Master of Education (Full Fee Paying) (ends 2014) (MED3) - MEd

CRICOS code (International applicants): 042226A

This program is offered only to continuing students. No new admissions will be accepted. Students who are interested in this study area should consider the MEDA Master of Education (Commonwealth Supported).

	On-campus*#+	**Online***
Semester intake:	No new admissions	No new admissions
Campus:	Toowoomba	-
Fees:	Domestic full fee paying place International full fee paying place	Domestic full fee paying place International full fee paying place
Standard duration:	1 year full-time, up to 4 years part-time	
Program articulation:	From: Postgraduate Certificate of Education; Postgraduate Certificate of Applied Linguistics; Postgraduate Certificate of Learning & Development; Postgraduate Certificate of Tertiary Teaching and Learning	

Notes:

Full articulation is only available when there are no undergraduate courses completed as part of the Postgraduate Certificate.

Footnotes

*   Not all courses are available in every mode in every semester or year. Students are advised to check the course and mode offer listings for each semester/year.

\#   Only the research (EDR) and the linguistics (LIN) courses run On-campus

\+   On-campus offers may be converted to Online offers if there are insufficient numbers in the On-campus enrolment. Students may prefer to select other On-campus courses, subject to availability.

Contact us

Current students
Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usq.support@usq.edu.au

Professional accreditation

This program does not qualify its graduates for teacher registration with relevant teaching authorities. If the student is interested in a program that enables him/her to qualify for teacher registration, please refer to the Graduate Diploma of Learning and Teaching.

Program aims

The Master of Education program aims to develop in its graduates the capabilities and dispositions to work as engaged professional educators in knowledge-building communities. Traditional approaches to education have sometimes resulted in educators having limited opportunities for professional interaction with colleagues. In such circumstances, where educators work alone with a group of learners, they may develop a form of "privatised practice" which isolates them from the wider professional community. There is mounting evidence that educators can be more effective when they view their work as a collaborative effort in which they interact with other educators within and beyond their workplace and adopt stances that may be described as "engaged professionalism". N(Applied)Tj1 s5be describ2ied.edu.au

professional educators in contemporary knowledge building communities. In particular, the student-led design coursework option allows students the maximum flexibility in tailoring the nature of the courses studied in the program to their own particular professional learning goals,

Program objectives

Students who successfully complete the Master of Education should have advanced knowledge and understanding of key issues and trends within contemporary education and/or of a specialised area of education. Graduates should be able to demonstrate capabilities and dispositions for:

- locating and accessing knowledge of relevant theory and practice
- critically evaluating and building knowledge
- interpreting and applying knowledge to the solution of significant problems
- planning and executing successful independent projects to build and/or apply knowledge
- effectively communicating knowledge
- identifying and participating in relevant communities of practice.

Australian Qualifications Framework

The Australian Qualifications Framework (AQF) is a single national, comprehensive system of qualifications offered by higher education institutions (including universities), vocational education and training institutions and secondary schools. Each AQF qualification has a set of descriptors which define the type and comple

Program fees

Domestic full fee paying place
Domestic full fee paying places are funded entirely through the full fees paid by the student. Full fees vary depending on the courses that are taken. Students are able to calculate the fees for a particular course via the Course Fee Finder.

Domestic full fee paying students may be eligible to defer their fees through a Government loan called FEE-HELP provided they meet the residency and citizenship requirements.

Australian citizens, Permanent Humanitarian Visa holders, Permanent Resident visa holders and New Zealand citizens who will be resident outside Australia for the duration of their program pay full tuition fees and are not eligible for FEE-Help.

International full fee paying place
International students pay full fees. Full fees vary depending on the courses that are taken and whether they are studied on-campus, via distance education/online. Students are able to calculate the fees for a particular course via the Course Fee Finder.

Program completion requirements

To be aw

The research pathway allows students to complete any four units of coursework before embarking on a four-unit program of research work in the second half of their program.

The research pathway is summarised in the table below.

