in Education provides a two-semester part-time or one-semester full-time (subject to unit availability) postgraduate course in a range of study areas. (Please note that it is not possible to complete any of the study areas in full time mode, but a generic Graduate Certificate can be completed in one semester).

A generic Graduate Certificate in Education comprises any four units of study drawn from any of the study areas listed below. You have up to two (2) years to complete the course.

Entry Requirements and How to Apply

ENTRY REQUIREMENTS:
Applicants for the Graduate Certificate in Education must hold:
- An appropriate four-year Bachelor degree or equivalent at a standard acceptable to the Executive Dean OR
- A three-year Bachelor degree or equivalent at a standard acceptable to the Executive Dean PLUS at least one year of appropriate professional or industrial experience.

Students planning on studying the TESOL study area must have a teaching background (at least one year of appropriate professional experience). If you do not have a teaching background, you can apply to take the TEFL study area instead.

International Students studying in Australia on a Student Visa may only enrol in full-time internal programs offered on-campus. Please see ‘Study Areas for International Students’ for the full list of study areas available.

International Students must have the appropriate English language proficiency level to study their proposed course before they are admitted into QUT. There are two formal tests of English proficiency which QUT will accept: IELTS and TOEFL.

- IELTS: overall band score of 6.5 with no sub-band below 6.0; or
- TOEFL (iBT): overall score of 90 with no sub-score below 20 (if TOEFL permitted by visa requirements).

You may be exempt from taking a formal test if your secondary or post-secondary studies were conducted entirely in English and you have passed an English language or one or more communication subjects.

HOW TO APPLY:
Domestic students apply directly to QUT Student Services on a ‘PG form’. International students complete an ‘F form’. These can be accessed from studentservices.qut.com under ‘Postgraduate admissions’; at QUT Student Centre counters; or by telephoning 07 3138 2000.

Application forms must be accompanied by supporting documents such as original or certified transcripts and parchments from previous studies; and if applicable, a signed letter from your employer on official letterhead or
other official documents to support at least one year's practical experience in some branch of education acceptable to the Executive Dean.

Originales must be supplied or copies certified by a Justice of the Peace; Commissioner of Declarations (registration numbers must be provided); or by QUT Student Centre staff. If documents are in a language other than English the original document must also have an official English translation. Documents will not be returned unless you provide a stamped, self-addressed envelope with your application. Transcripts and parchments from QUT and other Queensland universities need not be supplied.

Orientation
It is recommended that new students attend the Master of Education /Graduate Certificate in Education Orientation, which is held at Kelvin Grove Campus during the weekend after the orientation week each semester.

This comprises of sessions explaining the course and the two core units; discussions on topics by invited academics and students; general discussion and question time; meetings with the study area coordinators; and library sessions on the Library, QUT Blackboard, and academic writing.

There will be details about this on the Orientation Planner on your QUT Virtual. You should also receive information about the event (via mail or email) after you accept your offer. If you have not received any information up until one week before the event, please contact Michele Bean: m.bean@qut.edu.au

Study Areas for Domestic Students
Career Development:
The field of career development has undergone significant change with the attendant demand for accountability and accreditation. Successful completion of this study area will enable you to work as a career counsellor, career teacher or career coach. The Career Development study area is recognised by Career Industry Council of Australia (CICA). This endorsement has been granted for a five year period until 2014.

Early Years:
This study area has significant importance in current education policies, nationally and internationally. Early childhood research has consistently provided evidence that the experiences and environments of children in the early years are important to strong social-emotional development and positive learning outcomes through school and into adulthood. Thus, the early years have consequences for children’s health and well-being across their life course. Because of increased recognition of the importance of the early years to later outcomes, there is increased demand for highly trained professionals who can support the diverse learning needs of young children. It should enable you to develop your knowledge and understanding of current theory and research that will inform effective practice with young children and their families in early years programs and services.

Education Research: Theory and Practice:
This study area will encourage and enhance critical thinking in a specific area of education of interest to you and provide the research grounding in a focussed area to give you the option to progress into higher degree study. While you may wish to pursue this area as an end in itself, you may wish to move to specific research projects either for awards within the higher education sector or as part of your work within specific organisations.

Generic Program:
Students can choose a generic Masters which does not provide a study area and consists of two (2) core units and six (6) option units. This program can be tailored to suit your individual study needs and interests.

Higher Education (not offered from semester 2, 2011 - continuing students only):
Teaching and learning are core functions of all higher education institutions. The need to ensure quality in teaching and learning within the higher education sector is increasingly a focus of a number of initiatives. This study area develops and extends your skills in teaching, explores teaching and learning theories and the strategies, models and concepts that are relevant to teaching and learning in a higher education setting, and develops the capacity to critically reflect on professional practice. Professional development activities undertaken by staff may be recognised for advanced standing into the study area. You will need to complete an Advanced Standing application form and document appropriately for consideration by the Faculty.

Information Communication Technology (ICT):
This study area focuses on the different roles that technology, particularly contemporary digital technology, plays across all education sectors. The study area introduces major frameworks for, and debates around; understanding these roles, but the main emphasis is on practical application. It is suitable for any teacher or administrator who seeks to deliberately employ technology within educational contexts.

Information-Learning Connections:
This study area enables you to extend your conceptual understandings and professional practices for learning and teaching in rapidly changing information-rich learning
environments. It will provide an opportunity for your career development across Education, Librarianship, and Information Services. Potential students include: experienced teachers and teacher-librarians; academics; instructional designers; academic developers; learning support specialists; academic, public and corporate librarians; information professionals; workplace educators.

Leadership and Management:
This study area focuses on building and enhancing leadership capacity in aspiring and existing leaders. The units provide leaders with requisite knowledge and understanding of central concepts connected to leading others, leading change processes, understanding and interpreting policy, and strategic managerial skills required in planning, monitoring and evaluating organisational systems.

Studies in Literacy:
The study area Studies in Literacy provides opportunities for participants to engage with current and historical issues and debates and specific areas of interest within the broad domain of literacy. The core units have been designed to meet the learning needs of teachers, educators and allied professionals (e.g. development officers) who have a strong interest in the literacy development of their students and clients as well as the contributions of political, professional, private and community contexts to understandings of literacy and literacy education. Current issues such as moves to standardise literacy curriculum and assessment at a time when literacy practices are changing in everyday life will also be examined.

