



The University of New South Wales

# Professional Studies

Kensington Campus  
St George Campus

1990  
Faculty Handbook

**Arms of  
The University of  
New South Wales**



Granted by the College of Heralds, London  
3 March 1952

**Heraldic Description of Arms**

Argent on a Cross Gules a Lion passant guardant between four Mullets of eight points Or a Chief Sable charged with an open Book proper thereon the word SCIENTIA in letters also Sable.

The lion and the four stars of the Southern Cross on the Cross of St George have reference to the State of New South Wales which brought the University into

being; the open book with SCIENTIA across its page reminds us of its original purpose. Beneath the shield is the motto 'Manu et Mente' ('with Hand and Mind'), which is the motto of the Sydney Technical College, from which the University has developed. The motto is not an integral part of the Grant of Arms and could be changed at will; but it was the opinion of the University Council that the relationship with the parent institution should in some way be recorded.



The University of New South Wales

# Professional Studies

Kensington Campus  
St George Campus

1990  
Faculty Handbook

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New South Wales is:**

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**Kensington Campus – Eileen Bakdy**

**St George Campus – Dennis Hewisch**



Subject, courses and any arrangements for courses including staff allocated, as stated in the Calendar or any Handbook or any other publication, announcement or advice of the University, are an expression of intent only and are not to be taken as a firm offer or undertaking. The University reserves the right to discontinue or vary such subjects, courses, arrangements or staff allocations at anytime without notice.

Information in this Handbook has been brought up to date as at 9 October 1989, but may be amended without notice by the University Council.

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## Calendar of dates

1990

1991

## Session 1 (67 teaching days)

	26 February to 12 April	4 March to 28 March
<i>Recess</i>	13 April to 22 April	29 March to 7 April
	23 April to 7 June	8 April to 14 June
<i>Study Recess</i>	8 June to 13 June	15 June to 20 June
Examinations	14 June to 2 July	21 June to 9 July
<i>Midyear Recess</i>	3 July to 22 July	10 July to 28 July

## Session 2 (67 teaching days)

	23 July to 21 September	29 July to 27 September
<i>Recess</i>	22 September to 1 October	28 September to 7 October
	2 October to 31 October	8 October to 6 November
<i>Study Recess</i>	1 November to 6 November	7 November to 12 November
Examinations	7 November to 23 November	13 November to 29 November
Vacation weeks	16 April to 22 April	1 April to 7 April
common to Australian	2 July to 8 July	8 July to 14 July
universities	24 September to 30 September	30 September to 6 October

## Important Dates for 1990

## January

M	1	New Year's Day – Public Holiday
F	5	Last day for acceptance of applications by office of the Admissions Section for transfer to another undergraduate course within the University
W	10	Last day for applications for review of assessment
M	15	Term 1 begins – Medicine IV and V
F	26	Australia Day – Public Holiday

## February

M	5	Enrolment period begins for new undergraduate students and undergraduate students repeating first year
F	9	Re-enrolment period begins for second and later year undergraduate and graduate students enrolled in formal courses
F	23	Last day for acceptance of enrolment by new and re-enrolling students
M	26	Session 1 begins – all courses except Medicine IV and V and the University College

## March

M	5	Session 1 begins – University College, Australian Defence Force Academy
F	9	Last day applications are accepted from students to enrol in Session 1 or whole year subjects
F	30	Last day for students to discontinue Session 1 and whole year subjects so as not to incur HECS liability
S	31	HECS Census Date for Session 1

## April

Th	12	Last day for students to discontinue without failure subjects which extend over Session 1 only
F	13	Good Friday – Public Holiday Mid-session Recess begins

## Professional Studies

### April

S	14	Easter Saturday – Public Holiday
M	16	Easter Monday – Public Holiday
Su	22	Mid-session Recess ends
W	25	Anzac Day – Public Holiday

### May

T	8	Publication of provisional timetable for June examinations
W	16	Last day for students to advise of examination clashes
T	29	Publication of timetable for June examinations

### June

Th	7	Session 1 ends
F	8	Study Recess begins
M	11	Queen's Birthday – Public Holiday
W	13	Study Recess ends
Th	14	Examinations begin

### July

M	2	Examinations end
Th	12	Assessment results mailed to students
F	13	Assessment results displayed on University noticeboards
Su	22	Mid-year Recess ends
M	23	Session 2 begins

### August

Th	2	Last day for applications for review of Session 1 assessment results
F	3	Last day for students to discontinue without failure subjects which extend over the whole academic year. Last day applications are accepted from students to enrol in Session 2 subjects.
F	31	HECS Census Day for Session 2. Last day for students to discontinue Session 2 and whole year subjects so as not to incur HECS liability

### September

F	7	Last day for students to discontinue without failure subjects which extend over Session 2 only
S	22	Mid-session Recess begins
F	28	Closing date for applications to the Universities and Colleges Admission Centre

### October

M	1	Labour Day – Public Holiday Mid-session Recess ends
T	2	Publication of provisional timetable for November examinations
W	10	Last day for students to advise of examination clashes
T	23	Publication of timetable for November examinations
W	31	Session 2 ends

### November

Th	1	Study Recess begins
T	6	Study Recess ends
W	7	Examinations begin
F	23	Examinations end

### December

M	10	Assessment results mailed to students
T	11	Assessment results displayed on University noticeboards
T	25	Christmas Day – Public Holiday
W	26	Boxing Day – Public Holiday
M	31	Public Holiday

## Staff

*Comprises Schools of Education, Health Services Management, Librarianship and Social Work on the Kensington campus; and Schools of Primary and Computer Education; Sport and Leisure Studies, and Arts and Music Education on the St George campus. Also includes staff of the Professional Development Centre for postgraduate teaching purposes.*

Dean  
Professor T. Vinson  
Chairman  
Associate Professor R.J. Barry  
Sub-Dean St George campus  
Mr G. Byrnes

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### Kensington Campus

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#### School of Education

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Professor of Education and Head of School  
\*Martin Cooper, BSc Manc., MA(Ed) Dal., PhD Ott., DipEd Syd.  
Associate Professors  
Robert John Barry, BA PhD DipEd Syd., MSc Macq., DSc N.S.W., FIOP, MAIP, MAPsS, MSPR  
Colman Kevin Harris, BA MEd Syd., PhD N.S.W.  
Senior Lecturers  
Rachel MacDonald Boyd, MA PhD Otago  
Colin Fraser Gauld, BSc PhD DipEd Syd., MAIP

James Harry Gribble, BA PhD Melb., MPhil Lond.  
Michael Robert Matthews, BSc MA MEd DipEd Syd., PhD N.S.W.  
Barry Charles Newman, BA MSc PhD Syd.  
Michael Francis Petty, BA Durh., MEd DipEd Calg., PhD Wis.  
Robert Thomas Solman, BSc N.S.W., BSc Tas., PhD A.N.U.  
John Sweller, BA PhD Adel.  
Lecturers  
Richard Martin Bibby, MA BD Otago, PhD Monash  
Susan Joan Cass, BA DipEd N.S.W.  
Patricia Davies, BA C.U.N.Y., MSc(Econ) L.S.E.  
Neil Andrew Johnson, BBus Swin., DipEd Melb., MEdAdmin N.E., PhD Alta.  
Neil Wesley Keast BA Syd., DipTeach Armidale T.C.  
Frederick Edward Trainer, MA PhD Syd.

Administrative Officer  
Sheena Mary Wiard, MA Edin., Cert. Sec. Ed. Moray House, Edin.

\*Conjoint appointment with the Australian Graduate School of Management

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#### School of Health Services Management

---

Professor of Health Administration and Head of School  
James Sutherland Lawson, MB BS, MD Melb., MHA N.S.W.  
Professor  
George Rupert Palmer, BSc Melb., MEc Syd., PhD Lond., FSS, FHA, Hon. FRACMA  
Senior Lecturers  
Philip William Bates, BCom LLB N.S.W., AHA  
Pieter Jacob Degeling, BA Qld., PhD Syd.

## Professional Studies

Ian Forbes, BArch *Melb.*, MSc *Br. Col.*, DipAdmin *N.S.W.*, FRAIA, MRCIA  
Colin Grant, MA *Oxf.* and *Brun.*, FHA  
Helen Madeleine Lapsley, BA *Auck.*, MEd *Syd.*, AHA  
Graeme Kendle Rawson, BA *N.E.*, MA *Macq.*, PhD *N.S.W.*, MACE, AHA

### Lecturers

Thomas Earl Benjamin, BA *Mich.*, MBA *Mich. State*, MPsych *Syd.*, MAPsS  
Fawzy Ibrahim Soliman, BE *Syd.*, MEngSc PhD *N.S.W.*, MIEAust, MACS, AIArba, AHA  
Patricia Ann Spencer, BN *McG.*, MEdSt *Monash*, RN, FCNA, MACE

### Administrative Assistants

Kim Eirth  
Vacant

### Honorary Associates

William Gingell Lawrence, BA *Syd.*, MHA *N.S.W.*, FRACP, FRACMA, FHA  
Trevor James Wood, MB *BS Melb.*, MHA *N.S.W.*, FRACP, FRACMA, FHA

---

## School of Librarianship

Professor of Librarianship and Head of School  
W. Boyd Rayward, BA *Syd.*, MS *Ill.*, PhD *Chic.*, DiplLib *N.S.W.*, AALIA

### Associate Professor

Carmel Jane Maguire, BA *Qld.*, MA *A.N.U.*, FALIA

### Senior Lecturers

Jack Richard Nelson, MA *Syd.*, MLib *N.S.W.*, AALIA  
Ann Pederson, BA *Ohio Wesleyan*, MA *Georgia State*  
Peter Orlovich, MA *DipEd Syd.*, MLib PhD *N.S.W.*  
Patricia Willard, BA *N.E.*, MLib *N.S.W.*, AALIA  
Concepcion Shimizu Wilson, BA *Pomona*, MSLS *N.C.*, MLib *N.S.W.*, AALIA

### Lecturers

William Wellesly Hood, BA *DipEd Syd.*, MLib *N.S.W.*  
Helen Myfanwy Jarvis, BA *A.N.U.*, PhD *Syd.*

### Tutor

Paul Wilson, BA PhD *LaT.*, DiplM-ArchivAdmin *N.S.W.*

### Administrative Assistant

Raymond John Locke

---

## School of Social Work

### Head of School

Betsy May Wearing, BA *LittB N.E.*, PhD *N.S.W.*, ASTC

### Professors of Social Work

Robert John Lawrence, BA *DipSocSc Adel.*, MA *Oxf.*, PhD *A.N.U.*

Tony Vinson, BA *DipSocStud Syd.*, MA PhD *DipSoc N.S.W.*

### Senior Lecturers

Damian John Grace, BA PhD *N.S.W.*  
Deirdre Thelma James, BA *Syd.*, PhD *Macq.*  
Martin Scott Mowbray, BSW *N.S.W.*, MSS *Syd.*, PhD *N.S.W.*  
Richard John Roberts, BA *DipEd N.E.*, BSocStud *Syd.*, PhD *N.S.W.*  
Keith Edward Windshuttle, BA *Syd.*, MA *Macq.*

### Lecturers

Rosemary Ellen Berreen, BSW *N.S.W.*  
Natalie Pamela Bolzan, BSW *N.S.W.*  
Barbara Rose Ferguson, BA *MSW Hawaii*, DSW *Calif.*  
Elizabeth Aureena Fernandez, MA *Madr.*  
Aurora Tracy Hammond, BSocStud *Syd.*, MA *Antioch*  
Karen Susan Heycox, BSW *N.S.W.*  
Laurie Katherine MacKinnon, MSW *Calg.*  
Helen Meekosha, BA *Durh.*, DipAdvSoc&EcStuds *Manc.*, MA *ApplSocStuds Bradford*  
Sandra Lee Regan, BA *Boston S.C.*, MSW EdM *N.Y. State*, PhD *Rutgers*  
Brenda Smith, BA *Manc.*, DiplApplSocSt *Lond.*  
Jennifer Warner Wilson, BA *BSocStud Syd.*, MSW *N.S.W.*  
Diane Maree Zulfacar, BA *DipSocWk Syd.*, MSW *Smith*

### Administrative Officer

Brett O'Halloran, BSocStud *Syd.*

### Senior Research Fellow

Suzanne Elise Hatty, BA *Macq.*, PhD *Syd.*

---

## Professional Development Centre

### Director

Vacant

### Associate Professor and Acting Director

David John Boud, BSc PhD *Sussex*, CPhys, MinstP, FSRHE

### Senior Lecturers

John Gordon Hedberg, BSc MEd *Syd.*, PhD *Syr.*, GradDip *N.S.W.*, GradDip(Lib) *R.M.I.T.*  
Christopher Stephen Hughes, BSc *DipEd Monash* BA *Syd.*  
Margaret Hof Nightingale, BA *Bridgeport*, MA *Cornell*, MA PhD *Macq.*

### Lecturers

Lee Ward Andresen, BSc *DipEd Qld.*, PhD *N.S.W.*  
Douglas John Magin, BA *LittB N.E.*  
Catherine Danielle Sohler, BSocSc *Footscray I.T.*, *DipEd SCV Hawthorn*

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## St George Campus

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## School of Primary and Computer Education

### Principal Lecturer and Head of School

Robert Phillips, BA *N.E.*, PhD *Syd.*



**Principal Lecturers**

George Byrnes, BA Syd., MLitt N.E.

Dennis Hewish, BA N.E., MEd Alta.

**Senior Lecturers**

Arthur Anderson, BSc DipEd Syd., MSc PhD N.S.W.

George Comino, BSc(ApplPsych) MEd N.S.W.

Robert Conners, BA DipEdAdmin N.E., MEd Calgary, PhD Alta.

Kurt Marder, BA N.E., MEd Syd.

Edward Nettle, BA DipEd Syd., MA Macq.

Kevin Nolan, MA Fordham.

John Scheding, BSc Syd., MSc Macq., PhD Colorado, FGAA.

**Lecturers**

Rhonda Craven, BA Syd., DipTeach Alexander Mackie C.A.E.

Carmel Desmarchelier, BA DipEd N.S.W., MLitt MA N.E.

William Fraser, MSc N.S.W., GradDipEdStud Syd. C.A.E.

Kerry McLeod, BA DipEd MA Macq., GradDipComm

Hawkesbury Agric. Coll., LTCL.

Brian Morley, BSc DipEd Syd., MSc Macq.

Kay Placing, BSc DipEd Syd., GradDipEdStud Syd. C.A.E.

Raymond Smith, BA Catholic U. of America, MA Siena Coll.,

GradDipMedia A.F.T.S.

Denise Tolhurst, DipTeach BMath W'gong.

Patricia Thorpe, DipTeach BED MStudEd W'gong.

Alan Watson, BA N.E., MA PhD Syd., DipRE M.C.D.

Claire Wille, DipT Alexander Mackie C.A.E., GradDip Arts Syd

C.A.E.

**Lecturers**

Simplicius Cheong, BMus W.A., MMus MEd Syd., MA Macq.

James Chivas, MA E.Anglia.

Keith Heckenberg, BA Syd., DipEd LittB N.E., MA(Ed) Lond.

Helen Lancaster, DipArtEd Alexander Mackie C.A.E.

Geoffrey Mills, LMusA, TMusA, AMusA.

Richard Morphew, LMusA, AMusA.

Vaughan Rees, DipT. Brisbane C.A.E., BFA Cal., MA Nova

Scotia Coll.

Emma Robertson, BA Glasgow School of Art, MA Manch Poly.

Guy Sherborne, BA MA DipEd N.S.W.

David Spurgeon, BA Macq., MA N.S.W.

Garry Tamlyn, BMus N.S.W., GradDipEd Catholic Coll. of Ed.

Colin Watts, BMus Durham, MA Syd., DipMusEd Alexander

Mackie C.A.E., FTCL, LMusA, MIMT.

---

**School of Sport and Leisure Studies**

---

**Principal Lecturer and Head of School**

Will Ewens, BA N.E., MEd Syd., PhD Oregon, DipPhysEd Syd.

Teachers Coll., FACHPER

**Senior Lecturers**

Ken Robinson, MEd Syd., MS PhD Oregon, DipPhysEd Syd.

Teachers Coll.

John Schell, MS Oregon, DipPhysEd Syd. Teachers Coll.

**Lecturers**

Peter Abernethy, BHMS (Ed) Qld.

Paul Batmen, MS Oregon, ACTT Victoria Coll., DipPhysEd

A.C.P.E.

Connell Byrne, MA Calif. State, DipPhysEd Sydney Teachers

Coll.

Rosemary Caldwell, BA N.S.W., DipPhysEd W'gong.

John Nolan, MA San Diego State

Gay Revie, BED Sussex, DipPhysEd Syd. Teachers Coll.

Pauline Sky, BA Kuring-gai C.A.E., MA N.S.W.

Kirsten Wood, BED W'gong, MS Oregon.

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**School of Arts and Music Education**

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**Senior Lecturer and Head of School**

Peter Thursby, BED MA Cal., PhD Macq.

**Senior Lecturer**

Gary McPherson, DipMusEd N.S.W.Con., MMusEd Indiana,

FTCL, LTCL.



## Introduction

The Faculty of Professional Studies offers associate diploma, undergraduate and graduate diploma courses which provide the initial preparation for students wishing to enter certain vocations and professions. It offers higher degree courses for the on-going education of members of those professions. Until 1990 the Faculty consisted of the Schools of Education, Health Services Management, Librarianship and Social Work. From this year, as a result of the integration of the St George Institute of Education, the Faculty includes three additional schools: Primary and Computer Education, Sport and Leisure Studies, and Arts and Music Education. These schools are located at the St George Campus at Oatley.

Recently those functions of the University's Professional Development Centre relating to the teaching of enrolled students have been located within the Faculty of Professional Studies, and the academic staff of the Centre are now members of the Faculty. It is appropriate to mention also that a special relationship is being developed between the Faculty and Charles Sturt University. In addition to general information about the University, this handbook provides, in the pages which follow, information which is specific to the Faculty, its schools, its courses and the subjects within those courses.

The Faculty wishes to ensure that all students have access to appropriate advice. In deciding upon the details of your proposed program you are advised to study the handbook carefully and to consult the contact person listed for the School to seek further information. You are also encouraged to use this contact to seek help with problems which arise during your course.

Professor T. Vinson

Dean

## Faculty Information

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### Some People Who Can Help You

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If you require advice about enrolment, degree requirements, progression within courses, or information about subject content, contact the appropriate School:

#### Kensington Campus

##### **School of Education**

Administrative Officer  
Sheena Wiard  
(Room 38, Building G2, Western Campus,  
near Parade Theatre entrance)

##### **School of Health Services Management**

Administrative Assistant  
General Office  
(Room LG29A, The Chancellery)

##### **School of Librarianship**

Administrative Assistant  
Ray Locke  
(Room 403, Level 4, Mathews Building)

##### **School of Social Work**

Administrative Officer  
Brett O'Halloran  
(Room 45, Building G2, Western Campus,  
near Parade Theatre entrance)

#### St George Campus

Students at St George campus should consult the directory on the Level 3 notice board.

**Important:** As changes may be made to information provided in this handbook, students should frequently consult the notice boards of the school and the official notice boards of the University.

It is University policy to promote equal opportunity in education (refer to EOE Policy Statement, University of New South Wales Calendar and the Guide for Students 1989).

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## Faculty of Professional Studies Enrolment Procedures

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#### Kensington Campus

All students re-enrolling in 1990 or enrolling in graduate courses should obtain a copy of the free booklet *Enrolment Procedures 1990* available from School Offices and the Admissions Office. This booklet provides detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in miscellaneous subjects, locations and hours of Cashiers and late enrolments.

## St George Campus

Information unavailable at time of going to print. Please contact the Campus for details

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## Faculty Enrolment Restriction

No person shall be permitted to enrol as a full-time student in any course in the Faculty of Professional Studies at the same time as he or she is enrolled for any other diploma or degree in this University or elsewhere, except with the approval of the Head of School concerned.

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## Professional Studies Library Facilities

### Kensington Campus

Although any of the university libraries may meet specific needs, the staff and students of the Schools of Education, Librarianship and Social Work are served mainly by the Social Sciences and Humanities Library while those of the School of Health Services Management are served mainly by the Biomedical Library.

#### Social Sciences and Humanities

Librarian	Pat Howard
Biomedical Librarian	Monica Davis
Law Librarian	Rob Brian
Physical Sciences Librarian	Rhonda Langford

### St George Campus

The Library at the St George Campus is designed to support courses offered at this location in the areas of Primary education, Computing Studies, Health and Sports Studies, Music education, Arts and Crafts, Dance, and drama.

Librarian	Sandra Sullivan
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## Student Clubs and Societies

Students have the opportunity of joining a wide range of clubs and societies. Many of these are affiliated with the Students' Union. There are numerous religious, social and cultural clubs and also many sporting clubs which are affiliated with the Sports Association.

Additional clubs operate at the St George Campus as part of the St George Chapter of the Students' Union.

Clubs and societies seeking to use the name of the University in their title, or seeking University recognition, must submit their constitutions either to the Students' Union or the Sports Association if they wish to be affiliated with either of these bodies, or to the Registrar for approval by the University Council.

### Education Society

The Education Society aims to give unity to the large number of students studying Education. The Education Society organizes a number of social functions and endeavours to acquaint students with educational issues and information relating to the teaching profession.

All students undertaking the DipEd, BABEd, BMusBEd, BScBEd, BADipEd, or BScDipEd automatically become members and the Society is affiliated with CASOC. Annual general meetings are normally held in March.

### Social Work Students' Association

The Association's primary function is that of a communication channel operating not only among the students themselves but also between students and staff of the School. Through functions and informal gatherings professional aspects of social work, specific grievances and the course itself are discussed. Students are represented on the Education Committee which has responsibility for educational planning within the School and on the School Committee which advises the Head of School. Students become members of the Association automatically on admission to the School of Social Work, and elect a collective which maintains a formal liaison with the School's staff. A regular newsletter, 'News worker', is produced.

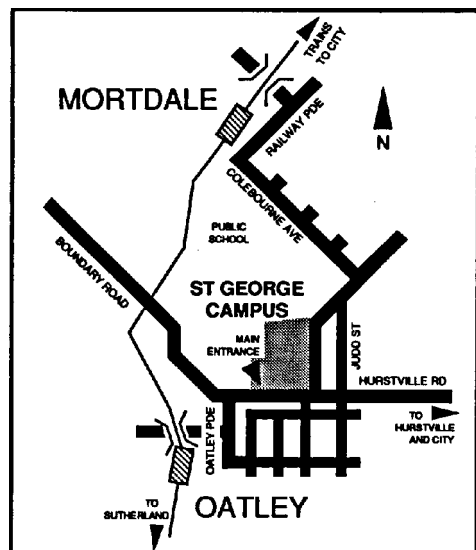
Representatives of the Association attend meetings of the Australian Association of Social Workers (NSW Branch) and the Council of Social Services of NSW, while contact with student bodies in other universities is maintained through the Australian Social Welfare Students' Collective. Further details may be obtained from the Social Work students notice boards and the Enquiries Office of the School of Social Work.

### St George Campus Location\*

The St George Campus is located a few minutes walk from Oatley Railway Station. It is also within easy walking distance of Mortdale Railway Station. There is fast rail access from the eastern Suburbs as the Eastern Suburbs trains proceed directly through Central onto the Illawarra line.

For students using private transport, parking facilities are available on the campus.

\*see overleaf for map.



There are differing requirements for students commencing before and after 1988:

**1. Students who commenced their undergraduate program before 1988.**

Students must complete a program of General Education in accordance with the requirements in effect when they commenced their degree program. Students yet to complete the General Education requirement may select subjects from any of the three categories of the new program.

**2. Students who commenced their undergraduate program in 1988 and subsequent years.**

Students must complete a program of subjects elected from each of the three categories of subject in accordance with the rules defined in the General Education Handbook and in sequences specified in the requirements for individual courses.

Further information may be obtained from the office of the Centre for Liberal and General Studies, Room G58, Morven Brown Building, and the General Education Handbook.

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## General Education Requirement

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The University requires that all undergraduate students undertake a structured program in General Education as an integral part of studies for their degree.

Among its objectives, the General Education program provides the opportunity for students to discuss some of the key questions they will face as Students and professionals.

The program requires students to undertake studies in three areas:

- A.** An introduction in non-specialist terms to an understanding of the environments in which humans function.
- B.** An introduction to, and critical reference upon, the cultural bases of knowledge, belief, language, identity and purpose.
- C.** An introduction to the development, design and responsible management of the systems over which human beings exercise some influence and control.

The exact form of category C is still being decided and should be clearly defined in 1990. This could involve, however, a slight subsequent change to the structure of the later years of degree programs.

## Undergraduate Study

# Course Outlines

The Faculty of Professional Studies comprises the Schools of Education, Health Services Management, Librarianship and Social Work on the Kensington Campus; and Schools of Primary and Computer Education, Sport and Leisure Studies, Arts and Music Education on the St George Campus. Undergraduate courses within the Faculty's responsibility include courses in mathematics, science, music and primary education, health administration, social work, applied science and the expressive and performing arts.

## Kensington Campus

### School of Education

Professor of Education and Head of School  
Professor M. Cooper

Administrative Officer  
Sheena Wiard

The School of Education offers teacher education courses jointly with several faculties of the University. These courses lead to the award of the degrees of BADipEd, BScDipEd, BABEd, BMusBEd and BScBEd.

The School of Education also offers Honours programs leading to the award of the above degrees with Honours in Education.

The BADipEd and BScDipEd courses are being phased out. No new enrolments will be accepted. Details may be found in the following handbooks:

Arts Faculty Handbook 1988 BA DipEd  
Sciences Faculty Handbook 1989 BSc DipEd

The School of Education also offers

- a one-year full-time graduate diploma course for graduates leading to the award of the Diploma in Education (DipEd). See Graduate Study later in this handbook.
- a two-year full-time course for graduates leading to the award of the degree of Bachelor of Education with Honours (BEd Hons). See Graduate Study later in this handbook.
- graduate study programs leading to the award of the degrees Doctor of Philosophy (PhD), Master of Education awarded at Pass and Honours levels (MEd), and Master of Educational Administration awarded at Pass and Honours levels (MEdAdmin). See Graduate Study later in this handbook.

## 4055

### Bachelor of Arts Bachelor of Education Course

#### Bachelor of Arts Bachelor of Education BABEd

The concurrent Arts-Education course leads either to the award of the degree at Pass Level, requiring four years of study, or to the award of the degree at Honours Level, requiring five years of study. Students who decide not to proceed with the Education component of this course will be permitted to transfer to the BA course at the end of Year 1 or Year 2 with credit for all subjects completed.



## Pass Degree

Candidates for the BABEd pass degree are required to:

1. obtain the 24 compulsory credit points in the Education subjects offered in Years 1, 2 and 3, as follows:

### Year 1

58.041	Educational Psychology 1
58.042	Sociological Perspectives on Education

### Year 2

58.043	Theories, Values and Education
58.044	Educational Psychology 2

### Year 3

58.045	Schools, Knowledge and Power in Society
58.046	Primary Schooling and the Transition to Secondary School

2. obtain at least an additional 90 credit points (including no more than 36 Level 1 credit points) in subjects offered by the Faculty of Arts, including either:

approved four-year programs including major sequences of at least 39 credit points in areas corresponding to each of two teaching subjects selected from the following list:

Computer Studies  
Drama  
Economics  
English  
English as a Second Language  
French  
Geography  
German  
History  
Spanish

or

an approved four-year program, including a major sequence of at least 39 credit points in Mathematics or in Music together with suitable complementary subjects from other areas as approved by the School of Education.

3. satisfy requirements in the following Year 4 Education subjects:

58.016	Educational Theory
58.014	Curriculum and Instruction
58.015	Teaching Experience

4. satisfy any General Education requirements (see under *General Education Requirement* in the previous section *Faculty Information*).

## Approved Four-Year Programs

Before enrolment, students are required to seek advice from the School of Education about approved combinations of teaching subjects (see list in 2 above); some combinations of subjects do not lead to satisfactory employment opportunities. The Arts subjects to be included in the first three years of the program must be approved by appropriate schools of the Faculty of Arts before enrolment.

With the exception of Mathematics and Music, the fourth year component of each of the above programs will consist of two of the following subjects, each of which includes at least 20 contact hours:

### Credit points

60.450	BABEd Year 4 Program in Computer Studies	3
57.450	BABEd Year 4 Program in Drama	3
15.450	BABEd Year 4 Program in Economics	3
50.450	BABEd Year 4 Program in English	3
60.451	BABEd Year 4 Program in English as a Second Language	3
56.450	BABEd Year 4 Program in French	3
27.450	BABEd Year 4 Program in Geography	3
64.450	BABEd Year 4 Program in German	3
51.450	BABEd Year 4 Program in History	3
65.450	BABEd Year 4 Program in Spanish	3

For Mathematics and Music, the fourth-year component will consist of one of the following subjects, which includes at least 40 contact hours:

10.450	BABEd Year 4 Program in Mathematics	6
61.450	BABEd Year 4 Program in Music	6

## Year 4 Teacher Education Subjects

The subjects listed in 3 above are made up as follows:

### 58.016 Educational Theory:

Philosophy of Education (30 hours)  
Educational Psychology (30 hours)  
Sociology of Education (30 hours)  
Selected Study (20 hours)

### 58.014 Curriculum and Instruction

General Method (20 hours)  
Assessment and Measurement (14 hours)  
Special Method(s) (100 hours)

Special Methods include:

Commerce/Economics Method  
Computing Studies Method  
Drama Method  
English Method  
English as a Second Language Method  
French Method  
German Method  
History Method  
Mathematics Method (double)  
Music Method (double)  
Spanish Method

**Note:** All methods may not be available in any particular year. It is essential that students consult the School of Education for information about which Special Methods will be offered.

### 58.015 Teaching Experience

Microteaching (14 hours)  
Teaching Practice (220 hours)

The Teaching Practice consists of two four-week blocks of supervised school experience in high school settings, one in each session. To allow for this school experience, the Selected Study strand of the Educational Theory subject and the Year 4 Arts programs listed above occupy ten weeks of session rather than the usual fourteen.

## Honours Degree

At the conclusion of Year 4, students who have satisfied any prerequisite conditions may be permitted to enter the Honours Year in Education or in any of the Arts disciplines. Students who satisfy the requirements of the Honours Year as well as those for the award of the BABEd graduate with the award BABEd(Hons).

### Honours in an Arts Discipline

Students wishing to proceed to the award of the degree at Honours Level must further complete:

1. any additional requirements as prerequisites to entry to the Honours Level program in the school or department concerned (for details, see Summary of Subjects) and
2. in their fifth year of study, an approved Honours Level program in the School concerned.