Structure for Research Pathway
Any 4 selected courses
Plus
EDR8000 Foundations of Contemporary Educational Research Methods
EDR8060 Masters Project 1
EDR8061 Master of Education Project 2 Pre-requisite: EDR8000and 4 units of completed Postgraduate study and minimum GPA 5.0

Three further guidelines should be considered carefully by students when choosing courses and developing a plan of study:

- The research project courses EDR8060 Masters Project 1 and EDR8061 Master of Education Project 2 may **NOT** be taken until at least four other courses have been completed. Students must have completed, or be enrolled concurrently in either EDR8060 Masters Project 1 or EDR8061 Master of Education Project 2.
- Some courses have pre-requisites. Students should check the course specifications in the process of planning the order of their study patterns.
- Some courses have assessment work that can be completed only if the student has access to an appropriate workplace, for example: TAFE, schools, pre-school settings, or other education or training environments. Students without access to an appropriate workplace would be unable to complete the requirements for these courses.
- In Queensland, students who will come into contact with children under the age of 18 in the course of their studies will require a current Blue Card or Exemption Card indicating suitability for working with children. Further information, please refer to the Education Placements website.

Opportunity to focus on a specialised area of study

The Master of Education program allows for the preparation of graduates with advanced knowledge in a particular area of education and enhanced capabilities for extending their own professional learning. Students who generate their own focus area through course selection will graduate with a Master of Education (MEd). A student who focuses their studies by completing one of the majors (according to the enrolment sequences described below) will have the area of specialisation noted on the testamur – MEd (Guidance & Counselling) and MEd (Leading & Managing Organisations), depending on specialisations available from time to time.

For majors in Special Education and TESOL, please refer to MED1 Master of Education (8 Units)

Student-led Design Pathway

This coursework pathway allows students to select any eight (8) courses from the list of available postgraduate courses. Students may elect to tailor their selections in order to give a clear focus to their program, but there is no requirement to do so. Students who complete the degree through the Student-led Design pathway will graduate with a Master of Education (MEd) on the testamur.
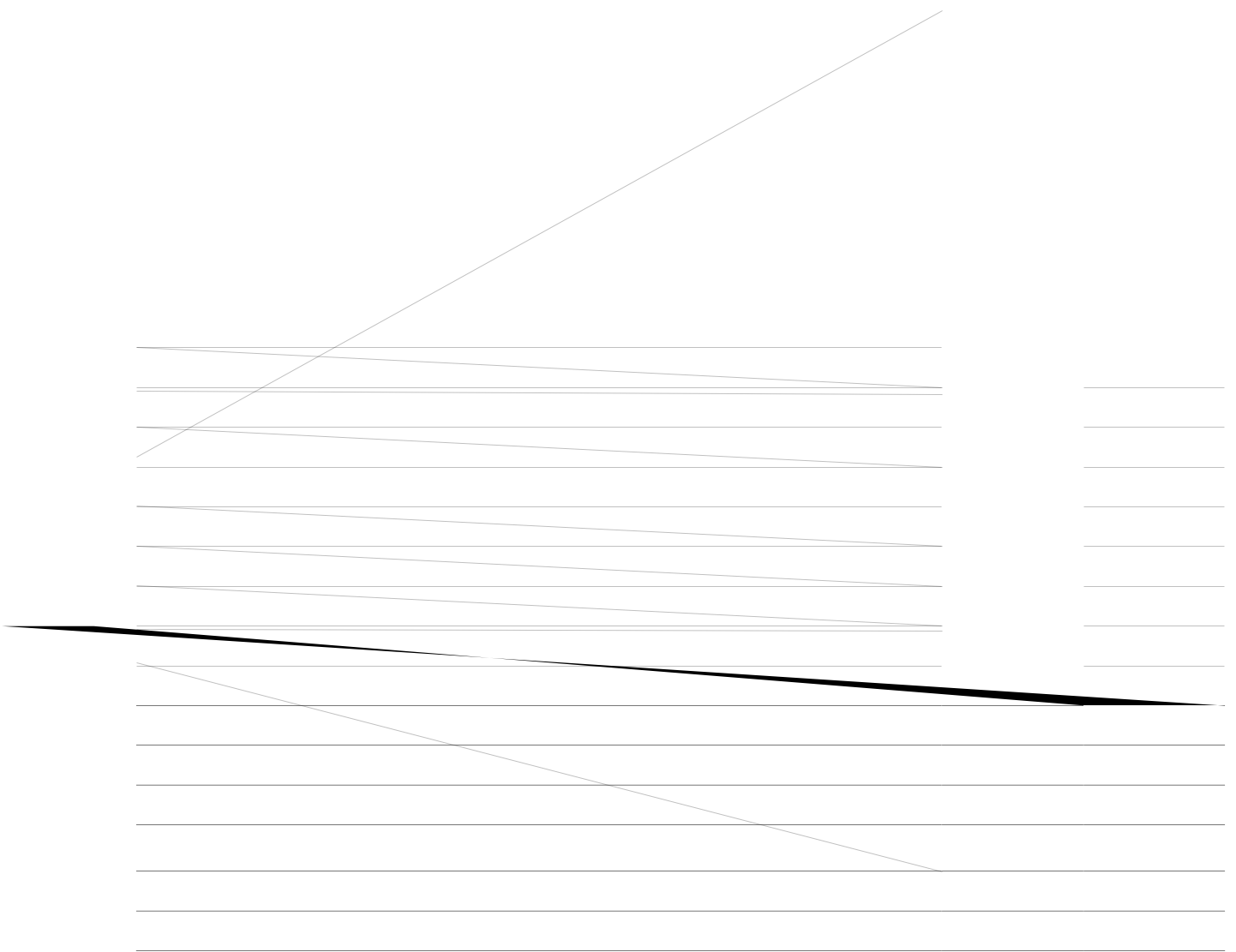
Many of the courses in the Master of Education provide opportunities for students to address issues of particular personal interest, by undertaking approved independent work, which may include approved workplace professional development activity. Such projects, approved in advance at the discretion of the Faculty of Business, Education, Law and Arts are covered by enrolment in EDU5760 Professional Study.