Teaching for Diversity: Disabilities and Learning Difficulties:
While the understanding and application of learning theory is essential to the teaching of all students, most students with learning difficulties and disabilities require specialised instructional approaches in order to maximise their potential and achieve success. In order to address the learning, social, and behavioural needs of these students, teachers and other professionals require an understanding of theoretical models, socio-cognitive processes, current research and best practices related to supporting students with learning difficulties and disabilities. In addition, well-developed skills in consultation, collaborative problem-solving, and reporting are required. It will appeal to teachers, special education support teachers and allied professionals (e.g., Guidance Officers, social workers, and health professionals) who assist children, adolescents and adults with learning, social and behavioural challenges.

Teaching English as a Second Language (TESOL):
TESOL is a coursework award that provides students with theoretical knowledge and practical skills required to gain employment in the field of teaching English to speakers of other languages.

Vocational Education and Training (not offered from 2011 - continuing students only):
In recent years, there has been considerable convergence of vocational education and training and “academic education” within the Australian community. This study area will equip individuals with the understandings and skills necessary to implement and manage Vocational Education and Training initiatives within a range of settings. It aims to develop the skills and knowledge of participants as critically reflective practitioners with a commitment and confidence to lead vocational education in secondary and post-secondary settings.

Please refer to the 'course structures' below for study area requirements and suggested course progressions.

Study Areas for International Students
When choosing a study area, international students are restricted by the ESOS Act and their agreement with QUT. Study Areas must be offered in full-time and internal mode. The study areas below are available to international students:

Generic Program for International Students:
Students can choose a generic Graduate Certificate which does not provide a study area and consists of any four (4) ED61 units.

Teaching English as a Foreign Language (TEFL) (Available in Semester 1 only):
TEFL is a coursework award designed to meet the needs of students seeking a course which is specifically focused on teaching English as a foreign Language.

Teaching English as a Second Language (TESOL)
TESOL is a coursework award that provides students with theoretical knowledge and practical skills required to gain employment in the field of teaching English to speakers of other languages.

Please refer to the 'course structures' below for study area requirements and suggested course progressions.

Course Rules
UNIT DELIVERIES:
Please ensure you select the correct teaching period, class and location code for all units you are enrolled in.
EXTERNAL: The unit will be conducted through the QUT
Blackboard site. Regular access to a suitable computer and internet access is imperative. INTERNAL: The unit requires regular attendance at classes on Kelvin Grove campus during semester. At the first scheduled class time, lecturers will negotiate with students a schedule for regular contact.

BLOCk: The unit is offered in a block of lectures during the January or June/July vacation with attendance being over a number of days, normally from 9.00am to 4.00pm, Monday to Friday of a particular week. Assessment is completed during the remainder of the semester via the online ‘Blackboard’ website.

MINIMUM AND MAXIMUM UNIT ENROLMENT:
Domestic students may enrol in a minimum of one (1) unit per semester. If you do not enrol in at least one (1) unit, you will need to apply for a leave of absence. If you wish to enrol in more than four (4) units per semester, you will need permission, in writing, from the Course Coordinator.

LEAVE OF ABSENCE:
In order to take time off without study, you will need to complete an online Leave of Absence Form - L Form Online. A link to this form can be found on the Student Services / Forms web page. Students are permitted to take up to 12 months leave without ‘Special Circumstances’. If you wish to take more time off, you will need to provide documents proving special circumstances (doctor’s certificates etc.) You have 2 years to complete the course.

ADVANCED STANDING (Credit):
You can apply for Advanced Standing from prior study at an equivalent level to Postgraduate study. Undergraduate study or 4th year study (Honours or Graduate Diploma) are not generally considered at Postgraduate level. Advanced Standing is assessed on ‘currency’. Your prior study will need to be assessed as ‘current’ in order to be applied to your Graduate Certificate Degree. You can also apply for Advanced Standing based on work or industry experience. This is less likely to be approved as normal teaching experience will not lead to academic credit. If you are responsible for an original academic work, such as creating a course and/or curriculum, or have published any original research etc. then you may qualify for credit for work or industry experience. Please complete an ‘AS Form’. A link to this form can be found on the Student Services / Forms web page.

CHANGE OF STUDY AREA:
Students must submit a ‘CM Form’ to request a change of study area. A link to this form can be found on the Student Services / Forms web page.

FURTHER STUDY- ED79 MASTER OF EDUCATION:
Students wishing to apply for further study can submit an ‘R/I form’ to move into the Master of Education. A link to this form can be found on the Student Services / Forms web page. As long as they fit into your chosen study area, you can apply to have all of your ED61 units credited into ED79 Master of Education.

Further Information
Faculty of Education
Student Affairs Office
A Block Level 2 Room 215
Kelvin Grove Campus
Phone: +61 7 3138 3947
Fax: +61 7 3138 3949
email: educationenq@qut.edu.au

ED61 COURSE OVERVIEW

The Graduate Certificate in Education is comprised of four (4) units. If you have chosen one of the study areas, you will be required to complete the four core units from that study area (48 credit points). Alternatively, students can undertake a generic structure with no study area, consisting of four units of your choice from any of the units offered in the study areas or from ED79 Master of Education.

You are expected to enrol as per the standard structure outlined on Studyfinder or Courses by Faculty, and are responsible for ensuring that your unit selection in QUT Virtual is correct. Failure to do so may result in financial and academic penalties.

Domestic students may enrol in a minimum of one (1) unit per semester. If you do not enrol in at least one (1) unit, you will need to apply for a leave of absence or may be discontinued from the course.

Course Coordinator: Dr Alan Roberts,
ag.roberts@qut.edu.au, (07) 3138 3275, L144.

Administration Officer: Ms Sian Rodgie,
educationenq@qut.edu.au, (07) 3138 3947,
Room A215.

Generic Study Area

Students can elect to graduate with a Generic Graduate Certificate in Education, comprising any four units of study drawn from the listed study areas, or from the Master of Education ED79 course.

Career Development

Career Development - IMPORTANT INFORMATION
In the Career Development study area you are required to complete the following four (4) units: SPN651 OR SPN610; SPN618; SPN620; and SPN654 (48 credit points).