### Honours in Education

Students planning to proceed to Honours in Education are required to take, in Year 4, the BEd(Hons) subject:

58.893 Advanced Education 1

Those allowed to proceed to the fifth, Honours year are required to satisfy the examiners in the BEd(Hons) subjects:

58.894 Advanced Education 2

58.799 Thesis

## 4065

### Bachelor of Music Bachelor of Education Course

#### Bachelor of Music Bachelor of Education BMus BEd

The Bachelor of Music Bachelor of Education course is a four year program of studies in Music, Arts and Education subjects. The course qualifies students to teach in Secondary Schools. Studies at the Honours level either in Music or in Education may be undertaken in a fifth year. In Years 1 and 2 students are enrolled in the BABEd course. They apply for transfer to the BMus BEd course at the beginning of Year 3. Normally a grade of Credit or better is required in Music subjects in Years 1 and 2 before transfer to the BMus BEd in Year 3 is permitted.

Those who decide not to proceed with the Education component of the degree will be permitted to transfer to either the BMus or the BA course with credit for all subjects previously passed.

### Pass Degree

In order to qualify for the pass degree students must:

1. satisfy requirements in each of the Education subjects offered in Years 1, 2 and 3 as follows:

#### Year 1

58.041 Educational Psychology 1  
58.042 Sociological Perspectives on Education

#### Year 2

58.043 Theories, Values and Education  
58.044 Educational Psychology 2

## Year 3

58.045 Schools Knowledge and Power in Society  
58.046 Primary Schooling and the Transition to Secondary School

2. obtain at least an additional 90 credit points in Music and Arts subjects including no more than 36 Level 1 credit points as listed in the BMus program in the Faculty of Arts handbook. These points will normally include 61.1002 Music 1C, 61.2002 Music 2C, 61.3002 Music 3C, 61.3003 History of Performance Conventions, 61.3004 BMus Seminar in Musicology, 61.3005 Special Project and 61.3006 Orchestration and Arrangement.

3. satisfy requirements in the Year 4 subjects:

58.016 Educational Theory  
58.014 Curriculum and Instruction  
58.015 Teaching Experience  
61.450 Year 4 Program in Music

4. satisfy any General Education requirements. (See under *General Education Requirement* in the previous section *Faculty Information*.)

For details of the Education subjects see later in this handbook. For details of Music subjects see the Faculty of Arts handbook or contact the Department of Music.

## Honours Degree

At the conclusion of Year 4 students who have satisfied any prerequisite conditions may be permitted to enter the Honours Year in Education or in Music. Students who satisfy the requirements of the Honours Year as well as those for the award of the BMus BEd (Hons) will graduate with the award BMus BEd (Hons).

### 1. Honours in Education

Students planning to proceed to Honours in Education are required to take, in Year 4, the BEd (Hons) subject:

58.893 Advanced Education 1.

Those allowed to proceed to the fifth, Honours Year, are required to satisfy the examiners in the BEd (Hons) subjects:

58.894 Advanced Education 2  
58.799 Thesis

### 2. Honours in Music

In order to proceed to a fifth (Honours) year of study in Music students require at least a Credit average in all of their Music subjects. The Year 5 Honours program includes research methods and other seminars and either a 20,000 word thesis, or an extended recital or an approved special project.

## 4075

### Bachelor of Science Bachelor of Education Course

#### Bachelor of Science Bachelor of Education BScBEd

The Bachelor of Science Bachelor of Education course leads either to the award of the degree at Pass Level, requiring four years of study, or to the award of the degree at Honours Level, requiring five years of study. Students who decide not to proceed with the Education component of this course will be

permitted to transfer to the BSc course at the end of Year 1 or Year 2 with credit for all BSc subjects completed.

### Pass Degree

In order to qualify for the pass degree, students must:

1. satisfy requirements in each of the Education subjects offered in Years 1, 2 and 3, as follows:

#### Year 1

- 58.041 Educational Psychology 1  
58.042 Sociological Perspectives on Education

#### Year 2

- 58.043 Theories, Values and Education  
58.044 Educational Psychology 2

#### Year 3

- 58.045 Schools, Knowledge and Power in Society  
58.046 Primary Schooling and the Transition to Secondary School

2. obtain at least 21 units (including no more than 10 Level I units) in subjects shown in Table 1 of the Sciences Faculty Handbook (except in the case of the Mathematics program, where subjects from Table 2 and/or the BA course may be included), including an approved four-year program which consists of:

- a) at least a major sequence in an area corresponding to one of the teaching subjects in the following list together with suitable complementary subjects from other areas:

Biology  
Chemistry  
Geology  
Mathematics  
Physics

- b) one of the Year 4 subjects Applications of Science to Modern Technology or Mathematics/Computing Project.

3. satisfy requirements in the following Year 4 Education subjects:

- 58.016 Educational Theory  
58.014 Curriculum and Instruction  
58.015 Teaching Experience

4. satisfy any General Education requirements as specified in particular programs (see *General Education Requirement* in the previous section *Faculty Information*).

### Approved Four-Year Programs

Before enrolment, students are required to seek advice from the School of Education about approved combinations of teaching subjects (see list in 2. a above).

Each student will select one of the programs of study approved for the course by the Board of Studies in Science and Mathematics including the fourth year subject Applications of Science to Modern Technology or, for the Mathematics program, the subject Mathematics/Computing Project.

The approved programs are as follows:

### 0158 Physics

#### Year 1

- 1.001  
10.001†  
Either both 2.121\* and 2.131\* or 2.141\*

#### Year 2

- 1.002, 1.012, 1.022, 1.032  
10.1113†, 10.1114†, 10.2111†, 10.2112†  
Either 17.031\* or 25.110\*

#### Year 3

- 1.0133, 1.0143, 1.023, 1.0333, 1.0343, 1.043  
3 units from 17.031\*, 17.041\*, 25.110\*, 25.120\*

#### Year 4

- 68.580 Applications of Science to Modern Technology

Students proposing to proceed to Year 5 (Honours) in Physics must complete 6 Level III units\*

#### Year 5 (Honours)

- 1.104 or 1.304 or 1.504 or 1.604

\* Students proposing to proceed to Year 5 (Honours) should read carefully the note accompanying program 0100 Physics. Advice must be obtained from the School of Physics before enrolling in these asterisked units, as alternative units may be prescribed.

† Students are encouraged to select higher level Mathematics units where applicable.

### 0258 Chemistry

#### Year 1

- 1.001  
Either both 2.121 and 2.131, or 2.141  
Either 10.001, or both 10.012B and 10.021C

#### Year 2

- 25.110  
17.031  
25.120 or 17.041  
2.102A, 2.102B, 2.102C, 2.102D

#### Year 3

- 4 Level III Chemistry units including at least three of 2.103A, 2.103B, 2.103C, 2.103D  
3 units from Table 1‡

#### Year 4

- 68.580 Applications of Science to Modern Technology

Students proposing to proceed to Year 5 (Honours) in Chemistry must complete 7 Level III units

#### Year 5 (Honours)

- 2.004

### 1058 Mathematics

#### Year 1

- 10.001, 10.081  
6.711 or 6.712  
Two Level I units from Table 1‡

#### Year 2

- 10.111A, 10.1113, 10.2112  
At least one unit from Level II Statistics  
At least one unit from 10.1114, 10.1115, 10.1116, 10.2111, 10.261A

‡ see *Sciences Faculty Handbook*

Further units from the above list, or Table 1‡, or the BA course, giving a total of 7 units for the year

### Year 3

10.1127, 10.1128

3 Level III Mathematics units

3 units from Table 1‡ or the BA course

### Year 4

10.580 Mathematics/Computing Project

Students proposing to proceed to Year 5 (Honours) in Mathematics must complete 6 Level III units and should preferably take Higher Mathematics subjects.

### Year 5 (an optional Honours year)

10.123 or 10.223 or 10.323 or 10.623

At all levels a specified Mathematics subject may be replaced by its higher equivalent.

### 1758 Biology (with majors in Biochemistry or Biological Science or Microbiology)

#### Year 1

Either both 2.121 and 2.131, or 2.141

Either 10.001, or both 10.012B and 10.021C

17.031, 17.041

#### Year 2

17.050

17.601

41.101

Three Level II units from Table 1‡ to provide prerequisites for Year 3.

#### Year 3

Four Level III units in one area from Table 1‡, offered by the Schools of Biochemistry (41), Biological Science (17), or Microbiology (44)

Three units from Table 1‡.

Students intending to take a major sequence (a minimum of 4 units) from any one of these schools should seek the advice of the school concerned as to a suitable combination of subjects.

#### Year 4

68.580 Applications of Science to Modern Technology

Students proposing to proceed to Year 5 (Honours) must complete 7 Level III units including a major sequence in the school chosen.

### Year 5 (Honours)

41.103 or 44.103 or 45.103

### 2558 Geology

#### Year 1

1.001

Either 10.001, or both 10.012B and 10.021C

25.110, 25.120

#### Year 2

Either both 2.121 and 2.131, or 2.141

‡ see Sciences Faculty Handbook

17.031

25.211, 25.212, 25.221

One unit from Table 1‡

### Year 3

25.311, 25.312

Two Level III Applied Geology units out of 25.314, 25.3162, 25.321, 25.324, 25.325, 25.3261, 25.3271, 25.333.

Three units from Table 1‡

### Year 4

68.580 Applications of Science to Modern Technology

Students proposing to proceed to Year 5 (Honours) in Geology must complete 7 Level III units

### Year 5 (Honours)

25.004

### Year 4 Teacher Education Subjects

These are made up as follows:

#### 58.016 Educational Theory

Philosophy of Education (30 hours)

Educational Psychology (30 hours)

Sociology of Education (30 hours)

Selected Study (20 hours)

#### 58.014 Curriculum and Instruction

General Method (20 hours)

Assessment and Measurement (14 hours)

and either

Science Method (150 hours)

or

Mathematics Method (120 hours)

#### 58.015 Teaching Experience

Microteaching (14 hours)

Teaching Practice (220 hours)

The Teaching Practice consists of two four-week blocks of supervised school experience in high school settings, one in each session. To allow for this school experience, the Selected Study strand of the Educational Theory subject and the Year 4 subject Applications of Science to Modern Technology occupy ten weeks of session rather than the usual fourteen.

### Honours Degree

At the conclusion of Year 3 or Year 4, whichever is appropriate, students who have satisfied any prerequisite conditions may be permitted to apply for admission to the Honours Year in Education, in Mathematics, or in any of the Science disciplines. Students who satisfy the requirements of the Honours Year as well as those for the award of the BScBED graduate with the award BScBED(Hons).

### Honours in a Science Discipline or Mathematics

Students wishing to proceed to the award of the degree at Honours Level must further complete:

1. any additional requirements as prerequisites to entry to the Honours Level program in the school concerned, and

2. in their fourth or fifth year of study, an approved Honours Level program in the School concerned.

### Honours In Education

Students planning to proceed to Honours in Education are required to take, in Year 4, the BEd(Hons) subject:  
58.893 Advanced Education 1

Those allowed to proceed to the fifth, Honours year are required to satisfy the examiners in the BEd(Hons) subjects:  
58.894 Advanced Education 2  
58.799 Thesis

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## School of Health Services Management

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Head of School  
Professor J. S. Lawson

Administrative Assistants  
Natasha Batianoff  
Kim Eirth

The School of Health Services Management offers both undergraduate and graduate programs. The undergraduate course may be taken on a full-time or part-time basis and leads to the award of the degree of Bachelor of Health Administration. As from 1990 new students must study the BHA internally. The School also offers three formal courses in health administration leading to the awards of the degree of Master of Health Planning, Master of Health Administration and Master of Nursing Administration. The Masters' programs are offered on an external basis for students residing outside the Sydney metropolitan area. In addition, the degrees of Master of Health Administration and Doctor of Philosophy may be taken following periods of full-time or part-time research in hospital and health service administration.

Health administrators work in settings and roles which vary widely. For this reason the Bachelor of Health Administration degree course is essentially multi-disciplinary, with subjects chosen to impart relevant knowledge, attitudes and skills in a number of areas. There is, however, a compulsory core stream of management subjects. All students take the same compulsory subjects in the first two thirds of the course; thereafter electives are available to develop in some depth areas of special interest. A degree course at Honours Level is also available, the main objectives of which are to assist the student in achieving a deeper understanding of a subject or topic germane to the field of health administration, and competence in research and writing skills. Conditions for the award of the degree at Honours Level are listed below. Candidates may be granted exemptions from a number of subjects if they have completed previous tertiary qualifications eg. nursing, radiography.

## Bachelor of Health Administration

### Conditions for the Award of the Degree of Bachelor of Health Administration

1. The degree of Bachelor of Health Administration may be awarded as a Pass degree or as an Honours degree. Three classes of Honours are awarded: Class 1, Class 2 in two divisions and Class 3.
2. A candidate for the degree of the Bachelor of Health Administration (Pass or Honours) shall:
  - (1) comply with the requirements for admission;
  - (2) follow the prescribed course of study in the School of Health Services Management and satisfy the examiners in the necessary subjects.
3. A student who is in the later stages of the course as an external student shall in each year attend the residential school conducted by the School of Health Services Management in the middle of the academic year. Residential schools are currently held in Sydney, Melbourne and Perth (midyear only).
4. Students who are enrolled internally but who have permitted to undertake an additional subject on an external enrolment basis will be required to attend lectures at a residential school in the subject.
5. (1) A student enrolled in the external course shall not normally be permitted to enrol in more than three subjects in any one year.  
(2) A student enrolled in the full-time course shall not normally be permitted to enrol in more than six subjects in any one year.

### Honours Degree

6. A student who has completed the second year of the full-time course, or the corresponding stage of the external course, normally with grades of Credit or better in all subjects, may make a written application to the head of School of Health Services Management to enrol in the Honours subjects of the third year. These subjects are: 16.034 Management of Health Services (Honours) and 16.313 Research and Evaluation Methods (Honours).
7. A student who then achieves a high level of academic performance in the third year Honours subjects will normally be admitted to the final year of the Honours degree course. External students who have demonstrated outstanding achievement throughout the Pass course may be permitted to enrol in the final year of the Honours course even though they are unable to attend on a full-time internal basis during the final year.
8. The content of the Honours year subjects, 16.890 Thesis, 16.891 Advanced Studies in Health Administration A, and 16.892 Advanced Studies in Health Administration B, should be planned in collaboration with the student's thesis supervisor.
9. Normally, full-time internal students will be expected to complete the Honours year requirements in one academic year, terminating with the submission of the thesis. External students will be required to complete at least one month of full-time attendance at the University during the two years of Honours enrolment in order to complete satisfactorily Honours course requirements. The timing of University attendance is arranged with the student's thesis supervisor.

## 4040 Health Administration Degree Course Full-time (Pass)

### Bachelor of Health Administration † BHA

Year 1		Hours per week	
		S1	S2
16.540	Health Information Systems	4	0
16.111	Health Care Systems	4	0
16.031	Management of Work	4	0
16.541	Accounting and Financial Management 1	0	4
16.112	Public Health and Epidemiology	0	4
16.521	Law 1 or 16.520 Law 1T	0	4
16.400	Field Experience 1*		
Year 2		Hours per week	
		S1	S2
16.032	Management of Organizations	4	0
16.611	Sociology, Ethics and Health 1	4	0
16.711	Quantitative Methods 1	4	0
16.421	Health Planning 1	0	4
16.551	Health Economics 1	0	4
16.401	Field Experience 2*	0	4
Year 3		Hours per week	
		S1	S2
16.033	Management of Health Services	4	0
	Elective	4	0
	Elective	4	0
	Elective	0	4
	Elective	0	4
	Elective	0	4

\* One day per week attachments throughout the academic year for students without an appropriate background. Those students who have an appropriate background are not required to undertake this.

† Certain subjects in the BHA course are not necessarily offered every year. Students should check with the School to ascertain which subjects are to be offered in a particular year.

## 4040 Health Administration Degree Course External

### Bachelor of Health Administration BHA

(Only offered to continuing students; no new enrolments in 1990.)

Stage 1	
16.111	Health Care Systems
16.031	Management 1
16.540	Health Information Systems

Stage 2	
16.112	Public Health and Epidemiology
16.541	Accounting and Financial Management 1 1
16.521	Law 1 or 16.520 Law 1T

Stage 3	
16.032	Management of Organizations
16.611	Sociology Ethics and Health 1
16.711	Quantitative Methods and Statistics 1

Stage 4	
16.421	Health Planning 1
16.551	Health Economics 1
	Elective

Stage 5	
16.033	Management of Health services (can also be taken in Stage 6)
	Elective
	Elective

Stage 6	
	Elective
	Elective
	Elective

## 4040 Health Administration Degree Course Full-time (Honours)

### Bachelor of Health Administration † BHA

Year 1		Hours per week	
		S1	S2
16.540	Health Information Systems	4	0
16.111	Health Care Systems	4	0
16.031	Management 1	4	0
16.541	Accounting and Financial Management 1	0	4
16.112	Public Health and Epidemiology	0	4
16.521	Law 1 or 16.520 Law 1T	0	4
16.400	Field Experience 1 *		

Year 2			
16.032	Management of Organisations	4	0
16.611	Sociology, Ethics and Health 1	4	0
16.711	Quantitative Methods 1	4	0
16.421	Health Planning 1	0	4
16.551	Health Economics 1	0	4
	Elective	0	4
16.401	Field Experience 2 *		

Year 3			
16.034	Management of Health Services (Honours)	4	0
	Elective	4	0
	Elective	4	0
16.313	Research and Evaluation Methods (Honours)	0	4
	Elective	0	4
	Elective	0	4

#### Year 4

16.891	Advanced Studies in Health Administration A	4	0
16.892	Advanced Studies in Health Administration B	0	4
16.890	Thesis		

\* One day per week attachments throughout the academic year.  
† Certain subjects in the BHA course are not necessarily offered every year.  
Students should check with the School to ascertain which subjects are to be offered in a particular year.

#### Elective Subjects

Electives are to be chosen by the student in consultation with the Head of the School of Health Services Management, from the subjects offered by the School of Health Administration and such other schools or institutions as are deemed appropriate. The approval of the relevant Head of School is required to undertake a subject offered by another school or institution.

The electives have been specifically chosen to provide an opportunity for students to develop in some depth their particular vocational interests, eg three planning electives may be taken.

The following subjects have been approved as electives in the School of Health Services Management; not all subjects are necessarily available each year:

- 16.301 Political Science
- 16.302 Social Policy Administration
- 16.303 Research and Evaluation Methods
- 16.304 Management Skills
- 16.306 Administration of Nursing Services
- 16.307 Special Topic in Health Administration
- 16.308 Epidemiology for Health Administrators
- 16.309 Long Term Care Administration
- 16.310 Human Resource Management
- 16.311 Computer Techniques for Health Service Management
- 16.312 Industrial Relations
- 16.316 Current Issues in Nursing
- 16.422 Health Planning 2A
- 16.423 Health Planning 2B
- 16.424 Health Planning 2C
- 16.522 Law 2
- 16.542 Accounting for Health Administration 2
- 16.552 Health Economics 2
- 16.612 Sociology, Ethics and Health 2
- 16.712 Quantitative Methods 2

Note: Permission from the Head of School must be obtained for any departure from the sequence of subjects set out under the full-time and part-time (external) course patterns above.

#### Miscellaneous Students

Miscellaneous students enrolled on an external basis in subjects of the Bachelor of Health Administration degree course are required to meet all the conditions for the completion of each subject, including attendance at lectures in the subject at one of the residential schools held in the middle of the academic year.

## School of Librarianship

Head of School  
Professor W. Boyd Rayward  
Administrative Assistant  
Ray Locke

The School of Librarianship offers graduate degree courses only leading to the award of the degree of Doctor of Philosophy (PhD), Master of Archives Administration (MArchivAdmin) by research, Master of Librarianship (MLib) by research or course work, the Diploma in Information Management – Archives Administration (DiplM-ArchivAdmin) and the Diploma in Information Management – Librarianship (DiplM-Lib). For full information see Graduate Study and Conditions for the Award of Higher Degrees later in this handbook.

## School of Social Work

Head of School  
Dr. B. Wearing  
Administrative Officer  
Brett O'Halloran

At the undergraduate level, the School of Social Work offers courses leading to the award of the degree of Bachelor of Social Work, and of the combined degrees of Bachelor of Social Work/Bachelor of Laws. At the graduate level the School offers courses leading to the award of the degrees of Doctor of Philosophy (PhD), Master of Social Work (MSW) by course work or by research, and the Master of Welfare Policy (MWP) by course work. For information on these graduate degrees, see Graduate Study and Conditions for the Award of Higher Degrees later in this handbook.

### 4030

#### Social Work Degree Course

#### Bachelor of Social Work BSW

Professional social work is a world-wide occupation and discipline concerned with helping individuals, families, groups, organizations, communities, and societies to deal with social problems and to develop more satisfying and equitable social conditions generally.

The BSW degree course is designed to prepare students for the professional practice of social work. It is expected to be undertaken as a four-year full-time program. The Head of School may, however, permit a student who is unable to study full-time to take the course over a longer period not exceeding seven years.

The aim is to produce a social worker who has a general foundation for continuing professional learning, and can undertake independent professional practice at a basic level



of competence, utilizing relevant knowledge and skills in accordance with the profession's values.

This aim is achieved through developing the student's understanding of:

- normative and factual aspects of the various systems (political, economic, and social) in which people live. This involves teaching materials which give insights into what values people hold, how they attain them, and competing views of what ought to be the situation;
- the nature and extent of social problems and social conditions for people at different stages of the life cycle and in various socio-economic, psycho-social, biological and geographic circumstances;
- policies and services, and various 'helping' occupations, specifically created and maintained to enhance the well-being of people within their society;
- the development of social work as an organized occupation: its history; its relationship to its society; its relationships to social welfare systems and to other 'helping' occupations; its composition and organization; its various tasks and the knowledge and skills necessary to undertake them; and its new directions for development.

In this first professional qualification, the student gains understanding of the main dimensions of contemporary and future social work practice at the various levels and in the various fields of social work intervention. Features of the course are a problem-solving approach in the first year, and a range of electives on selected aspects of social work in the final two years.

### Field Education

An integral aspect of the course is organized learning in the field and this is a basic requirement for the professional recognition of the degree. In the field education subjects, a field instructor, usually in a social agency, is responsible for a student learning to apply the principles of professional practice in an actual practice setting. From half-way through Year 2, a total of 161 seven-hour days are taken up in this way. Thirty-four of these days are scheduled during academic recess periods. A student's three field education placements are in more than one type of practice setting. The settings available include medical, psychiatric, community health, local community, family and child welfare, education, services to handicapped groups, services to the aged, services to migrants, income security, and corrective services. Non-government social agencies and agencies at all levels of government are utilized. For some students, their third field education placement may be located outside the Sydney metropolitan area.

The widening range of social work tasks and roles means that a variety of people are suited for social work practice. However, all forms of professional social work require interpersonal skills, a disciplined mind, and adherence to the profession's community service ethic, and social work often involves working with people and organizations under stress and in situations where there is conflict.

### Admission to the Course

Entry to the course is on a competitive basis. A small number of students may be admitted to Year 2 of the course if they

have completed at least three full Year 1 BA degree course subjects, or their equivalent, including Sociology and Psychology at a level approved by the Faculty's Admissions Committee. These students may be permitted to undertake 63.193 Social Work Practice 1 as a 5-hour per week Session 1 subject in Year 2.

### Progression

Except with the permission of the Head of School, students may not proceed to the next year of the course until they have fulfilled all the requirements of the previous year.

### Honours

Students who have completed the first three years of the course with superior performance will be invited to enter an honours strand in their final year. In addition to the normal Year 4 program honours students are required to undertake the subject 63.423.

A degree at honours level is based on performance in all academic subjects in the course with greater weight placed on final year subjects and an honours project. The classes and divisions of honours are: Class 1; Class 2, Division 1; Class 2, Division 2.

## 4030 Social Work Degree Course Full-time

### Bachelor of Social Work BSW

Year 1		Hours per week (weekly averages) for the session)	
		S1	S2
12.100	Psychology 1	5	5
53.003	Introduction to Australian Society	3	3
63.193	Social Work Practice 1 6 Level 1 credit points approved as counting towards the BA degree 1 Category A General Education Elective	5 4 0	5 0 4
<b>Year 2</b>			
63.203	Human Behaviour 1	3	2
63.211	Social and Behavioural Science 1	2	0
63.232	Research Methods 1	0	3
63.253	Social Welfare 1	2.5	2
63.282	Social Work Practice – First Placement		*
63.292	Social Work Practice Community Work	0	2
63.293	Social Work Practice 2 1 Category B General Education Elective	3 4	2 0

\* 3-week block in the mid-year recess + 2 days a week (no recess) to end week 12, Session 2: 41 days.

Year 3		Hours per week	
		S1	S2
63.303	Human Behaviour 2	3	3
63.312	Social and Behavioural Science 2	0	2
63.331	Research Methods 2	3	0
63.342	Social Philosophy 1	0	2
63.352	Social Welfare 2 - Strand A	0	2
63.362	Social Welfare 2 - Strand B	0	2
63.381	Social Work Practice - Second Placement		*
63.391	Social Work Practice - Casework, Group Work	4	0
63.392	Social Work Practice - Selected Studies Strand A	0	4

\* 3-week block in February + 3 days a week (no recess) for Session 1: 60 days.

Year 4		Hours per week	
		S1	S2
63.441	Social Philosophy 2	2	0
63.451	Social Welfare 3 - Strand A	3	0
63.461	Social Welfare 3 - Strand B	3	0
63.471	Social Work Practice - Administration	2	0
63.481	Social Work Practice - Third Placement		*
63.491	Social Work Practice - Selected Studies Strand B	4	0

\* 12 Week block, Session 2, week 1 to week 12, no recess; one week of university based seminars at mid session.

## Honours

63.423	Honours Seminar	2	2
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## 4785

### Combined Social Work/Law Course

### Bachelor of Social Work/Bachelor of Laws BSW LLB

This unique and challenging six year full-time course qualifies students for the professional practice of both social work and law. In the first four years, core social work and legal subjects are combined, while in the final two years students are able to choose from a wide range of specialized electives in both professional disciplines. The final Social Work field placement is undertaken in a legal setting.

Graduates will be equipped with the knowledge and skills to work in a variety of emerging areas which require an understanding of the law, social work theory and practice and a commitment to social justice. Such areas include consumer protection, tenancy obligations and entitlements, land rights, child custody and family property disputes, social security and welfare rights.

The main features of the Combined Social Work/Law course are as follows:

1. The course is a six-year full-time combined course leading to the award of the two degrees of Bachelor of Social Work (BSW) and Bachelor of Laws (LLB).

2. There are no general course prerequisites for the Social Work course but students must study Social Work subjects in a sequence approved by the Faculty of Professional Studies.

There are no general course prerequisites to courses offered by the Faculty of Law but students must study Law subjects in a sequence approved by the Faculty of Law.

3. A student wishing to take the BSW degree course at Honours Level is required to assume a heavier work load than that required for the study of the BSW degree course at Pass Level, and approval for his or her program must be obtained from the Head of the School of Social Work and the Head of the School of Law. A student would be required to attend an additional two hours per week Honours Seminar in the final year.

4. The degree of Bachelor of Social Work is not awarded until the completion of the full six-year program, but any student who fails to complete the full program may apply for advanced standing in the Faculty of Professional Studies Social Work degree course. Alternatively a student may apply for advanced standing in the Faculty of Law Jurisprudence degree course.

The structure of the combined Social Work/Law course is set out below. The subjects listed are compulsory for students who begin their course in 1990. Students who began their course before 1990 should consult the handbook of the year in which they commenced their Law studies for the compulsory subjects which apply to them. For complete details of Law subjects students must consult the Faculty of Law handbook.

Year 1		Hours per week	
		S1	S2
12.100	Psychology 1	5	5
53.003	Introduction to Australian Society	3	3
63.193	Social Work Practice 1 - Bridging Course	5	0
63.253	Social Welfare 1*	2	2
90.112	Legal System - Torts	4	4
90.741	Legal Research and Writing 1	2	2

Year 2		Hours per week	
		S1	S2
63.203	Human Behaviour 1	3	2
63.211	Social and Behavioural Science 1	2	0
63.232	Research Methods 1	0	3
63.282	Social Work Practice First Placement (41 days)		**
63.292	Social Work Practice - Community Work	0	2
63.293	Social Work Practice 2	3	2
90.141	Contracts	4	4
90.621	Law, Lawyers and Society	4	0

Year 3		Hours per week	
		S1	S2
63.303	Human Behaviour 2	3	3
63.342	Social Philosophy 1	0	2
63.352	Social Welfare 2 - Strand A	0	2
63.362	Social Welfare 2 - Strand B	0	2
90.161	Criminal Law	4	4
90.301	Property and Equity	4	4
90.216	Administrative Law	4	0

Year 4		Hours per week	
		S1	S2
63.312	Social and Behavioural Science 2	0	2
63.381	Social Welfare Practice - Second Placement (60 days)	**	
63.391	Social Work Practice 3 - Case Work, Group work	4	0
63.392	Social Work Practice - Selected Studies Strand A	0	4
63.451	Social Welfare 3 - Strand A	3	0
90.101	Litigation	4	4
90.215	Federal Constitutional Law	0	4
90.742	Legal Research and Writing 2	1	0
90.743	Research Component†		
90.832	Legal Theory or		
90.882	Law and Social Theory	0	4

Year 5			
63.461	Social Welfare 3 - Strand B	3	0
63.471	Social Work Practice - Administration	2	0
63.482	Social Work Practice - Final Placement (60 days)††		**
90.721	Clinical/Legal Experience††		
	Law Electives - value 12 points	12	4

Year 6		Hours per week	
		S1	S2
63.491	Social Work Practice Selected Studies - Strand B	4	0
	Law Electives - value 21 points	12	16

\* Students do not take 0.5 hour/week law component of this subject in session 1.  
 \*\* The first two fieldwork placements commence with a 2 or 3 week block (5 days per week) and continue on either 2 or 3 days per week during session time, the final placement is a 60 day block.  
 † Research Component is taken either after or concurrently with Legal Research and Writing 2.  
 †† These subjects are taken concurrently. The Social Work placement is served at Kingsford Legal Centre.

