

Master of Education (8 Units) (MED1) - MEd

CRICOS code (International applicants): 042226A

	On-campus*#+	Distance education*	Online*
Semester intake:	Semester 1 (March) Semester 2 (July)	Semester 1 (March) Semester 2 (July) Semester 3 (November)	Semester 1 (March) Semester 2 (July) Semester 3 (November)
Campus:	Toowoomba	-	-
Fees:	Commonwealth supported place International full fee paying place	Commonwealth supported place Domestic full fee paying place International full fee paying place	Commonwealth supported 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 in Education ; Postgraduate Certificate in Applied Linguistics ; Postgraduate Certificate in Learning & Development ; Graduate Certificate in 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.
- # Limited courses may be available on-campus at other campuses from time to time. Students are advised to check the mode and campus offer listings each semester/year.
- + On-campus offers may be converted to Distance or 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

Future Australian and New Zealand students	Future International students	Current students
Ask a question Freecall (within Australia): 1800 640 678 Phone (from outside Australia): +61 7 4631 5315 Email: studymed@usq.edu.au	Ask a question Phone: +61 7 4631 5543 Email: international@usq.edu.au	Ask a question Freecall (within Australia): 1800 007 252 Phone (from outside Australia): +61 7 4631 2285 Email usqassist@usq.edu.au

Program focus

This program gives educators/trainers the opportunity to enhance their professional competence through advanced coursework and research-based projects. The program is set in the context of societies becoming increasingly reliant on the efforts of 'knowledge workers'. Educators at all levels have important roles to play in developing the capacity of citizens to work effectively with knowledge. New approaches to education, emphasising knowledge building rather than transmission can contribute to preparing citizens to participate more fully in the 'knowledge economy' and 'information society'. 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.

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 in 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”.

New Information and Communication Technologies (ICTs) offer enhanced opportunities for professional engagement and will be an important tool for educators in the twenty-first century. The Master of Education program will model the use of ICTs to support professional interaction and learning.

The Master of Education program thus aims to develop in its graduates the capabilities and dispositions to work as engaged 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; and
- identifying and participating in relevant communities of practice.

Admission requirements

The requirements described in this section are generic requirements for entry to the Master of Education program. Some majors (also referred to as “specialisations”) may have additional specific requirements.

The majority of courses in the Master of Education program are offered entirely through the World Wide Web and have specific requirements for frequent and ongoing Internet access. All courses include Internet access as an important, or essential, component. Intending applicants should ensure that they have the necessary computer and Internet access before applying. Further information is provided in the IT requirements section below, in sections related to specified majors and in specifications of individual courses.

Normal Entry

The normal requirement for entry to the Master of Education program is a four year bachelor degree in education, or a three year bachelor degree plus one year of graduate study in education.

Alternative entry is also available to students with a three year bachelor degree and at least one year of relevant work experience.

All applicants must have a good command of the English language. Applicants for whom English is not their first language must meet the specific USQ requirements for English proficiency, particularly an IELTS score of 6.5 with no component below 6.0.

How to apply

International students

An international student is a person who is not an Australian or New Zealand citizen and not an Australian permanent resident. Please refer to [USQ International](#) for information about entry requirements, visa arrangements and how to apply.

Domestic students

Domestic students are eligible for both Commonwealth Supported and Fee-paying places
<http://www.usq.edu.au/fees/>

Program fees

Commonwealth supported place

A Commonwealth supported place is where the Australian Government makes a contribution towards the cost of your higher education and you as a student pay a [student contribution amount](#), which varies depending on the courses undertaken. You are able to calculate the fees for a particular course via the [Course Fee Finder](#). Commonwealth Supported students may be eligible to defer their fees through a Government loan called [HECS-HELP](#).

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. You 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](#).

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. You are able to calculate the fees for a particular course via the [Course Fee Finder](#).

Program completion requirements

To be awarded a Master of Education degree in the Faculty of Education, a student must have completed eight approved education-related units at postgraduate level, of which at least four must be at level 8.

