

## **POSTGRADUATE CERTIFICATE IN COMPUTER EDUCATION**

### **1. Background**

Due to the 2003 Faculty Postgraduate restructure, the existing Postgraduate Diploma in Computer Education is to be deleted. Under the new structure it will be advantageous to replace it with a Postgraduate Certificate of the same name to provide a clear, tagged pathway into the 100-point Master of Information Technology in Education. The course will draw on subjects already existing in the Postgraduate Diploma in Computer Education. There are no new subjects proposed.

A Postgraduate Certificate in Computer Education is the logical successor to the Postgraduate Diploma in Computer Education which is to be deleted under the new 2003 Postgraduate structure.

The PGDCE has been a very successful course over ten years, as was the Graduate Diploma in Computer Education which it succeeded. This course has consistently had over 100 students enrolled in every year it has run, most of these being part-time. Currently there are over 77 EFTSU's in subjects run under the umbrella of this course.

It is considered that a PGC in Computer Education will prove just as popular with teachers.

It is important that strong links with the PGDCE are maintained when the new structure comes into effect in 2003. Hence the importance of the title and the maintenance of the subject list. Although PGCCE students will only be enrolled for two subjects as against the PGDCE four, it is anticipated that a high percentage of these will go onto a Master of Information Technology in Education maintaining the EFTSU load in computer education subjects.

The Master of Information Technology in Education requires a Postgraduate Certificate (50 points) in computer studies for entry. While a named PGC in Computer Education is not essential, the existence of this course will provide a clear pathway to the Masters.

DSME is currently negotiating with the Australian Computer Society to accredit graduates of the Master of Information Technology in Education for full membership of that body. Initial negotiations, which were very positive, were on the basis of a PGDCE/MITEd combination. Creation of a PGC in Computer Education/MITEd combination is necessary since the ACS would require a definite and easily documented academic pathway for Membership.

Over the ten years of its existence the PGDCE has served the Faculty's and the University's strategic goals. A PGCCE will continue this in many ways:

- Staff teaching in the course have achieved international standing
- The Diploma has provided a springboard for an ever increasing number of teachers going on to Research degrees – 6 in 2001. A PGCCE would allow us to continue and expand this pipeline
- The quality of teaching and learning in the PGDCE is excellent as evidenced by the number of teachers coming to us on the recommendation of graduates, many of whom are in positions of responsibility in their schools and the number of first-hand accounts of the value placed on the qualification at employment interviews.
- The course attracts a small but consistent number of enrolments from outside Australia

A significant number of students take the six PGDCE subjects offered online. (For instance, 25 out of 64 students taking Teaching with Information Technology are online.) This is expected to continue with the PGCCE.

## **2. Entry Requirements**

- appropriate undergraduate degree and an appropriate fourth-year level education qualification OR
- appropriate four year degree in Education OR
- three year qualification in Education and a record of research and/or publication equivalent to year four in Education OR
- three year qualification in Education and a documented record of at least five years professional experience in an educational setting, including a senior management appointment.

## **3. Course Structure**

The course consists of 50 points and requires six months full-time study or one year part-time study.

Two subjects will be chosen from the following list:

485 829	Teaching With Information Technology
485 830	Software Environments for Learning
485 831	Educational Programming Environments
485 833	Telecommunications and Multimedia
485 835	Information Management and Education
468 814	Information Technology and Society
468 839	Online Education and Training

## **4. EFTSU and Budgetary Consequences**

There are no significant budgetary considerations in introducing this course. There will be no transfer of EFTSU between faculties involved.

The course will be available to both Australian and international students on a fee-paying basis.