## St George Campus

### School of Primary and Computer Education

#### 7210

#### Associate Diploma of Applied Science: Business Computing

#### The Program

The course provides students with computer skills appropriate for such positions as account clerks, stock controllers,

#### SCHEDULE OF SUBJECTS

#### ASSOCIATE DIPLOMA OF APPLIED SCIENCE: BUSINESS COMPUTING

	SESSION 1	Cr. Pts	SESSION 2	Cr. Pts	SESSION 3	Cr. Pts	SESSION 4	Cr. Pts
PROGRAMMING	Principles of (4) Programming 1 *	6	Principles of (4) Programming 2	6	BASIC (4) Programming	6	Databases Languages (4)	6
COMPUTER STUDIES	Fundamentals of Computing (4)	6	Operating (4) Systems & Communications	6	Systems Analysis (4)	6	Systems Design Project (4)	6
SOFTWARE AND APPLICATIONS	Small Systems Software (4)	6	Software Applications 1 (4)	6	Software Applications 2 (4)	6	Work Experience	6
BUSINESS STUDIES	Business (4) Mathematics & Communication	6	Business Studies 1 (4)	6	Business Studies 2 (4)	6	Computers and People (4)	6
		24		24		24		24

# Credit points

\*Contact hours per week

TOTAL  
CREDIT POINTS 96

software sales or support, computer operators, drafting assistants, and other positions at similar levels which benefit from the application of Business Computing.

The course is intermediate in level between introductory computing subjects and a full degree course and learning to course microcomputers, students study commercial and industrial information systems and learn to implement them using microcomputers. Course graduates are able to operate, maintain, develop, and modify commercial, industrial, and administrative microcomputer-based information processing systems.

## Structure Of Program

The diagram on p.20 summarises the course requirements for the Associate Diploma in Applied Science: Business Computing and indicates the titles of individual subjects.

## 4100

### Bachelor of Education: Primary

The School offers a four-year course for intending primary school teachers leading to the award of Bachelor of Education. It prepares students to teach grades Kindergarten to Year 6. Within the course, provision is made for an elected specialised emphasis on Non-Government education. The course is designed as a professional degree carried out in three stages

Stage 1 Three years full-time study as pre-service preparation  
Stage 2 A period of relevant professional experience  
Stage 3 One year full-time, or equivalent part-time study.

Stage 2 of the course is the Professional Experience component of this sandwich mode for the Bachelor of Education: Primary degree. Students may proceed to Stage 3 of the course on the completion of 120 days of professional experience, 60 days of which are to be in blocks of 20 consecutive days of teaching or relevant professional employment. It is also permissible for students to commence the Stage 3 course part-time concurrently with the completion of the Professional Experience component.

The course seeks to provide students with opportunities to acquire the knowledge, skills, attitudes and attributes required for effective performance as teachers in Primary Education. This implies that students will develop:

- an understanding of children and of forces within society which influence education and in particular Primary Education;
- the capacity to make informed decisions in planning for and teaching children;
- the capacity to implement these plans with sensitivity and to evaluate their performance and that of their pupils;
- the ability to initiate, sustain and evaluate their own professional growth; and
- insights and understanding of human behaviour and an appreciation of human achievements in areas of scholarly knowledge or creative pursuits.

In Stage 3 of the course, students will draw extensively on their Stage 1 studies and their Stage 2 professional experience in refining and extending their scholarship, in order to:

- demonstrate greater poise and self-assurance in communicating about professional matters;
- evaluate and respond more constructively to their professional development;
- research, analyse, interpret and evaluate educational processes, objectives and issues more accurately; and
- select from a variety of perspectives and experiences to effect better educational policies.

## Structure of Stage 1

The Bachelor of Education: Primary course is planned in each of the three stages to emphasise vocational issues as related to practical experiences of the profession. It is considered that a broad introduction to the range of experiences encountered in schools is appropriate early in Stage 1 of the course to provide an overview of the requirements of the teaching role. The provision of core and elective studies is also a feature related to such sequences. In this way the degree presents a more integrated professional outlook and demands depth, rigour and greater personal reflection throughout.

Students undertake or select subjects for all segments of Stage 1 of the course, as set out in the following diagram and schedule of subjects.

## Schedule of Subjects

### Stage 1

#### First Year Session 1

requirements (17 hours weekly) 24 credit points.

Subject Number	Subject	Hours per week	Credit Points
23.1120	Child Studies 1	3	4
23.1121	Teaching and Learning 1	3	4
23.1122	Media Usage	2	2
23.1123	Language Studies 1	2	2
23.1124	Mathematics 1	2	3
23.1125	Social Studies 1	2	3
23.1126	Art/Craft 1	2	3
Elect one: General Study Level 1		2	3
Practice Teaching (20 days minimum) block			

#### First Year Session 2

requirement (16 hours weekly) 24 credit points.

Subject Number	Subject	Hours per week	Credit Points
23.1127	Child Studies 2	2	3
23.1128	Teaching and Learning 2	2	3
23.1129	Language Studies 2	2	3
23.1130	Science 1	2	3
23.1131	Physical Education 1	2	3
23.1132	Music 1	2	3
Elect two: General Studies Level 1		2	3

## SCHEDULE OF SUBJECTS

## STAGE 1: BACHELOR OF EDUCATION: PRIMARY

	SESSION 1	Cr. Pts*	SESSION 2	Cr. Pts	SESSION 3	Cr. Pts	SESSION 4	Cr. Pts	SESSION 5	Cr. Pts	SESSION 6	Cr. Pts
<b>EDUCATION STUDIES</b> (25 cr. pts.)	Child Studies 1 (3)	4	Child Studies 2 (2)	3	Socio-cultural Contexts of Education (4)	6	Exceptional Children (3)	4	Educational Philosophy (3)	5	Educational Contexts	3
<b>TEACHING STUDIES</b> (23 cr. pts.)	Teaching & Learning 1 (3)	4	Teaching & Learning 2 (2)	3	Teaching & Learning 3 (3)	4	Curriculum Designs (3) Measurement & Evaluation	4	<b>Teaching/Curriculum Experiences</b>			
	Media Usage (2)	2							Teaching Children with Learning Difficulties 1 OR School Attachment 1(2)	3	Teaching Children with Learning Difficulties 2 OR School Attachment 2(2)	3
<b>CURRICULUM STUDIES</b> (75 cr. pts.)	Language Studies 1 (2)	2	Language Studies 2 (2)	3	Language Studies 3 (3)	4	Social Studies 2 (3)	4	Language Studies 4 (2)	3	Language Studies 5 (2)	2
	Maths 1 (2)	3	P.E. 1 (2)	3	Maths 2 (3)	5	Science 2 (2)	3	Maths 3 (3)	4	Curriculum Elective (2)	4
	Art/Craft 1 (2)	3	Music 1 (2)	3	Art/Craft 2 (2)	2	Music 2 (2)	3	Art/Craft 3 (2)	3	Curriculum Workshop (2)	4
	Social Studies 1 (2)	3	Science 1 (2)	3			P.E. 2 (2)	3	Health & Personal Development	3	Computer Awareness & Media Studies	4
<b>GENERAL STUDIES</b> (21 cr. pts.)	Level 1 A (2)	3	Level 1 B Level 1 C (2)	3	Level 2 A, B or C (2)	3	Level 2 A, B or C (2)	3	Level 3 (2)	3	Level 4 (2)	3
		24		24		24		24		24		24

TOTAL CREDIT POINTS: 144

- + Credit Points  
\* Contact hours per week

## Second Year Session 1

requirements (17 hours weekly) 24 credit points.

Subject Number	Subject	Hours per week	Credit Points
23.2101	Socio-Cultural Contexts of Education	4	6
23.2102	Teaching and Learning 3	3	4
23.2103	Language Studies	3	3
23.2104	Mathematics 2	3	5
23.2105	Art/Craft 2	2	2
	Elect one: General Studies Level 2	2	2
	Practice Teaching (20 days minimum) block		

## Second Year Session 2

requirement (17 hours weekly) 24 credit points.

Subject Number	Subject	Hours per week	Credit Points
23.2106	Exceptional Children	3	4
23.2107	Curriculum Design, Measurement and Evaluation	3	4
23.2108	Science 2	2	3
23.2109	Social Studies 2	3	4
23.2110	Physical Education 2	2	3
23.2111	Music 2	2	3
	Elect one: General Studies Level 2	2	3

**Third Year Session 1***requirement (18/17 hours weekly) 24 credit points.*

Subject Number	Subject	Hours per week	Credit Points
23.3140	Educational Philosophy	3	3
23.3141	Teaching Children with Learning Difficulties 1		
or			
23.3301-	School Attachment 1 (elect)		
23.3142	Language Studies 4	2	3
23.3143	Art/Craft 3	2	3
23.3144	Mathematics 3	3	4
23.3145	Health and Personal Development	2	3
	Major Study: General Studies Level 3	2	3
	Practice Teaching (20 days minimum) block		

**Third Year, Session 2***requirement (14/15 hours weekly) 24 credit points.*

Subject Number	Subject	Hours per week	Credit Points
23.3146	Educational Contexts	2	3
23.3147	Teaching Children with Learning Difficulties 2	3	
or			
23.3301	School Attachment 2 (elect)	2	3
23.3148	Curriculum	2	4
23.3160	Workshop (elect)		
23.3161	Curriculum		
23.3171	Elective T2	4	
23.3172	Language Studies 5	2	3
23.3173	Computer Awareness and Media Studies	2	4
	Major Study: General Studies Level 4	2	3

**School Attachment Electives****Third Year, Session 1 and 2***3 credit points**(2 contact hrs pw)*

23.3301	Adapted Physical Education
23.3302	Art and Craft
23.3303	Diagnostic Teaching
23.3304	Drama in Education
23.3305	Exceptional Children
23.3306	Health
23.3307	Judaic Studies
23.3308	Language Curriculum Studies
23.3309	Language Development in Multicultural Classrooms
23.3310	Mathematics
23.3311	Music
23.3312	Non-Government Schooling
23.3313	Physical Education
23.3314	Science
23.3315	Social Studies
23.3316	Teaching English as a Second Language
23.3317	Looking in Classrooms Curriculum Electives

**Third Year, Session 1***4 credit points**(2 contact hrs pw)*

23.3161	Art
23.3162	Child Health
23.3163	Crafts for Exceptional Children
23.3164	Language across the Curriculum
23.3165	K-2 Focus
23.3166	3-6 Focus
23.3167	Physical Education
23.3168	Religious Education (Christian)
23.3169	Religious Education (Jewish)
23.3170	Science
23.3171	Social Studies
23.3174	Mathematics
23.3175	Music
23.3176	Methods and Resources in Community Language Teaching Curriculum Workshops

**Third Year, Session 2***4 credit points**(2 contact hrs pw)*

23.3148	Australia's Heritage
23.3149	Computers in the Classroom
23.3150	Environment Education
23.3151	Health Promotion in the School
23.3152	Judaic Studies K-6
23.3153	Making Music
23.3154	Multicultural Education
23.3155	Non-Government Schooling
23.3156	Non-Sexist Education
23.3157	Sports Administration
23.3158	Teaching English as a Second Language
23.3159	Theatre for Children
23.3160	Video Production

**Practicum Requirements Stage 1**

The Practicum comprises two closely related areas: practice teaching, which provides student teachers with opportunities to engage in a wide range of teaching experiences in a school or educational resource while under the supervision of qualified personnel; and, school-based or community-based experiences additional and complementary to those of practice teaching but involving students in direct contact with schools and other educational resources as an integral component of professional, curriculum and elective units within the total course.

The Practicum provides students with sequenced educational experiences which assist them to integrate theory and practice in order to develop and test knowledge, understanding and skills as beginning teachers.

Specific periods of practice teaching provide opportunities for the student to:

- broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of children;
- demonstrate effective teaching and management skills;

- develop and refine their capacity to construct, implement and evaluate sequences of appropriate learning experiences; and
- develop a practical understanding and an appreciation of the role of the individual teacher within the school and within the community.

In the practicum, the students are systematically exposed to a carefully graded set of tasks that require increasingly demanding levels of performance. In all tasks, theory and practice are closely linked.

The following descriptions of levels of experience expected to be gained in Practice Teaching periods are offered as guidelines. At each level of experience, students may exceed the minimum expectation on the advice of their supervisor and in accordance with their demonstrated capabilities and readiness to accept the challenges of full-class teaching. Such teaching should be only in those curriculum studies completed prior to the period of practice teaching being undertaken.

### Teacher-Initiate (Year 1)

This is the student's first experience in the schools and this is the time for the students to become acquainted with schooling, teaching and children.

Minimum expectations:

- (1) Develop positive relationships with children and be able to help children on a one-to-one basis.
- (2) Utilise the observations of children in planning and teaching.
- (3) Plan and present individual lessons in areas in which the student has some knowledge and background to both a whole class and small group of children.
- (4) Organise the classroom in co-operation with the class teacher and provide experience to facilitate children's learning in a small group and a whole class.
- (5) Evaluate the extent to which behavioural objectives were achieved.
- (6) Develop positive professional relationships in the school.

### SUMMARY OF PRIMARY EDUCATION PRACTICUM

SESSION	Practice Teaching (Block periods)	Teaching skills Acquisition	Schools Attachments	Field Experience
1	(Minimum expectations) <b>Teacher – Initiate</b> Working with individuals small groups and extending to full class teaching.	<b>Teaching and Learning 1</b> Including mini teaching – 3 hours per week	–	Associated with Curriculum or Teaching Courses – Observations Excursions Field projects
2	<b>Teacher – Assistant</b> Working with individuals and small groups.	<b>Teaching and Learning 2</b> 2 hours per week. <b>Media usage –</b> 2 hours per week	–	As above
3		<b>Teaching and Learning 3</b> Including mini teaching – 3 hours per week.	–	As above, including practical exercises, e.g. diagnosing and testing a child's reading ability.
4		–	–	As above
5	<b>Teacher – Associate</b> Teaching small groups and full class teaching in any subject area.	–	<b>School – Attachment</b> Workshops (or Teaching Children with Learning Difficulties) equivalent of half day per week (elected)	Associated with Curriculum Study and School-based activities.
6		–	<b>School – Attachment</b> As above.	As above.



## SCHEDULE OF SUBJECTS

## STAGE 3: BACHELOR OF EDUCATION: PRIMARY

	SESSION 7	Cr. Pts	SESSION 8	Cr. Pts	SESSION 9	Cr. Pts	SESSION 10	Cr. Pts
PROFESSIONAL TEACHER EDUCATION STUDIES	Innovation and Research *(3)	6	Contemporary Issues in Primary Education (3)	6	Curriculum Workshops  (One) (3) or - Special Education or - Literacy Development	6	Independent Study (3)  or Educational Administration	6
	Curriculum Electives:  One (3) or Integrated Language (3)	6	Education Electives  (One) (3) - Ed. Psychology - Ed. Sociology - Ed. Philosophy - History and Comparative Education	6	Curriculum Design and Development (3)	6	School-based Curriculum Project (3)	6
		12		12		12		12

\* Credit points

\*Contact hours per week

TOTAL  
CREDIT POINTS 48**Teacher-Assistant (Year 2) See Curriculum Expectations also.**

At this level, the student needs opportunities to develop and implement a variety of teaching approaches with the guidance of supporting staff.

**Minimum Expectations:**

See minimum expectations at the initiate level to which should be added.

- (1) Develop a course of work for a class within a subject area including suitable content, learning experiences, teaching strategies.
- (2) Organise the classroom and provide experiences to facilitate the children's learning in multiple groups and a whole class.
- (3) Evaluate the attainment of objectives and pupil performance as well as their own personal and professional development.
- (4) Develop and demonstrate a capacity for class management.

**Teacher-Associate (Year 3)**

The student at this level is in the last third of Stage 1 of the course. The student needs to have an opportunity to explore different approaches and at times to assume the full teaching role in this final year of the pre-service course.

**Minimum Expectations:**

See the minimum expectations listed at the initiate and Assistant levels to which should be added:

- (1) Plan and teach a sequential series of lessons to classroom-size groups of children.
- (2) Work with groups of children organised for instructional purposes and provide a positive class environment.
- (3) Develop and implement a course of work for a class involving activities across a range of curriculum areas.
- (4) Evaluate children's progress in terms of attainment of objectives, diagnosis of needs and planning remediation.
- (5) Provide adequately, effectively and specifically for individual pupils with special needs.

## Structure of Stage 3

Stage 3 builds directly onto Stage 1 studies and the professional experience of Stage 2 of the course. The Education Studies component of Stage 3 is designed to develop further the ability of students to engage in informed and scholarly analysis of the educational process and of the teacher's role in that process. The general aim of these subjects is to engage students in the critical examination of problems and issues from a study of innovation and research concepts and methodologies relevant to the teacher's role and the specialised theoretical study of the educational process.

On this foundation of a heightened awareness of the nature and implication of problems and issues associated with the teaching process and profession, students proceed to study contemporary issues arising from, or suggested by, their professional experience.

Students undertake or select subjects for Stage 3 of the Course, as set out in the following degree schedule.

## Schedule of Subjects Stage 3 of Course

### Year 1, Session 1

Academic requirements for part-time students (6 hours weekly) 12 credit points.

Subject Number	Subject	Hours per week	Credit Points
23.4301	Innovation and Research Curriculum electives	3	6
	Elect one	3	6

OR

23.4302	Advanced Workshop in Integrated Language		
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### Year 1, Session 2

Academic Requirements for part-time students (6 hours weekly) 12 credit points.

Subject Number	Subject	Hours per week	Credit Points
23.4136	Contemporary Issues in Primary Education	3	6
	Education Electives	3	6s

### Year 2, Session 1

Academic Requirements for part-time students (6 hours weekly) 12 credit points.

Subject Number	Subject	Hours per week	Credit Points
	Curriculum Workshop elect one	3	6
	OR		
23.4336	Special Education		
	OR		
23.4337	Literacy Development		
23.4338	Curriculum Design and Development	3	6

### Semester 10

Subject Number	Subject	Hours per week	Credit Points
23.4339	Independent Study OR	3	6
23.4340T	Educational Administration		
23.4341	Curriculum School-based Project	3	6

The following subjects are adapted from similar subjects in Stage 1 of the course. Students cannot choose a previously selected curriculum elective or curriculum workshop.

### Year 1, Session 1

#### Curriculum Electives

6 credit points (3 contact hrs pw)

23.4303	Art
23.4304	Child Health
23.4305	Crafts for Exceptional Children
23.4307	K-2 Focus
23.4308	3-6 Focus
23.4306	Language Across the Curriculum
23.4309	Mathematics
23.4310	Music
23.4311	Physical Education
23.4312	Religious Education (Christian)
23.4313	Religious Education (Jewish)
23.4314	Science
23.4315	Social Studies
23.4317	Methods and Resources in Community Language Teaching

### Year 2, Session 1

#### Curriculum Workshops

6 credit points (3 contact hrs pw)

23.4321	Australia's Heritage
23.4322	Computers in the Classroom
23.4323	Environment Education
23.4324	Health Promotion in the School
23.4325	Judaic Studies K-6
23.4326	Making Music
23.4327	Multicultural Education
23.4328	Non-Government Schooling
23.4329	Non-Sexist Education
23.4332	Sports Administration
23.4333	Teaching English as a Second Language
23.4334	Theatre for Children
23.4335	Video Production

## School of Sport and Leisure Studies

### 7230

#### Associate Diploma of Applied Science: Recreation Servicing

The School offers a course leading to the award of Associate Diploma in Applied Science with a specialisation in Recreation Servicing. Students enrolled in Recreation Servicing undertake specialist subjects such as recreation studies, outdoor

recreation, recreation courseing, adaptive recreation and leisure for the aged. The course supports the specialisation with a broad experience in human and community studies appropriate for people to enter the Recreation industry.

### Structure of Course

The course is structured in four related segments:

- Foundation Studies;
- Specialist Studies;
- Supportive Studies; and
- Practical Studies.

Foundation Studies give students a common foundation of knowledge and understanding which are essential in an educated approach to Recreation Studies. All students study Human development, Community Studies, Communication and Administration Studies. Knowledge of the processes of human development, knowledge of the interactions between individuals and groups, abilities in interpersonal relationships and facility in administrative tasks are the core understandings upon which a vocation specialization in Recreation Studies can be developed.

Specialist Studies form the major component of each student's course. They provide experience in a range of studies in recreation related to Recreation Servicing.

Supportive Studies are selected by students to meet their personal needs or to strengthen a particular vocational orientation. With academic advisement students select from a course-specific Supportive Studies or from some of the specialist studies in the Sports Science course. Alternatively, with approval of the Course Director, they may undertake nominated units from the Associate Diploma in Arts course or Level 1 and Level 2 General Studies subjects from the register of general Studies for Bachelor's courses.

Practical Studies enable the students to apply their knowledge and skills in an agency of the Industry.

Students in Associate Diploma in Applied Science (Recreation Servicing) course undertake or select subjects as set out in the accompanying diagrams.

### 7232

### Associate Diploma In Applied Science: Exercise Science (no intake in 1990 or thereafter)

#### SCHEDULE OF SUBJECTS - FULL TIME ATTENDANCE PATTERN

#### ASSOCIATE DIPLOMA IN APPLIED SCIENCE: RECREATION SERVICING

	SESSION 1	Cr. Pts	SESSION 2	Cr. Pts	SESSION 3	Cr. Pts	SESSION 4	Cr. Pts
FOUNDATION STUDIES (18 cr. pts)	Human * (2) Development 1 Communication 1 (2)	3 3	Human (2) Development 2 Community Studies 1 (2)	3 3	Administration Studies 1 (2) Communication 2 (2)	3 3		
SPECIALIST STUDIES (60 cr. pts)	Introduction to Leisure and Recreation Studies (4) Dance for Recreation (2) Outdoor Recreation 1 (4) Psychology of Disability (2)	6 3 6 3	Recreation in Society (4) Sports for Recreation (2) Adaptive Recreation 1 (2)	6 3 3	Recreation Leadership (4) Outdoor Recreation 2 (4) Leisure for the Aged 1 (2)	6 6 3	Recreation Programming (3) Arts/Crafts for (4) Recreation (4) (Outdoor Recreation 3 (4) OR (Adaptive Recreation 2 (2) (Leisure for the Aged 2 (2)	3 6 6 6
SUPPORTIVE STUDIES (9 cr. pts)			Elective (2)	3	Elective (2)	3	Elective (2)	3
PRACTICAL STUDIES (9 cr. pts)			Practicum 1	3	Practicum 2		Practicum 2 Continued	6
# Credit points		24		24		24		24
*Contact hours per week								

TOTAL  
CREDIT POINTS 96

**SCHEDULE OF SUBJECTS - PART TIME ATTENDANCE PATTERN**  
**ASSOCIATE DIPLOMA IN APPLIED SCIENCE: RECREATION SERVICING**

	SESSION 1	Cr. Pts	SESSION 2	Cr. Pts	SESSION 3	Cr. Pts	SESSION 4	Cr. Pts
FOUNDATION STUDIES					Human Development 1 (2) Community Studies 1 (2)	3 3	Human Development 2 (2)	3
SPECIALIST STUDIES	Introduction to Leisure and Recreation Studies (4)* Psychology of Disability (2) Dance for Recreation (2)	6 3 3	Recreation (4) in Society Adaptive Recreation 1 (2)	6 3	Recreation (4) Leadership	6	Sports for Recreation 2 (2)	3
SUPPORTIVE STUDIES							Elective (2) Elective (2)	3 3
PRACTICAL STUDIES			Practicum 1	3				
		12		12		12		12

# Credit points

\*Contact hours per week

	SESSION 5	Cr. Pts	SESSION 6	Cr. Pts	SESSION 7	Cr. Pts	SESSION 8	Cr. Pts
FOUNDATION STUDIES	Communication 1 (2)	3			Communication 2 (2) Administration Studies 1 (2)	3 3		
SPECIALIST STUDIES	Outdoor Recreation 1 (4) Leisure for the Aged 1 (2)	6 3	Art/Craft for Recreation (4)	6	Outdoor Recreation 2 (4)	6	Recreation Programming (3) Outdoor Recreation 3 (4) OR Adaptive Recreation 2 (2) Leisure for the Aged 2 (2)	3 6
SUPPORTIVE STUDIES			Elective (2)	3				
PRACTICAL STUDIES			Practicum 2 Part A	3			Practicum 2 Part B	
		12		12		12		12

# Credit points

\*Contact hours per week

**TOTAL  
CREDIT POINTS 96**

7231

### Associate Diploma In Applied Science: Sports Coaching (no intake in 1990 or thereafter)

4120

### Bachelor of Applied Science (Sports Science)

The School offers a course leading to the award of Bachelor of Applied Science (Sports Science) with major studies in Exercise Science and Sports Coaching.

Students enrolled as Exercise Science Majors undertake specialised subjects, including major sequences in Exercise Physiology, Exercise Courses and Prescription and Fitness Assessment and Data Analysis.

Student enrolled as Sports Coaching Majors undertake specialist subjects, including major sequences in Principles of Coaching and Socio-psychological Perspectives.

To qualify for the Bachelor of Applied Science (Sports Science) a student must:

- acquire a minimum of 144 credit points;
- participate in the course for a minimum period of six academic semesters for a full-time student;
- complete satisfactory all compulsory subjects required for either the Exercise Science or the Sports Coaching specialisation;
- have an attainment of not less than 18 credit points in Foundation Studies, 102 credit points in Major Studies and 24 credit points in Supportive Studies;
- complete satisfactorily all practicum requirements.

The balance among segments in the course's semester structure can be summarised in terms of credit points which indicate relative academic weighting in the course.

Segment	Credit Points
Foundation Studies	18
Major Studies	102
Support Studies	24
	144

Practicum subjects are compulsory but are not given a credit point weighting as for the subjects delivered within the academic semester. The significance of Practicum units in the course as a whole is indicated partly by the 80 hours of student time required in the fitness and sporting setting or other specified Practicum activity in each year of the course.

The overall curriculum design for the Bachelor of Applied Science (Sports Science) course is represented diagrammatically in Figure 1 following.

#### Structure Of Course

The course is structured in four related segments:

Foundation Studies;  
Major Studies;  
Supportive Studies; and  
Practical Studies

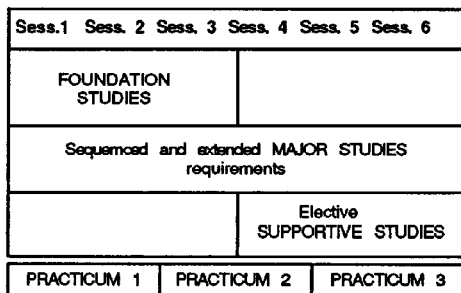


Figure 1.

Foundation Studies provide Sports Science students with a common foundation of knowledge and understanding which is deemed necessary for the course as proposed and for its likely future developments.

Students undertake a subject in Communication Skills, sequences of subjects in Administration Studies and in Socio-psychological Perspectives and a core subject in Nutrition. (Some students undertake extensions of these subjects depending on their selection of Major Studies).

The Foundation Studies provide students with knowledge of the psychology and sociology of individual and group behaviour in exercise, sport and recreation, abilities in interpersonal relationships and facility in administrative tasks and a working understanding of nutrition. These represent core understandings and skills relevant to any developed vocational specialisation in Sports Science.

Major Studies form the largest component of each student's course. They provide the students with the specific requirements which fit them for a vocational specialisation in Exercise Science or in Sports Coaching.

Some course sequences are common to both groups of students, for example, the Biophysical Bases of Human Movement subjects which cover anatomy, kinesiology, biomechanics and sports injuries. Other extended sequences of subjects such as Principles of Coaching or Exercise Courses and Prescription are undertaken only by students in the relevant vocational specialisation.

Through Exercise Science Major Studies, students become qualified practitioners and leaders in the areas of pre-exercise screening, fitness assessment, exercise programming and prescription, aerobic fitness, strength development, weight reduction and nutrition advisement.

Through Sports Coaching Major Studies students learn coaching techniques and procedures, the organisation and administration of coaching courses, skills in the analysis of motor performance, techniques for individual and group coaching, and remediation of sports performance and fitness conditioning.

## BACHELOR OF APPLIED SCIENCE (SPORTS SCIENCE)

SCHEDULE OF SUBJECTS  
FOR EXERCISE SCIENCE MAJOR STUDIES STUDENTS

	SESSION 1	Cr. Pts	SESSION 2	Cr. Pts	SESSION 3	Cr. Pts	SESSION 4	Cr. Pts	SESSION 5	Cr. Pts	SESSION 6	Cr. Pts
<b>FOUNDATION STUDIES</b>	Communication Skills 1(3)	3	Administration Studies 1 (2)	3	Administration Studies 2 (2)	3						
	Socio-psychological Perspectives 1(3)	3	Socio-psychological Perspectives 2(3)	3	Nutrition 1 (2)	3						
<b>MAJOR STUDIES – EXERCISE SCIENCE</b>	Biophysical Bases of Human Movement 1 (4)	6	Biophysical Bases of Human Movement 2 (4)	6	Biophysical Bases of Human Movement 3 (4)	6	Biophysical Bases of Human Movement 4 (4)	6	Exercise Physiology 3 (4)	6	Exercise Programs & Prescriptions 5(4)	6
	Exercise Psychology 1(4)	6	Exercise Physiology 2 (4)	6	Exercise Programs & Prescriptions 2(4)	6	Exercise Programs & Prescriptions 3(4)	6	Exercise Programs & Prescriptions 4(4)	6	Assessment & Data Analysis 3(4)	6
	Principles of Coaching 1 (4)	6	Exercise Programs & Prescriptions 1(4)	6	Assessment & Data Analysis 1 (4)	6	Assessment & Data Analysis 2A (4)	6			Nutrition 2 (4)	6
<b>SUPPORTIVE STUDIES</b>							Elective (4)	6	Elective (4)	6	Elective (4)	6
<b>PRACTICUM</b>			Practicum 1		Practicum 2		Practicum 2		Practicum 3		Practicum 3	3
	24		24		24		24		24		24	

+ Credit points

• Contact hours per week

Supportive Studies allow students through the last half of their course to select from a range of subjects which they see as necessary to meet their personal needs or to strengthen and/or broaden a particular vocational orientation.

They may select from the range of Major Studies subjects which are not compulsory for their course. For example, an Exercise Science Major Studies student might select Principles of Coaching 2, as the first level subject is already a requirement. Students may also select single subjects or sequences of subjects in the field of Recreation. A small number of subjects have been written at the degree level in this field and include the following: Recreation Studies 1, 2 and Servicing of Specific Populations 1, 2 and 3.

Finally, with the Head of Schools approval, students may select subjects from specified General Studies sequences belonging to other degree courses offered by the Faculty. Such subject sequences include: Communication and Media 1, 2 and 3; Economics 1, 2 and 3; Health Studies 1, 2 and 3; and Mathematics and Computing 1, 2 and 3.

Practical Studies are prescribed in each year of the course. They supplement the Foundation and Major Studies which integrate theoretical and practical work partly through having students undertake observational studies, case studies, field

based exercises, in-class practical exercises and study visits. Practical Studies require students to undertake major field studies which take the form of practical experience and/or work based projects. In general these substantive Practicums are undertaken as block field experiences outside the academic semester lecture periods or on a part-time equivalent basis where this makes better use of the particular setting within the health, fitness, recreation and sports industry. Sports Science students undertake or select subjects for each Major Study as set out in the accompanying table and diagrams.