USQ course codes consist of 3 alpha characters indicating the area of study and four numerals of which the first represents the level of difficulty of the course. Level 5 indicates first level postgraduate courses. Level 8 courses can be expected to require more extensive work with theory and conceptualisation and to place more demands on the level of response in student work.

Program structure

The program consists of 8 units of postgraduate study. Two types of coursework pathways and a research pathway are available to students. Students may elect to focus their studies through the completion of either of the coursework pathways if they so choose.

The first coursework pathway, Student-led Design, allows students to select any seven courses from the Faculty's list of available postgraduate courses. Students may elect to tailor their selections to give a clear focus to their program, but there is no requirement to do so.

The second coursework pathway centres on the completion of a specified major (specialisation), involving either five or six units of related courses. Depending upon the requirements of specified majors, students may

select one or two elective courses. These electives will normally be chosen from the Faculty's list of available postgraduate courses.

All students completing either coursework pathway will be required to complete [EDU8719 Contemporary Issues Conference](#) at a convenient stage during the second half of their enrolment in the program.

The coursework pathways are summarised in the table below.

Structure for Coursework Pathway		
7 selected courses , comprised as follows:		
Student-led Design Any 7 selected courses (subject to availability and pre-requisites)	Or	Major All 5 or 6 courses specified as required for the major, plus 1 or 2 selected courses to bring the total to 7.
Plus		
EDU8719 Contemporary Issues Conference To be taken during the 2nd half of the program		

Students using this program to prepare for doctoral studies are advised to undertake the research pathway. In some countries, completion of a research stream is a requirement for recognition of the Master's qualification. Those students in particular from Canada and the Middle East, or those intending to live and work there, should check registration requirements with the relevant authority in-country around the half-way point of the Master's program. This will allow time for students to complete their program via the research pathway if the need to do so is indicated.

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. Students selecting the research pathway are not required to complete [EDU8719 Contemporary Issues Conference](#), but will have the opportunity of participating in the associated conference event itself.

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 Masters Project II

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

- [EDU8719 Contemporary Issues Conference](#) is a compulsory course for students following the coursework pathway.
- The research project courses [EDR8060 Masters Project 1](#) and [EDR8061 Masters Project II](#) 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 Masters Project II](#).
- 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 (issued by the Commission for Children and Young People) indicating suitability for working with children. For further information, please see <http://www.usq.edu.au/education/profexp/earlychildhood/bluecards.htm>

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 focusses 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), MEd (TESOL), MEd (Special Education) and MEd (Leading & Managing Organisations), depending on specialisations available from time to time.

Student-led Design Pathway

This coursework pathway allows students to select any seven courses from the Faculty's 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.

Faculty of Education Postgraduate Elective Courses*			
	Projected Semester Offers		
	ONC	EXT	WEB
EDR8000 Foundations of Contemporary Educational Research Methods			1,2,3
EDR8005 Discourse Analysis	1		1,2
EDU5010 Politics and Pedagogy in Early Childhood			2
EDU5112 Transforming Learning with ICT			1,3
EDU5221 Professional Learning			2
EDU5321 Educating Students with Special Needs			1,3
EDU5322 Behaviour Management and Support			1
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention			1
EDU5335 Emotional and Behavioural Problems of Children and Adolescents			2
EDU5702 Exploring Learning and Teaching in Higher Education Contexts			1,2,3
EDU5703 Engaging Curriculum and Pedagogy			1,3
EDU5704 Popular Culture as Curriculum and Pedagogy			2,3
EDU5705 Curriculum Design and Evaluation			1
EDU5713 Assessment, Evaluation and Learning			1,3
EDU5760 Professional Study			1,2,3
EDU8007 Developing Matters in Early Childhood Education			1
EDU8011 Professional Culture, Dynamics and Change in Early Childhood Education*			2
EDU8111 Emerging Environments for Learning			3
EDU8114 Online Pedagogy in Practice			1
EDU8117 Networked and Global Learning			2
EDU8311 Concepts and Theories in Educational Management			1
EDU8312 Educators as Leaders: Emerging Perspectives			1
EDU8314 Human Resource Strategies for Innovation			1,3

