SCOPING PROPOSAL

A suite of Graduate Certificate’s in the Faculty of Education

PROJECT NAME: A suite of Graduate Certificate’s in the Faculty of Education including:
- Graduate Certificate in International Studies
- Graduate Certificate in Catholic Studies
- Graduate Certificate in Classroom Technology
- Graduate Certificate in Indigenous Education
- Graduate Certificate in Early Childhood Studies
- Graduate Certificate in Literacy
- Graduate Certificate in Numeracy
- Graduate Certificate in Literacy & Numeracy (Early Years)

PROJECT SPONSOR: PROFESSOR TONI DOWNES, DEAN, FACULTY OF EDUCATION

FACULTY: EDUCATION

PROJECT MANAGER: PROFESSOR TONI DOWNES

PROPOSED PROJECT START: SESSION 1, 2011

1. PROJECT IDEA:

This proposal advocates the establishment of a suite of Graduate Certificates to be undertaken concurrently with the Faculty’s undergraduate Preservice teacher education degrees, particularly the various Bachelor of Education degrees. It will also be designed with the early-career teacher in mind, who because of a range of government/educational/employment reasons might want/need to upgrade their capabilities in a specialist area, such as literacy and/or numeracy or Catholic Studies early in their career.

This idea is to offer these Graduate Certificates within the same four year period, through use of the third teaching session and field placements/study programs. This feature will differentiate our programs from other universities, add value to our current programs and enhance the capabilities and employment prospects of our graduates. In and of themselves the Graduate Certificates will be offered to CSU alumni and other early career teachers as accredited professional learning programs.

Each Graduate Certificate (32 subject points) would be available through blended mode for students studying on any CSU campus or by DE mode. It is proposed to seek approval for these courses from Session 1, 2011. The Graduate Certificate will be advertised as a concurrent program with the Bachelor of Education awards leading to the conferment of dual degrees. In the UAC guide, we recommend that we follow the language pattern used by Macquarie University for their Graduate Diplomas – that is Bachelor of Education (Primary) with Graduate Certificate in (area of specialisation). These Graduate Certificates will also be offered to early career teachers through direct entry application.
The suite of new Graduate Certificates will be added to the existing suite of Faculty Graduate Certificates:

- Graduate Certificate in TESOL
- Graduate Certificate in Education (Inclusive Education)
- Graduate Certificate in Educational Research
- Graduate Certificate in Secondary Education
- Graduate Certificate in ICT Education

Through changes in admission requirements within a course modification processes, the first two of these Graduate Certificates will also be available for current undergraduate students from 2012 onwards. The modification will also create some double-badged subjects at the 400/500 level. These two courses will have their own structures as they represent accredited additional qualifications for existing teachers. Graduate Certificate in Secondary Education is already available in concurrent mode to Bachelor of Education (K-12 Middle Schooling) UG students to enable them to undertake a second teaching method. From 2011 onwards this Graduate Certificate will also be offered to students in other undergraduate secondary preservice degrees who want to take up the option of further specialisation in their second teaching area. The Graduate Certificate in ICT Education is a fee paying course offered in conjunction with our partners ITMasters. As such, it will not be available to UG students through this proposal.

Each of the Graduate Certificates would comprise
- two (8 subject point) existing or new Level 4 course-work Faculty of Education subjects
- one (16 subject point) subject or two (8 subject point) professional experience subjects

Normally these subjects will be undertaken in Session 3 (domestic calendar) at the end of the 2nd, 3rd or 4th year of study. The Faculty is considering offering a local “Professional Certificate in (area of specialisation)” for students who complete 16 subject points worth of study.

This course development provides our pre-service courses with specialisations which students enjoy and find practical for future employment opportunities. In the past our UG pre-service courses have been able to include elective sequences which afforded such opportunities. With the rigorous external accreditation requirements imposed on our course development in recent years we have had to remove elective options thereby reducing capability to provide specialised areas of study for students.

2. **PROJECT DRIVERS:**

This proposal is partly an outcome of the recently funded CSU study of the Western and Riverina region teachers. Figures indicate that approximately 30% of all teachers in public primary schools under the average age of 40 years are CSU graduates, similarly 20% in public secondary schools and just less than 20% in Catholic primary Schools. Thus, for example, the Faculty of Education has determined that in terms of Religious/Catholic instruction we need to better prepare our students for roles within the Catholic Education system.