## Schedule of Subject Sequences

## Bachelor of Applied Science (Sports Science)

## Foundation Studies

Communication Skills  
Administration Studies 1, 2  
Socio-psychological Perspectives 1, 2  
Nutrition 1

## BACHELOR OF APPLIED SCIENCE (SPORTS SCIENCE)

SCHEDULE OF SUBJECTS  
FOR SPORTS COACHING MAJOR STUDIES STUDENTS

	SESSION 1	Cr. Pts	SESSION 2	Cr. Pts	SESSION 3	Cr. Pts	SESSION 4	Cr. Pts	SESSION 5	Cr. Pts	SESSION 6	Cr. Pts
<b>FOUNDATION STUDIES</b>	Communication Skills (3) Socio-psychological Perspectives 1(3)	3 3	Administration Studies 1 (2) Socio-psychological Perspectives 2(2)	3 3	Administration Studies 2 (2) Nutrition 1 (2)	3 3						
<b>MAJOR STUDIES – SPORTS COACHING</b>	Biophysical Bases of Human Movement 1 (4) Principles of Coaching 1 (4) Exercise Psychology 1(4)	6 6 6	Biophysical Bases of Human Movement 2 (4) Principles of Coaching 2 (4) Exercise Programs & Prescriptions 1(4)	6 6 6	Biophysical Bases of Human Movement 3 (4) Principles of Coaching 3 (4) Assessment & Data Analysis 1 (4)	6 6 6	Biophysical Bases of Human Movement 4 (4) Principles of Coaching 4 (4) Exercise Physiology 2(4)	6 6 6	Principles of Coaching 5 (4) Exercise Programs & Prescriptions 2(4)	6 6	Principles of Coaching 6 (4) Assessment & Data Analysis 2B (4) Socio-psychological Perspectives 3(4)	6 6 6
<b>SUPPORTIVE STUDIES</b>							Elective (4)	6	Elective (4) Elective (4)	6 6	Elective (4)	6
<b>PRACTICUM</b>			Practicum 1		Practicum 2		Practicum 2		Practicum 3		Practicum 3	3
+	Credit points	24		24		24		24		24		24
*	Contact hours per week											

Major Studies (*Requirements differ for Exercise Science and Sports Coaching Majors*)

**Exercise Science**

Biophysical Bases of Human Movement 1, 2, 3, 4  
Exercise Physiology 1, 2, 3  
Exercise Courses and Prescription 1, 2, 3, 4, 5  
Principles of Coaching 1  
Assessment and Data Analysis 1, 2A, 3  
Nutrition 2

**Sports Coaching**

Biophysical Bases of Human Movement 1, 2, 3, 4  
Exercise Physiology 1, 2  
Principles of Coaching 1, 2, 3, 4, 5, 6  
Exercise Courses and Prescription 1, 2  
Assessment and Data Analysis 1, 2B  
Socio-psychological Perspectives 3

**Supportive Studies**

Subjects available from the alternate Major Studies specialisation.

Course specific subjects: Recreation Studies 1,2 and Servicing Specific Populations 1, 2, 3

Selected General Studies subjects already accredited at degree level.

**Practicum**

Practicum 1, 2, 3

**School of Arts and Music Education****7250 and 7260****Associate Diploma of Arts:****Expressive and Performing Arts**

The School offers a two-year full-time or four-year part-time course leading to the award of Associate Diploma in Arts: Expressive and Performing Arts. The course allows for some

## CURRENT IMPLEMENTATION OF SUBJECT SCHEDULE - FULL TIME ATTENDANCE PATTERN

## ASSOCIATE DIPLOMA IN ARTS: EXPRESSIVE AND PERFORMING... DANCE/DRAMA

	SESSION 1	Cr. Pts	SESSION 2	Cr. Pts	SESSION 3	Cr. Pts	SESSION 4	Cr. Pts
MAJOR STUDIES (52 cr. pts)	Dance 1 *(6) Drama 1 (6)	8 8	Dance 2 (4) Drama 2 (4)	6 6	One of: Dance 3 Drama 3 (6)	12	One of: Dance 4 Drama 4	
SUPPORTIVE STUDIES (30 cr. pts)	Music in the Arts 1 (3)  Psychology of Disability (2) Dance for Recreation (2)	4  3 3	Music in the Arts 2 Communication 1 (3)	4	Communication 2 (3)  One of: Art 1 (6) Fibre 1	4  8	One of: Music in the Arts 3; (3) Computer Resources for Artists; Jazz Workshop; Video; Choir and Vocal Ensemble OR One of: Art 2; (4) Fibre 2	6
INTER-DISCIPLINARY STUDIES	Design and the Arts		Arts and Society in Time (3)	4			Art Production/Exhibition (4)	6
# Credit points		24		24		24		24
*Contact hours per week								

TOTAL CREDIT POINTS: 96

specialisation in Dance and Drama or in Art and Fibre, provides other studies that support the selected specialisation or which meet individual student needs, and requires some interdisciplinary studies which promote broader perspectives on a range of expressive and performing arts.

Currently full-time students in the course undertake a Dance/Drama specialisation or an Art/Fibre specialisation.

The course is designed for students who are seeking personal achievement and a more active vocational, personal or community role in the arts or who intend to use its broad arts experiences and interdisciplinary studies to enhance their prospects of undertaking more advanced tertiary study in the arts. There is an emphasis on developing students as arts practitioners, and exhibition and performance works are a feature of major course work activities in the latter part of the course.

### Structure of Course

The Associate Diploma in Arts: Expressive and Performing Arts has three related segments:

Major Studies  
Supportive Studies; and  
Interdisciplinary Studies

The Major Studies segment is designed to allow students who show commitment and some talent to select a strand in either Dance/Drama or Art/Fibre. In each case foundation studies in two disciplines are undertaken before pursuing one of them in more depth.

The Supportive Studies segment is composed of some compulsory subjects and some elective ones. The former strongly support the Major Studies selection or pursue the course's goal of breadth of experience in the arts. The latter allow students to choose what they see as supportive of their individual needs and developing interests in the arts.

The subjects in the Interdisciplinary Studies segment are compulsory as the segment is designed to have students develop broader perspectives on a range of expressive and performing arts and to integrate theoretical and practical elements.



## CURRENT IMPLEMENTATION OF SUBJECT SCHEDULE - FULL TIME ATTENDANCE PATTERN

## ASSOCIATE DIPLOMA IN ARTS: EXPRESSIVE AND PERFORMING... ART/FIBRE

	SESSION 1	Cr. Pts*	SESSION 2	Cr. Pts	SESSION 3	Cr. Pts	SESSION 4	Cr. Pts
MAJOR STUDIES (52 cr. pts)	Art 1 (6) Fibre 1 (6)	8 8	Art 2 (4) Fibre 2 (4)	6 6	One of: Art 3 Fibre 3 (6)	12	One of: Art 4 Fibre 4 (6)	12
SUPPORTIVE STUDIES (30 cr. pts)	Music in the Arts 1 (3)	4	Music in the Arts 2 OR Constructional Materials  Communication 1 (3)	4	Constructional Materials 2 OR Communication 2 (3)  One of: Dance 1 (6) Drama 1	4 8	One of: Music in the Arts 3; (3) Computer Resources for Artists; Jazz Workshop; Video; Choir and Vocal Ensemble OR One of: Dance 2; Drama 2 (4)	6
INTER-DISCIPLINARY STUDIES	Design and the Arts		Arts and Society in Time (3)	4			Arts Production/Exhibition (4)	6
# Credit points		24		24		24		24
*Contact hours per week								

TOTAL CREDIT POINTS: 96

## CURRENT IMPLEMENTATION OF SUBJECT SCHEDULE - PART TIME ATTENDANCE PATTERN

## ASSOCIATE DIPLOMA IN ARTS: EXPRESSIVE AND PERFORMING... ART/CRAFTS

	SESSION 1	Cr. Pts*	SESSION 2	Cr. Pts*	SESSION 3	Cr. Pts*	SESSION 4	Cr. Pts*
MAJOR STUDIES	Art 1 (6)*	8	Fibre1 (6)	8	Art 2 (4)	6	Fibre 2 (4)	6
SUPPORTIVE STUDIES			Communication 1 (3)	4	Constructional Materials 1 (3)	4	Music in the Arts 1 (3)	4
INTER-DISCIPLINARY STUDIES	Design and the Arts (3)	4					Arts and Society in Time (3)	4
		12		12		10		14

Table continued overleaf.

Continued...

	SESSION 5	Cr. Pts <sup>+</sup>	SESSION 6	Cr. Pts <sup>+</sup>	SESSION 7	Cr. Pts <sup>+</sup>	SESSION 8	Cr. Pts <sup>+</sup>
<b>MAJOR STUDIES</b>	Level 3 Major Study (Art or Fibre) (3)	—	Level 3 Major Study continued (3)	12	Level 4 Major Study (Art or Fibre) (3)		Level 4 Major Study continued (3)	12
<b>SUPPORTIVE STUDIES</b>	One of: Dance 1; Drama 1; Clay 1 (6)	8	Communication 2 (3) OR Constructional Materials 2	4	One of: Computer (3) Resources for Artists; Jazz Workshop; Video; Choir and Vocal Ensemble	6		
<b>INTER-DISCIPLINARY STUDIES</b>							Arts Production/ Exhibition (4)	6
+ Credit Points		8			18			18
* Contact hours per week								

TOTAL CREDIT POINTS: 96

**SCHEDULE OF SUBJECTS, SESSIONS 1 TO 4**  
**BACHELOR OF MUSIC EDUCATION**

	SESSION 1	Cr. Pts <sup>+</sup>	SESSION 2	Cr. Pts <sup>+</sup>	SESSION 3	Cr. Pts <sup>+</sup>	SESSION 4	Cr. Pts <sup>+</sup>
<b>SEGMENT A EDUCATION STUDIES</b>	Human Development (3)	4	Adolescent Growth & Development (3)	4	Educational Psychology 1 (3)	4	Educational Psychology 2 (3)	3
<b>TEACHING &amp; CURRICULUM STUDIES</b>	Teacher Development 1 (3) Foundations of Music Ed. (3)	3 3	Teacher Development 2 (3) Media & Technology in Music Ed. (3)	3 3	Teacher Development 3 (3) Creative Music Workshop (3)	3 3	Curriculum Studies in Music Ed. 1 (3)	4
<b>SEGMENT B MUSICIANSHIP STUDIES</b>	Musicology 1 Harmony & Aural Perception 1 (2)	2 2	Musicology 2 Harmony & Aural Perception 2 (2)	2 2	Musicology 3 Harmony & Aural Perception 3 (2) Orchestration 1 (2)	2 2 3	Musicology 4 Harmony & Aural Perception 4 (2) Musicianship Electives Orchestration 2 or Ethnomusicology A (2) Practical Studies (Major) 4	2  3
<b>PERFORMANCE STUDIES</b>	Practical Studies (Major) 1 (3) Practical Studies (Minor) 1 (2) Performance Elective Workshops(2) (Choir & Vocal Ens., Orchestra and Instrument Ensemble, Opera Workshop, Chamber Music, Jazz Workshop Conducting)	3 2 2	Practical Studies (Major) 2 (3) Practical Studies (Minor) 2 (2) Performance Elective Workshops (2)	3 2 2	Practical Studies (Major) 3 (3) Practical Studies (Minor) 3 (2) Performance Elective Workshops (2)	3 2 2	Practical Studies (Major) 4 (3) Practical Studies (Minor) 4 (2) Performance Elective Workshops (2)	3 2 2
<b>SEGMENT C GENERAL STUDIES</b>	Elective A1 (2)	3	Elective B1 (2)	3			Elective C1 (2)	3
+ Credit Points		24			24			24
* Contact hours per week								

TOTAL CREDIT POINTS: 96

## SCHEDULE OF SUBJECTS, SESSIONS 5 TO 8

## BACHELOR OF MUSIC EDUCATION

	SESSION 5	Cr. Pts <sup>+</sup>	SESSION 6	Cr. Pts	SESSION 7	Cr. Pts	SESSION 8	Cr. Pts
<b>SEGMENT A EDUCATION STUDIES</b>	Sociology of Education * (2)	3	Philosophy of Education (3)	4	Education of Atypical Children (3)	4	Teaching & Curriculum Elective (Music) (3)	3
<b>TEACHING &amp; CURRICULUM STUDIES</b>	Teacher Development 4 (3)	3			Curriculum Studies in Music Education 2 (3)	5	Teacher Development 5 (3)	5
	Teaching & Curriculum Elective (3)	3					Extended Practice Teaching (-)	16
<b>SEGMENT B MUSICIANSHIP STUDIES</b>	Harmony & Aural Perception 5 (2)	2	Musicology 5 (2) Harmony & Aural Perception 6 (2) Aesthetics 1 (2)	3 2 2	Music & Contemporary Society (2)	4		
	Musicianship Elective (History of Opera A, Ethnomusicology B or Composition Studies 1) (2)	3	Musicianship Elective (History of Opera B, Orchestration 2, Ethnomusicology A, Composition Studies 2) (2)	3	Musicianship Electives** (History of Opera A, Aesthetics 2, Ethnomusicology B Composition Studies 1) (2)	3		
<b>PERFORMANCE STUDIES</b>	Practical Studies (Major) 5 (3)	3	Practical Studies (Major) 6 (3)	3	Practical Studies (Major) 7 (2)	4		
	Practical Studies (Minor) 5 (2)	2	Practical Studies (Minor) 6 (2)	2	Practical Studies (Minor) 7 (2)	4		
	Performance Elective Workshops (2)	2	Performance Elective Workshops (2)	2	Performance Elective Workshops (2)	2		
<b>SEGMENT C GENERAL STUDIES</b>	Elective A, B or C2 (2)	3	Elective A, B or C2 (2)	3				
		24		24		24		24

+ Credit Points

\* Contact hours per week

\*\* At the discretion of the Program Director, a Semester 7 student may undertake a General Study Elective (A, B or C2 or 4) instead of a Musicianship Elective.

TOTAL CREDIT POINTS: 96

## 4130 Bachelor Of Music Education

The School offers a four-year full-time course for intending Secondary School teachers leading to the award of Bachelor of Music Education.

The Course is designed to prepare specialist Music teachers for Secondary Schools, but it develops competencies in Music Education both at the Primary and Secondary School levels.

During the course students will:

- acquire a knowledge of the theory and practice of modern education;
- develop their individual practical musicianship to a high level;

- pursue performance and musicianship studies which contribute to the development of a high level of general musicianship;
- develop awareness of, and sensitivity to, other creative and expressive arts;
- develop an appreciation of the relationship among the arts and their contribution to education;
- develop the ability to assume responsibility for promoting musical activities in the community;
- undertake additional studies, not necessarily career oriented, which contribute to their personal development.

### Structure Of The Course

Content of the Bachelor of Music Education Course is grouped in three segments:

**Segment A - Professional Teacher Education Studies**

Professional Teacher Education Studies aim to develop students' knowledge of modern educational practice, curriculum design and development, and the generic skills of teaching.

**Segment B - Specialist Music Studies**

Specialist Studies are studies in Performance and Musicianship. A range of subjects is provided to develop the potential of students as practising musicians.

**Segment C - General Studies**

General Studies comprises sequences of elective subjects for the general education and for the social and cultural development of students.

Students undertake three Level 1 General Studies, two of which are studied to Level 2. Subjects are selected from the schedule printed on p.73 of this Handbook.

Students may not select the General Studies subjects in Music.

A summary of semester requirements and subject titles for the Bachelor of Music Education course is provided in the preceding diagrams.

**Practicum Requirements**

Most of the Bachelor of Music Education course's theoretical and practical studies are applied within a range of in-school experiences which are integral to the Professional Teacher Education Studies which students undertake.

Practicum requirements are graded over the four years of the course. In the first three years of the course they are associated particularly with the sequence of subjects, Teacher Development 1 to 4, and block periods of Practice Teaching conducted outside the teaching semesters. Successful completion of the subjects Teacher Development 1 to 4 and of Practice Teaching for Years 1, 2 and 3 are pre-requisites for admission to the final year. Teacher Development V and the within-semester Extended Practice Teaching undertaken over a minimum period of ten weeks.

In the early semesters of the Course, the Professional Teacher Education Studies are sequenced to complement each other, so that students quickly gain initial understandings and competencies in the practice of teaching. In Semester 1, students study child development and the foundations of music education for children while they practise teaching skills introduced in Teacher Development 1, with children in the 5 to 12 years age group. In subsequent semesters they learn about and teach adolescents. In Semesters 3 and 4, Education Psychology, they study from a psychological perspective several of the teaching realities they have encountered in controlled, practical ways in their linked subjects in Education Studies, and in Teaching and Curriculum Studies, and in Practice Teaching 1.

Expectations of students in the block Practice Teaching periods are indicated more fully in the description of subjects for the Bachelor of Music Education course.



# Subject Descriptions

## Identification of Subjects by Number

A subject is defined by the Professorial Board as 'a unit of instruction approved by the University as being a discrete part of the requirements for a course offered by the University'.

Each approved subject of the University is identifiable both by number and by name as this is a check against nomination of a subject other than the one intended.

Subject numbers are allocated by the Registrar and the system of allocation is based on the following guidelines:

1. The authority offering the subject, normally a School of the University, is indicated by the number before the decimal point.
2. Each subject number is unique and is not used for more than one subject title.
3. Subject numbers which have previously been used are not used for new subject titles.
4. Graduate subjects are indicated by a suffix 'G' to a number with three digits after the decimal point. In other subjects three or four digits are used after the decimal point.

Subjects taught are listed in full in the handbook of the faculty or board of studies responsible for the particular course within which the subjects are taken. Subject descriptions are contained in the appropriate section in the handbooks.

Appropriate subjects for each school appear at the end of each school section.

The identifying numerical prefixes for each subject authority are set out on the following page.

**Servicing Subjects** are those taught by a school or department outside its own faculty. Their subject descriptions are published in the handbook of the faculty which originates the subject and are also published in the handbook of the faculty in which the

subject is taught. These subjects will be found at the back of this handbook.

The following pages contain descriptions for most of the subjects offered for the courses described in this book, the exception being General Education subjects. For General Education subjects see the General Education Handbook which is available free of charge.

### HSC Exam Prerequisites

Subjects which require prerequisites for enrolment in terms of the HSC Examination percentile range, refer to the 1978 and subsequent Examinations.

Candidates for enrolment who obtained the HSC in previous years or hold other high school matriculation should check with the appropriate school on what matriculation status is required for admission to a subject.

### Information Key

The following is the key to the information which may be supplied about each subject:

**S1** Session 1, **S2** Session 2

**F** Session 1 *plus* Session 2, ie full year

**S1** or **S2** Session 1 or Session 2, ie choice of either session

**SS** single session, but which session taught is not known at the time of publication

**CCH** class contact hours

**L** Lecture, followed by hours per week

**T** Laboratory/tutorial, followed by hours per week

**hpw** hours per week

**C** credit or Credit units

**CR** Credit level

**DN** Distinction

**HD** High Distinction

**X** External

School, Department etc	Faculty
*Subject also offered for courses in this handbook	
1 School of Physics*	Science
2 School of Chemistry*	Science
3 School of Chemical Engineering and Industrial Chemistry (New Course)	Applied Science
4 School of Materials Science and Engineering	Applied Science
5 School of Mechanical and Industrial Engineering*	Engineering
6 School of Electrical Engineering and Computer Science*	Engineering
7 School of Mines (Mineral Processing and Extractive Metallurgy and Mining Engineering)	Applied Science
8 School of Civil Engineering*	Engineering
9 School of Fibre Science and Technology (Wool and Animal Science)	Applied Science
10 School of Mathematics*	Science
11 School of Architecture	Architecture
12 School of Psychology	Biological Sciences
13 School of Fibre Science and Technology (Textile Technology)	Applied Science
14 School of Accounting*	Commerce and Economics
15 School of Economics*	Commerce and Economics
<b>16 School of Health Services Management</b>	<b>Professional Studies</b>
17 Faculty of Biological and Behavioural Sciences*	Biological and Behavioural Sciences
18 School of Mechanical and Industrial Engineering (Industrial Engineering)	Engineering
19 School of Information Systems	Commerce and Economics
20 Centre for Petroleum Engineering Studies	Applied Science
21 Department of Industrial Arts	Architecture
<b>22 Faculty of Professional Studies</b>	<b>Professional Studies</b>
<b>23 School of Primary and Computer Education</b>	<b>Professional Studies</b>
25 School of Mines (Applied Geology)	Applied Science
26 Centre for Liberal and General Studies	Liberal and General Studies
27 School of Geography	Applied Science
28 School of Marketing*	Commerce and Economics
29 School of Surveying*	Engineering
30 School of Industrial Relations and Organizational Behaviour	Commerce and Economics

School, Department etc	Faculty
*Subject also offered for courses in this handbook	
31 School of Optometry	Science
32 Centre for Biomedical Engineering	Engineering
<b>33 School of Sports and Leisure Studies</b>	<b>Professional Studies</b>
35 School of Building	Architecture
36 School of Town Planning *	Architecture
37 School of Landscape Architecture*	Architecture
38 School of Applied Bioscience (Food Science and Technology)	Applied Science
39 Graduate School of the Built Environment	Architecture
40 Academic Board	
41 School of Biochemistry*	Biological and Behavioural Sciences
42 School of Applied Bioscience (Biotechnology)	Applied Science
44 School of Microbiology*	Biological and Behavioural Sciences
45 School of Biological Science	Biological and Behavioural Sciences
46 Faculty of Applied Science	Applied Science
47 Centre for Safety Science	Engineering
48 School of Chemical Engineering and Industrial Chemistry (Old course)	Applied Science
49 School of Applied Bioscience (Food Science and Technology)	Applied Science
50 School of English	Arts
51 School of History	Arts
52 School of Philosophy	Arts
53 School of Sociology	Arts
54 School of Political Science*	Arts
<b>55 School of Librarianship</b>	<b>Professional Studies</b>
56 School of French	Arts
57 School of Theatre Studies	Arts
<b>58 School of Education</b>	<b>Professional Studies</b>
59 Department of Russian Studies	Arts
60 Faculty of Arts	Arts
61 Department of Music	Arts
62 School of Science and Technology Studies	Arts
<b>63 School of Social Work</b>	<b>Professional Studies</b>
64 School of German Studies	Arts
65 School of Spanish and Latin American Studies	Arts
66 Subjects Available from Other Universities	
67 Faculty of Science	Science
68 Board of Studies in Science and Mathematics	Board of Studies in Science and Mathematics
<b>69 School of Arts and Music Education</b>	<b>Professional Studies</b>
70 School of Anatomy	Medicine

School, Department etc	Faculty
*Subject also offered for courses in this handbook	
71 School of Medicine	Medicine
72 School of Pathology	Medicine
73 School of Physiology and Pharmacology	Medicine
74 School of Surgery	Medicine
75 School of Obstetrics and Gynaecology	Medicine
76 School of Paediatrics	Medicine
77 School of Psychiatry	Medicine
78 School of Medical Education	Medicine
79 School of Community Medicine	Medicine
80 Faculty of Medicine	Medicine
81 Medicine/Science/Biological Sciences	Medicine
85 Australian Graduate School of Management	AGSM
90 Faculty of Law	Law
97 Faculty of Engineering	Engineering
98 School of Banking	Commerce and
and Finance	Economics
99 Department of Legal Studies and Taxation	Commerce and Economics



## Kensington Campus

## Psychology

## Psychology Level I Unit

## 12.100 Psychology 1 F L3T2

An introduction to the content and methods of psychology as a basic science, with emphasis on the biological and social bases of behaviour, relationship to the environment, and individual differences. Training in the methods of psychological enquiry, and in the use of elementary statistical procedures.

## Psychology Level II and Psychology Level III

Consult the Combined Sciences Handbook for details.

## Health Services Management

## 16.031 Management of Work L4

Individual and group behaviour in work organizations. Various management processes: group dynamics, motivation, leadership, power, conflict and communication. Using a variety of learning strategies, students are encouraged to develop analytical, diagnostic and practical skills for identifying problems in organizations, and to transfer key concepts to health care organizations in general and their own organization in particular.

## 16.032 Management of Organizations L4

*Prerequisite:* 16.031.

Emphasis on analytical skills. Develops the student's understanding of organization theory and its application to management. Theories covered include systems, contingency, administrative, action and resource dependency, the pluralist perspective. Level of analysis is at organizational level rather than micro-perspective of Management 1.

Assessment of the evolving role of computer systems in health care, the management of computing systems and the use of computers in decision support.

## 16.033 Management of Health Services L4

*Prerequisites:* 16.031, 16.032.

Builds on the theoretical concepts and practice analysis developed in 16.031/16.032 Management 1 and 2. Analyses values, structures, management approaches and relationships within component organizations and programs of the Australian health services and related areas. Areas of study: comprehensive service provision, detailed analysis of individual organizations, departments or programs; roles of the manager; professional developments; concepts of

micro-structure and social analysis. Students are required to use these and other tools in the analysis of practical situations.

16.034 Management of Health Services L4  
(Honours)

*Prerequisites:* 16.031, 16.032

Includes and extends the theoretical and practical studies in Management 3. Students produce a literature review of a significant aspect of health and hospital services management analysing major conceptual issues and their development.

## 16.111 Health Care Systems L4

The system of organizations, institutions, services and financial arrangements which constitute the Australian health care system. Constitutional, legal and economic environment in which the system operates, including the Federal structure of government. Main characteristics of public and private hospitals, nursing homes and other institutions, including funding arrangements and relationships with government. Community health and other non-institutional services and their objectives. The financing of health services, Commonwealth-State financial arrangements and the health insurance program. The health work force, with emphasis on the medical and nursing components. Comparisons of the Australian health care system with those of other countries.

## 16.112 Public Health and Epidemiology L4

Definitions of health and disease; basic epidemiological concepts; medical terminology; body systems, classification of disease; disease causation. Protection and promotion of health with emphasis on contemporary risk factors; diagnosis; treatment practices. Evaluation of health and health care; health status indicators; preventive and therapeutic trends; research strategies.

## 16.301 Political Science L4

The study of politics, with special reference to Australian political institutions and administrative practices. Topics include: concepts and theories of politics; Australian political institutions and the party system; the Constitution and intergovernmental financial and legal relations; public administration with special reference to the Commonwealth and New South Wales public services.

## 16.302 Social Policy and Administration L4

The scope and principles of social policy and administration; values and value analysis; models and theories of social policy; problems in policy formulation, implementation, administration and evaluation; contemporary Australian social policy especially health and the role of the health service administrator, health insurance, poverty, social security; systems of income guarantee, national compensation and national superannuation.

## 16.303 Research and Evaluation Methods L4

*Prerequisites:* 16.540, 16.711.

The need for and special problems of health services research and evaluation; the nature of 'scientific' knowledge; distinction between research and evaluation; identifying appropriate research areas; reviewing the literature; statements of objectives and formulation of hypotheses; experimental and quasi-experimental designs; non experimental models including epidemiological approaches; sample selection;

means of acquiring data emphasizing questionnaire design and problems of measurement; introduction to analysis of data including coding and computer techniques; methods of presenting findings; reliability of research evidence; research ethics; research and decision making policy issues.

#### **16.304 Management Skills L4**

Available for internal students only.

Opportunity for students to learn some theory and then to practise the skills of communication, conflict management, problem solving, and decision-making. Several lecturers are involved in teaching this subject.

#### **16.306 Administration of Nursing Services L4**

Content is organized in terms of the material suggested by the standards for the Nursing Division of Hospitals compiled by the Royal Australian Nursing Federation. Major foci are the goals, structures, processes and control mechanisms common to nursing service departments.

#### **16.307 Special Topic in Health Administration L4**

An occasional elective dealing with some aspect of health administration, selected according to current demand and availability of local and visiting lecturers.

#### **16.308 Epidemiology for Health Administrators L4**

The general purposes and content of epidemiological studies. Concepts and strategies of epidemiology. Sources, collection, collation and analysis of epidemiological data. The application of epidemiological methodology and information in the planning, operation and evaluation of health services.

#### **16.309 Long Term Care Administration L4**

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions (including chronic, mental and special hospitals and nursing homes) and non-residential agencies and programs. Long term illness and the ageing process from the viewpoint of medical sciences and gerontology; patient assessment and rehabilitation; psychiatric care; geriatric care; social factors and the design of better care environments; financial and economic aspects of long term care; quality measurement and control; administration of long term care facilities, planning and co-ordinating institutions and agencies.

#### **16.310 Human Resource Management L4**

Drawing on concepts, theory and research introduced in Management 1, 2 and 3, students critically examine the various strategies available to manage human resources in health care organizations. Demonstration of the need to integrate these strategies amongst line management and not to view them simply as the specialist's domain. Topics include: human resource planning, industrial relations, training and development, EEO, occupational health and safety, and organization development. Students are encouraged to participate in a research project.

#### **16.311 Computing Techniques for Health Service Management L4**

*Prerequisite:* 16.711

BASIC programming and principles of operation of commercial software, including database management systems, word processors and spreadsheets. Application of software to, and development of, programming skills for health service management. Introduction to MINITAB and specific examples of database construction and interfacing of staff and computing systems. Concepts of decision support and role of personal computing in providing this to health service professionals, including mathematical modelling and simulation techniques.

#### **16.312 Industrial Relations: A Health Sector View L4**

The role of the health administrator, the employing authority, the unions and the industrial tribunal will be examined within the context of the Australian health care system. The theory and practice of conflict management, collective bargaining, arbitration and conciliation, industrial democracy and negotiation skills will be treated within this health service framework. This subject has been designed to complement other subjects in the health administration course such as management, sociology, law and economics.

#### **16.313 Research and Evaluation Methods (Honours) L4**

*Prerequisite:* 16.540, 16.711.

An extension of topics in 16.303 stressing the choice of constructive research problems, critical evaluation of the literature and formulation of a research protocol as background to the formal presentation of a thesis in Year 4.

#### **16.316 Current Issues in Nursing L4**

Controversial aspects of the nursing profession of particular interest to nursing and health administrators. Content updated regularly. Current topics include: nursing education, unionism vs professionalism, political action in nursing, factors affecting the nurse's participation in the work-force.

#### **16.400 Field Experience 1**

#### **16.401 Field Experience 2**

In order to relate theoretical instruction to practical experience, first and second year full-time students, under the supervision of a member of staff of the School, are attached to a number of health service agencies in the Sydney metropolitan area. Aims to allow students to familiarize themselves with a health agency setting to learn in a practical way the skills and responsibilities needed in the administration of health service agencies and the importance of interpersonal relationships. The attachment program is a compulsory part of the first and second year full-time BHA degree course, although students with general experience in health service agencies may be eligible for exemption with the approval of the Head of School.