Research

The Master of Education program is not a research higher degree. However, it does offer an introduction to postgraduate research in education that meets the needs of particular groups of students, including those who may require a research component for accreditation with employers or those who may consider future doctoral studies.

Students who elect to undertake a research pathway should follow the program structure described earlier in this document (see 'Structure for Research Pathway').

The research pathway consists of 4 units of study, commencing with EDR8000 Foundations of Contemporary Educational Research Methods and concluding with 3 units of project work in EDR8060 Masters Project 1 and EDR8061 Master of Education Project 2

IT requirements

Some courses in the Master of Education program are offered entirely online. Courses use email and discussion forums for communication among students and/or staff. All courses expect that work submitted for assessment will be word processed and submitted electronically. Further, a small number of courses require access to specifi

Credit

Credit for courses in the Master of Education may be granted where applicants can demonstrate that they have successfully completed an equivalent postgraduate course or have otherwise achieved the objectives of the relevant course. Credit may be granted on the basis of documented professional development activities or extensive work experience only where it can be demonstrated that through those activities the student has achieved learning outcomes equivalent to those of a relevant postgraduate course. Where a student's program of study includes discipline courses, credit may be granted for one or more discipline courses where the student can demonstrate and document clearly successful completion of work of a type and standard equivalent to adiscipline course(s).

Students intending to apply for credit should consult Section 5.5 of the Enrolment Policy.

Applications for credit will be expected to comply with USQ policy and should demonstrate that the objectives of the course for which credit is sought have been achieved. Within the framework of those regulations, the following points should be given particular consideration:

- the maximum number of units which may be exempted in the Master of Education is four
- students may NOT claim credit for work on which they relied for admission to the Master of Education
- credit will NOT normally be granted for study completed more than five years prior to submission of the application for credit
- applications for credit on the basis of study completed prior to entering the Master of Education will NOT