Similarly most Primary Schools in our regions are engaged with national Literacy and Numeracy programs designed to bridge the gap in performance of low SES/rural/Indigenous students. These Graduate Certificates will enable our students to participate in these programs as part of their CSU studies. The proposal for the Graduate Certificate in International Studies is again, in response to the lack of space in our undergraduate degrees for credit-based international short and medium programs.

The proposed program meets a number of domestic needs and will be used for a variety of specific purposes, namely, but not limited to:
• Bachelor of Education (Primary) and Bachelor of Education (Early Childhood & Primary) and various secondary degrees or double degrees – achievement of a specialist focus in a variety of discipline areas – including Internationalisation, TESOL, Inclusive Education, Classroom Technology, Literacy, Numeracy, Indigenous, Catholic Education and Early Childhood. Achievement of targeted study in these areas will promote greater employability options in NSW primary schools.

• The Development of Partnerships with specific local schools, who have excellent learning outcomes for students of low-SES/Rural/Indigenous students, to engage in professional learning of our undergraduate students, and through this engagement to benefit their own students’ learning through the student-teachers working with particular children or groups of children within these programs.

• Extending the current compulsory studies in Indigenous Education to include the Development of Partnerships with local Indigenous communities and their schools to enable our students to have both within-school and within-community placements.

• Internationalisation of the preservice teacher education curriculum

3. DEMAND:

The demand for this course will arise from the domestic market:

• Students enrolled in any of the Faculty’s Bachelor of Education degrees who in their second/ third year of study will be given the option to concurrently enrol in the one of the Graduate Certificates.

• Recent graduates of our Early Childhood, Primary and Secondary degrees or double degrees – looking to study further in an area of choice and other early career alumni who are teachers in local schools.

• Current CSU enrollees looking to complement other discipline study (e.g. undertaking the Graduate Certificate in International Studies).

4. PROPOSED STRUCTURE:

To be awarded one of the proposed Graduate Certificates students will need to:

• complete 32 subject points taught by Faculty of Education CSU or subjects designated as 'CSU subjects' (i.e. those subjects offered under affiliation agreements between CSU and external organizations)

• complete
  o Two (8 point) Educational course-work subjects in Internationalisation, Literacy, Numeracy, Classroom Technology, Indigenous, Catholic Education and Early Childhood Education. AND
  o One (16 point) or two (8 point) Professional Practice subject/s or International Study Program subjects including professional experience within various educational settings.

Students may choose the order in which they undertake subjects, depending upon their availability, with the professional experience subject normally being undertaken after the coursework component. Subject selection and progression pattern would be made in consultation with the Course Coordinator. The course-work subjects would normally be completed in Year 2 and/or 3, Session 3 with professional
experiences/international study program subjects normally being undertaken in Year 3 or 4, Session 3. This structure would enable students to finish their Bachelor of Education component as per normal but complete the Graduate Certificate by the end of Session 3 in their fourth year of study in order to enable normal timeframes for potential employment.

In the following:

- Graduate Certificate in Catholic Studies
- Graduate Certificate in Indigenous Education
- Graduate Certificate in Early Childhood Studies
- Graduate Certificate in Classroom Technology
- Graduate Certificate in Literacy
- Graduate Certificate in Numeracy
- Graduate Certificate in Literacy & Numeracy (Early Years)

Two (8 point) Educational course-work subjects in Literacy, Numeracy, Indigenous Education, Classroom Technology, Catholic Education and Early Childhood Education will be undertaken from a prescribed list.

One (16 point) or two (8 point) Professional Practice subject/s including work placement within various educational settings. The two 8 subject point and one 16 professional experience subject point will all have a similar structure. The difference between the 8 and 16 point subjects will be the number of hours of student engagement. Suggested titles for these subjects would be

1. Professional Practice A (8 subject points)
2. Professional Practice B (8 subject points)
3. Extended Professional Practice (16 subject points)

As a component of the course-work studies, student will develop an individual learning plan in their area of specialisation that combines work experience, self-directed study, participation in professional learning activities provided by local schools and/or local educational authorities, and demonstration of set standards of practice in their specialisation. The professional experience subjects would involve, as examples, undertaking an numeracy or literacy placement within a local primary school or developing expertise in religious education by working in a local Catholic School religious education or sacramental program or in Indigenous Education by working with local Indigenous communities and their schools. For students, who are already teachers, the professional experience component will involve professional practice-based projects in their workplace.