PRIOR KNOWLEDGE: If you have previously studied an introductory counselling unit or have counselling experience, you may satisfy the prior knowledge required to study SPN610 Advanced Educational Counselling without the prerequisite of SPN651 Introductory Educational Counselling. If you do not satisfy the prerequisite, you will need to undertake the unit SPN651 Introductory Educational Counselling as your first unit of study. If you believe that you have sufficient prior knowledge to waive the requirement to study SPN651, you will need to send an email to the study area coordinator, Ms Michele Moon (m.moon@qut.edu.au), with a copy to the course administrator, Sian Rodgie (sian.rodgie@qut.edu.au) and provide certified evidence of your previous study, and/or an original or certified letter, on letterhead from your employer. This waiver must be approved BEFORE you enrol in SPN610 or SPN620.

BLOCK DATES: If you are required to study SPN651, you should undertake it in your first semester of study. This unit is held in a one week 'block' of intensive study at QUT Kelvin Grove Campus, BEFORE semester begins. The Block dates for Career Development are as follows: Semester 1 – SPN651 Introductory Education Counselling Tue 4 – Fri 7 January, 2011; Semester 2 – SPN651 Introductory Education Counselling Mon 27 June – Fri 1 July, 2011 and SPN610 Advanced Educational Counselling Mon 27 June – Fri 1 July, 2011. SPN651 is also offered in internal mode for semester 1 only, attending classes on campus for the semester 1 duration.

Career Development study area coordinator: Ms Michele Moon, m.moon@qut.edu.au, (07) 3138 3562, Room A317.

Administration Officer: Ms Sian Rodgie, educationenq@qut.edu.au, (07) 3138 3947, Room A215.

Units available in Semester 2

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<tr>
<th>Units</th>
<th>Description</th>
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<tbody>
<tr>
<td>SPN651</td>
<td>Introductory Educational Counselling</td>
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<td>If you have had course coordinator permission, in writing, to have SPN651 waived, then complete SPN610 in the semester 2 Block. SPN651 is offered in both Block and internal mode in semester 1, and Block mode only in semester 2.</td>
</tr>
<tr>
<td>SPN610</td>
<td>Advanced Educational Counselling</td>
</tr>
<tr>
<td>SPN620</td>
<td>Career Counselling</td>
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<td></td>
<td>Note: It is recommended that you apply early if you plan to commence the units offered via block mode in your first semester. The block units commence prior to the start of the normal semester (eg January, and June or July).</td>
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Early Years

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<tr>
<th>Units available in Semester 1</th>
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<tbody>
<tr>
<td>EAN601</td>
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<tr>
<td>EAN614</td>
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Early Years study area coordinator: Dr Annette Woods, annette.woods@qut.edu.au, (07) 3138 3184, Room B438.

Units available in Semester 2

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<tr>
<th>Units</th>
<th>Description</th>
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<tbody>
<tr>
<td>EAN601</td>
<td>Investigating Curriculum and Pedagogy in Early Childhood</td>
</tr>
<tr>
<td>EAN603</td>
<td>Child Development in Context</td>
</tr>
<tr>
<td>EAN616</td>
<td>Language, Literacies and Communication in Early Childhood</td>
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Education Research: Theory and Practice

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<tr>
<th>Units available in Semester 1</th>
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<tr>
<td>EDN604-1</td>
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In the Education Research: Theory and Practice study area you are required to complete the following four (4) core units: EDN612; EDN619; EDN604-1; and EDN604-2.

Education Research: Theory and Practice study area coordinator: Prof John Lidstone, j.lidstone@qut.edu.au, (07) 3138 3289, Mobile: 0413 485 957, Room E327.
EDN604-2  Facilitated Study Unit  
EDN612  Conducting Innovative Educational Research  
* EDN612 offered in INTERNAL mode only in semester 1

**Units available in Semester 2**
- EDN604-1  Facilitated Study Unit  
- EDN604-2  Facilitated Study Unit  
- EDN612  Conducting Innovative Educational Research  
- EDN619  Educational Research: Design, Methodology and Analysis  

**Higher Education (not available from semester 2, 2011)**

In the Higher Education study area you are required to complete the following four (4) core units: EDN626; EDN627; EDN629 and EDN630.

Higher Education study area coordinator: Dr Mandy Lupton, mandy.lupton@qut.edu.au, (07) 3138 3283, Room L128.

**Units available in Summer Semester**
- EDN604-1  Facilitated Study Unit  
- EDN604-2  Facilitated Study Unit  

**Leadership and Management**

In the Leadership and Management study area you are required to complete the following four (4) core units: SPN625; SPN626; SPN645; and SPN646.

Leadership and Management study area coordinator: ASPRO Lisa Ehrich, l.ehrich@qut.edu.au, (07) 3138 3038, Room A318.

**Information and Communication Technology (ICT)**

In the ICT study area you are required to complete the following four (4) core units: MDN642; MDN643; MDN644; and MDN645.

Information and Communication Technology (ICT) study area coordinator: Mr Michael Ryan, m.ryan@qut.edu.au, (07) 3138 5987, Room S216.

**Units available in Semester 1**
- MDN643  Digital Perspectives  
- MDN645  Digital Leadership: Policy and Planning For the Future

### Future

**Units available in Semester 2**
- MDN642  Digital Pedagogies  
- MDN644  Digital Expectancies: Innovative Practices With Emerging Technologies  

**Information-Learning Connections**

**Units available in Semester 1**
- CLN601  Cyberlearning  
- CLN603  Designing Spaces for Learning  

**Units available in Semester 2**
- CLN647  Youth, Popular Culture, and Texts  
- CLN650  Information-Learning Nexus  

**Leadership and Management**

In the Leadership and Management study area you are required to complete the following four (4) core units: SPN625; SPN626; SPN645; and SPN646.

Leadership and Management study area coordinator: ASPRO Lisa Ehrich, l.ehrich@qut.edu.au, (07) 3138 3038, Room A318.

**Information and Communication Technology (ICT)**

In the ICT study area you are required to complete the following four (4) core units: MDN642; MDN643; MDN644; and MDN645.

Information and Communication Technology (ICT) study area coordinator: Mr Michael Ryan, m.ryan@qut.edu.au, (07) 3138 5987, Room S216.