#### **16.421 Health Planning 1 L4**

Planning concepts, principles and approaches. Processes and procedures of planning. Sources of planning information. Health service planning at the national, regional and local levels. Facilities planning, building and evaluation.

**16.422 Health Planning 2A****L4***Prerequisite: 16.421*

Building design processes and procedures; health facility design and construction; location, layout, space allocation, traffic systems, supply and disposal systems, energy conservation. Construction and contract management, commissioning and equipping, maintenance and renovation; cost control and site supervision; briefing and evaluation techniques.

**16.423 Health Planning 2B****L4***Prerequisite: 16.421.*

Environmental psychology and perception; anthropometrics, physiology of comfort and work performance; accident prevention, safety and security; building performance measurement, design in use surveys. Design for particular groups of users: aged, children, handicapped; design for clinical and supportive service functions and activities, eg inpatient care, surgery, consultation, catering, cleaning, etc.

**16.424 Health Planning 2C****L4***Prerequisite: 16.421.*

Techniques and models for planning health services including elementary location theory; definition of catchment areas; measuring population characteristics and needs; formulae for allocation of resources. Prediction, forecasting and operations research techniques. Introduction to use of computers in health service planning.

**16.520 Law 1T****L4**

This is a compulsory terminating subject for eligible students who have previously studied Law subjects at tertiary level in other courses (such as Commerce degrees) which did not have a health services law component. Eligible students would enrol in 16.520 Law 1T instead of enrolling in 16.521 Law 1. 16.520 briefly revises elementary legal concepts of the kind covered more fully in 16.521, and then deals with selected health law topics of the kind covered in 16.522 Law 2.

**16.521 Law 1****L4**

General introduction to law in Australia with health service applications, designed for students who have not previously studied law subjects at tertiary level. Topics: how to study the discipline of law and commonly experienced student difficulties; the role of law in health administration and health planning; Australia's legal origins and the role of English law in Australia; federalism and the constitutional framework; types of legal rules with emphasis on judge-made rules, the theory of precedent, and legislation; access to legal advice; aspects of the law of torts, contracts, criminal law, administrative law; the coroner.

**16.522 Law 2****L4***Prerequisite: 16.521.*

An elective subject for students who have passed 16.521 and wish to study further aspects of health services law. Legal areas of special vocational concern for health administration and health planning. Relationships between existing laws and law reform proposals. The precise subject matter may vary from year to year depending partly on student's preferences

and career expectation. Health law topics introduced in 16.521 also studied in more depth.

**16.540 Health Information Systems****L4**

An introductory subject with a financial and quantitative emphasis, having special reference to the application of measurement techniques to health services data. Elementary statistics for health services management with an introduction to the uses of computing in health care. Information systems relevant to hospital management. Introduction to concepts of accounting, costs and budgeting.

**16.541 Accounting and Financial Management 1****L4***Prerequisite: 16.540.*

Introduction to accounting with particular reference to hospitals and health services institutions. Basic accounting concepts, including classification, measurement and communication of financial data. Doctrines and conventions of accounting, analysis and interpretation of accounting data. Governmental budgeting and accounting systems. An introduction to the theory and practice of hospital fund accounting. Federal-State financial relations and their implications in relation to the financing process of Australian hospitals. Role of state treasuries, health departments and commissions.

**16.542 Accounting and Financial Management 2****L4***Prerequisite: 16.540, 16.541.*

An overview of hospital management and financing. The theory and practice of hospital and government fund accounting. The preparation, analysis and interpretation of accounting records, cash and accrual accounting systems. Capital budgeting techniques. Introductory treatment of management accounting in hospitals and health service institutions. Internal control, hospital budget preparation and utilization, cost analysis in the hospital context. The changing face of accounting developments and alternatives.

**16.551 Health Economics 1****L4***Prerequisite: 16.540.*

An introduction to economic analysis as applied to the conditions and problems confronting Australia, with special reference to the economic aspects of health and medical care. Topics include: the elementary model of how resources are allocated by the price system in Australia; the economics of the public sector; health and welfare economics; efficient production and distribution of health services, demand and the utilization of services; finance and efficiency, cost benefit analysis and selected policy issues.

**16.552 Health Economics 2****L4***Prerequisites: 16.540, 16.551.*

Advanced topics in health economics, covering both macro and micro issues. Analysis of Australian health expenditure; hospital economics; health insurance.

**16.611 Sociology, Ethics and Health 1****L4**

An examination of health care issues, with specific reference to Australian society. Social and political dimensions of health policy and health care are discussed in terms of alternative sociological perspectives: consensus, conflict, pluralism and interactionism. Variations in health status and access to care

among socioeconomic, ethnic and gender groups. Professional accountability. Social impacts of modern medical technologies, problems of chronic illness, disability and dying. Changes in the delivery of health care. Values and ethics. The range of ethical issues confronting health service managers. The social responsibility of health care professionals. The fundamentals of sociological research. Discussion throughout the course of research questions and alternative research strategies in relation to the issues.

**16.612 Sociology Ethics and Health 2 S2 L4**

*Prerequisite:* 16.611.

Extension of 16.611 Sociology, Ethics and Health 1. Health care issues will be analysed, with increasing theoretical and methodological rigour.

16.711 Quantitative Methods and Statistics 1

16.712 Quantitative Methods and Statistics 2

## Education

**58.041 Educational Psychology 1 S1 2CCH**

Begins the study of Educational Psychology by examining some aspects of development, and learning and instruction. Topics will include cognitive development; development of memory, learning and problem solving strategies; basic learning and motivational processes; and an introduction to instructional methods.

**58.042 Sociological Perspectives on Education S2 2CCH**

An examination of major sociological perspectives such as structural-functionalism, conflict theory, symbolic interactionism and phenomenology, as they relate to education. Examination of the role of the school as an agent of socialisation, with particular attention to such issues as gender, deviance, social class and ethnicity.

**58.043 Theories, Values and Education S1 2CCH**

Not offered in 1990.

Key issues in educational theory, including the justification of educational theories, purpose and value in education, neutrality, indoctrination and controversial issues, equality of educational opportunity, authority, freedom and rights, and sexism in educational ideals.

**58.044 Educational Psychology 2 S2 2CCH**

*Prerequisite:* 58.041.

Not offered in 1990.

This course continues the examination of instructional methods with an increasing emphasis on curriculum specific areas of psychology such as reading fluency and comprehension, processes involved in meaningful prose construction, and learning and problem solving in mathematics, the humanities and the natural and social sciences.

**58.045 Schools, Knowledge and Power In Society S1 2CCH**

Not offered in 1990.

An analysis of the role that schools (including universities) play in disseminating and legitimating knowledge, and in reproducing and reconstituting social and power relations within social formations. Discussion of major theoretic viewpoints (eg liberal rationalism, neo-Marxism, pragmatism, critical theory), along with contemporary research undertaken both within schools and on the relationship of the schooling experience to the social expectations of the emerging adult.

**58.046 Primary Schooling and the Transition to the Secondary School S2 2CCH**

Not offered in 1990.

Aims to help students gain some knowledge of the kind of schooling children experience before they enter secondary school. Topics include: group processes; communication in the classroom; the rationale, structure and content of the NSW primary syllabuses and support documents; the structure of primary schooling and its relation to secondary schooling; the teaching preparation of primary teachers; Year 6 students' expectations of secondary school; special schools. Students spend some time as teachers' assistants and observers in primary classrooms.

**58.014 Curriculum and Instruction**

See under *Graduate Study* (DipEd subjects) later in this handbook.

**58.015 Teaching Experiences**

See under *Graduate Study* (DipEd subjects) later in this handbook.

**58.016 Educational Theory S1 L9, S2 T2**

Three core sections and an options section. The core sections consist of studies in the philosophy of education, the psychology of education and the sociology of education. In the last section, *Selected Studies in Education*, each student chooses one study from a number offered. The topics depend on student interest, current issues in educational thought and the interests and expertise of available staff.

Details of the sections of the subject follow.

*Philosophy of Education:* Session 1: Philosophical questions concerning teaching and learning with particular reference to the various subjects taught in schools. Issues concerning the relationships between school subjects, the connection between knowledge and the development of mind, the value of school subjects in relation to other activities which could compose education and the social and ethical context of education. These issues are followed up in much more detail in *Selected Studies* in Session 2. The focus in Session 1 is upon logical and epistemological questions which are internal to the various teaching subjects. Students undertake one of the following: Philosophical Problems in Mathematics and Education or Language and Education or Literary Appreciation and Education or History and Education or Social Science and Education or Curriculum and Education.

*Sociology of Education:* The core of this section aims to place teaching and learning in a social context. Education affects society as well as being affected by it. The core examines

education in its broadest context, such as its relationship to the economy, as well as at an interpersonal level, such as deviance in the classroom. Topics also include disadvantaged groups in society, the curriculum, the Australian education system, radical education theory and the educational implications of global trends and problems.

*Selected Studies in Education: Session 2:* Each student selects one education theory option from among a number available. While some deal with the separate disciplines of psychology, sociology and philosophy, others may draw material from more than one. In any particular year the options offered depend on the staff available and, to some extent, on student demand. Topics may include: computer assisted instruction, the talented child, learning disabilities, social trends and problems, sociology of the school and classroom, methodology for criticism, ethical theory and moral education, science and religion in education, research in learning and teaching in particular subject areas.

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## Social Work

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Except with the permission of the Head of School, a student may not proceed to the next year of the course until the student has fulfilled all the requirements of the previous year.

### 63.193 Social Work Practice 1 F 5CCH

An introduction to the basic repertoire of concepts and skills which social workers use in analysing and responding to problems encountered within different levels and types of professional practice. Working in small groups, students attempt to derive these basic concepts and skills before considering their formal treatment in professional literature. This problem-solving mode of education is also used for the purpose of introducing students to the scope and major concerns of the profession and to help them to develop greater self awareness and responsiveness to social concerns.

Students participate in field days and social laboratory work designed to give them greater contact with community problems and social welfare arrangements.

### 63.203 Human Behaviour 1 S1 L2T1, S2 L1T1

Normal human growth and development from birth to death with particular reference to the interrelationship of sociological, psychological and socio-economic aspects of living. The developmental theories of Freud and Erikson and concepts such as critical periods, sensitive periods, attachment and bonding are critically reviewed and contrasted to other approaches to development and placed in their cultural context. In discussing the individual in interaction with the environment, the way in which social institutions, organisations and the wider social structure promote or inhibit satisfaction of developmental needs is considered.

### 63.211 Social and Behavioural Science 1 S1 L1T1

Theories and concepts in the social and behavioural sciences of particular relevance for social work practice. Four broad theoretical perspectives are presented - functionalism, power-conflict theory, systems analysis and symbolic-interactionist theory. These perspectives are applied to the family, group and stratification.

### 63.232 Research Methods 1 S2 L1T2

General introduction to the characteristics of scientific method, the research process, research terminology, and types of research. Sampling, review of descriptive statistics, hypothesis testing using one or more samples. Introduction to multiple comparison procedures.

### 63.253 Social Welfare 1 F S1 L1 1/2T1, S2L1T1

This is a course designed to examine how societies and governments come to adopt policies about social welfare. An overview of the field of social policy is followed by a number of specific topics of contemporary interest and concern. Each topic is studied within the context of its history, the nature of current policies and theoretical bases of these policies. Topics covered include: child welfare, penal policy, race and ethnic relations, disability, drug abuse and several areas of health policy including social response to the AIDS epidemic. A special strand of the course is also devoted to the interface between Social Work Practice and the Law.

### 63.292 Social Work Practice - Community Work S2 T2

Theories, knowledge, skills and issues relevant to community work practice. Key concepts such as localism, participation, decision making, class, gender, racism, social change and social control are discussed. Different community work approaches (community action, locality development, social planning, consciousness raising) and contexts of practice (neighbourhoods, local government, disability, Aboriginal rights etc) are explored.

### 63.293 Social Work Practice 2 S1 T3 S2 T2

Workshops to develop skills in: basic communication in a range of social work contexts; basic social work interviewing skills focusing on the beginning and ending stages, assessment of interpersonal and community situations using a variety of theoretical perspectives and integrating material from other subjects, consideration of the purposes and parameters of social work practice.

### 63.303 Human Behaviour 2 F L2T1

Deviations from accepted norms - the biological, psychiatric and social. The first session deals with biological deviance - health and disease and social implications thereof. Students are also introduced to the theories of social deviance from Durkheim through to Interactionist and Political theories. In session 2 psychiatric deviance is dealt with. Mental health and illness and major theories of anxiety - Freud, Behaviourist, Existential are dealt with.

### 63.312 Social and Behavioural Science 2 S2 L1T1

Basic social theory applied to organisations, institutions, 'communities', urban living and the state.

**63.331 Research Methods 2****S1 L1T2**

Various forms of experimental and survey research designs. Forms of data collection and the development of measuring devices. Validity and reliability concepts. Correlation analysis and prediction problems. Introduction to multivariate analysis.

**63.342 Social Philosophy 1****S2 L1T1**

A general introduction to moral philosophy, especially normative ethics. Beliefs about means and ends in social living. Scope of ethics. Relativism. Ideals of life. Free-will. Meta-ethics.

**63.352 Social Welfare 2 - Strand A****S1 L1T1**

This course continues the objectives of Social Welfare 1 to examine social welfare from within the context of history, theory and contemporary policy issues. Topics include income security, poverty and inequality, taxation, women and family policies, economic development and employment and models for the development and implementation of policies.

**63.362 Social Welfare 2 - Strand B****S2 L1T1**

This is a course with similar objectives to Strand A. Topics are chosen from those which are currently the subject of research focus of the course co-ordinator and lecturers. At present the course covers legal policy and criminology, education and employment policy, housing policy and homelessness, and health policy with a focus on epidemiology and community health.

**63.391 Social Work Practice - Casework, Group Work****S1T4**

Core processes in social work practice. Using the basis provided by the multi-methods and unitary perspectives in Year 2, this subject is organized around two separate but clearly related themes: working with individuals and groups. Basic theoretical content is provided to underpin the primary focus on skills development. Emphasis is placed on the generalization of skills to all levels of social work.

**63.392 Social Work Practice - Selected Studies Strand A****S2T4**

A range of options each of which focuses on a selected aspect of social work practice; for example, practice in a functional social welfare field like health, housing, education, or income security; practice in relation to particular population groups for example women, children, families, migrants, aged, youth; practice having a particular focus, for example human sexuality; practice which is specialized according to the levels and types of intervention, such as working with individuals, groups, communities, and organizations; practice under particular government and non-government auspice; practice in new settings, such as in industry; practice addressed to particular social problems; practice in particular geographical areas; collaborative practice with other professionals; working with other types of welfare personnel; knowledge building and theory development in practice.

In any particular year the options offered depend on staff expertise and availability and the number of students choosing a particular option. Each student chooses options worth a total of 8 credit points from this subject and 63.491 Social Work Practice - Selected Studies Strand B, normally 4 points from each subject. Some have prerequisites; some have corequisites.

**63.441 Social Philosophy 2****S1 L1T1**

A consideration of different philosophical perspectives on equality and justice, rights and obligations, freedom, human needs and punishment.

**63.451 Social Welfare 3 - Strand A****S1 3CCH**

Social welfare arrangements in Australia within a broad societal frame of reference which encompasses provision for people within particular population categories. Current topics include: dependent children, the aged, migrants, and Aborigines. The approach is analytic and evaluative, the perspectives of various social theories being used to develop insights into the arrangements for the particular group studied.

**63.461 Social Welfare 3 - Strand B****S1 3CCH**

A course with similar objectives to Strand A. Topics are chosen from those which are currently the subject of research focus of the course co-ordinator and lecturers. At present topics include: physically handicapped, mentally ill, intellectually disabled and legal offenders.

**63.471 Social Work Practice - Administration****S1 T2**

An introductory overview of management theory and skills which will inform and guide students' participation in their place of employment whether or not they become administrators. It considers the values, knowledge and skills involved in the design, management and evaluation of the human service organisations in which social workers work. Topics covered in the seminars include: program planning, leadership and decision making, staff development and supervision, resource management, co-ordination of services, evaluation and change in welfare services.

**63.491 Social Work Practice - Selected Studies Strand B****S1T4**

A range of options as outlined in 63.392 Social Work Practice 4 - Selected Studies Strand A. Students choose options to complement those selected for 63.392 to a total of 8 credit points.

**Field Education**

Each student undertakes three placements in the BSW Degree Course. These placements are designed to develop knowledge and skills in different social work methods and to enable students to gain a critical understanding of the values and principles of social work at different levels of intervention. The aim is to provide experience in a range of settings and assist in the integration of theory, and development of appropriate professional behaviours.

Each placement involves a student being assigned to a field teacher in a social welfare agency for a particular period of time. During this time the student will undertake work considered appropriate by the agency and university. The university provides expectations and guidelines which are the basis for planning and evaluation of performance.

**63.282 Social Work Practice - First Placement**

First placement is located in a wide range of settings. Basic skills and responsibilities of practice and a beginning understanding of working in a welfare organisation are emphasised. This placement occurs in Session 11 of year 2.

Commences in the mid year break with a three week block, then two days per week until week 12 of Session II (41 days July - October).

## 63.381 Social Work Practice - Second Placement

The focus in this placement will depend on what students have learned in First placement and what they intend to do in Third placement. The placement may be used to develop new areas of knowledge and skill in direct service such as case work and/or group work or, indirect service such as research, community work, and policy/planning. This placement occurs in Session I of year 3. It commences with a three week block during the long vacation and continues for three days per week until week 14 of Session I (60 days, February - June).

## 63.481 Social Work Practice - Third Placement

Third placements is available in a variety of settings. Placements which are relevant to students' Social Work Practice Electives, and which help prepare them for their future career in Social Work are offered.

Students are encouraged to undertake placements in regional cities and rural areas of NSW.

This is a 60 day full time placement. It commences in week 1 of Session II of year 4 and ends in week 12 of that Session. The placement includes a week-long series of university based integrative seminars.

## Honours

Students who have completed the first three years of the course with superior performance will be invited to enter an Honours strand in their final year.

In addition to the normal Year 4 program, Honours students will be required to undertake the subject 63.423.

## 63.423 Honours Seminar F 2CCH

A two hour per week seminar covering methodology, social policy analysis and advanced practice theory. Representative topics include feminism and welfare policy, the work of contemporary social theorists such as Habermas and Foucault, and issues in family therapy. Students taking the seminar will also be required to complete a project of approximately ten thousand words.

# St George Campus

## Primary and Computer Education

### Associate Diploma of Applied Science (Business Computing)

#### 23.1133 Principles Of Programming 1 S1 4CCH

6 credit points

This subject is designed to develop the fundamental knowledge and skills needed to program microcomputers at

an introductory level. Pascal will be used as the example of a programming language.

Students apply structured programming skills to the development of simple computer programs in Pascal.

#### 23.1137 Principles Of Programming 2 S2 4CCH

6 credit points

*Prerequisite:* Principles of Programming 1.

This subject extends students' skills needed for programming small business computer systems.

Students refine their knowledge of data structures in Pascal; develop and integrate program modules into menu driven software; apply common computer algorithms to the solving of simple business applications; and use computer graphics to communicate business information.

#### 23.2121 Basic Programming S1 4CCH

*Prerequisite:* 23.1137

6 credit points

This subject provides an introduction to the fundamental concepts of the programming language called BASIC with an emphasis on structured programming.

Students learn the fundamental constructs of the BASIC programming language, apply structured programming principles in designing solutions to business-oriented problems, and code these solutions.

#### 23.2122 Database Languages S2 4CCH

*Prerequisite:* 23.2114

6 credit points

This subject develops in students the knowledge and skills needed to create database applications using commercially available database language packages.

Students learn to implement database designs in a variety of specific commercial microcomputer database systems and on a variety of microcomputers.

#### 23.1134 Fundamentals Of Computing S1 4CCH

6 credit points

This subject provides an introduction to the structure, use and operation of computers in the small business and office environment.

Students are required to demonstrate a knowledge of the nature of the computer and its peripherals, including the internal structure and internal functioning of computers. They are also introduced to small data processing systems.

#### 23.1138 Operating Systems and Communications S2 4CCH

6 credit points

*Prerequisite:* 23.1134

This subject familiarises students with the operating systems and interfaces of small computers. Students learn essential features of some standard computer operating systems such as MAC DOS, MS/DOS, PC/DOS. They are also introduced to computer codes and protocol associated with computer communication.

**23.2113 Systems Analysis****S1 4CC***6 credit points**Prerequisite: 23.1138*

This subject introduces the student to systems analysis as applied to the development of information systems on micro computers.

Students learn the fundamentals of systems and apply systems analysis to the development of business-oriented information systems for microcomputers.

**23.2117 Systems Design Project****S2 4CCH***6 credit points**Prerequisite: 23.2113, 23.2114*

This subject is designed to enable students to design, produce and implement a small computer based business program.

Students gain experience in applying software and systems design principles in the development and evaluation of a small applications project in business.

**23.1135 Small Systems Software****S1 4CCH***6 credit points*

This subject introduces the student to selected word processing packages.

Students are required to develop keyboard skills using a computer-based typing tutor.

**23.1139 Software Applications 1****S2 4CCH***6 credit points*

This subject provides an introduction to the use of spreadsheets and graphics programs with emphasis on applications in the small business and office environment.

Students learn the nature of spreadsheets and graphics programs, selected spreadsheet applications and the use of graphics programs in communicating and summarising information in the commercial environment.

**23.2114 Software Applications 2****S1 4CCH***6 credit points*

This subject provides an introduction to the use of data bases with emphasis on applications in the small business and office environment.

Students learn the nature of hierarchical and relational data bases and their application in selected commercial and professional settings.

**23.2118 Work Experience****S2***6 credit points**(2 blocks, each of 10 days)*

This subject is designed to provide monitored work experience for all students in selected business settings, especially small business settings. It requires synthesis and application of some of the practical learnings and related experiences acquired during the program.

Students undertake supervised and delegated clerical and business administration tasks, including tasks requiring competent use of microcomputers.

**23.1136 Business Mathematics and Communication****S1 4CCH***6 credit points*

This subject extends the student's previous knowledge and skills in mathematics and communication applicable to business and commercial situations.

Students explore the different modes of commercial communication and correspondence, and learn to apply mathematics, statistics and graphics to business settings.

**23.1140 Business Studies 1****S2 4CCH***6 credit points*

This subject introduces the student to standard business practices and provides knowledge of the details associated with some of these practices.

Students learn features of business organisations, goods and services, banking procedures, office systems and business documentation.

**23.2115 Business Studies 2****S1 4CCH***6 credit points**Prerequisite: 23.1140*

This subject extends the students' knowledge of office procedures and practices.

Students study the structure, procedures and operation associated with more complex business systems, including the computerisation of selected business systems.

**23.2119 Computers And People****S2 4CCH***6 credit points*

This subject considers the impact of computer and communication technology on people especially in their roles as individuals or as members of a team in the workforce.

Students study the impact of computer technology on business, government and society in general, and the implications for individuals in the workplace and in other social contexts.

**Bachelor of Education (Primary) : Stage 1****Education Studies****23.1120 Child Studies 1****S1 3CCH***4 credit points*

This subject provides an introduction to the study of children by examining childhood in the context of an overview of human development through the total life-span. Students will be introduced to techniques of child study and to some representative theories of behaviour and development.

Students gain insights into the nature of children by examining development from a life-span perspective. Theory and research are supplemented by observing and interacting with children.

**23.1127 Child Studies 2****S2 2CCH***3 credit points**Prerequisite: 23.1120*

The subject continues the study of children by focusing on learning and development in the early years, particularly middle childhood, with attention being given to the major areas



of functioning, to problems of development and to the further development of the skills of child study. The implications of developmental psychology for better teaching and learning in the primary school will be examined with emphasis on catering for individual differences. Course content emphasises major areas of functioning, including physical, cognitive, social and moral learning and development in the primary school years.

**23.2101 Socio-Cultural Contexts of Education S1 4CCH**

*6 credit points*

The subject aims to develop understanding of the socio-cultural context within which schooling occurs and of the implications of this context for professional philosophies and practices.

This subject examines the societal context within which the school system operates in Australia. The course is intended to help students develop means of analysing the societal context so that they are able to understand the implications for their own work as teachers.

**23.2106 Exceptional Children S2 3CCH**

*4 credit points*

This subject extends students' knowledge of children to the psychology and special educational needs of exceptional children including the talented, the mentally retarded, the learning disabled and children with physical and sensory handicaps.

Students examine the identification of children's learning needs and the measurements of their attainments and appropriate teaching techniques and strategies.

**23.3140 Educational Philosophy S2 3CC**

*5 credit points*

The course is concerned with students' ability to think critically about concepts, issues and problems in education.

Students are introduced to the concept of philosophy both as the history of ideas and as a critical mode of thinking.

**23.3146 Educational Contexts S1 2CC**

*3 credit points*

This subject focuses upon the context in which primary education takes place in Australia. The course examines the political, economic, social, historical, psychological, philosophical and legal factors that influence teaching and learning in the primary school.

Students in this course will analyse the structure and function of the various organisations, pressure groups and other variables that influence the primary school systems in New South Wales.

**Teaching Studies**

**23.2121 Teaching And Learning 1 S1 3CCH**

*4 credit points*

This subject introduces students to the basic principles of teaching and learning in primary classrooms and provides an opportunity for students to develop competence in a range of basic skills and behaviours. This subject also serves as a

preparation for students' first block practice teaching experience.

Students will focus on three sets of teaching behaviours: presenting information; seeking participation; class management and organisation.

**23.1128 Teaching And Learning 2 S2 2CCH**

*3 credit points*

*Prerequisite: 23.2121.*

This subject aims to consolidate basic principles of teaching and learning in the classroom. It will provide students with an understanding of the general psychological contexts in which learning occurs as well as giving special attention to different approaches to learning and class management. Students will have an opportunity to further develop the skills introduced in Teaching and Learning 1.

Course content emphasises general principles of learning, together with contrasting theoretical approaches to learning and management. Theory and research are supplemented by the application of major theories to teaching and management.

**23.2102 Teaching And Learning 3 S1 3CCH**

*4 credit points*

This subject aims to help students develop more complex skills of teaching and to integrate the basic skills learned previously in developing more flexible and innovative settings for teaching and learning in the classroom.

Students in this course will be introduced to a variety of teaching and learning styles, factors that influence classroom relations and communication and to the theory and practice of grouping, individualising instruction and classroom organisational patterns.

**23.1122 Media Usage S1 2CCH**

*2 credit points*

This is a practical introductory subject to provide students with basic equipment competencies and an awareness of the value of media materials in the classroom.

Students will be given the opportunity to develop skills in the production and application of a range of basic classroom media, so that their teaching is facilitated and so that they may produce and evaluate software appropriate for a range of curriculum settings.

**23.2107 Curriculum Design, Measurement And Evaluation S2 3CCH**

*4 credit points*

The subject is designed to assist students to gain knowledge of the many factors involved in curriculum development and to begin to apply various curriculum theories and design techniques to relevant educational contexts.

Students are introduced to the processes of curriculum design and development and a range of educational issues that affect curriculum and the teacher's role as curriculum developer. Opportunities will exist to apply knowledge about how to plan a curriculum, to analyse elements contained in existing curricula, and use techniques to monitor the impact of curriculum upon pupils, and pupil progress, within particular subject areas.

## Curriculum Studies

**23.1123 Language Studies 1****S1 2CCH***2 credit points*

This subject will provide a theoretical model of early language acquisition and development as the basis for effective language learning experiences K-6. This framework will also provide an understanding of the interdependent nature of the language arts. Through developing an understanding of language acquisition as a process, the students will be guided towards insights concerning the integrated nature of language processing, leading to an understanding of the communication needs of the child and the use of appropriate curriculum resources.

**23.1129 Language Studies 2****S2 2CCH***3 credit points**Prerequisite: 23.1123*

This subject seeks to provide a theoretical basis and practical experiences through which opportunities for effective writing may be developed for children in K-6. Particular emphasis will be placed on the student's own writing abilities as a focus for encouraging the development of children's writing.

Students use a range and variety of writing, by themselves and others, particularly children, as a focus for understanding children's writing development. Classroom experiences and organisation will be emphasised.

**23.2103 Language Studies 3****S1 3CCH***4 credit points**Prerequisite: 23.1129*

This subject is designed to provide a theoretical basis and practical application for literacy development.

From an analysis of children's reading and the student's own reading, the course will provide both a theoretical basis and practical experiences for helping children who are learning to read and write.

**23.3142 Language Studies 4****S1 2CC***3 credit points/H**Prerequisite: 23.2103*

The subject is designed to give an understanding of the theory and practice of Drama in Education.

Using theoretical discussion and practical workshops, students learn about the nature of Drama in an educational setting and how it may be used to foster children's learning.

**23.3172 Language Studies 5****S2 2CCH***3 credit points**Prerequisites: 23.3142*

The subject is designed to extend students' knowledge of children's literature, their writers and content, by presenting a number of bases from which selected books can be studied in depth. In addition the course will examine specific strategies for using children's books in classrooms.

Students read a wide range of children's literature and learn how to encourage children to read both extensively and intensively.

**23.1124 Mathematics 1****S1 2CCH***3 credit points*

This subject introduces the student to the fundamentals of Mathematics K-6 and concentrates on establishing the fundamental understandings, skills and approaches which form the basis for teaching and learning mathematics.

This and following mathematics courses concentrate on an approach to the teaching and learning of mathematics which emphasises the teaching of useful and meaningful mathematics. Particular attention is placed on developing problem solving skills and the development of understanding in mathematics.

**23.2104 Mathematics 2****S1 3CCH***5 credit points**Prerequisite: 23.1124*

This subject covers the primary school mathematics areas dealing with numeration and algorithms for whole and rational numbers. In addition the skills developed are applied to measurement and money in problem solving situations.

This subject concentrates on an approach to the teaching and learning of mathematics which emphasises the teaching of useful and meaningful mathematics. Particular attention is placed on developing problem solving skills and the development of understanding in mathematics.

**23.3144 Mathematics 3****S1 3CCH***4 credit points**Prerequisite: 23.2104*

This subject covers the areas of K-6 mathematics not covered in the previous courses. In addition to covering new content time is spent on special situations in the teaching of mathematics such as assessment and evaluation, the atypical child and programming of mathematics.

This subject concentrates on an approach to the teaching and learning of mathematics which emphasises the teaching of useful and meaningful mathematics. The work undertaken extends the professional development of students to cover programming and evaluation as well as providing enrichment of some content areas.

**23.1126 Art/craft 1****S1 2CCH***3 credit points*

This subject strengthens the students' own visual education while developing the knowledge and skills related to teaching art and craft in the primary school.