In the Graduate Certificate in International Studies, there would be separate subjects for the international study experience. The course structure model would include:

1. Globalization, Culture and Intercultural Identities, (8 subject points)
2. Teaching English in Transnational Settings, (8 subject points) AND
3. Subject A Short Term Experience (8 subject points) (3-4 weeks) AND
4. Subject B Project (8 subject points) (either during/after experience) OR
5. Subject C Short Term Study Experience/Project (16 subject points) (6-8 weeks)
Admission to the Graduate Certificates is via two pathways:

- Guaranteed entry for students in any Faculty undergraduate preservice program who through UAC course selection, or in their second/third year nominate to undertake concurrent study in a Professional specialisation area. Such students will graduate with dual awards (as opposed to solely graduating with the Bachelor of Education). Students who elect the pathway at the start of their undergraduate degree but will not be formally enrolled until they have successfully completed two years of UG education studies.

- Guaranteed entry for students in other courses within CSU who would like to study concurrently in a specialisation related to their field. For example the Graduate Certificate in Early Childhood Studies for Nursing or Welfare students; the Graduate Certificate in International Studies for any Undergraduate student who wants to undertake more than a short term international study program within their undergraduate degree.

- Guaranteed entry for any qualified ECE, Primary or Secondary teacher seeking specialisations in areas offered.

5. PROJECT OBJECTIVES:

Objectives include the following:

- Approval of new courses to commence in Session 1, 2011
- Development of Course and Information Management System (CASIMS) documentation – May/June 2010
- Closing date for applications – mid December 2010 – Liaison with CSU Admissions Office required.
- Commencement of DE and Internal delivery - Session 1, 2011 (if required or at the latest, Session 3, 2011).

With regard to budget objectives, the Faculty will ensure appropriate resourcing of the project so that it meets all costs, including staffing and course coordination costs and future marketing.

6. ORGANISATIONAL BENEFITS:

The proposal provides CSU with:

- a new learning program that will be attractive to both current students and previous graduates of the our undergraduate preservice teacher education degrees.

- the ability to offer a pathway for other courses within CSU where students who may choose to undertake study in a particular area to enhance their own discipline knowledge and/or leadership opportunities within a desired professional field.

- Potential lever for partnerships with local Schools and educational authorities to meet their particular needs through enhanced capabilities of our current and recent graduates.
7. FACULTIES INVOLVED:

The Faculty of Education will be responsible for overall Course Coordination and delivery of the education-related Graduate Certificate programs. There will be opportunities for other Faculties to nominate subjects for inclusion as alternate subjects in the Graduate Certificate in International Studies to better suit their needs. For example, the Faculty of Science currently offer SCI301 International Practical Experience (8 subject points).

We would be prepared to create and offer *English in Transnational Settings* (8 subject points) as an alternate option to *Teaching English in Transnational Settings* for students from other Faculties if there was sufficient demand.

8. LEVEL OF COMMITMENT:

This proposal has the support of the Dean, Faculty of Education and meets the Faculty’s Course Plan in relation to the following:

- enhancing the quality and scope of CSU’s profile of professional courses, and
- improving demand from well-qualified students.

ISSUES:

The main issue relating to this proposal is the challenge of promoting the commitment of additional study for current students already enrolled in a 4 year Bachelor of Education degree and effectively advertising this course so that it is viewed in the marketplace as an attractive and rewarding course option.

RISKS:

There are no perceived risks relating to the development of this proposal.

TIMEFRAME ESTIMATES:

The proposed date of commencement is Session 1, 2011.

FEASIBILITY:

Given that the course could be delivered using primarily existing subjects and course materials, the project is achievable. (Feasibility Scale: 100%)

RECOMMENDATIONS:

The following recommendations are supported by the Dean, Faculty of Education:

1. to seek that the University Course Planning Committee give approval for the development of this course.

2. to ensure that the course documentation is submitted to the Faculty of Education Courses Committee for consideration at their 1 June 2010 meeting.