**Units available in Semester 1**
- MDN643  Digital Perspectives  
- MDN645  Digital Leadership: Policy and Planning For the Future
In the Studies in Literacy study area you are required to complete the following four (4) core units: CLN652; CLN654; CLN660 and SPN647.

Studies in Literacy study area coordinator: ASPRO Helen Nixon, helen.nixon@qut.edu.au, (07) 3138 5583, Rm E126.

| Units available in Semester 1          |  |
|----------------------------------------|  |
| CLN654 Grammar, Text Types and Modes of Delivery |  |
| CLN660 Literacy Development and Performance |  |

| Units available in Semester 2          |  |
|----------------------------------------|  |
| CLN652 Literacies For English Language Learners |  |
| SPN647 Understanding Reading and Writing Difficulties |  |

Teaching for Diversity: Disability and Learning Difficulties

In the Teaching for Diversity study area you are required to complete the following four (4) core units: SPN644; SPN647; SPN649; and SPN650.

Teaching for Diversity: Disability and Learning Difficulties study area coordinator: Dr Louise Mercer, kl.mercer@qut.edu.au, (07) 3138 3233, Room A328.

| Units available in Semester 1          |  |
|----------------------------------------|  |
| SPN644 Inclusive Education: Theory, Policy and Practice |  |
| SPN650 Introduction To Autistic Spectrum Disorder |  |

| Units available in Semester 2          |  |
|----------------------------------------|  |
| SPN647 Understanding Reading and Writing Difficulties |  |
| SPN649 Supporting Learners With Behavioural Difficulties in the Inclusive Classroom |  |

TEFL

In the TEFL (Teaching English as a Foreign Language) study area you are required to complete three (3) TEFL core units: CLN608; CLN621 and CLN622 plus one (1) TESOL/TEFL option unit.

Option units can be selected from the following TESOL/TEFL units: CLN613; CLN615*; CLN616; CLN617; CLN618; CLN620; CLN640; CLN641; and CLN642. *CLN615 Directed Readings in Second Language Education will be offered at the discretion of the study area coordinator.

TEFL study area coordinator: Dr Rod Neilsen, roderick.neilsen@qut.edu.au, (07) 3138 0889, Room E221.

| Units available in Semester 1          |  |
|----------------------------------------|  |
| CLN608 Second Language Acquisition     |  |
| CLN621 Principles of English as a Foreign Language (EFL) Methodology |  |
| CLN622 Professional Practice in the EFL Context |  |
| CLN615 Directed Reading In Second Language Education |  |

CLN615 requires course coordinator permission. Please email Dr Rod Neilsen, roderick.neilsen@qut.edu.au

| Units available in Semester 2          |  |
|----------------------------------------|  |
| CLN608 Second Language Acquisition     |  |
| CLN613 Second Language Curriculum Design Options |  |
| CLN615 Directed Reading In Second Language Education |  |

CLN615 requires course coordinator permission. Please email Dr Rod Neilsen, roderick.neilsen@qut.edu.au

| Units available in Summer Semester     |  |
|----------------------------------------|  |
| CLN615 Directed Reading In Second Language Education |  |

CLN615 requires course coordinator permission. Please email Dr Rod Neilsen, roderick.neilsen@qut.edu.au

| Units available in Semester 2          |  |
|----------------------------------------|  |
| CLN620 Language And Culture            |  |
| CLN641 From Theory To Practice - Practical Applications In The TESOL Classroom |  |

TEFL for International Students

In the TEFL (Teaching English as a Foreign Language) study area you are required to complete three (3) TEFL core units: CLN608; CLN621 and CLN622 plus one (1) TESOL/TEFL option unit. International students are required to study full-time (4 units) with a minimum of three (3) of the units in INTERNAL mode.

TEFL for International Students

| Units available in Semester 1          |  |
|----------------------------------------|  |
| CLN608 Second Language Acquisition     |  |
| CLN621 Principles of English as a Foreign Language (EFL) Methodology |  |
| CLN622 Professional Practice in the EFL Context |  |
| CLN615 Directed Reading In Second Language Education |  |

CLN615 requires course coordinator permission. Please email Dr Rod Neilsen, roderick.neilsen@qut.edu.au

| Units available in Semester 2          |  |
|----------------------------------------|  |
| CLN608 Second Language Acquisition     |  |
| CLN613 Second Language Curriculum Design Options |  |
| CLN615 Directed Reading In Second Language Education |  |

CLN615 requires course coordinator permission. Please email Dr Rod Neilsen, roderick.neilsen@qut.edu.au

| Units available in Summer Semester     |  |
|----------------------------------------|  |
| CLN615 Directed Reading In Second Language Education |  |

CLN615 requires course coordinator permission. Please email Dr Rod Neilsen, roderick.neilsen@qut.edu.au

| Units available in Semester 2          |  |
|----------------------------------------|  |
| CLN620 Language And Culture            |  |
| CLN641 From Theory To Practice - Practical Applications In The TESOL Classroom |  |
TEFL study area coordinator: Dr Rod Neilsen, roderick.neilsen@qut.edu.au, (07) 3138 0889, Room E221.

INTERNAL units available in Semester 1

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>CLN608</td>
<td>Second Language Acquisition</td>
</tr>
<tr>
<td>CLN621</td>
<td>Principles of English as a Foreign Language (EFL) Methodology</td>
</tr>
<tr>
<td>CLN622</td>
<td>Professional Practice in the EFL Context</td>
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CLN608; CLN621 and CLN622 are the three core units and must be taken as part of your four (4) units.

Please choose your final unit from the following:

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CLN615 requires course coordinator permission. Please email Dr Rod Neilsen, roderick.neilsen@qut.edu.au

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<tbody>
<tr>
<td>CLN617</td>
<td>Personalised Language Development</td>
</tr>
<tr>
<td>CLN618</td>
<td>Technology And Second Language Learning</td>
</tr>
<tr>
<td>CLN640</td>
<td>Sociolinguistics</td>
</tr>
<tr>
<td>CLN642</td>
<td>Grammar For Teachers</td>
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TEFL units are not available in Semester 2

TESOL

In the TESOL (Teaching English to Speakers of Other Languages) study area you are required to complete two (2) TESOL core units: CLN608 and CLN612 plus two (2) TESOL/TEFL option units.