It is designed to increase the students' personal visual awareness through participation in a series of expressive exercises while at the same time developing a knowledge of the teaching of art and craft in the primary school.

**23.2105 Art/craft 2****S1 2CCH***2 credit points*

This subject extends students' abilities in art and craft teaching. Emphasis is given to the planning and sequencing of teaching/learning experiences, taking into account the children's stages of development.

It will extend students' practical knowledge and skills of art and craft in workshop situations which will support their investigation of sequence and organisation of content of units of study.

## 23.3143 Art/craft 3

S1 2CCH

### 3 credit points

This subject will continue to extend students' abilities in art and craft teaching. Emphasis is given to the planning and sequencing of teaching/learning experiences, taking into account the children's stages of development.

Students will be given opportunity to increase their experiences in art and craft, plan term units and discuss the art and craft from various cultures.

## 23.3173 Computer Awareness And Media Studies

S2 2CCH

### 3 credit points

This subject is intended to provide students with background and experiences in computer and media studies for themselves in their dual role of teacher and user.

This subject covers the influence and application of new media, communication and information technology on the individual, society and education.

## 23.3145 Health And Personal Development

S1 or S2 2CCH

### 3 credit points

This subject is designed to increase students' understanding of health as it affects themselves, the children they teach and the community at large.

Students will examine the major factors that influence the health and personal development of children in the primary school (K-6).

## 23.1132 Music 1

S1 2CCH

### 3 credit points

This subject is essentially practical, offering a carefully structured sequence of experiences which are fundamental to the teaching and learning of music in the classroom.

## 23.2111 Music 2

S2 2CCH

### 3 credit points

This subject builds upon the activities in Music 1 to further develop the students' individual skills and assist in their understanding of suitable music activities for K-6 children.

Music skills and teaching methods explored in Music 1 are consolidated and extended in this course.

## 23.1131 Physical Education 1

S2 2CCH

### 3 credit points

This subject is designed to provide the theory and practice necessary for teaching the fundamental skills of physical education in the games program years K-6.

Students develop an understanding of how motor learning takes place and learn selected techniques for teaching appropriate physical education activities for children in years K-6.

## 23.2110 Physical Education 2

S1 or S2 2CCH

### 3 credit points

This subject is designed to provide the theory and practice necessary for teaching the fundamental skills of physical education in the gymnastics and dance program for years K-6. Students develop an understanding of the concepts of

movement education and its role in motor skill development, specifically through the utilisation of gymnastics and dance movement forms.

## 23.1130 Science 1

S2 2CCH

### 3 credit points

This subject deals with the development of the ability to plan and teach K-6 science as a child centred, activity-based subject. Emphasis is placed on an inquiry approach where concepts are developed through first-hand experience.

Science for primary schools is developed as direct investigation concerned with discovering concepts and developing skills, attitudes, feelings and values.

## 23.2108 Science 2

S2 2CCH

### 3 credit points

The subject is concerned with the student's ability to plan units and lessons in K-6 science while currently developing the understanding of the environment. Emphasis is placed in the concepts, skills, attitudes and values contained in the N.S.W. Department of Education K-6 Science Curriculum Policy Statement, 1980.

Students will plan and develop units for K-6 science based on content while emphasising methods of inquiry.

## 23.1125 Social Studies 1

S1 2CCH

### 4 credit points

This subject examines the Guidelines and the teaching of Social Studies in the Primary School. Attention would be given to the importance of people in their relationships and diverse environmental settings.

Students investigate a range of policy documents which relate to the teaching of Social Studies and involves inquiry into persons, relationship and the environment.

## 23.2109 Social Studies 2

S2 3CCH

### 4 credit points

This subject is designed to extend students' knowledge and understanding of teaching about society and change.

The course further develops professional skills and competencies in curriculum planning, unit writing and evaluation.

Students learn about the importance of people perspective viewed in such terms as programs, units, strategies, developments and change.

## Curriculum Electives

### 23.3161 Curriculum Elective: Art

S2 2CCH

### 4 credit points

This subject is intended to provide students with the opportunity to develop more advanced art skills, which they will apply to the planning and organisation of creative learning situations relevant to Primary Art Education.

Students learn more advanced skills in selected media and examine the possibilities for implementing the media and processes in the classroom. Students develop an understanding of the concepts of movement education and its role in motor skill development, specifically through the utilisation of gymnastics and dance movement forms.

**23.3162 Curriculum Elective: Child Health S2 2CCH**

*4 credit points*

This subject aims to prepare students for a possible role as the health resource person in a school and its community.

Genetic and environmental factors which adversely affect normal development will be considered with special emphasis on the problems which result from neglect, deprivation and abuse.

**23.3163 Curriculum Elective: Crafts For Exceptional Children S2 2CCH**

*4 credit points*

*Prerequisite: 23.3143*

The workshop will allow students to plan and teach a program of craft designed for the needs of exceptional children in the context of the normal primary school environment.

Students will build upon their knowledge and skills of art/craft curriculum planning by focusing upon a specific area of interest in craft education and planning and implementing a short-term craft curriculum for children with special needs.

**23.3164 Curriculum Elective: Language Across The Curriculum S2 2CCH**

*4 credit points*

This subject provides students with opportunities to plan and implement language programs across the curriculum for small groups of children, or whole classes of children.

**23.3165 Curriculum Elective: K-2 Focus S2 2CCH**

*4 credit points*

This subject requires the student to examine the role of the K-2 teacher in facilitating pupil growth. It will encompass consideration of the importance of appropriate early experiences, environments and curricula for the child's attitude to learning, and for academic performance and social behaviour.

**23.3166 Curriculum Elective: 3-6 Focus S2 2CCH**

*4 credit points*

This subject aims to provide an integrated approach to curriculum and policy issues associated with teaching in the years 3-6. Its focus is on the inter-relatedness of curriculum areas, the relationships between curriculum and policy and how these are used in planning and programming. Students examine current educational policies which promote integrated programs and selected educational resources which can support them.

**23.3174 Curriculum Elective: Mathematics S2 2CCH**

*4 credit points*

*Prerequisite: 23.2104*

This subject allows students the opportunity to extend their knowledge of some content areas in Primary Mathematics, and to explore methods of teaching that content. The needs of the students will determine the areas to be treated.

**23.3175 Curriculum Elective: Music S2 2CCH**

*4 credit points*

It is intended that this subject will be flexible in its presentation to provide areas of emphasis according to the needs, interests and abilities of the individual student.

Participation in the subject will enable students to further develop their understanding and application of the principles of voice production and individual skills of instrumental playing and plan suitable experiences contributing to the musical growth of primary school children. The content will be designed to meet the needs of individual students and the group as a whole although it will contain a central core.

**23.3167 Curriculum Elective: Physical Education S2 2CCH**

*4 credit points*

This subject is designed to provide students with the opportunity to develop an in-depth theoretical and practical knowledge of a selected area of study.

Selection will be made from the following areas: fitness, games coaching, children's dance, gross motor development or athletics. Content will vary according to the area selected and the particular focus selected.

**23.3168 Curriculum Elective: Religious Education (Christian) S2 2CCH**

*4 credit points*

This subject is designed to introduce students to the experiential method of religious education, and to apply this method in using the child's experience to involve him in the process of becoming a Christian person.

Students examine the psycho-social development of the child in relation to key Christian concepts and the way in which various teaching methodologies contribute to the development of a Christian person.

**23.3169 Curriculum Elective: Religious Education (Jewish) S2 2CCH**

*4 credit points*

The aim of this subject is to demonstrate that a central aspect of Judaic Studies within Jewish Education is education in the Jewish Religion.

Students examine the range and diversity of Jewish Education and the way in which that education is implemented.

**23.3170 Curriculum Elective: Science S2 2CCH**

*4 credit points*

This elective subject consolidates and develops some of the more important and interesting content areas of K-6 Science, and in addition provides associated background knowledge and teaching resources.

Students will be given the opportunity to improve their competence in the design and planning of science curriculum and units using a variety of inquiry techniques.

**23.3171 Curriculum Elective: Social Studies S2 2CCH**

*4 credit points*

This subject is designed to allow students to pursue a special interest in Social Studies.

Students develop their special interest areas in Social Studies after sampling important recent trends, curriculum resource material and approaches to the teaching of Social Studies.

**23.3176 Curriculum Elective: Methods And Resources In Community Language Teaching S2 2CCH**

*4 credit points*

This subject aims to give bilingual students the opportunity to prepare for teaching in a bilingual or community language program, and to begin developing language specific resources for such teaching.

The subject concerns policy and funding issues for community language programs, as well as an examination of the sociolinguistics of minority language development maintenance and transmission, with particular emphasis on methodologies in resource development for community language teaching.

**Curriculum Workshops**

**23.3148 Curriculum Workshop: Australia's Heritage S2 2CCH**

*4 credit points*

This curriculum workshop is designed as a culminating experience in social studies education for the pre-service teacher education student. This subject will consist of two strands:

- A. A brief study of Australia's social environment, selecting major themes.
- B. Students will develop a social studies unit based on their own individual research from selected topics studied in the above strand.

**23.3149 Curriculum Workshop: Computers In The Classroom S2 2CCH**

*4 credit points*

This subject aims to develop an awareness of the role of computers in education and the primary classroom in particular. The approach will emphasise the dual nature of the student as both learner and teacher.

The course is intended to extend the student's knowledge and experience in using computers in education and complement the Computer Awareness and Mass Media Studies course.

**23.3150 Curriculum Workshop: Environmental Education S2 2CCH**

*4 credit points*

This subject prepares students for the implementation of environment education across the curriculum. Appropriate attention is devoted to understanding the environment, the principles and practices of environmental education and the production of teaching resources. Students will achieve basic understandings about the environment and will become familiar with the developments in environmental education, applying these to the preparation of environmental resource materials.

**23.3151 Curriculum Workshop: Health Promotion In The School S2 2CCH**

*4 credit points*

This workshop is intended to involve students in program examination, evaluation, development and design. It is in

tended to encourage students to use a greater range of skills in the implementation of health promotion and personal development programs.

**23.3152 Curriculum Workshop: Judaic Studies K-6 S2 2CCH**

*4 credit points*

This subject aims to provide an integrative approach to the curriculum issues associated with teaching Judaic Studies in the years K-6. Its focus is on the inter-relatedness of curriculum areas and the use of these inter-relations in programming.

**23.3153 Curriculum Workshop: Making Music S2 2CCH**

*4 credit points*

It is anticipated that students who elect this course will have varied interests and may wish to focus on diverse aspects of music making within primary music education. It is therefore intended that the subject should be as flexible as possible to accommodate this diversity.

**23.3154 Curriculum Workshop: Multicultural Education S2 2CCH**

*4 credit points*

This subject is designed to give students who have a particular interest in education for a multicultural society an opportunity to develop specialist curriculum packages that will contribute to the attainment of objectives contained in the N.S.W. Multicultural Education Policy Statement.

**23.3155 Curriculum Workshop: Non-government Schooling S2 2CCH**

*4 credit points*

This subject is designed to provide an integrated approach to the issues associated with teaching in a non-government school. Students examine the diversity of non-government education in relation to its ability to meet the needs of the community.

**23.3156 Curriculum Workshop: Non-sexist Education S2 2CCH**

*4 credit points*

Students will explore the nature of sexism and its influence in society and particularly in schools. A wide variety of ideas, strategies and resources will be developed to promote equality of educational experience.

The nature and source of sexism in society in general, and schools in particular, and the value of non-sexist education are treated. Sexist practices in schools are explored. Current curricula are examined and emphasis is given to developing ideas, strategies and resources to promote equality of educational experience.

**23.3157 Curriculum Workshop: Sports Administration S2 2CCH**

*4 credit points*

The aim of the subject is to introduce students to sports administration and organisation and its application to school sports administration.

Students will study selected aspects of administrative theory and its application to sports administration in schools.

**23.3158 Curriculum Workshop: Teaching English As A Second Language S2 2CCH**

*4 credit points*  
*Corequisite: 23.3316*

The subject is designed to increase students' sensitivity to the language needs of children for whom English is a Second Language, and to develop competencies required in the teaching of English as a Second Language in the infant and primary classroom.

**23.1159 Curriculum Workshop: Theatre For Children S2 2CCH**

*4 credit points*

The subject is designed to give the student practical experience in the production and performance of a theatrical presentation for child audiences.

Students learn the nature and scope of Children's Theatre and Theatre in Education through practical experience in devising a production for child audiences.

**23.3160 Curriculum Workshop: Video Production S2 2CCH**

*4 credit points*

This subject is designed to provide students with the skills and insights to be able to produce video materials appropriate for classroom use.

This subject is predicated upon previous exposure to classroom video materials, and upon the need for a thorough grounding in basic production and planning techniques for low budget milieu.

**School Attachments****23.3301 School Attachment For Adapted Physical Education (primary) S2 2CCH**

*3 credit points*

This school attachment provides students with an opportunity for more advanced teaching in the school and is specifically concerned with teaching gross motor activities to children who have a learning difficulty and those who are considered "clumsy". Involvement in school attachment is aimed at developing understandings and competencies at an advanced level in the teaching of Physical Education.

**23.3302 School Attachment For Art And Craft S1 or S2 2CCH**

*3 credit points*

*Prerequisite or Corequisite: 23.3143*

This subject is designed to give students practical experience in planning, implementing and evaluating an art or craft curriculum unit.

Students learn how to investigate pupil readiness for art and craft activities, work in small groups to prepare art and craft units, progressively teach the units, and evaluate instructional effectiveness and pupil achievement.

**23.3303 School Attachment For Diagnostic Teaching S1 or S2 2CCH**

*3 credit points*

The subject is designed for the application of diagnostic procedures and a prescriptive teaching process in certain basic skill areas in a classroom setting.

This school attachment program provides students with an opportunity for more advanced teaching of small groups of children in the schools and is specifically concerned with diagnostic teaching in the skills areas of subjects such as mathematics and reading.

**23.3304 School Attachment For Drama In Education S1 or S2 2CCH**

*3 credit points*

This school attachment aims to apply principles and skills gained in the Language Studies 5 course. Students will be given practical first hand experience in teaching drama in the classroom.

Students select appropriate methods and a range of suitable drama techniques within a mode compatible with the program of drama lessons planned.

**23.3305 School Attachment For Exceptional Children S1 or S2 2CCH**

*3 credit points*

The aim of this subject is to help students operate a teaching program for a child with special needs in a normal primary school or in a special class.

Students will teach children described as "exceptional" or "atypical".

Students learn to apply various diagnostic, assessment and remediation techniques and strategies to meet the needs of exceptional children in the regular class or special class/school.

**23.3306 School Attachment For Health Education S1 or S2 2CCH**

*3 credit points*

This school attachment provides students with an opportunity to gain practical experiences in the school setting in developing curriculum tasks and applying teaching skills in the area of Health Education.

The content of this subject will vary depending on students' particular interests, pupils' needs in the participating schools, the school setting and the pupils' year level and performance.

**23.3307 School Attachment For Judaic Studies S1 or S2 2CCH**

*3 credit points*

This subject provides for practical experiences flowing directly from the Judaic Studies course. By working with staff and children in a school situation the students will be in a position to develop and implement programs relating to all the component parts of Judaic Studies.

The subject will be directed to the various components of the Judaic Studies course including language, resources and programming.

## **23.3308 School Attachment In Language Curriculum Studies S1 or S2 2CCH**

### *3 credit points*

This subject provides practical experiences which build on the foundations laid in the curriculum courses, Language Studies 1-4. Students will develop and implement a program using effective classroom language learning experiences. The approach may be integrated or specifically focused on an aspect which may involve speaking, listening, reading, or writing activities for a particular class of children.

Students develop, implement and evaluate an aspect of a school language program.

## **23.3309 School Attachment For Language Development In Multicultural Classrooms S1 or S2 2CCH**

### *3 credit points*

This subject aims to give students practical experience in at least one aspect of meeting the language needs across the curriculum of children in multicultural classrooms.

## **23.3310 School Attachment For Mathematics S1 or S2 2CCH**

### *3 credit points*

This subject provides the student with an opportunity for more advanced teaching in mathematics or computing to small groups of children in conjunction with the classroom teacher.

Students will plan and teach an integrated mathematics or computing unit.

The unit may involve some special group of children such as O.C. or E.S.L. children.

## **23.3311 School Attachment For Music S1 or S2 2CCH**

### *3 credit points*

This subject is designed to give students the opportunity to develop understandings and competencies related to music education at an advanced level and to apply those competencies in a practical classroom situation.

The course is especially concerned with the involvement of primary school pupils in practical music making experiences and extension of the child's creative abilities.

## **23.3312 School Attachment For Non-government Schooling S1 or S2 2CCH**

### *3 credit points*

This school attachment aims to further the students' knowledge of the teacher's professional role beyond the classroom in the non-government schools.

The content of this subject will depend largely upon the individual interests of the student. Each student will be attached, in an associate role, to a position which may include: school choir master/mistress; games coach; outdoor education supervision; residential house master/mistress; co-ordinator of religious studies.

## **23.3313 School Attachment For Physical Education S1 or S2 2CCH**

### *3 credit points*

The school attachment provides students with an opportunity for more advanced teaching in the school, specifically concerned with subject teaching in Physical Education.

The content of this course will vary depending on students' interests, pupils' needs in participating schools, the school setting, and the children's level of performance.

## **23.3314 School Attachment For Science S1 or S2 2CCH**

### *3 credit points*

This subject provides the student with an opportunity for more advanced teaching in science to small groups of children in conjunction with the classroom teacher.

Students will plan and teach an integrated science unit. The unit may involve some special group of children such as O.C. or E.S.L. children.

## **23.3315 School Attachment For Social Studies S1 or S2 2CCH**

### *3 credit points*

The attachment is designed to enable students to become directly involved with social studies in the classroom, to participate in the implementation of school-based curriculum planning, and to refine their teaching skills.

Students accept responsibility for teaching all or part of a Unit within the school-based curriculum, undertake a self-evaluation of their teaching, and investigate the social studies resources within the school.

## **23.3316 School Attachment For Teaching English As A Second Language S1 or S2 2CCH**

### *3 credit points*

*Corequisite: 23.3158*

This subject is designed to give the student practical, first-hand experience in teaching English as a second language and to complement the Curriculum Workshop in Teaching English as a Second Language.

Students will develop and evaluate materials appropriate to their particular teaching situation. The student will work with an E.S.L. teacher and, depending on school policy and organisation, may be teaching either in a withdrawal situation or in a team-teaching 'mainstream' classroom.

## **23.3317 School Attachment Looking In Classrooms S2 2CCH**

### *3 credit points*

This subject is designed to enable students to develop skills in the observation and analysis of classroom teaching and to design learning experiences for children based on their observation and analysis.

This school attachment provides students with an opportunity to further develop their own teaching through the acquisition and application of observation, analysis and planning techniques.

## **Bachelor of Education (Primary): Stage 3**

## **23.4301 Innovation And Research S1 3CCH**

### *6 credit points*

This subject examines innovation and research as processes in which teachers must be equipped to participate. The study of the innovation process highlights the stages in the

development, implementation and diffusion of innovation throughout a school or an educational system. Research is presented as an integral component of innovative activity, emphasis being given to the understandings and competencies required for using the products of educational research and for undertaking action research and evaluation in the classroom.

Students will study the various dimensions in the innovation process and explore in detail factors that facilitate and hinder successful innovation. To place innovation in a practical context students are introduced to the steps and variables involved in educational research and undertake a small-scale action research project.

**23.4302 Advanced Workshop in Integrated Language S1 3CCH**

*6 credit points*

This subject refines students' understanding of the nature of spoken and written language and how it may be used in all curricula for primary school children. Students must have access to a primary school class to undertake the practical requirements of this course.

**23.4316 Contemporary Issues in Primary EducationS 2 3CCH**

*6 credit points*

The subject is designed to examine substantial issues which arise from the practical experiences of primary classroom teachers.

The emphasis is on bringing theoretical perspectives, researched knowledge, and experiential data to bear on preferred solutions to the problems generated by such issues. Students learn to identify, analyse, and debate the merit of solutions to contemporary issues concerning primary education. As the issues which concern primary educators are for ever changing the course focuses on process.

That is the ability to identify legal and ethical issues, take positions, explore stances, refine and qualify positions and then test those positions in a public forum. The issues and problems to be examined will be determined by the students in consultation with the lecturer.

**23.4317 Education Elective: Educational Psychology S2 3CCH**

*6 credit points*

This subject will focus on recent influences and applications of psychology to education and educational decision making. Within this framework students select areas of study for individual or group specialisation.

All students will be introduced to the influence, past and present, or psychology on education. Recent research in psychology of relevance to education and educational decision making will be reviewed.

**23.4318 Education Elective: Sociology Of Education S2 3CCH**

*6 credit points*

This subject will enable students to extend previous understanding of the social context of schooling. Using sociological perspectives, students will critically analyse current issues in Australian society and education.

Students will be expected to further develop their knowledge of research methods for sociological investigation and action research and become more thoroughly acquainted with research literature and major reports dealing with social issues and problems affecting education.

**23.4319 Education Elective: Philosophy Of Education S2 3CCH**

*6 credit points*

The subject is designed to provide students with an opportunity for detailed examination and analysis of the bases of major criticisms of contemporary schooling.

Students review their understanding of philosophical analysis and their application of critical thinking to the evaluation of schooling aims and practices.

**23.4320 Education Elective: History And Comparative Education S2 3CCH**

*6 credit points*

This subject aims to foster further awareness and understanding of major forces which influence educational policy and practice through study of selected issues in the development of education in Australia and overseas.

The course will examine aspects of Australian education, particularly primary education, from historical and comparative perspectives. The universality and continuity of forces and factors will be an underlying theme.

**23.4336 Special Education S1 3CCH**

*6 credit points*

The subject is designed to further teachers' knowledge of teaching strategies and systems and techniques designed to meet children's special education needs.

Teachers' knowledge about assessment and diagnosis of children's special needs is linked to a broadened appreciation of available curriculum materials suitable for classroom interventions.

**23.4337 Literacy Development S1 3CCH**

*6 credit points*

This subject seeks to provide both a practical and a theoretical basis through which opportunities for learning about literacy may be developed. Particular emphasis will be placed on the students' processes of learning, so that they may be more aware of literacy learning in young children.

Students will read, appraise and discuss current reading in literacy-related areas before observing, describing and evaluating children's language growth.

**23.4338 Curriculum Design And Development S1 3CCH**

*6 credit points*

This subject offers students an opportunity to become involved in the multi-faceted task of curriculum design and to expand their notions of planning for a total school environment. It also offers students a context for increasing their awareness of the differing expectations which various communities have for their children.

Models and theories of curriculum development, the scope of curriculum development and factors which facilitate and inhibit curriculum development are examined.



**23.4341 Curriculum School-based Project S2 3CCH pw)**

*6 credit points*  
*Prerequisite: 23.4338*

This subject will use the skills and understandings developed in Contemporary Issues and Research and Development. The curriculum framework, theory and skills developed in Curriculum Design and Planning will be used by students in their construction of a curriculum module, and in implementation and evaluation of that module in an educational setting. The subject provides an opportunity for students to engage in a co-operative task as curriculum planners and to display their advanced skills in curriculum construction and analysis. The curriculum school-based project draws in an integrated manner upon the students' total experience in the degree program and in developing their expertise as professionals in teaching.

**23.4340 Educational Administration S2 3CCH**

*6 credit points*

This subject aims to introduce students to aspects of school organisation and administration that will lead to a fuller understanding of schools as complex organisations and of the dynamic forces interacting upon and within schools that promise or hinder their effective operation.

Students will study selected aspects of organisational theory that promote effective school management. The subject focuses upon interpersonal relations and communication, leadership styles, decision making and evaluation theory and practice within the schools.

**23.4339 Independent Study S2 3CCH**

*6 credit points*  
*Prerequisite: 23.4301*

This subject offers students the opportunity to extend knowledge and skills gained in the study of earlier courses and in the practice of teaching. Students study in depth a particular aspect of education. They may carry out a theoretical study which involves the retrieval and synthesis of resource material or they can undertake a field study of action research study.

Students will select a topic in the field of education related to their interests and professional involvement. They will prepare and present a substantial and scholarly essay or report.

**23.4303 - 23.4315 Curriculum Electives 3CCH**

*6 credit points*

See Schedule of Subjects for Stage 3, Primary Education on p.25

**23.4321 - 23.4335 Curriculum Workshops**

*6 credit points*

See Schedule of Subjects for Stage 3, Primary Education on p.25.

## Sport and Leisure Studies

### Associate Diploma of Applied Science (Recreation Servicing)

**33.2210 Human Development S1 2CCH**

*3 credit points*

The subject is designed to give an overview of development during the years from conception to adolescence. Students learn selected techniques of child study and examine the nature of the course of development from conception to adolescence from the standpoints of theory, research, observation and personal experience.

**33.2211 Human Development 2 S2 2CCH**

*3 credit points*

*Prerequisite: 33.2210.*

This subject provides students with the deeper understanding of the behaviour and development of individuals during the adult years. Students examine the nature and course of human development from early adulthood to death by examining the changes and associated events and issues arising at each stage.

**33.2813 Community Studies 1 S1 2CCH**

*3 credit points*

This subject will introduce students to the basic concepts of sociological study and its application to community health and leisure patterns in Australian society.

Course content emphasises aspects of culture and society; socialisation; social patterns and institutions; social stratifications; and social and technological change.

**33.2814 Community Studies 2 S2 2CCH**

*3 credit points*

This subject provides students with a more extensive overview of life style patterns and their influence on community health.

Content emphasises aspects of health and the quality of life; physical activity and health; nutrition and weight control; licit drugs; and coping with stress.

**33.2301 Communication 1 S1 2CCH**

*3 credit points*

This subject emphasises the building of students' confidence and the development of their skills specific to effective communication. The course introduces aspects of communication theory and gives participants wide practical experiences in a range of communication modes.

Content focuses on inter personal communicative skills and skills in person-to-group and person-to-institution communication.

**33.2302 Communication 2 S2 2CCH**

*6 credit points*

This subject further develops students' communication skills with regard to self, interpersonal and person-to-group modes. Students are also introduced to aspects of information theory in its relationship to individual experience of institutions.

Content is built around communication workshops, introduces drama-related activities and furthers students' experience of journal writing using themes related to Exercise Science.

### **33.2811 Administration Studies 1 S1 2CCH**

*3 credit points*

This subject introduces students to the formal study of the theory and practice of administration.

The content explores selected theories useful in explaining administrative functioning, variables associated with administrative behaviour and aspects of decision-making and communication networks.

### **33.2812 Administration Studies 2 S2 2CCH**

*3 credit points*

*Prerequisite: 33.2811*

This subject is designed to further students' understanding of the theory and practice of administration by focusing on particular administrative procedures and techniques. Students' studies emphasise methods of publicity and promotions; aspects of the law in relation to organisations and employees; financial administration; and committee structures and their functioning.

## **Specialist Studies**

### **33.8612 Introduction to Leisure and Recreation S1 4CCH**

*6 credit points*

This subject is designed to introduce students to the study of leisure and recreation so that they become familiar with basic concepts, parameters, issues and applications relevant to the field.

Students will develop a basic understanding of leisure and recreation and society, become familiar with the literature pertaining to the field and aware of the strategies and techniques for accessing information relating to the field.

### **33.8613 Recreation in Society S2 4CCH**

*6 credit points*

This subject is designed to develop students' understanding of the place of recreation and leisure. It provides a focussed perspective on the development of contemporary society, examines leisure in relation to Australian cultural norms and through analysis of the changing structure of social patterns explores the future of leisure and recreation.

### **33.8614 Recreation Leadership S1 4CCH**

*6 credit points*

*Prerequisite: 33.8612*

This subject is designed to introduce the student to the role of the recreation leader in a variety of recreation settings.

Students study and experience the role of the recreation leader as a coach, teacher, demonstrator, referee and motivator. They are required to demonstrate knowledge of minor games and lead-up games associated with popular Australian sports and with the selection of indoor games and activities.

### **33.8615 Recreation Programming S2 3CCH**

*3 credit points*

The purpose of this subject is to consolidate students' understanding of material presented in the recreation activity courses and relate the material to program planning.

Students are required to demonstrate skill in planning recreation programs for diverse populations in a variety of settings.

### **33.8616 Dance for Recreation S1 2CCH**

*3 credit points*

This subject provides a practical introduction to dance as a social activity, an avenue of creative expression and an enjoyable study of particular movement styles.

Students participate in technique classes in social dance, folk dance and square dance. They explore movement experiences especially via the work of Laban and learn basic teaching strategies.

### **33.8617 Sports for Recreation S2 2CCH**

*3 credit points*

The subject is designed to provide participants with knowledge of and experience in a selected number of individual and team type sports. It will develop personal abilities and skills to enable participants to coach the sport at an elementary, recreational level.

Sports will be selected from golf, bowls, ten-pin bowls, tennis, badminton and squash; and from hockey, soccer, netball, volleyball, rugby and cricket.

### **33.8618 Art/crafts For Recreation S2 4CCH**

*6 credit points*

This subject is designed to develop basic skills in art and crafts and appropriate teaching strategies in the arts to cater for the creative needs of children, adults and the aged.

Students participate in skills workshops and experiences in planning units of work, as well as learning to structure workshops for different groups.

### **33.8619 Outdoor Recreation 1 S1 4CCH**

*6 credit points*

This subject is designed to provide students with an understanding and appreciation of land based outdoor recreation activities. It will differentiate between traditional competitive team games and leisure type activities.

Students study and participate in camp craft, bushwalking/backpacking, abseiling, rock climbing and caving. They are required to demonstrate survival techniques for land based outdoor recreation activities and skills in bike education, and are made aware of environmental education resources.

Students will be required to undertake some work outside the normal lecture schedule.

### **33.8620 Outdoor Recreation 2 S1 4CCH**

*6 credit points*

This subject is designed to introduce the students to a variety of popular water based activities emphasising participation and safety. Students develop skills in canoeing and sailing,

snorkelling, scuba diving, water safety, aquarobics and other water sports.

Students will be required to undertake some work outside the normal lecture schedule.

### **33.8621 Outdoor Recreation 3 S2 4CCH**

*6 credit points*

This subject is designed to complete the sequence of outdoor recreation course units by having students examine in greater depth the principles of land and water based activities.

Students are required to participate in outdoor recreational activities at a more advanced level of proficiency, to demonstrate skills of supervision and leadership and to communicate their understanding of ecological issues concerned with recreational use of natural resources.

Students will be required to undertake some work outside the normal lecture schedule.

### **33.8622 Psychology Of Disability S1 2CCH**

*3 credit points*

This subject explores the psychological dimensions of illness and disability.