EDU8317 Individual Assessment and Testing		1	
EDU8318 Organisational Transformation Through Learning			2
EDU8324 Learning Difficulties: Reading		2	
EDU8326 Learning Difficulties: Mathematics		1	
EDU8328 Consultation and Communication: Theory and Practice			2
EDU8331 Career Development in Educational Settings			1,2
EDU8332 Introduction to Educational Counselling		1	
EDU8333 Advanced Educational Counselling		2	
EDU8415 Multi-Modal Texts and New Literacies			1,3
EDU8701 Teaching and Learning in Contemporary Contexts: Theory and Practice			3
EDU8702 Scholarship in Higher Education: Reflection and Evaluation			3
EDU8704 New Pedagogies			2
EDU8705 Personal Pedagogy in Context			1
EDU8712 Contemporary Approaches to Alternative Education			1,3
FET5601 Learning Design for Flexible Contexts			1
FET5621 Introduction to Web Publishing			2
FET8605 Building Communities of Practice			3
FET8606 Lifelong Career Development			1,2
LIN5000 The Nature of Language	1		1,2,3
LIN5003 Syllabus Design and Materials Writing		1,2	
LIN8001 Principles of Second Language Learning	1	1,2	
LIN8002 Methodology in Teaching a Second Language	1,2	1,2	
LIN8006 Computer-Assisted Language Learning	2	1,2	
LIN8007 Language Testing		1,3	
LIN8015 Introduction to Sociolinguistics	2	1,2	

Footnotes

* Students should note that not all elective courses are necessarily available every year. When planning their enrolment patterns, students should refer to that year's schedule of course offers.

There are numerous ways in which a student might select four or more of their seven elective courses in order to create a focus for their studies. Examples of just six of the many possible focus areas and associated clusters of courses include the following:

For an **Early Childhood** focus:

- EDU5010 Politics and Pedagogy in Early Childhood
- EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention
- EDU8007 Developing Matters in Early Childhood Education
- EDU8011 Professional Culture, Dynamics and Change in Early Childhood Education*
- EDU8311 Concepts and Theories in Educational Management

* Not available in 2010

For an **Educational Technology** focus:

- EDU5112 Transforming Learning with ICT
- EDU8114 Online Pedagogy in Practice
- EDU8111 Emerging Environments for Learning

- [EDU8117 Networked and Global Learning](#)

For an **Pedagogy and Culture** focus:

- [EDU5703 Engaging Curriculum and Pedagogy](#)
- [EDU5704 Popular Culture as Curriculum and Pedagogy](#)
- [EDU8704 New Pedagogies](#)

For a **Curriculum and Pedagogy** focus:

- [EDU5705 Curriculum Design and Evaluation](#)
- [EDU5713 Assessment, Evaluation and Learning](#)
- [EDU8705 Personal Pedagogy in Context](#)
- [EDU8712 Contemporary Approaches to Alternative Education](#)

For a **Further Education and Training** focus:

- [FET5601 Learning Design for Flexible Contexts](#)
- [FET8605 Building Communities of Practice](#)
- [FET8606 Lifelong Career Development](#)

For a **Contemporary Literacies** focus:

- [EDU8415 Multi-Modal Texts and New Literacies](#)
- [EDU8324 Learning Difficulties: Reading](#)
- [LIN8001 Principles of Second Language Learning](#)

All students completing the Student-led Design pathway will be required to complete [EDU8719 Contemporary Issues Conference](#) at a convenient stage during the second half of their enrolment in the program.

Required time limits

Students have a maximum of 4 years to complete this program.

Core courses

All students in the coursework pathway need to complete [EDU8719 Contemporary Issues Conference](#) during the second half of their studies.