Option units can be selected from the following TESOL/TEFL units: CLN613; CLN615*; CLN616; CLN617; CLN618; CLN620; CLN640; CLN641; and CLN642. *CLN615 Directed Readings in Second Language Education will be offered at the discretion of the study area coordinator.

TESOL study area coordinator: Dr Rod Neilsen, roderick.neilsen@qut.edu.au, (07) 3138 0889, Room E221.

Units available in Semester 1

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<td>Directed Reading In Second Language Education</td>
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CLN615 requires course coordinator permission. Please email Dr Rod Neilsen, roderick.neilsen@qut.edu.au

CLN618 Technology And Second Language Learning
CLN640 Sociolinguistics
CLN642 Grammar For Teachers

Units available in Semester 2

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<tr>
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CLN616 Language Assessment In TESOL
CLN617 Personalised Language Development

Units available in Summer Semester

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CLN620 Language And Culture
CLN641 From Theory To Practice - Practical Applications In The TESOL Classroom

TESOL for International Students

In the TESOL (Teaching English to Speakers of Other Languages) study area you are required to complete two (2) TESOL core units: CLN608 and CLN612 plus two (2) TESOL/TEFL option units. International students are required to study full-time (4 units) with a minimum of three (3) of the units in INTERNAL mode.

TESOL study area coordinator: Dr Rod Neilsen, roderick.neilsen@qut.edu.au, (07) 3138 0889, Room E221.

INTERNAL units available in Semester 1

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CLN608 and CLN612 are the two core units and must be taken as part of your four (4) units in your FIRST semester of study.

CLN615 Directed Reading In Second Language Education

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CLN615 requires course coordinator permission. Please email Dr Rod Neilsen, roderick.neilsen@qut.edu.au

CLN618 Technology And Second Language Learning
CLN640 Sociolinguistics
CLN642 Grammar For Teachers

INTERNAL units available in Semester 2
CLN608 Second Language Acquisition
CLN612 Principles Of Second Language Methodology
CLN608 and CLN612 are the two core units and must be taken as part of your four (4) units in your FIRST semester of study.
CLN613 Second Language Curriculum Design Options
CLN615 Directed Reading In Second Language Education
CLN615 requires course coordinator permission. Please email Dr Rod Neilsen, roderick.neilsen@qut.edu.au

CLN616 Language Assessment In TESOL
CLN617 Personalised Language Development

Units available in Semester 2
SPN653 Teaching, Learning and Assessing in Vocational Education and Training

CLN608 SECOND LANGUAGE ACQUISITION
Research into second language acquisition is providing new insights into the complex processes involved in natural and instructed language development. This unit extends participants knowledge of research into, and theories of, second language acquisition, and explores pedagogical implications and the relevance of research and theories to the enhancement of second language acquisition and learning.

Credit points: 12  Campus: Internet, Kelvin Grove and External  Teaching period: 2011 SEM-1

CLN603 DESIGNING SPACES FOR LEARNING
This unit provides a foundation for understanding the complex relations among space, place and learning pedagogies appropriate to the design of innovative, adaptable supportive spaces for learning in future-oriented educational contexts.

Credit points: 12  Campus: Internet, Kelvin Grove and External  Teaching period: 2011 SEM-1

CLN605 CONTEXTS AND ISSUES IN VOCATIONAL EDUCATION
This unit addresses the challenges, opportunities and implications for learning and teaching in dynamic, information-rich online environments. It enables students to critically and creatively engage with contemporary concepts, technologies and practices for diverse educational, professional and information contexts, including school libraries; participate in an online learning community; collaborate in the design, development and evaluation of online learning resources.

Credit points: 12  Campus: Kelvin Grove and External  Teaching period: 2011 SEM-1

CLN603 DESIGNING SPACES FOR LEARNING
This unit provides a foundation for understanding the complex relations among space, place and learning pedagogies appropriate to the design of innovative, adaptable supportive spaces for learning in future-oriented educational contexts.

Credit points: 12  Campus: Internet, Kelvin Grove and External  Teaching period: 2011 SEM-1

CLN608 SECOND LANGUAGE ACQUISITION
Research into second language acquisition is providing new insights into the complex processes involved in natural and instructed language development. This unit extends participants knowledge of research into, and theories of, second language acquisition, and explores pedagogical implications and the relevance of research and theories to the enhancement of second language acquisition and learning.
Information for future students
Published on : 13 June 2012

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-1 and 2011 SEM-2

CLN612 PRINCIPLES OF SECOND LANGUAGE METHODOLOGY
This unit considers the range of approaches to second language learning and the theories of language and learning which underpin them: theories of language and learning and their implications for TESOL; the social context of learning and its impact on methodological decision-making; current approaches and methods in TESOL; the roles of teachers and learners in the TESOL classroom.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-1 and 2011 SEM-2

CLN613 SECOND LANGUAGE CURRICULUM DESIGN OPTIONS
This unit introduces the factors that influence teachers in the development of language programs. It includes analysis of the following areas: learner profiles and needs; aims and objectives; processes and criteria for selecting methodology; content selection and sequencing; choice and evaluation of materials and classroom.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove and External  Teaching period: 2011 SEM-2

CLN615 DIRECTED READING IN SECOND LANGUAGE EDUCATION
This unit provides an opportunity for teachers and others involved in TESOL to review current research articles to gain an overview of developments in TESOL/Applied Linguistics and to explore one or two personal interest areas in greater depth.

Assumed knowledge: You must discuss the unit with the course coordinator. The course coordinator will grant you approval to enrol  Other requisites: You must discuss the unit with the course coordinator. The course coordinator will grant you approval to enrol.  Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-1, 2011 SEM-2 and 2011 SUM

CLN616 LANGUAGE ASSESSMENT IN TESOL
This unit introduces the theories and practices in program evaluation, language testing and proficiency assessment. It examines and evaluates standardised tests and instruments that are used to assess the English language proficiency of speakers for whom English is a second language.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-2

CLN617 PERSONALISED LANGUAGE DEVELOPMENT
Language learning is a lifelong task. This unit allows teachers to take a program of language development aimed at improving their level of proficiency and enhancing their cultural awareness. Students wishing to take this unit should discuss options with the coordinator.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-2

CLN618 TECHNOLOGY AND SECOND LANGUAGE LEARNING
The twentieth century saw a rapid change in the technology available to language teachers. This unit explores the creative teaching potential of this technology in areas such as computer enhanced language learning (CELL), interactive multimedia (including CD-ROM and video disc) and the use of linear video, word processing and audio materials. The unit will also explore access to and pedagogical uses of electronic communication such as email, list servers and bulletin boards.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-1

CLN620 LANGUAGE AND CULTURE
This unit explores the relationship between language and culture drawing on insights from linguistics, sociolinguistics and cultural theory. It analyses the co-constitutive nature of language and culture, and examines how this relationship can be explored in the TESOL context.

Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SUM-1

CLN621 PRINCIPLES OF ENGLISH AS A FOREIGN LANGUAGE (EFL) METHODOLOGY
International students preparing to become English language teachers in EFL contexts require knowledge of current approaches to and issues in English language methodology. The key principles and concepts involved in language teachers’ decision-making relate to: theories of language, theories of language learning and teaching and social and cultural factors which influence both teachers and learners in language classrooms. This unit responds to the demand for more specifically EFL-oriented teacher preparation which caters to recent graduates from overseas contexts who have not yet begun their professional careers as EFL teachers.

Credit points: 12  Campus: Kelvin Grove  Teaching period: 2011 SUM-1

CLN622 PROFESSIONAL PRACTICE IN THE EFL CONTEXT
International students wishing to become EFL (English as a Foreign Language) teachers in their home contexts but have no prior teaching experience require a foundational orientation to both general classroom practice and EFL teaching strategies. This unit is designed to provide this primary orientation and introduction to the core principles and practices associated with teaching English in EFL

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contexts.  
Credit points: 12  Campus: Kelvin Grove  Teaching period: 2011 SEM-1

CLN640 SOCIOLINGUISTICS
This unit is an introduction to sociolinguistics, the study of language as social process and practice. Topics covered include the following: language functions and varieties; regional and social dialects, styles and registers; pidgin and Creole languages; language as social practice; discourse; speech communities; language and power; sociolinguistics and language teaching.
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-1

CLN641 FROM THEORY TO PRACTICE - PRACTICAL APPLICATIONS IN THE TESOL CLASSROOM
This unit focuses on Communicative Language Teaching (CLT). It extends students’ knowledge of the general trends in methodology learned in CLN612, by providing a theoretical basis for CLT and various opportunities to apply the theoretical framework to classroom practice.
Credit points: 12  Contact hours: 3 per week  Campus: Internet, Kelvin Grove and External  Teaching period: 2011 SUM-1

CLN642 GRAMMAR FOR TEACHERS
This unit assists language teachers develop a better understanding of grammar and its place in the teaching and learning of a second language. Participants will develop their own language awareness and explore a range of strategies and techniques for the effective integration of grammar instruction into language programs.
Credit points: 12  Contact hours: 3 per week  Campus: Kelvin Grove  Teaching period: 2011 SEM-1

CLN647 YOUTH, POPULAR CULTURE, AND TEXTS
In the diverse terrain of popular culture, youth find the resources and means for identity formation, social relations and pleasure, and develop a range of knowledge, skills, values and attitudes. Educators need to understand the ways popular cultural texts (literary, mass media, computer-based and digital) form the cultural capital of youth and give meaning to their lived experiences.
Credit points: 12  Campus: Internet and External  Teaching period: 2011 SEM-2

CLN650 INFORMATION-LEARNING NEXUS
This unit supports the critical, ethical and creative engagement of teacher-librarians, educators and information professionals with a diverse array of information, concepts, technologies, social networks, resources and practices pertinent to contemporary information-learning environments. The unit develops conceptual and strategic approaches to enable independent and connected learning via libraries and other information-rich learning sites.
Credit points: 12  Campus: Internet and External  Teaching period: 2011 SEM-2

CLN652 LITERACIES FOR ENGLISH LANGUAGE LEARNERS
The aim of this unit is to provide you with opportunities to build theoretical knowledge of English language literate practices and development of multilinguals; formulate positions on controversies of English literacy education relevant in your field; and apply these understandings to professional problems of curriculum, pedagogy or assessment of interest to you.
Credit points: 12  Campus: Internet and External  Teaching period: 2011 SEM-2

CLN654 GRAMMAR, TEXT TYPES AND MODES OF DELIVERY
This unit provides opportunities to investigate grammatical knowledge appropriate to a range of singular and multimodal text types and to (de)construct text according to that knowledge. Participants will explore their own multimodal text interests through advanced studies in grammar.
Credit points: 12  Campus: Internet, Kelvin Grove and External  Teaching period: 2011 SEM-1

CLN655 CONTEXTS AND ISSUES IN VOCATIONAL EDUCATION
This unit examines theoretical frameworks for understanding vocational education in international, national and local contexts. The educational and political nature of VE is explored, along with its impact on administrators, registered training organisations and other businesses. VE policies and procedures are now integral to most post-compulsory educational settings throughout the developed world.
Credit points: 12  Campus: Internet and External  Teaching period: 2011 SEM-1

CLN660 LITERACY DEVELOPMENT AND PERFORMANCE
This unit provides: i) a comprehensive overview of different theoretical approaches to literacy and social conditions that are shaping literacy education; and ii) an opportunity to develop an analysis of and recommendations for improving literacy instruction in a selected context. The work undertaken in this unit can be linked with other ED79 Master of Education units providing advanced studies in grammar, reading and writing difficulties, and literacy for second language learners.
Credit points: 12  Campus: Internet  Teaching period: 2011 SEM-1
EAN601 INVESTIGATING CURRICULUM AND PEDAGOGY IN EARLY CHILDHOOD
The aims for this unit are to assist students in developing a critically-informed and research-based understanding of the current issues that are under scrutiny in the field of Early Childhood Education. Recognition and appreciation of gender, culture and customs are essential to the consideration of the issues, and students will make active contributions to promoting codes of practice relevant to the specific professional area of education/learning.
Credit points: 12    Campus: Internet, Kelvin Grove and External    Teaching period: 2011 SEM-1 and 2011 SEM-2

EAN603 CHILD DEVELOPMENT IN CONTEXT
The aim of the unit is to foster critical understanding of current developmental theory, the conduct of developmental research and the application of research findings to practice in early childhood education and other fields in which professionals work with children and families.
Credit points: 12    Campus: Internet, Kelvin Grove and External    Teaching period: 2011 SEM-2

