

300-CK Doctor of Education

Year and Campus:	2008																										
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																										
Level:	Graduate/Postgraduate																										
Duration & Credit Points:																											
Contact:	Faculty of Education Student Centre																										
Course Overview:	The Doctor of Education is an advanced professional doctorate for experienced professionals with educational responsibilities. Carefully designed to parallel their regular work, the course enables experienced educators to carry out advanced academic and professional study which has direct relevance to their professional role. It is undertaken over three years on a full-time basis or six years on a part-time basis.																										
Objectives:	<p>Students who have completed the Doctor of Education should have:</p> <ul style="list-style-type: none"> # advanced their knowledge in areas of special significance to their profession; # achieved an advanced level of education and professional development in respect to the operation, design and development of Victorian, Australian and other systems of education; # been involved effectively in a program of study and research directly related to their professional settings and educational responsibilities; # have participated in high level and systematic analysis of practical problems related to education in their profession through the application of appropriate discipline analysis and research methodology in a manner which has strong potential for changing professional practice; # made a contribution to the wider theoretical and/or professional debates in the relevant field of study. 																										
Course Structure & Available Subjects:	<p>Students who have completed an Educational Research Methodology subject previously may apply for exemption from the Research Methods in Education subject.</p> <p>At the end of first year of the course, students must submit and have approved by the Associate Dean (Research and Research Training) a research study plan for the remaining two years of the course, outlining how the coursework to be undertaken, the project, and the thesis relate to each other and produce a coherent investigation into a chosen area of study.</p>																										
Subject Options:	<p>First Year Coursework (3 x 25 point subjects) 75 points Research Methods in Education 25 points</p> <p>Second Year Coursework (1 x 25 point subject) 25 points</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>460-702 Doctoral Research Seminar</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> <tr> <td>460-703 Doctor of Education Thesis Proposal</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> <tr> <td>460-704 Professional Project (DEd)</td> <td>Year Long</td> <td>50</td> </tr> </tbody> </table> <p>Third Year 30,000 word thesis Coursework subjects available</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>476-621 Curriculum Improvement</td> <td>2</td> <td>25.000</td> </tr> <tr> <td>476-643 Approaches to Trauma & Grief in Ed.Cont.</td> <td>Semester 2</td> <td>25</td> </tr> <tr> <td>476-662 Competency & Performance Assessment</td> <td>1</td> <td>25.000</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	460-702 Doctoral Research Seminar	Semester 1, Semester 2	12.50	460-703 Doctor of Education Thesis Proposal	Semester 1, Semester 2	12.50	460-704 Professional Project (DEd)	Year Long	50	Subject	Study Period Commencement:	Credit Points:	476-621 Curriculum Improvement	2	25.000	476-643 Approaches to Trauma & Grief in Ed.Cont.	Semester 2	25	476-662 Competency & Performance Assessment	1	25.000
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	476-694 Large-scale Survey Research	2	25.000
	460-634 Perspectives of International Education	Semester 1	25
	481-803 Creating the Learning Organisation	Semester 2	25
	481-807 Human Resource Management in Education	Semester 2	25
	482-707 Leadership	Semester 1	25
	482-805 Marketing in Education	Semester 1	25
	468-603 Adult Education & Professional Practice	Semester 2	25
	481-809 Program Evaluation: Forms & Approaches	Semester 1, Summer	25
	481-810 Evaluating Large Scale Programs	Semester 1	25
	481-811 Evaluation for Management & Development	Semester 2	25
	481-812 Qualitative Methods	Semester 2	25
	481-813 Quantitative Methods	Semester 1	25
	483-603 Innovation & Change In Language Ed.	Semester 1	25
	485-603 ICT & Learning:Research & Practice	2	25.000
	460-625 Negotiated Project in Education	Semester 1, Semester 2, Summer	25
	460-626 Negotiated Project in Education 2	Semester 1, Semester 2, Summer	25
	460-627 Minor Project in Education	Semester 1, Semester 2, Summer	12.50
	460-628 Minor Project in Education 2	Semester 1, Semester 2, Summer	12.50
	485-707 Learning Mathematics with Technology	Semester 1	25
	485-805 Teaching for Numeracy	Semester 2	25
	485-869 Discrete Maths. & Maths. Modelling	Semester 1	25
	485-870 Mathematical Statistics For Teachers	Semester 2	25
	476-644 Managing Conflict / Educational Settings	Semester 1	25
	476-695 Assessment & Reporting for Student Learn	Summer	25
Entry Requirements:	<p>An applicant may be eligible for entry into the Doctor of Education if the applicant has:</p> <ul style="list-style-type: none"> # completed a Masters degree or equivalent in the discipline of Education or a cognate field relevant to the proposed area of study, with at least an H2A average over the course; # a documented record of at least five full-time equivalent years of professional or teaching experience in a field relevant to the proposed area of study; and # evidence of capacity to undertake research. (Such evidence may be the completion of a research Masters thesis, producing a sustained policy document, conference presentations, articles in professional journals, etc). 		
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and</p>		

reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: <http://services.unimelb.edu.au/disability>