In exceptional circumstances, individual students who are able to provide documentary evidence that the requirement to complete [EDU8719 Contemporary Issues Conference](#) will cause significant disadvantage, may make formal application to the program coordinator for permission to substitute another agreed course in lieu of [EDU8719](#).

All majors have required courses or sequences of courses. Students are advised to note carefully the enrolment requirements for the major, and to ensure that they plan their enrolment to allow for completion of the major's requirements.

Students undertaking the research pathway must complete 4 units of research-related study, including [EDR8000](#), [EDR8060](#) and [EDR8061](#).

Major studies

The second coursework pathway allows students to elect to focus their studies in a particular area by completing a major consisting of a sequence of 5 or 6 related courses. The purpose of a major is to develop breadth and depth in an area of specialised knowledge. The specialist areas comprising the set of available majors may vary from time to time, but the specified majors to be offered to commencing students in the Master of Education in 2010 are:

- Guidance and Counselling
- TESOL
- Special Education

- Leading and Managing Educational Organisations

Elective courses

Elective courses will normally be selected from those listed in the table of Faculty of Education Postgraduate Elective Courses.

Faculty of Education Postgraduate Elective Courses*			
	Projected Semester Offers		
	ONC	EXT	WEB
EDR8000 Foundations of Contemporary Educational Research Methods			1,2,3
EDR8005 Discourse Analysis	1		1,2
EDU5010 Politics and Pedagogy in Early Childhood			2
EDU5112 Transforming Learning with ICT			1,3
EDU5221 Professional Learning			2
EDU5321 Educating Students with Special Needs			1,3
EDU5322 Behaviour Management and Support			1
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention			1
EDU5335 Emotional and Behavioural Problems of Children and Adolescents			2
EDU5702 Exploring Learning and Teaching in Higher Education Contexts			1,2,3
EDU5703 Engaging Curriculum and Pedagogy			1,3
EDU5704 Popular Culture as Curriculum and Pedagogy			2,3
EDU5705 Curriculum Design and Evaluation			1
EDU5713 Assessment, Evaluation and Learning			1,3
EDU5760 Professional Study			1,2,3
EDU8007 Developing Matters in Early Childhood Education			1
EDU8011 Professional Culture, Dynamics and Change in Early Childhood Education*			2
EDU8111 Emerging Environments for Learning			3
EDU8114 Online Pedagogy in Practice			1
EDU8117 Networked and Global Learning			2
EDU8311 Concepts and Theories in Educational Management			1
EDU8312 Educators as Leaders: Emerging Perspectives			1
EDU8314 Human Resource Strategies for Innovation			1,3
EDU8317 Individual Assessment and Testing		1	
EDU8318 Organisational Transformation Through Learning			2
EDU8324 Learning Difficulties: Reading		2	
EDU8326 Learning Difficulties: Mathematics		1	
EDU8328 Consultation and Communication: Theory and Practice			2
EDU8331 Career Development in Educational Settings			1,2
EDU8332 Introduction to Educational Counselling		1	

EDU8333 Advanced Educational Counselling		2	
EDU8415 Multi-Modal Texts and New Literacies			1,3
EDU8701 Teaching and Learning in Contemporary Contexts: Theory and Practice			3
EDU8702 Scholarship in Higher Education: Reflection and Evaluation			3
EDU8704 New Pedagogies			2
EDU8705 Personal Pedagogy in Context			1
EDU8712 Contemporary Approaches to Alternative Education			1,3
FET5601 Learning Design for Flexible Contexts			1
FET5621 Introduction to Web Publishing			2
FET8605 Building Communities of Practice			3
FET8606 Lifelong Career Development			1,2
LIN5000 The Nature of Language	1		1,2,3
LIN5003 Syllabus Design and Materials Writing		1,2	
LIN8001 Principles of Second Language Learning	1	1,2	
LIN8002 Methodology in Teaching a Second Language	1,2	1,2	
LIN8006 Computer-Assisted Language Learning	2	1,2	
LIN8007 Language Testing		1,3	
LIN8015 Introduction to Sociolinguistics	2	1,2	

Footnotes

* Students should note that not all elective courses are necessarily available every year. When planning their enrolment patterns, students should refer to that year's schedule of course offers.