EAN614 ARTS AND SCIENCES IN EARLY CHILDHOOD
The unit challenges students, as leaders in early childhood teaching and learning, to interrogate a broad range of ideas, principles and guidelines to assist them in making decisions about curriculum in the arts and sciences. It challenges students to engage with trans-disciplinary and cross-disciplinary knowledge and innovation.
Credit points: 12    Campus: Internet Teaching period: 2011 SEM-1

EAN616 LANGUAGE, LITERACIES AND COMMUNICATION IN EARLY CHILDHOOD
The focus of this unit is to help students to understand recent research-based practices for literacy learning and teaching in the years before compulsory schooling and the early years. Emphasis is placed on a broad definition of literacy that highlights the importance of all children becoming active participants in society and of knowing and engaging in a range of literacy practices, rather than just learning a set of reading and writing "skills".
Credit points: 12    Campus: Internet, Kelvin Grove and External    Teaching period: 2011 SEM-2

EDN603 FACILITATED STUDY UNIT
The unit aims to enhance capacities for flexibility and innovation in educational practice as a result of an in-depth investigation of a problem of professional relevance.
Credit points: 12    Campus: Internet, Kelvin Grove and External    Teaching period: 2011 SEM-1, 2011 SEM-2 and 2011 SUM

EDN604 FACILITATED STUDY UNIT
The unit aims to enhance capacities for flexibility and innovation in educational practice as a result of an in-depth investigation of a problem of professional relevance. The unit engages students in a comprehensive examination of relevant theory, research, policy, and/or practice in the area of investigation.
Credit points: 12    Campus: Internet and Kelvin Grove    Teaching period: 2011 SEM-1, 2011 SEM-2 and 2011 SUM

EDN604 FACILITATED STUDY UNIT
See EDN604-1.
Credit points: 12    Campus: Internet, Kelvin Grove and External    Teaching period: 2011 SEM-1, 2011 SEM-2 and 2011 SUM

EDN612 CONDUCTING INNOVATIVE EDUCATIONAL RESEARCH
The unit aims to enhance capacities for undertaking research in educational and other learning contexts that is innovative in both its focus and its approach. The unit engages students in a comprehensive examination of relevant research theory and practical application.
Prerequisites: EDN611    Credit points: 12    Campus: Internet, Kelvin Grove and External    Teaching period: 2011 SEM-1 and 2011 SEM-2

EDN619 EDUCATIONAL RESEARCH: DESIGN, METHODOLOGY AND ANALYSIS
In this unit, the dynamic interplay between educational theory and research will be emphasised with the intent of developing your skills and knowledge required by consumers and practitioners of educational research.
Prerequisites: EDN611    Credit points: 12    Teaching period: 2011 SEM-2

EDN626 LEARNING AND TEACHING IN HIGHER EDUCATION
This unit aims to develop the student's capacity to take a theoretically grounded approach to teaching and learning in higher education, specifically through increasing their knowledge of formal and informal theories of learning and teaching.
Credit points: 12    Campus: Internet

EDN627 CONTEXTS AND ISSUES IN HIGHER EDUCATION
This unit aims to provide students with opportunities to develop an understanding of a range of contemporary historical, policy and social issues that impact on higher education at institutional, school, department, course and individual levels.
Credit points: 12    Campus: Internet and External    Teaching period: 2011 SEM-2
EDN629 ONLINE DESIGN: IMPLICATIONS FOR LEARNING
This unit aims to provide students with the opportunity to gain the knowledge, skills and confidence to use a variety of delivery methods appropriate to their post-secondary student cohort, and to be able to evaluate and critique each mode of delivery within a pedagogical framework, which is student-centred and context-specific.
Credit points: 12  Campus: Internet

EDN630 CURRICULUM DESIGN, ASSESSMENT AND EVALUATION IN HIGHER EDUCATION
The unit aims to introduce students to key concepts and practices underpinning contemporary curriculum design, development, assessment and evaluation in rapidly changing global and local contexts.
Credit points: 12  Campus: Internet and External  
Teaching period: 2011 SEM-2

MDN642 DIGITAL PEDAGOGIES
This unit includes a critical investigation of digital pedagogies and the changes they are making to the role of the teacher, and the interactions between students, teachers and subject content. The unit assists students in designing and moderating worthwhile learning experiences in online environments or physical environments that make use of digital technologies.
Credit points: 12  Campus: Internet  
Teaching period: 2011 SEM-2

MDN643 DIGITAL PERSPECTIVES
This unit includes a comprehensive examination of relevant theory, research, policy, and/or practice in the mediation of learning and communication through technology. Students are encouraged to critique the rhetoric and reality of ICT integration in learning networks.
Credit points: 12  Campus: Internet  
Teaching period: 2011 SEM-1

MDN644 DIGITAL EXPECTANCIES: INNOVATIVE PRACTICES WITH EMERGING TECHNOLOGIES
This unit will formalise understandings of digitally expectant learners and how emergent technologies can be used to meet their needs, preferences, attitudes and habits. It will investigate the nature and affordances of emergent technologies and apply this understanding to a learning context.
Credit points: 12  Campus: External  
Teaching period: 2011 SEM-2

MDN645 DIGITAL LEADERSHIP: POLICY AND PLANNING FOR THE FUTURE
Digital leadership is much more than resource acquisition and management. The new opportunities and chances of digital learning have great significance for the future of our information and learning society. To be an effective leader one needs to look within and beyond their organisations to determine the right direction for action.
Credit points: 12  Teaching period: 2011 SEM-1

SPN610 ADVANCED EDUCATIONAL COUNSELLING
This unit provides students with an overview of major theories of counselling and to assist them in the development of a framework using one of these approaches that they may use as a basis for their counselling.
Prerequisites: SPN651  Credit points: 12  Campus: Kelvin Grove  
Teaching period: 2011 SEM-2

SPN618 CAREER DEVELOPMENT AND PROFESSIONAL PRACTICE
This unit encourages learners to engage in lifelong learning and within the context of career development practice, lead innovations in the delivery of career development programs to a wide range of audience throughout the community.
Credit points: 12  Campus: Internet and External  
Teaching period: 2011 SEM-1

