666BA Master of Assessment and Evaluation(Stream 150)Coursework & Major Thesis

Year and Campus:	2011 - Parkville
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Research Higher Degree
Duration & Credit Points:	Students are expected to complete this research in 1.50 years full time, or equivalent part time. Credit Points: 150
Coordinator:	Associate Professor Ros Hurworth
Contact:	Education Student Centre Alice Hoy Building
Course Overview:	The Master of Assessment and Evaluation offers a specialist degree catering for the needs of those who want to take a leadership role in the field of assessment and evaluation in a range of settings. Such people are normally employed as policy and program planners, item writers, assessment data analysts, trainers, teachers, performance auditors, managers or consultants. The course aims to produce graduates who are able to manage assessment and evaluation programs at a high level, to make effective use of writing and research in assessment and evaluation, and to develop superior knowledge, understanding and skills in assessment design, development and application as well as evaluation theory and practice. It will encourage critical review of important issues in the conduct of evaluation and assessment, and program implementation. Stream 150 of the Master of Assessment and Evaluation is research-classified. Graduates may be eligible to apply for entry to the PhD or Doctor of Education programs.
Objectives:	Students who have completed the Master of Assessment and Evaluation course should be able to: # demonstrate a superior knowledge and understanding of assessment and evaluation theory and practice # demonstrate a high level of competence in the management of assessment and evaluation programs; # make effective use of the assessment and evaluation literature and research; # demonstrate a depth of knowledge and understanding that will enable them to support colleagues regarding assessment and evaluation related professional situations.
Course Structure & Available Subjects:	Students are required to undertake 50 points of coursework from the pool of subjects listed below, and complete 100 points of Major thesis of 30,000 words incorporating an approved research methodology studies subject (150 points in total). At least one subject must be from the list of approved research methodology studies below. Students must publicly present a research paper in the last six months of their candidature. Students may select up to 37.5 points of coursework from offerings outside the above lists, with the written permission of the Program Coordinator/s. Students are encouraged to seek advice from the Program Coordinator/s in regard to subject selection so as to select the most appropriate subjects for their needs. Applicants for Stream 150 are required to submit a thesis proposal signed by their prospective supervisor with their application. Students enrolled in Streams 150 are required to attain an average of at least 75 in their coursework component before commencing their thesis. If this score is not attained, progress will be assessed on an individual basis.
Subject Options:	Approved methodology studies within the thesis are to be selected from:

Subject	Study Period Commencement:	Credit Points:
EDUC90215 Test and Scale Development	Semester 1, Semester 2	25

	EDUC90213 Item Response Modelling	Semester 1, Semester 2	25
	EDUC90176 Qualitative Methods AE	Not offered 2011	25
	EDUC90175 Quantitative Methods	Semester 1	25

Coursework subjects

Subject	Study Period Commencement:	Credit Points:
EDUC90205 Assessment & Reporting for Student Learn	January	25
EDUC90179 Program Evaluation: Forms & ApproachesAE	March	25
EDUC90178 Evaluating Large Scale Programs	Semester 1	25
EDUC90177 Evaluation for Management & Development	Not offered 2011	25

Entry Requirements:

An applicant may be eligible for entry into the Master of Assessment and Evaluation, Stream 150 if the applicant has:

- an appropriate undergraduate degree and an appropriate teaching qualification or
- an appropriate four-year teaching degree or an appropriate degree or graduate diploma in a social or
- human science and either a record of research and/or publication equivalent to year four in education or at least two years of documented relevant professional experience.

Core Participation Requirements:

The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs.The core participation requirements for study in the Melbourne Graduate School of Education are:In all coursesThe ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placementsThe ability to undertake professional practice placements independently, including:a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately;b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive;c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have;d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques);e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom;f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers;g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress.Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.

Graduate Attributes:

University graduate attributes are available at http://www.unimelb.edu.au/about/attributes.html

Links to further information:

http://www.education.unimelb.edu.au