Opportunities for Workplace Learning: Supervised Independent Study

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 program coordinator 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 Masters Project II](#).

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 specific software. As new courses are introduced and existing courses are revised, it is anticipated that they will make more extensive use of the Internet for communication and access to course materials and other resources. This will apply to courses offered on-campus as well as in other modes.

Although there are no specific computer hardware or software requirements for the Master of Education program in general, it is a clear expectation that students will have ready access to a computer with common productivity software and Internet access. Some courses may require additional software and/or a more capable computer. Information about such requirements is included in the relevant course specifications.

Courses offered online (WEB) do not provide for delivery of printed materials. Students enrolling in such courses must have ongoing convenient and reliable access to the Internet in order to access course materials and participate in activities that will affect participation, learning and assessment. See <http://www.usq.edu.au/ict/students/standards/hardware.htm>

Other program requirements

Residential schools may be offered for selected courses. All students are encouraged to attend the residential school. If students are unable to be at the school alternative arrangements may be able to be negotiated with the course examiners. Students should check with their registration bodies to ensure that a course without a residential component will be recognised.

Articulation

A student who has completed the requirements of the Postgraduate Certificate in Education, the Postgraduate Certificate in Applied Linguistics, the Postgraduate Certificate in Learning and Development, or the Graduate Certificate in Tertiary Teaching (provided all four units in these awards are at postgraduate level), may articulate directly into the Master of Education.

Related programs

The Faculty of Education and other Faculties at USQ offer other masters degrees that include some courses in common with the Master of Education program. Subject to their meeting the appropriate entry requirements, students may be able to transfer between such masters programs and retain credit for courses that are common to the different programs.

Students who complete the Master of Education by a coursework pathway qualify for admission to the Doctor of Education (DEDU).

Students who complete the Master of Education by a research pathway may apply for admission as a Doctor of Philosophy candidate, or may be admitted into the Doctor of Education (DEDU).

Exit points

Students who have completed 4 approved units of postgraduate study in education in the Master of Education program may exit with the award of a Postgraduate Certificate in Education.

Exemptions

Exemptions for courses in the Master of Education program 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. Exemptions 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 electives, exemption may be granted for one or more electives where the student can demonstrate and document clearly successful completion of work of a type and standard equivalent to an elective study.

Students intending to apply for exemptions should consult the [University Academic Regulations](#). Applications for exemption will be expected to comply with the relevant USQ and Faculty regulations and should demonstrate that the objectives of the course for which exemption 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 program is four
- students may NOT claim exemption for work on which they relied for admission to the Master of Education

- exemptions will NOT normally be granted for study completed more than five years prior to submission of the application for exemption
- applications for exemption on the basis of study completed prior to entering the Master of Education program will NOT normally be accepted beyond the end of the first semester of enrolment in the Master of Education; and
- exemption will NOT normally be granted for work undertaken concurrently with the Master of Education unless the application is submitted and approved before the work is undertaken, with credit subject to the documentation of satisfactory completion of the approved work.

Students should seek advice from the Administration Coordinator - Student Support before applying for exemptions. Detailed information about requirements for exemptions may be available for specific courses.

Guidance and Counselling major

Students seeking employment as a guidance officer in Queensland will usually require a four year degree as a prerequisite to entering this program. You should check the requirements with your prospective employer prior to enrolling

This major prepares teachers for work as a guidance officer, guidance counsellor or school counsellor. Students can prepare themselves for a career in developmental guidance work (Primary), Counselling and Career Work (Secondary) or a combination of both (P-12) through the selection of courses in the enrolment pattern below. The major generally meets the registration criteria for the Queensland Guidance Counselling Association and the Australian Counselling Association. Students from outside Queensland who are intending to use this major for professional accreditation should consult the relevant registration bodies.