Students examine the application of psychological principles to the disabled in the general community and to those people requiring a specialised environment to meet their needs.

### **33.8623 Adaptive Recreation 1 S2 2CCH**

*3 credit points*

This subject provides an overview of appropriate and individualised active recreational activities for the disabled, so that recreational pursuits can be an integral part of the disabled person's lifestyle. Students are required to demonstrate ways of adapting recreational activities for disabled people taking into account the physical, mental, emotional and social status of the participant.

### **33.8624 Adaptive Recreation 2 S2 2CC**

*3 credit points*

This subject investigates the nature and description of selected disabilities as they affect physical recreation. This closer examination of the disability is designed to reveal a person's potential for movement, the safety precautions necessary and the need for individualised standards in performance.

Students are required to organise and plan for suitable, satisfying leisure activities for some disabled individuals.

### **33.8625 Leisure For The Aged 1 S2 2CCH**

*3 credit points*

This subject provides an overview of the changes and associated events and issues which occur during old age as they affect recreation and leisure patterns.

Students are led to understand the value of recreation for the aged. They examine their need for individualised recreation programs and their leisure and recreation options, while focusing both on these activities and on the nature and characteristics of the recreation participants.

### **33.8626 Leisure For The Aged 2 S2 2CCH**

*3 credit points*

This subject provides students with a deeper understanding of the behaviour and leisure patterns of the aged.

Students learn selected techniques of recreational management and examine the varied responses of the aged to active and passive leisure pursuits in different group settings.

## **Supportive Studies**

Students may undertake Program-specific Supportive Studies course units or selected Specialist Studies from a Sports Science strand which is not their specialisation. Alternatively, subject to the approval of the Program Director, they may elect as Supportive Studies selected subjects from the Associate Diploma in Arts or from the College's schedule of General Studies. Students must complete three subjects regardless of whether they elect any subject with an academic weighting of more than 3 credit points.

## **Program-specific Supportive Studies:**

### **33.5873 Leisure Activities S1 2CCH**

*3 credit points*

This subject introduces students to a variety of activities which cater for individual and group preferences for use of leisure time.

Students are required to study and participate in leisure activities of a physical kind ranging from relaxing to strenuous, quiet to exciting, and covering indoor and outdoor situations or situations which range from no equipment being required to requirement for highly specialised equipment.

Students gain a knowledge of recreation preferences of others and undertake a self evaluation of their own preferences in satisfying use of their leisure time.

Part or all of this subject may be taught outside normal lecture hours and at venues other than at the School.

### **33.5872 Racquet Sports S2 2CCH**

*3 credit points*

This subject introduces students to the rules, skills and tactics of tennis, badminton and squash.

Students gain knowledge of movement principles associated with each sport and must understand the court markings and rules associated with them. They must develop basically correct skills and tactics in playing these games and in officiating them.

### **33.5871 Aquatic Safety S2 2CCH**

*3 credit points*

This subject is an introduction to a variety of popular aquatic activities with emphasis being placed in each case on the safety aspects necessary for the enjoyment and teaching of the sport.

All students learn and practise rescue and resuscitation, the teaching of swimming, and pool and surf safety. They learn basic skills and the correct use of equipment and the safety aspects of snorkelling and scuba, sailing, canoeing, springboard diving, and water polo.

Part or all of this course may be taught outside normal lecture hours and at venues other than the University.

## Practical Studies

### 33.0801 Practicum 1

S2

3 credit points

This practicum of 80 hours duration introduces students to the practical work involved in appropriate community agencies.

Students help participants or clients on a one to one basis; take part in sessions given by a recreation leader; plan, lead and evaluate sessions with small groups; observe efficient recreation organisation; and complete related practicum requirements.

### 33.0802 Practicum 2\*

S2

6 credit point

This practicum of 160 hours requires students' participation in a wide range of activities associated with community recreation servicing.

Recreation Servicing students plan, lead and evaluate sessions with individuals and groups; and provide advice on the appropriateness of recreational and leisure activities. Where students work in rehabilitation activities they will do so under the close supervision of an appropriate professional. Students are required to demonstrate a positive professional attitude and commitment in activities of the recreation setting where they are placed.

\* Students may commence this Practicum in third semester.

### 33.8851 Exercise And Sports Injuries

S1 2CCH

3 credit points

Prerequisite: 33.8854

This subject aims to develop students' knowledge of the more common injuries arising from participation in physical activity and emphasises strategies for the prevention of injury.

Students study the more common injuries sustained in sport and physical activity, strategies for the prevention of injury, and preliminary management of sport injuries. The course deals with agencies associated with the proper management and treatment of injuries and different forms of rehabilitative exercise and training.

### 33.8854 Anatomy

S1 2CCH

3 credit points

This subject is designed to provide students with a basic knowledge of structure and function of the major systems of the human body. It will also provide a foundation that will allow students to analyse movements and sports skills.

### 33.8860 Biomechanics

S1

6 credit points

Prerequisite: 33.8854

The subject introduces students to the physical laws governing motion and how these laws apply to human movement.

Motion, angular motion and forces are the basis for understanding, analysing and improving human movement in general and sports specific activity. Remediation is considered in terms of efficient and inefficient application of physical laws.

### 33.8861 Motor Learning

S2 4CCH

6 credit points

The subject provides a foundation in the principles that underpin the development of motor skills.

Students examine the nature and types of skills, information processing, the nature and state of the learner, the learning process and conditions of learning.

### 33.8862 Skill Acquisition

S2 4CCH

6 credit points

This subject is designed to enable students to understand the ways by which people learn to perform sporting skills.

Students develop the ability to demonstrate skills, analyse performance and provide remediation. Practice session planning and the use of coaching aids, particularly audio visual equipment are addressed.

### 33.8863 Coaching Methods I

S1 4CCH

6 credit points

The subject is designed to provide a firm base for practical coaching strategies. Coaching schedules, session management and skill sequencing from the basis of practical involvement.

Students integrate the theories, concepts and principles of sports coaching in a number of modes and situations.

### 33.8864 Coaching Methods II

S2 4CCH

6 credit points

The subject is designed to allow students to specialise in coaching a particular sport.

Students, by applying the general theories, concepts and principles considered in Coaching Methods I to a specific sport, may qualify at the N.C.A.S. level II. (N.B. The N.C.A.S. qualification would be contingent upon the student meeting any prerequisite of the particular sport).

### 33.8865 Sports Organisation

S2 2CCH

3 credit points

This subject introduces students to sports organisation and administration. It covers club constitutions, by-laws, record keeping, tournament and competition schedules.

Students will gain an appreciation of and practice in the administration skills required for effective management.

### 33.8866 Sociology of Sport

S2 2CC

3 credit points/H

The subject addresses the sociological aspects of sport, in particular sport and social institutions, sport and social processes. Current problems of education, commercialism, professionalism, racism and politics are major considerations.

Students develop an understanding of social issues and their ramifications for sports organisers.

### 33.8867 Psychology of Sport

S1 2CCH

3 credit points

This subject analyses the competitive sports process. It studies how personality and situational variables affect motivation, anxiety and aggression in sport.

Students focus on the psychological skills needed by coaches and athletes for successful and enjoyable sports participation.

## 33.8868 Fitness Programs I

S1 2CCH

### 3 credit points

This subject is designed to expose students to the theory and practical components of physiological fitness assessment and fitness program prescription.

Through an understanding of fitness parameters students will gain an insight in sports conditioning.

## 33.8869 Fitness Programs II

S2 2CCH

### 3 credit points

#### Prerequisite: 33.8868

Students will continue to develop their understanding of fitness with particular emphasis on aerobic power, muscular strength and endurance, speed and agility. Students should develop an ability to provide appropriate programs that are sport and individually specific.

## Supportive Studies

### 33.5888 Directed Study

S2 2CCH

#### 3 credit points

#### Prerequisite: Approval of Head of School

This final session subject is a directed study in a discipline or multi-disciplinary area of interest to the student and of relevance to his or her course of studies. It should extend the knowledge and understanding of the subject through a systematic literature review, investigation of a specific topic and purposeful reporting.

### 33.5887 Introduction to Skill Acquisition

S1,2 2CCH

#### 3 credit points

This subject aims to extend the student's knowledge of motor learning and how it applied to the teaching/learning situation. It is concerned with analysing skill, identifying strengths and weaknesses of individuals and structuring a teaching environment to facilitate learning.

## Bachelor of Applied Science(Sports Science) Foundation Studies And Major Studies

### 33.1141 Communication Skills

S1 3CCH

#### 3 credit points

This subject is designed to provide an overview of several contemporary modes of effective communication including both inter-personal and intra-personal aspects. It has a strong practical emphasis.

Students will be introduced to aspects of communication theory and be given wide practical experience in a range of communication modes. Content focuses on interpersonal communicative skills, effective oral presentation and non-verbal communication techniques, together with writing techniques related to recent developments in Sports Technology.

### 33.1142 Administration Studies 1

S1 2CCH

#### 3 credit points

The subject is designed to gain an understanding of administration, its theory and its practice. The content explores selected theories useful in explaining administrative functioning and variables associated with administrator

behaviour. The decision making process and communication networking are considered.

### 33.2125 Administration Studies

S2 2CCH

#### 3 credit points

#### Prerequisite: 33.1142

This subject is designed to further students' understanding of particular administrative procedures and techniques. In particular it will examine business management, promotion and marketing. A significant part of the course work will involve students in the organisation of a seminar/workshop for professionals in the industry.

### 33.1143 Socio-psychological Perspectives 1

S2 2CCH

#### 3 credit points

This subject is designed to provide students with an appreciation of the role of Sport and Recreation in Society and an understanding of the social norms and forces that influence behaviour related to sport and recreation.

The subject will examine sport as a social institution and a social process. These concepts will be addressed in the context of current issues of education, communication, professionalism and politics.

### 33.1144 Socio-psychological Perspectives 2

S2 4CCH

#### 3 credit points

This subject analyses the competitive exercise and sports process. Students study how personality and situational variables affect motivation, anxiety and aggression in sport and exercise. It focuses on the psychological skills needed by leaders, coaches and athletes for successful and enjoyable sport and exercise participation.

Subject content will be considered in terms of the sporting and exercise environment, coaching techniques and performance.

### 33.3186 Socio-psychological Perspectives 3

S2 4CC

#### 6 credit points

#### Prerequisites: 33.1143 and 33.1144

This subject is to provide opportunities for students to apply in the field selected principles and concepts studied in Socio-psychological Perspectives 1 and 2.

Students will explore a range of diagnostic techniques that will provide valuable data for behaviour modification. Each student will be required to undertake a research project.

### 33.2126 Nutrition 1

S1 2CCH

#### 3 credit points

This subject is designed as an introduction into the complex study of Nutrition. It provides a basis on which students can develop further understanding of the relationship between nutrition and health and fitness. Students study the importance of correct food selection in order to obtain the desired essential nutrients while avoiding or minimising foods which are related to obesity or which are considered detrimental to good health. Dietary guidelines related to specific community groups are examined.

**33.3182 Nutrition 2 S2 4CCH***6 credit points**Prerequisite:* 33.2126

This subject is designed to present the latest in knowledge on all aspects of diet, to improve understanding of sound nutrition with specific reference to health and fitness activities.

Students are introduced to a range of issues related to optimising the nutritional value of a variety of foods. Also students will study in detail, various dietary regimens related to weight control, athlete training and sports competition.

**33.1145 Biophysical Bases of Human Movement 1 S1 4CCH***6 credit points*

This subject is designed to provide the students with an in depth knowledge of the structure and function of the major systems of the human body and their role in exercise. Students are introduced to the cells, tissues and systems of the human body, examining structure and function with respect to effective and efficient movement.

**33.1146 Biophysical Bases of Human Movement 2 S2 4CCH***6 credit points**Prerequisite:* 33.1145

This subject is designed to introduce the student to the principles, concepts and applications of applied anatomy and biomechanics in relation to exercise prescription and the analysis of sports skills. Students are involved in the application of biomechanical principles of muscular contraction with respect of exercise prescription, including postural deviations and potentially dangerous movements.

**33.2127 Biophysical Bases of Human Movement 3 S2 4CCH***6 credit points**Prerequisite:* 33.1146

This subject is designed to enable students to understand the physical laws governing motion, and to apply these laws to human movement.

Students will study the effects of various forms of motion and types of forces on human movement particularly with respect to correct exercise performance and sport skills techniques.

**33.2128 Biophysical Bases of Human Movement 4 S2 4CCH***6 credit points**Prerequisite:* 33.1127

This subject aims to develop students knowledge of the more common injuries arising from participation in physical activity and emphasises strategies for the prevention of injury.

Students will be introduced to various types of injuries arising from activity and the correct management techniques involved. Students will also study principles of injury prevention.

**33.1147 Exercise Physiology 1 S1 4CCH***6 credit points*

This subject introduces students to basic physiological functions involved in the performance of work and exercise.

Students will study the role of the neuro-muscular system and cardio-respiratory system in the performance of work and exercise. Emphasis will be placed on the importance of the body's energy systems in optimal human performance.

**33.1148 Exercise Physiology 2 S2 4CCH***6 credit points**Prerequisite:* 33.1147

This subject is designed to extend knowledge gained in the prerequisite course and to examine the effects of important physiological responses, environmental elements and induced substances on physical performance.

Students will study the effects of environmental conditions, prescribed drugs and common ergogenic substances on exercise performance.

**33.3177 Exercise Physiology 3 S1 4CCH***6 credit points**Prerequisite:* 33.1148

The subject is designed to examine in depth, selected topics in exercise physiology which are pertinent to the area of exercise science.

Students will study topics related to electrocardiography, anaerobic threshold, prolonged exercise involvement and body composition. Also students will be required to study a specific topic of interest in exercise physiology and present their findings in class.

**33.1150 Exercise Programs And Prescription 1 S2 4CCH***6 credit points*

This subject is designed to introduce the student to the underlying concepts of exercise programming and prescription. Principles of aerobic fitness and flexibility development will be applied to appropriate exercise programming.

Students will study the general principles of exercise prescription and programming, as they relate to aerobic fitness performance and flexibility. Students will be involved in the performance of a wide variety of activities and exercise programs designed to enhance aerobic fitness.

**33.2129 Exercise Programs And Prescription 2 S1 4CCH***6 credit points*

This subject aims to extend the student's knowledge of exercise programming and prescriptions. Specifically the course focuses on resistance training and physiological training regimens designed to enhance sports performance.

Students will study and be actively involved in a wide variety of strength training programs and will relate these programs to specific sports conditioning requirements.

**33.2130 Exercise Programs And Prescription 3 S2 4CCH***6 credit points**Prerequisites:* 33.1150 and 33.2129

This subject is designed to extend the student's knowledge of exercise programming and prescription. Specifically the course focuses on training programs for special populations.

Students will be introduced to a wide variety of exercise programs designed for specific subgroups within the Australian community. Such groups include the elderly, disabled, asthmatics, cardiac prone, obese and diabetics.

## **33.3178 Exercise Programs And Prescription 4 S1 4CCH**

*6 credit points*  
*Prerequisite: 33.2130*

This subject aims to extend the student's knowledge of exercise programming and prescription. Specifically the course focuses on training of the elite sporting populations.

Students will study the importance of specific fitness components for particular sports and examine established training programs with regard to their effectiveness in preparing the elite athlete for maximum performance.

## **33.3179 Exercise Programs And Prescription 5 S2 4CCH**

*6 credit points*  
*Prerequisite: 33.3178*

This subject is designed to extend the student's knowledge of exercise programming and prescription. Students will complete detailed work in one specific area relating to programming in exercise science.

Students will be involved in the selection of a specific research area in exercise science as it relates to exercise programs and the prescription of exercise. Research procedures will be studied and applied in the analysis of data and the writing of a report for publication.

## **33.2131 Assessment And Data Analysis 1 S1 4CCH**

*6 credit points*  
The subject is designed to introduce the student to the study of statistics and to a range of established tests of physical fitness. Students will be introduced to components of physical fitness and will become proficient in administering a range of physical fitness testing procedures. Fitness assessment data will be subjected to basic statistic analysis.

## **33.3180 Assessment And Data Analysis 2a S1 4CCH**

*6 credit points*  
*Prerequisite: 33.2131*  
This subject is designed to introduce Exercise Science Major Studies students to a broader range of statistical procedures and more complex fitness assessment procedures.

Students will be introduced to more complex statistical procedures. They will study and become proficient in conducting more sophisticated tests of physical fitness utilising technologically advanced testing equipment.

## **33.3185 Assessment And Data Analysis 2b S2 4CCH**

*6 credit points*  
*Prerequisite: 33.2131*  
This subject aims to extend Sports Coaching Major Studies students' knowledge of assessment and data analysis. Specifically students will investigate sports assessment techniques.

Students will study and become proficient in administering a wide range of fitness assessment procedures related to sports performance.

## **33.3181 Assessment And Data Analysis 3 S2 4CCH**

*6 credit points*  
*Prerequisite: 33.3180*  
This subject is designed to give students experience in the planning, organisation and administration of a variety of fitness assessment programs.

Students will gain experience in working as a team in the planning and administering of fitness assessment programs for specific community and sporting groups. They will be responsible for the analysis of data and the writing of the assessment reports.

## **33.1149 Principles of Coaching 1 S1 4CCH**

*6 credit points*  
This subject is designed to give students an adequate foundation in the ways in which motor skills are developed, improved and effectively taught.

It focuses on the nature and types of skills, information processing, the nature and state of the learner, the learning process and conditions of learning.

## **33.1151 Principles of Coaching 2 S2 4CCH**

*6 credit points*  
*Prerequisite: 33.1149*  
This subject is designed to enable students to understand the ways in which people learn to perform sporting skills efficiently and strategies for teaching such skills.

Students develop the ability to demonstrate skills, analyse performance and provide remediation. Competence in planning coaching sessions and use of coaching aids is developed.

## **33.2132 Principles of Coaching 3 S1 4CCH**

*6 credit points*  
*Prerequisite: 33.1151*  
This subject is designed to allow students to integrate the theories, concepts, and principles of coaching in a number of modes and situations.

Practical experiences which develop an understanding of the coach's role. Tactical drill patterns and team play strategies are major activities undertaken.

## **33.2133 Principles of Coaching 4 S2 4CCH**

*6 credit points*  
*Prerequisite: 33.2132*  
This subject is designed to allow students to specialise in the coaching of a particular sport, leading towards accreditation by the national body. Students will be expected to qualify, or where appropriate show significant progress towards the National Coaching Accreditation Scheme (N.C.A.S.), at Level II in a specific sport. Credit is given for work undertaken with the N.C.A.S.

## **33.3183 Principles of Coaching 5 S1 4CCH**

*6 credit points*  
*Prerequisite: 33.2133*  
This subject is designed to introduce students to coaching strategies appropriate to the elite athlete. Coach-athlete relationships, goal setting strategies and advanced diagnostic techniques are explored. The use of athlete/situational test instruments are evaluated.

### 33.3184 Principles of Coaching 6 S1,2 4CCH

6 credit points

*Prerequisite:* 33.2812

This unit is designed to provide knowledge and understanding of the principles and practical skills required by the successful sports coaching administrator.

Constitutions, by-laws and club administration are reviewed. Tournament and competition scheduling skills are developed.

### Supportive Studies

#### 33.9891 Recreation Studies 1 S1 4CCH

6 credit points

This subject is designed to introduce the student to basic concepts and contemporary issues in recreation and the application of these to popular recreational activities. Students explore basic concepts of recreation and leisure, their organisation, and planning for future directions in recreation. They examine contemporary issues such as social barriers to leisure and recreation pursuits, and analyse popular recreational programs for their value in a society of changing leisure patterns.

#### 33.9892 Recreation Studies 2 S1 4CCH

6 credit points

This subject is designed to introduce the student to the role of the recreation leader in a variety of recreation settings. Students study and experience the varied roles of the recreation leader including those of instructor, facilitator, demonstrator and motivator. In theoretical and practical contexts, students study and practise the recreation leader's role in structured and unstructured settings which are used to promote active, passive and creative recreational activities.

#### 33.9893 Servicing Specific Populations 1 S1 4CCH

6 credit points

This subject leads students to understand special needs groups in Australia and, in particular, it explores the psychological dimensions of illness, disability and handicap. Students examine the application of psychological principles to special needs groups in the general community and to those people requiring a specialised environment to meet their needs, particularly with regard to social skills and recreational needs.

#### 33.9894 Servicing Specific Populations 2 S1 4CCH

6 credit points

This subject focuses on adaptive recreation skills and activities. It develops students' knowledge of appropriate and individualised active, passive and creative recreational activities for the disabled, so that recreational pursuits can be an integral part of the disabled person's lifestyle.

Students are required to demonstrate ways of adapting recreational activities for disabled people taking into account the physical, mental, emotional and social status of the participants.

#### 33.9895 Servicing Specific Populations 3 S2 4CCH

6 credit points

This subject examines the changes and associated events and issues which accompany ageing as they affect recreation

and leisure patterns of senior adults in the community. Students are led to understand the value of recreation for senior adults and to develop skills in promoting appropriate recreational activities. They examine the need of senior adults for individualised recreation programs and their leisure and recreation options.

### Practicum

#### 33.0805 Practicum 1 (Exercise Science)

Practicum 1, of 80 hours duration, introduces students to the practical work involved in fitness centres, sports complexes or sports organisations. The first 30 hours will be conducted on campus with the remaining 50 hours consisting of one 10 hour visitation module involving visits to 4 different agencies, plus two 20 hour work experience modules conducted at an approved centre.

#### 33.0806 Practicum 2 (Exercise Science)

*Prerequisite:* 33.0805

Practicum 2 consists of 80 hours duration requiring students to participate in a wide range of activities associated with fitness evaluation, exercise prescription and exercise leadership. Of the 80 hours, 60 hours will be conducted on campus and 20 hours in a health centre.

#### 33.0807 Practicum 3 (Exercise Science)

*Prerequisite:* 33.0806

Practicum 3 consists of 80 hours of satisfactory work in an approved agency, of which 60 hours must be of a practical nature. It involves a wide range of practical work associated with organising and leading Sports Science activities in an agency setting.

#### 33.0808 Practicum 1 (Sports Coaching)

This 80 hour subject aims to extend the student's practical knowledge and experience in the sport they wish to coach. The subject specifically focuses on the students gaining or where appropriate, showing significant progress towards gaining Level One N.C.A.S. (National Coaching Accreditation Scheme) accreditation for their particular sport.

#### 33.0809 Practicum 2 (Sports Coaching)

*Prerequisite:* 33.0808

This 80 hour subject aims to extend the students practical knowledge and experience in the sport they wish to coach. The subject specifically focuses on the students gaining or where appropriate, showing significant progress towards gaining Level Two N.C.A.S. accreditation for their particular sport.

#### 33.0810 Practicum 3 (Sports Coaching)

*Prerequisite:* 33.0809

This 80 hour subject aims to extend the student's practical knowledge and experience in the sport they wish to coach. The subject specifically focuses on the students undertaking independent coaching in an approved Sports Coaching setting. (Alternate practical activities such as participation in an overseas Practicum, working as a research assistant or a laboratory attendant/teaching assistant may be approved for



some students as a method of partially fulfilling the requirements of a Practicum subject).

## Arts and Music Education

### Associate Diploma of Arts (Expressive and Performing Arts)

#### Major Studies

#### 69.4600 Dance 1 S1 6CCH

8 credit points

This subject is intended as a beginning point for students. It is intended to introduce the participants to several of the dance techniques available, including Modern Jazz and Afro-Latin, and to present an overview of relevant dance history. Body conditioning and alignment exercises will be introduced.

#### 69.4601 Dance 2 S2 4CCH

6 credit points

Students will continue their studies, and extend their work from the Dance 1 subject, with the emphasis upon technical development, dance anthropology and evaluation and criticism of dance.

Content includes technical classes in various ethnic styles of dance.

#### 69.4602 Dance 3 S1 6CCH

12 credit points

This subject caters for those students who have specifically chosen dance in the second year by extending their technical ability in the styles introduced in Dance 1. It also introduces them to the vocabulary of creative dance and to the basic skills of demonstrating and teaching dance.

#### 69.4603 Dance 4 S2 6CCH

12 credit points

This subject extends the technical work on Ethnic Dance begun in Dance 2 and introduces students to composition, choreography and production. Students compose a brief original dance work and perform in the choreographed works of other class members.

#### 69.4113 Drama 1 S1 6CCH

8 credit points

This subject introduces students to the basic elements of drama from the viewpoints of acting, production and critical appreciation. Students in the course, and in subsequent Drama units, participate in talks/seminars, critical review activities, class workshops and workshop productions and/or play production.

Students will participate in a variety of dramatic exercises including self awareness exercises, workshop experiences with the mask, improvisation and non-verbal communication. Students analyse parts of scripts for use with exercises.

#### 69.4114 Drama 2 S1 6CCH

6 credit points

This subject is designed to extend the knowledge and skills of students required in acting, producing and evaluating drama.

Course activities include voice and speech work, work on characterisation, the art of imagery and illusion, and an introduction to back stage technical areas.

#### 69.4115 Drama 3 S1 6CCH

12 credit points

This subject is designed to introduce the students to some of the theoretical background to acting and production and to cultivate in them an historical perspective on drama whilst continuing to develop their practical theatre skills.

Activity includes further work in voice, work on scripted material, studies of approaches to original/ensemble/devised drama, a study of acting/production styles, and a variety of genres.

#### 69.4116 Drama 4 S2 6CCH

12 credit points

This subject is built around the production of a significant and original, group devised play, for a series of public performances. Students will be involved in research and development, preparatory improvisation workshops, seminars presented by guest artists, technical workshops and rehearsals for public performances.

#### 69.4101 Art 1 S1 6CCH

8 credit points

This subject is an introduction to the basic principles of design in Art and students take part in a variety of practical design exercises. These will assist them to perceive qualitative relationships, to experience various strategies associated with the processes of art making and analysis of design problems and to work creatively and confidently to solve design problems. Their investigations focus on both two and three dimensional compositions.

This subject is a foundation for further study in either two or three dimensions, particularly in the areas of Art, Clay and Fibre.

#### 69.4102 Art 2 S2 4CCH

6 credit points

This subject is to provide students with practical experiences in either two or three-dimensional art. Students will have the opportunity to gain theoretical and practical experiences in the fields of drawing and painting or drawing and sculpture.

#### 69.4103 Art 3 S1 6CCH

12 credit points

This subject will introduce students to technical skills in the creation of graphic design images, extend their knowledge and skills in painting or sculpture, and introduce ways of critically responding to historical and contemporary works of art.

#### 69.4104 Art 4 S2 6CCH

12 credit points

This subject will provide the student with the opportunity to develop advanced skills by selecting and specialising in one strand from those offered in the previous 3 semesters.

Students are expected to complete a major series of works that are related through imagery, idea, media or technique.

**69.4105 Fibre 1**

**S1 6CCH**

*8 credit points*

This subject is an introduction to designing and working with fabrics and includes basic spinning, weaving and dyeing. Practical exercises explore and adapt a range of fabric and non-fabric materials to the creation of small and large off-loom weaving pieces. Students also survey historical and contemporary examples of fabric art, and study selected examples in more depth.

**69.4106 Fibre 2**

**S1 4CCH**

*6 credit points*

This subject is an introduction to fabric printing techniques. The development of skills in textile design will be explored through mono printing, block printing and silk screen printing.

**69.4107 Fibre 3**

**S1 6CCH**

*12 credit points*

Unit A: Weaving. This segment of the subject allows exploration of more complex weaving techniques and further development of the concepts of colour, pattern and texture as applied to large scale, off loom weaving. Related disciplines which could be used in conjunction with weaving exercises will be investigated.

Unit B: Surface Design. This segment of the subject is an introduction to batik as a fabric decoration. It incorporates the study of modern style technology plus traditional waxing techniques which will be the basis for the production of a batik major work.

**69.4108 Fibre 4**

**S2 6CCH**

*12 credit points*

This subject provides opportunities for the development of concepts and designs through the investigation of materials. Comparative size of works and the relationship of threads will be explored.

Students will create woven pieces, miniatures and large-scale mixed media works, use stitching and sewing processes applied to traditional and contemporary fibre art, and study the work of contemporary craftspersons.

**69.4109 Clay 1**

**S1 6CCH**

*8 credit points*

This subject investigates the nature of clay as an expressive medium and develops practical skills in using a variety of handbuilding techniques to create clay forms.

Students will study the structure of clay, its preparation and care, use handbuilding techniques, investigate surface design and study the ceramic forms and pottery from selected cultures.

**69.4110 Clay 2**

**S2 4CCH**

*6 credit points*

This subject extends students' practical skills and investigates sculptural form through clay. Students will be introduced to the operation of the electric kiln and continue further experimentation with glazes and glaze variations that are achievable using the electric kiln.

Practical workshops will focus upon developing functional and expressive ceramic forms and investigating ways of creating sculptural forms.

**69.4111 Clay 3**

**S1 6CCH**

*12 credit points*

This subject introduces students to wheel throwing techniques and continues the investigation of the development and evolution of ceramic form using traditional and experimental clay forming processes. Experimental and normal commercial glazes will be tried to achieve particular effects and students will be introduced to building and firing of a simple wood-fired kiln.

**69.4112 Clay 4**

**S1 6CCH**

*12 credit points*

This subject allows students to apply the practical skills and knowledge they have gained from Clay 1-3 to the planning and implementing of a personal clay project, to continue the investigation and creation of clay forms, and practical classes in glaze and firing techniques. The subject will also investigate professional opportunities for craftspersons working with clay in Australia.

**Supportive Studies**

**69.4350 Communication 1**

**S2 3CCH**

*3 credit points*

This subject is an introduction to basic communications. Participants take part in activities which explore various communication modes. The relationship of communication (both oral and written) within and between Arts modes and other areas of experience is given special attention.

**69.4351 Communication 2**

**S1 3CCH**

*6 credit points*

This subject establishes a theoretical foundation for communication based upon a model which views communication studies as a multi-disciplinary area of study. Students are introduced to key concepts in communications and extend some of the skills and awareness developed in Communication 1.

The practical component of the subject includes planning and production using photographic and video media; script writing for a variety of purposes related to simple production work; and preparation of graphics material.

**69.4706 Music In The Arts 1**

**S1 3CCH**

*4 credit points*

This introductory subject examines the roles of music in contemporary Australian and selected non-western societies and relationships between music and other art forms.

The subject examines elements of music, functions of music in traditional cultures and the multicultural society of contemporary Australia, roles and training of musicians in different cultures, and practical music making activities using simple musical instruments.

**69.4707 Music In The Arts 2 S2 3CCH**

*4 credit points*

This subject deals with acoustic and electronic sound media. It is designed to give students with a minimum of musical background, an opportunity to create sound utilising these media and to interact in a creative way with other art forms.