SPN620 CAREER COUNSELLING
This unit encourages learners to critically evaluate the perspectives to formulate a personal position with respect to their career counselling practice. Students have the opportunity to gain experience in the application of traditional and emerging career counselling processes, and to contribute to innovation in supporting the role of career counselling in a new career guidance context of career self-management.
Prerequisites: SPN651  Credit points: 12  Campus: Kelvin Grove and External  
Teaching period: 2011 SEM-2

SPN625 LEADERSHIP CONCEPTS, THEORIES AND ISSUES
The overall aim of this unit is to enhance the leadership understanding and capabilities for both current leaders and those aspiring to such positions in organisations today and in the future. This aim is set in a broader understanding of notions of shared and multiple leadership concepts.
Prerequisites: SPN651  Credit points: 12  Campus: Internet, Kelvin Grove and External  
Teaching period: 2011 SEM-1

SPN626 LEADING AND MANAGING PEOPLE
This unit enhances the understandings and capabilities of leaders and aspiring leaders to manage their organisation's human resources in rapidly changing and challenging contexts.
Credit points: 12  Campus: Internet, Kelvin Grove and External  
Teaching period: 2011 SEM-2

SPN644 INCLUSIVE EDUCATION: THEORY, POLICY AND PRACTICE
Schools are a reflection of diversity within global and local education communities. An inclusive approach to education involves a critique of social values, priorities and the structures and institutions which they support. It involves the politics of recognition and is concerned with the serious issue of who is included and who is excluded within education and society generally.

**Credit points:** 12  **Campus:** External  **Teaching period:** 2011 SEM-2

**SPN645 LEADERSHIP, POLICY AND CHANGE IN ACTION**
The unit presents the theories and processes of educational change; organizational cultures and values and their influence on change; policy processes (development, implementation and evaluation); policy trends and change in educational contexts. The content around these topics will add to your understanding of the dynamics between leadership, culture and change, and the challenges for leaders. You will develop skills to make sense of and constructively respond to policies within organisational contexts.

**Antirequisites:** SPN627, SPN628  **Credit points:** 12  **Campus:** Kelvin Grove and External  **Teaching period:** 2011 SEM-1

**SPN646 STRATEGIC MANAGEMENT**
Since 2000, there have been increasing demands from statutory bodies and other stakeholders for all organizations, whether schools, educational institutions, voluntary organizations, businesses or government departments, to be effective, efficient and transparently responsible. This unit will take a complex systems view using general systems theory, chaos theory and synergetics to analyse the processes educational organisations and other organisational settings use to maintain their strategic intent and to harness both continuous and discontinuous innovation.

**Antirequisites:** SPN637  **Credit points:** 12  **Campus:** Kelvin Grove and External  **Teaching period:** 2011 SEM-2

**SPN647 UNDERSTANDING READING AND WRITING DIFFICULTIES**
While the understanding and application of learning theory is essential to the teaching of all students, there will always be some for whom specialised approaches are required in order to maximise their potential. Accordingly, it is vitally important for teachers to develop their knowledge and skills so that they can meet the needs of diverse literacy learners in a flexible, problem-solving manner using evidence-based approaches to instruction.

**Antirequisites:** SPN614  **Credit points:** 12  **Campus:** External  **Teaching period:** 2011 SEM-2

**SPN649 SUPPORTING LEARNERS WITH BEHAVIOURAL DIFFICULTIES IN THE INCLUSIVE CLASSROOM**
Teachers' concerns about classroom management are intensified by the inclusion of students with additional needs. Behaviours associated with low engagement, learning difficulties, attention and activity disorders, autism spectrum disorders, and moderate to severe disabilities present major challenges for classroom teachers. Accordingly, sound knowledge of effective classroom management practices and the ability to work collaboratively with support personnel to plan and provide appropriate behaviour management programs is essential.

**Credit points:** 12  **Campus:** External  **Teaching period:** 2011 SEM-2

**SPN650 INTRODUCTION TO AUTISTIC SPECTRUM DISORDER**
The aims of this unit are to assist you as classroom and specialist teachers, school counsellors and guidance officers to deepen your knowledge in the area of Autistic Spectrum Disorders and to develop your skills in identifying and supporting this group of students in an inclusive educational setting.

**Credit points:** 12  **Campus:** Kelvin Grove and External  **Teaching period:** 2011 SEM-1

**SPN651 INTRODUCTORY EDUCATIONAL COUNSELLING**
Perhaps the most potent message that can be extracted from many branches of applied psychology is that people of all ages yearn to be personally effective. Be they classroom teachers with discipline problems, failing students, or those who are dissatisfied in their work situation - unhappy people are seeking to satisfy unfulfilled hopes and aspirations. More importantly, perhaps, they seek happiness and a sense of being able to direct their own destinies. This unit focuses on issues and topics implicit in the above.

**Antirequisites:** SPB006  **Credit points:** 12  **Campus:** Kelvin Grove  **Teaching period:** 2011 SEM-1 and 2011 SEM-2

**SPN652 MANAGING VOCATIONAL EDUCATION PROGRAMS**
The unit will enhance your understanding of practical management requirements for VET program development, implementation and meeting regulatory requirements. Also, appreciating the changes and development of VET, you will gain knowledge about implications of the change, change management and drawing on this knowledge to embrace innovation in VET.

**Credit points:** 12  **Campus:** External  **Teaching period:** 2011 SEM-2
SPN653 TEACHING, LEARNING AND ASSESSING IN VOCATIONAL EDUCATION AND TRAINING

Within this unit you will become critically-informed about the academic needs of the vocational learner. This unit will also provide you with a comprehensive understanding of theoretical underpinnings and the processes involved in developing vocational education courses together with teaching, learning and assessment approaches that are appropriate to vocational education contexts.

Credit points: 12    Campus: Kelvin Grove and External    Teaching period: 2011 SEM-1

SPN654 CAREER DEVELOPMENT: POLICY AND PROCESS CONTEXT

This unit introduces students to the broad areas of career development policy, career counselling, and career development programs. It is based on Component 3 of the Australian Career Development Studies (reproduced and modified with the approval of the Federal Department of Education Employment and Workplace Relations).

Credit points: 12    Campus: Internet    Teaching period: 2011 SEM-1 and 2011 SEM-2