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
6 specified courses								
EDU8332 Introduction to Educational Counselling			1	1				
EDU8333 Advanced Educational Counselling					1	2	Pre-requisite: EDU8332 OE	
EDU5325 Child Abuse and Neglect: Intervention, Protection and Prevention	1	1			1	1	OE	
EDU5335 Emotional and Behavioural Problems of Children and Adolescents					1	2		
EDU8317 Individual Assessment and Testing					1	1		
EDU8328 Consultation and Communication: Theory and Practice			1	2				
1 of the following 3 courses								
EDU5321 Educating Students with Special Needs					1	1, 3	OE	
EDU5322 Behaviour Management and Support					1	1		
EDU8331 Career Development in Educational Settings					1	1, 2	OE	
Plus core course								
EDU8719 Contemporary Issues Conference	1	2			1	2, 3		Taken during the second half of the program

Footnotes

OE Before enrolling in this course students must check that they have satisfied the 'Recommended prior study' or 'Other enrolment' requirements set out in the Other requisites section of the course specification.

Notes:

Some courses require access to workplaces.

Some courses require residential schools or equivalent on-line activities.

TESOL major

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
3 specified courses								
LIN5000 The Nature of Language	1	1			1	1, 2, 3		
LIN8001 Principles of Second Language Learning	1	1	1	1, 2				
LIN8002 Methodology in Teaching a Second Language	1	1, 2	1	1, 2			OE	
Any 2 of the following 3 courses								
LIN8006 Computer-Assisted Language Learning	1	2	1	1, 2				
LIN8015 Introduction to Sociolinguistics	1	2	1	1, 2				
EDR8005 Discourse Analysis		1				1, 2	OE	
2 elective courses Selected from the table of Faculty of Education postgraduate elective courses (subject to prerequisites and/or other requirements) or other courses approved by the program coordinator								
Plus core course								
EDU8719 Contemporary Issues Conference	1	2			1	2, 3		Taken during the second half of the program

Footnotes

OE Before enrolling in this course students must check that they have satisfied the 'Recommended prior study' or 'Other enrolment' requirements set out in the Other requisites section of the course specification.

Special education major

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
5 specified courses								
EDU8324 Learning Difficulties: Reading			1	2			OE	
EDU8326 Learning Difficulties: Mathematics			1	1				
EDU5321 Educating Students with Special Needs					1	1, 3	OE	
EDU8328 Consultation and Communication: Theory and Practice			1	2				
EDU5322 Behaviour Management and Support					1	1		

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
2 elective courses Selected from the table of Faculty of Education postgraduate elective courses (subject to prerequisites and/or other requirements) or other courses approved by the program coordinator								
Plus core course								
EDU8719 Contemporary Issues Conference	1	2			1	2, 3		Taken during the second half of the program

Footnotes

OE Before enrolling in this course students must check that they have satisfied the 'Recommended prior study' or 'Other enrolment' requirements set out in the Other requisites section of the course specification.

Leading and Managing Educational Organisations major

Course	Year of program and semester in which course is normally studied						Enrolment requirements	Comments
	On-campus (ONC)		External (EXT)		Online (WEB)			
	Year	Sem	Year	Sem	Year	Sem		
5 specified courses								
EDU8311 Concepts and Theories in Educational Management					1	1	OE	
EDU8318 Organisational Transformation Through Learning					1	2	OE	
EDU8312 Educators as Leaders: Emerging Perspectives					1	1		
EDU8314 Human Resource Strategies for Innovation					1	1, 3		
EDU5221 Professional Learning					1	2		
2 elective courses Selected from the table of Faculty of Education postgraduate elective courses (subject to prerequisites and/or other requirements) or other courses approved by the program coordinator								
Plus core course								
EDU8719 Contemporary Issues Conference	1	2			1	2, 3		Taken during the second half of the program

Footnotes

OE Before enrolling in this course students must check that they have satisfied the 'Recommended prior study' or 'Other enrolment' requirements set out in the Other requisites section of the course specification.