**69.4708 Music In The Arts 3 S2 3CCH**

*6 credit points*

This subject is designed to develop students' voice control and singing ability and to develop an appreciation of music in drama and theatre.

At the discretion of the Course Co-ordinator students undertaking Major Studies in Drama may be required to do this subject as part of their program.

**69.4118 Constructional Materials A (wood) 1 S2 3CCH**

*4 credit points*

This subject introduces the basic techniques used in the shaping, forming and fabrication of timber.

Students will study properties of wood, the operation of basic hand and machine tools in forming and joining timber, make wooden items using various constructional techniques and surface treatments for wood, and follow safe working procedures.

**69.4119 Constructional Materials A (wood) 2 S1 3CCH**

*4 credit points*

This subject will extend techniques and processes introduced in Wood 1. Students will construct light cabinets and use timber decoration techniques.

**69.4120 Constructional Materials B (leather) 1 S2 3CCH**

*4 credit points*

This subject introduces the basic forming, joining and decorating techniques appropriate to the construction of projects using specific types of leather.

Students will study the properties of leather and methods of manufacture; safe working procedures; leatherworking tools and their functions; leather decoration, and joining processes. They will make various leather items.

**69.4121 Constructional Materials B (leather) 2 S1 3CCH**

*4 credit points*

This subject is aimed at the development and extension of leather-craft techniques, in the production of advanced leather projects.

Students will investigate and practise forming, joining and decorative processes used in contemporary leather craft.

**69.4122 Constructional Materials C (metal) 1 S2 3CCH**

*4 credit points*

This subject introduces the basic tools, joining techniques and surface finishes appropriate to metals used in the formation of art metal construction and jewellery.

Students will study the properties of metals and methods of manufacture; safe working procedures; use of basic hand tools in cutting, shaping and forming non-ferrous metals; joining techniques; and surface finishing. They will make various art metal and jewellery pieces.

**69.4123 Constructional Materials C (metal) S1 3CCH**

*24 credit points*

This subject is aimed at the development of finer techniques in forming, shaping and finishing major projects of art metal and jewellery.

Students will work with a range of decorative metals and silver solder, and surface treatment techniques that will include enamelling, colouring and etching of metal.

**69.4710 Choir And Vocal Ensemble S2 3CCH**

*6 credit points*

The aim of this workshop is to provide students with a number of experiences in singing in various types of choral groups.

Students will sing in large and small groups, develop a choral repertoire, develop skills in sight reading, and perform in public.

**69.4124 Computer Resources For Artists S2 3CCH**

*6 credit points*

This subject introduces students to the micro computer and to general purpose software applications including word processing, graphics, and spreadsheets that could be applicable to design projects, presentation of layouts or scripts, or procedures associated with small business or community arts activities.

**69.4709 Jazz Workshop S2 3CCH**

*6 credit points*

*Pre-requisite: Approval of the Course Co-ordinator*

These workshops enable students with appropriate performing skills to gain experience in the art of jazz improvisation in solo and ensemble situations. Students study the nature of jazz, its historical developments, from its African roots, its integration with European music at the beginning of this century and its present eclectic state as a result of influences from different musical cultures. Students are required to master the basic blues and to learn the standard repertoire, as well as composing blues as other jazz forms.

**69.659 Video S2 3CCH**

*6 credit points*

The subject will assist students to examine the potential of video to present imagery in a variety of creative formats and to gain technical skills in the production of short experimental works from on-site and studio production projects.

**Interdisciplinary Studies**

**69.4117 Design And The Arts S1 3CCH**

*4 credit points*

This subject is concerned with introducing students to the theory and practice of design in the arts. Practical exercises in design will present the principles of design and will assist

students to develop technical skills in a range of design-related arts problems.

**69.6600 Arts And Society In Time S2 3CCH**

*4 credit points*

This subject involves students in historical investigation of the expressive and performing arts.

Students will gain some research skills through practical experiences involving investigation, description, analysis and interpretation of the arts. Studies from literature, the visual arts and crafts, drama, theatre and music will assist students to examine the generation of ideas and the contribution of the arts to cultural identity.

**69.6601 Arts Production/Exhibition S2 4CCH**

*6 credit points*

This subject involves students in applying their creative skills and conceptual understandings to the planning and presentation of a multi-arts production/exhibition. The arts works invented by individuals or groups will investigate and express a response to a common theme, idea or concept.

The multi-arts presentation may take the form of a series of small performance/exhibition pieces, or a larger inventive performance/exhibition. Students work, in part, as a creative team and are expected to resolve artistic problems in imaginative and creative ways.

**Bachelor of Music Education**

**Education Studies**

**69.3271 Human Development S1 3CCH**

*4 credit points*

The subject is designed to give an overview of development during the total life span. Students will be introduced to techniques for behavioural study, and to some representative theories of development.

**69.3272 Adolescent Growth And Development S2 3CCH**

*4 credit points*

This subject introduces the student to the principles and processes of adolescent development, in particular the physical changes, social requirements and personal needs of adolescent development. Practical work involves gathering data by interview of adolescents and relating these data to various theories of adolescent development.

**69.3273 Educational Psychology 1 S1 3CCH**

*4 credit points*

This subject will provide students with an understanding of human learning, the processes by which it occurs, its outcomes, and the major psychological theories which identify and justify various teaching methods.

**69.3274 Educational Psychology 2 S2 3CCH**

*3 credit points*

*Prerequisite: 69.3273*

The subject aims to deepen students' understanding of the concept of individual differences, and of ways to assess and cater for the individual needs of pupils. Special emphasis in

this subject is given to the psychology of creativity and methods of fostering it in the classroom.

**69.3275 Sociology of Education S2 3CCH**

*3 credit points*

The subject aims to introduce students to the study of the sociology of education and to develop an understanding of how society impinges upon and affects schooling.

**69.3277 Philosophy of Education S2 3CCH**

*4 credit points*

This subject is concerned with students' ability to think logically about concepts and problems in education. Study will be made of some important philosophies of education with their implications for educational practice in the secondary school.

**69.3281 Education of Atypical Children S2 6CCH (6 weeks)**

*4 credit points*

This subject develops students' knowledge of learner differences and extends their understanding of the psychology of disabilities and aspects of the special needs of exceptional children.

**69.3283 Studies of The Australian Adolescent S1 3CCH**

*3 credit points*

*Prerequisite: 69.3272*

The subject is designed to give students an opportunity to study current research and discussion on issues concerning Australian adolescents. By an examination of evidence from Australian studies and by their own research, students' understanding of current issues in adolescent development in relation to education will be extended.

**Teaching And Curriculum Studies**

**69.9071 Teacher Development 1 S1 3CCH**

*3 credit points*

This subject is designed to introduce students to basic teaching skills with opportunities to put the skills into practice through micro teaching experiences.

**69.9072 Teacher Development 2 S2 3CCH**

*3 credit points*

*Prerequisite: 69.9071*

The subject is designed to consolidate and extend the foundations of generic teaching skills established in Teacher Development 1, and to employ and refine a range of music specific teaching procedures and skills.

**69.9073 Teacher Development 3 S1 3CCH**

*3 credit points*

*Prerequisite: 69.9072 Corequisite: 69.9750*

This subject relates directly to the program aims concerned with developing a sound knowledge of music education ranging from pre-school to matriculation with a focus on the non-elective music classroom.

## 69.9074 Teacher Development 4 S1 3CCH

3 credit points

Prerequisite: 69.9073

This subject underpins the aims concerned with developing a sound knowledge of music education especially in the secondary elective classroom.

## 69.9075 Teacher Development 5 S2 6CCH (6 weeks)

5 credit points

Corequisite: 69.0414

This subject is directly associated with the extended practice teaching period. It comprises a four week period of preparation for the extended practicum, and a two-week period of review and evaluation of the experience following the practice teaching period.

## 69.9750 Foundations of Music Education S1 3CCH

3 credit points

This introductory subject provides students with the opportunity to examine general and curriculum issues in Music Education theory and practice.

Students examine the philosophical foundations of Music Education and contemporary curriculum policy documents for years K-12. The curriculum emphasis is on contemporary Music Education of the young child and students explore selected approaches to developing concept areas of duration, pitch, dynamics, tone colour and structure.

## 69.9076 Media and Technology in Music Education S2 3CCH

3 credit points

This subject introduces students to educational technology, the use of media in classroom settings, the development of software materials, and the range of resources available from libraries and Professional Resource Centres.

## 69.9753 Creative Music Workshop S1 3CCH

3 credit points

This subject is designed to expose students to a range of possibilities in teaching music creativity at all levels of the secondary music curriculum.

## 69.9077 Curriculum Studies in Music Education 1 S2 3CCH

4 credit points

This subject aims to develop a sound knowledge of music education ranging from pre-school to matriculation, and to develop expertise and confidence in fostering music education over a wide range of curricula.

## 69.9078 Curriculum Studies in Music Education 2 S1 3CCH

5 credit points

Prerequisite: 69.9077.

This subject is designed to develop expertise and confidence in fostering music education over a wide range of curricula with particular emphasis on curricula related to the senior years of secondary schooling.

## 69.9723 Movement Education Workshop S1 3CCH

3 credit points

This subject introduces students to a wide range of dance forms and expressive movement experiences, stressing the relationship between music and movement.

## 69.9724 Kodaly Music Education Workshop S1 3CCH

3 credit points

This subject introduces students to the Kodaly concept of music education, its philosophy and teaching techniques.

## 69.9725 Orff-Schulwerk Workshop S1 3CCH

3 credit points

This subject aims to provide students with an understanding of the philosophy and practices underlying the Orff-Schulwerk approach to music education, and to develop skills required for its application in the school.

## 69.9726 Suzuki Talent Education Workshop S2 3CCH

3 credit points

Students develop an understanding of the Suzuki philosophy of music education, and its application to the early development of musical awareness, sensitivity, and the acquisition of instrumental performance skills by young children.

## Specialist Studies – Musicianship

### 69.7741 Harmony and Aural Perception 1 S1 2CCH

2 credit points

This subject consolidates students' knowledge of and skills in diatonic harmony in a variety of written and practical contexts.

### 69.7742 Harmony And Aural Perception 2 S1 2CCH

2 credit points

Prerequisite: 69.7741

This subject aims to broaden and extend students' knowledge of diatonic harmony, involving four-part vocal writing and writing for solo instruments, ensembles and voices with piano accompaniment.

### 69.7743 Harmony And Aural Perception 3 S1 2CCH

2 credit points

Prerequisite: 69.7742

This subject aims to broaden the students' knowledge of diatonic harmony vocabulary, and also to introduce the foundations of counterpoint.

### 69.7744 Harmony And Aural Perception 4 S2 2CCH

2 credit points Prerequisite: 69.7743

This subject will broaden students' knowledge in the disciplines of harmony and counterpoint writing, and to extend aural awareness in ways that relate aural skills with practical media.

### 69.7745 Harmony And Aural Perception 5 S1 2CCH

2 credit points

Prerequisite: 69.7744

This subject examines further chromatic chordal vocabulary and advanced counterpoint

**69.7746 Harmony And Aural Perception 6 S2 2CCH****2 credit points**

This subject examines the modern applications of harmony and counterpoint in the structure and styles of 20th century composition.

**69.4701 Musicology I S1 2CCH****2 credit points**

This subject provides students with an introduction to the discipline of Musicology. Students investigate the multifaceted nature of the discipline of Musicology and apply musicological skills to general studies of Western music.

**69.4702 Musicology 2 S2 2CCH****2 credit points**

*Prerequisite:* 69.4701

This subject furthers students' introduction to the methodology of musicology. Students explore aspects of musicological method pertinent to a broad study of Western music from the mid-eighteenth century to about 1950. These aspects include historical and analytical methods, theory, primary source work, bibliography and performance practice.

**69.4703 Musicology 3 S1 2CCH****2 credit points**

*Prerequisite:* 69.4702

This subject enables students to apply skills and knowledge acquired in Musicology I and II to the detailed study of a particular period. Students apply musicological skills to detailed studies of selected topics from the Renaissance and Baroque periods.

**69.4704 Musicology 4 S2 2CCH****2 credit points**

*Prerequisite:* 69.4703

This subject requires students to apply musicological skills to detailed analytical studies of selected works from the Classical and Romantic periods. Students undertake detailed study of selected major works of Haydn, Mozart, Beethoven, Schuman, Liszt, Berlioz, Brahms and Elgar.

**69.4705 Musicology 5 S1 2CCH****3 credit points**

*Prerequisite:* 69.4704

This subject requires students to apply musicological skills to the study of the sources and development of 20th Century music. Students examine aspects of the breakdown of tonality, the emergence of new approaches to tonality and the emergence of new musical styles and musical/artistic movements.

**69.7760 Music And Contemporary Society S1 2CCH****4 credit points**

This subject examines the role of music of all kinds in the modern world and its impact upon society.

**69.7761 Musical Aesthetics and Philosophy 1 S2 2CCH****2 credit points**

This introductory subject aims to develop an understanding of some of the perennial issues arising from the creation and perception of music and other art forms.

**69.7762 Musical Aesthetics and Philosophy 2 S1 2CCH****3 credit points**

*Prerequisite:* 69.7761

This subject will focus on current issues in aesthetics raised by seminal contemporary philosophers of music and fine arts.

**69.7748 Composition Studies 1 S1 2CCH****3 credit points**

*Prerequisite:* 69.7744

This subject explores the foundation techniques of musical composition. It provides a working knowledge of various styles used by past and contemporary composers.

**69.7749 Composition Studies 2 S2 2CCH****3 credit points**

*Prerequisite:* 69.7748

This workshop-based subject encourages students to develop a personal style in musical composition through practical assignments.

**69.7756 History of Opera A S1 2CCH****3 credit points**

This subject aims to assist the student to appreciate the significant role of opera in general musical history and to understand the influence of social and political changes on style and subject matter.

**69.7757 History of Opera B S2 2CCH****3 credit points**

This subject aims to assist students to understand the significance of opera in the community, and to appreciate opera as a complete musical, dramatic and theatrical experience.

**69.7758 Ethnomusicology A S2 2CCH****3 credit points**

This subject is designed to introduce students to the discipline of ethnomusicology, concentrating on selected Aboriginal and Indonesian musical works and their structural differences from Western music.

**69.7759 Ethnomusicology B S1 2CCH****3 credit points**

This subject is designed to provide an introduction to folk and traditional music of Western and other cultures.

**69.7771 Orchestration 1 S1 2CCH****3 credit points**

*Prerequisite:* 69.7742

This introductory course aims to equip students with the basic techniques of writing for the instruments of the orchestra so that they can achieve the desired effects with in the limitations of the various instruments, and in scoring for a variety of combinations of instruments.

**69.7772 Orchestration 2 S2 2CCH****3 credit points**

*Prerequisite:* 69.7771

This subject focuses upon the technical and aesthetic aspects of scoring for small and large ensembles.

# **Specialist Studies - Performance**

**69.7791 Practical Studies (Major) 1** **S1 .5CCH**  
3 credit points

**69.7792 Practical Studies (Major) 2** **S2 .5CCH**  
3 credit points

These subjects are designed to enable students to undertake a major study in a chosen musical medium, vocal or instrumental. Students are required to develop technical facility and demonstrate artistic development through the study of selected repertoire.

**69.7793 Practical Studies (Major) 3** **S1 1CCH**  
3 credit points

*Prerequisite:* 69.7792

**69.7794 Practical Studies (Major) 4** **S2 1CCH**  
3 credit points

*Prerequisite:* 69.7792

These subjects are designed to develop and extend students' practical musicianship in their chosen musical medium.

**69.7795 Practical Studies (Major) 5** **S1 1CCH**  
3 credit points

*Prerequisite:* 69.7794

**69.7796 Practical Studies (Major) 6** **S2 1CCH**  
3 credit points

*Prerequisite:* 69.7794

These subjects are designed to extend and refine students' practical musicianship and to develop confidence in performance.

**69.7797 Practical Studies (Major) 7** **S1 2CCH**  
4 credit points

*Prerequisite:* 69.7796

This subject is the culmination of the student's major study in instrument or voice. Subject expectations focus on artistic and technical maturity and more emphasis is given to self-directed study. Students are also tutored in the methodology of teaching instrument or voice to individual pupils.

**69.7701 Practical Studies (Minor) 1** **S2 2CCH**  
2 credit points

This subject is designed to give students the opportunity to become familiar with a brass or woodwind instrument other than their major practical study, and to develop basic technical skills for the instrument. A course in guitar is designed to give students the opportunity to develop technical skills in guitar accompaniment for use in the classroom.

**69.7702 Practical Studies (Minor) 2** **S2 2CCH**  
2 credit points

This subject is an extension of the first semester of practical minor studies. It is designed to give students the opportunity to study basic singing techniques, or develop basic technical skill for playing a stringed instrument. The course in guitar is designed to develop further technical facility in guitar for use in the classroom.

**69.7703 Practical Studies (Minor) 3** **S1 2CCH**  
2 credit points

*Prerequisite:* 69.7702

**69.7704 Practical Studies (Minor) 4** **S2 2CCH**  
2 credit points

*Prerequisite:* 69.7702

These subjects are designed to develop technical competency in a chosen area (instrumental or vocal). A course in applied keyboard is concerned with the development of skills of special application to the needs of the classroom music teacher.

**69.7705 Practical Studies (Minor) 5** **S1 2CCH**  
2 credit points

*Prerequisite:* 69.7704

**69.7706 Practical Studies (Minor) 6** **S2 2CCH**  
21 credit points

*Prerequisite:* 69.7704

These subjects are designed to extend students' practical musicianship and competency in the chosen area of study. They also include further development of applied keyboard skills to meet the special needs of classroom music teachers.

**69.7707 Practical Studies (Minor) 7** **S1 1CCH**  
2 credit points

*Prerequisite:* 69.7796

This subject is designed to equip students to perform on their selected medium which is not their Major Study instrument. Students perform at a level of proficiency expected of Secondary School music educators who may demonstrate and teach a second instrument.

**69.7711 Opera Workshop**

**69.7712 Opera Workshop**

**69.7713 Opera Workshop**

**69.7714 Opera Workshop** **S2 2CCH**  
2 credit points

These subjects deal with various aspects of opera and music theatre. Students are encouraged to participate in the design, rehearsal, and presentation of stage productions.

**69.7721 Orchestra & Instrumental Ensemble Workshop**

**69.7722 Orchestra & Instrumental Ensemble Workshop**

**69.7723 Orchestra & Instrumental Ensemble Workshop**

**69.7724 Orchestra & Instrumental Ensemble Workshop** **S2 2CCH**

2 credit points

These subjects provide students with opportunities to play in various instrumental ensembles, thereby developing orchestral and ensemble techniques and a knowledge of suitable repertoire for teaching purposes.

**69.7731 Chamber Music Workshop**

**69.7732 Chamber Music Workshop**

**69.7733 Chamber Music Workshop****69.7734 Chamber Music Workshop S1 2CCH***2 credit points*

By providing students with a wide range of experience in playing in chamber music groups, this subject aims to develop musicianship and also an understanding of the disciplines of chamber music performance.

**69.7764 Jazz Workshop****69.7765 Jazz Workshop****69.7766 Jazz Workshop S1 or S2 2CCH***2 credit points*

These workshops enable students with appropriate performance skills to gain experience in the jazz idiom in various instrumental combinations.

**69.7774 Conducting Workshop****69.7775 Conducting Workshop S2 2CCH***2 credit points*

This subject aims to develop technical skills in directing and conducting musical ensembles, and to promote qualities of leadership and general musicianship through practical experiences in working with choral and instrumental groups.

**69.7781 Choir And Vocal Ensemble****69.7782 Choir And Vocal Ensemble****69.7783 Choir And Vocal Ensemble****69.7784 Choir And Vocal Ensemble S1 2CCH***2 credit points*

This subject aims to provide students with a range of experiences in singing in various types of choral groups.

**The Practicum**

The practicum includes practical educational experiences integral to subjects, on-campus and in-school observations, micro-teaching experiences, and blocks of in-school teaching experiences.

**69.0411 Practice Teaching – Year 1***3 weeks block*

This practice teaching period provides a broader practical introduction to schools and teaching from kindergarten to year 6. The subjects, Teacher Development 1 and Teacher Development 2 are linked through this practical period.

**69.0412 Practice Teaching – Year 2***3 week block**Prerequisite: 69.0411*

This period allows a wide-range experience of secondary music teaching as well as consolidating some of the goals of the subjects Teacher Development 1-3.

**69.0413 Practice Teaching – Year 3***3 week block**Prerequisite: 69.0412 and 69.9047*

This period allows students to consolidate some of the teaching goals of the subjects Teacher Development 1-4, to demonstrate mastery of many music teaching requirements, to explore areas of the music curriculum with which they are less familiar, and to ensure that their experiences have encompassed a broad sample of secondary school music classes.

**69.0414 Extended Practice Teaching****S2***16 credit points**10 week block**Prerequisites: 69.0413, 69.9078, 69.7796, 69.7760*

The extended practice teaching period requires students to demonstrate a full commitment to specialist music teaching and associated professional activities in a secondary school over a significant period of time. The associated course unit Teacher Development 5 is integrated into the same semester. Students are not admitted to the Extended Practice Teaching unless adequate educational, teaching and musicianship competencies have been demonstrated.

**General Studies****St George Campus**

The General Studies Subjects described in this section are common to the following programs:

- Bachelor of Education (Primary)
- Bachelor of Applied Science (Sports Science)
- Bachelor of Music Education
- Associate Diploma in Applied Science (Recreation Servicing)

General Studies subjects are designed to give students the opportunity to develop further their intellectual, social and cultural interests as aspects of their personal development. In these subjects students become involved in self-selected activities which challenge the development of specific interests, talents and skills.

Students must note carefully their relevant course requirements and choose carefully the appropriate subjects. Note that specific course requirements are found in the appropriate section of this handbook or will be described to the students by a Faculty staff member.

Student demand and staff availability will determine the General Studies subjects that will be offered in any particular semester.

**Course Units****26.010s Aboriginal Studies 1****S1 or S2 2CCH***3 credit points*

This subject is designed to introduce students to the study of Australian Aboriginal culture in both historical and contemporary contexts.

Students learn about the complexity of traditional Aboriginal society, and are introduced to a history of



Aboriginal-European contact and the consequences of this contact on Aboriginal life.

**26.011s Aboriginal Studies 2 S1 or S2 2CCH**  
**Traditional Aboriginal Society**

*3 credit points*

This subject is designed to explore in some depth the nature of traditional Aboriginal society.

After a survey of Australian pre-history and archaeological research, students will focus on anthropological inquiry into traditional Aboriginal society. Aspects such as languages, kinship, religion, and the nature of the Dreaming will be investigated so as to illustrate the complexity and distinctiveness of traditional Aboriginal life.

**26.012s Aboriginal Studies 3 S1 2CCH**  
**Aboriginal Issues**

*3 credit points*

This subject is designed to familiarise students with the history of Aboriginal-European contact and the legacy of this contact.

Students learn of the interaction between Aboriginal people, explorers and the first settlers, of the Aboriginal resistance to invasion and of government policies and practices. The main issues of concern for contemporary Aborigines such as land rights, mining and human rights, will be viewed in an historical context.

**26.013S Aboriginal Studies 4 S2 2CCH**  
**Contemporary Aboriginal Culture**

*3 credit points*

This subject is designed to acquaint students with the unique contribution to Australian culture of Aboriginal Australians.

Students learn of significant Aboriginal achievers and are familiarised with some contemporary writers, musicians, artists and dancers.

**26.014S Art 1 S1 or S2 2CCH**

*3 credit points*

This subject will give students the opportunity to gain theoretical and practical understandings in the fields of drawing, painting and sculpture.

Students learn selected methods of representation in two and three dimensional media and approaches to evaluating art works.

**26.015S Art 2 S1 or S2 2CCH**

*3 credit points*

This subject provides students with disciplined experiences, practical and conceptual, which will form the basis of the specialisation in either two-dimensional or three-dimensional art.

Students gain knowledge of technical and creative possibilities within their areas of specialisation and investigate areas of art history according to individual interests.

**26.016S Art 3 S1 2CCH**

*3 credit points*

Students will explore at an intensive level ways of developing images in their field of specialisation. There will be

opportunities for students to take up subsidiary studies in fields which will extend and enrich their specialisation.

Students consolidate their practical expertise whilst undertaking additional studies which complement their specialisations.

**26.017S Art 4 S1 2CCH**

*3 credit points*

*S2 2CCH*

This subject will allow students to bring their major projects to conclusion, requiring them to show evidence of research into their field of specialisation and to consolidate personal and informed viewpoints in the fields of aesthetics and the visual arts.

Students' individual pursuits in advanced studies practice, research and art criticism will be emphasised.

**26.018S Australian Studies 1 S1 or S2 2CCH**  
**The Development of Australian Society**

*3 credit points*

This subject will present an overview of significant events and trends which have shaped Australia's development. It aims to explore aspects of the Australian experience - to explain how and why a settlement, which began as a penal colony, has developed into a highly organised, affluent society.

This subject will first focus on the geographical environment, and its earliest inhabitants; then, on several major influences after 1788 which have helped reshape that environment.

**26.019.S Australian Studies 2 S1 or S2 2CCH**  
**The Nineteenth Century Story**

*3 credit points*

The subject is designed to help students assess the contributions of Aborigines, convicts and migrants to Australia's growth in the colonial period.

This subject will focus on two historical periods - 1788-1850, and 1850-1900, as the context from which to examine the social, economic and political growth in the century.

**26.020S Australian Studies 3 S1 or S2 2CCH**  
**Australia in the Twentieth Century - Federation to 1950**

*3 credit points*

This subject looks at the evolution of Australia, the nation state. It will focus on the political, economic and social characteristics of Australian Society and examine the events, internal and external, which have influenced its growth.

This subject will focus on the fifty years of Federation, with stress on the politics and international status of a federated Australia, social welfare in a White Australia, and the influence of world events on economic growth.

**26.021S Australian Studies 4 S2 2CCH**  
**Post War Development in Australia - 1950-1984**

*3 credit points*

This subject identifies the main characteristics of modern Australian society, in order to highlight some of the significant issues which have come to the fore within the Australian experience in the period since 1950.

This subject will focus broadly on the period since World War 2, examining social classes and underprivileged social groups, technological trends and their ecological impact in both urban and rural areas, and Australia's role in world affairs.

**26.022S Design Crafts 1 S1 or S2 2CCH**

*3 credit points*

This subject will be an introduction to Design Crafts. It aims to make students aware of basic design principles and understand the importance of individual expression. Workshop experiences will introduce students to materials, tools and techniques related to at least two areas of craft.

Students will study the elements and principles of design which should enable them to make enlightened aesthetic responses and to be aware of the application of basic design principles to their work.

**26.023S Design Crafts 2 S1 or S2 2CCH**

*3 credit points*

This subject will allow students to select one area of specialist studies from Graphics, Fibres, Ceramics or Constructional Crafts. The students will explore materials, develop design and workshop skills and investigate techniques in graphic communication.

Students will formulate and apply design methods in the selected craft area, using a problem solving approach in examining the relationship of form and function.

**26.024S Design Crafts 3 S1 2CCH**

*3 credit points*

This subject aims to develop further design skills and extend specialist craft knowledge through a supportive workshop. This should be related to the advanced craft project to be undertaken in Semester 6.

Students will undertake a workshop in a related craft area, which will broaden their knowledge and skills preparatory to their advanced craft project in Semester 6.

**26.025S Design Crafts 4 S2 2CCH**

*3 credit points*

This subject will provide for an advanced workshop in the selected craft area. Implicit will be the application of problem solving techniques based upon knowledge and expertise gained in previous design craft courses.

The knowledge and expertise gained in previous design crafts subjects will be applied to design, construct and evaluate a major craft project.

**26.026S Drama 1 S1 or S2 2CCH**

*3 credit points*

This subject is designed to provide students with the basic expertise which will enable them to understand the background and development of contemporary English speaking theatre, and the nature of dramatic expression.

Students study selected areas of developing English speaking theatre with representative scripts, the basic skills required for their presentation, and the nature and process of the critical evaluation of dramatic performance.

**26.027S Drama 2 S1 or S2 2CCH**

*3 credit points*

The subject is designed to enable students to develop a deeper understanding and practical appreciation of the main forms of dramatic expression that have contributed to contemporary English speaking theatre.

Students study significant forms of dramatic expression in contemporary theatre with specific scripts exemplifying these forms, together with acting theory, theatre techniques and practical skills.

**26.028S Drama 3 2CCH**

*3 credit points*

The subject is designed to enable students to develop the necessary groundwork for the preparation of a public performance through further extension of their range and depth of knowledge of drama and theatre arts in both theory and practice.

Students undertake the necessary preparatory work for the performance of a selected play script or scripts.

**26.029S Drama 4 S2 2CCH**

*3 credit points*

The subject is designed to enable students to present an adequate public performance of a specific script or scripts.

Students prepare, rehearse and perform publicly a specific script or scripts.

**26.030S Environmental Studies 1 S1 or S2 2CCH**  
**The Natural Australian Environment**

*3 credit points*

This subject provides an overview of a number of different Australian ecosystems including rainforests, woodlands, desert and wetlands. Some current environmental issues associated with the ecosystems are considered. The study of a local area will be included.

Students study some specific ecosystems in the Australian environment as well as making a study of a local natural area.

**26.031S Environmental Studies 2 S1 or S2 2CC**  
**People and their Environment**

*3 credit points*

This introductory subject concentrates on the interaction of people with their normal environment and the influence of forms of technology. Environments can include domestic, urban, industrial or agricultural surroundings. The theme will emphasise a considered and responsible use of the environment and include selected case studies.

Students study some of the aspects of man made environment and examine some of the issues involved in the quality and nature of the environment.

**26.032S Environmental Studies 3 S1 2CCH**  
**Australian Plant and Animal Studies**

*3 credit points*

Australia has many unique native plants and animals which are valuable in their own right and plan an important part in the natural environment. The subject provides an overview of these Australian organisms and will concentrate on particular

species or groups of plants or animals to help students develop an empathy with other living organisms.

**26.033S Environmental Studies 4 S2 2CCH**  
**Impact of People on the Natural Environment**

*3 credit points*

This subject covers specific controversial aspects of the impact of man on the environment. The emphasis will be on developing informed and balanced decisions based on scientific fact and social responsibility. A detailed case study will be undertaken.

**26.034S Literature 1 S1 or S2 2CCH**

*3 credit points*

The subject gives students the opportunity to develop and extend ways of understanding how writer create meaning, how the form chosen can affect the meaning, and how the reader comes to perceive the writer's meaning.

Students will interpret selected poems and short works of fiction and drama.

**26.035S Literature 2 S2 2CCH**

*3 credit points*

Through a more advanced study of selected prose, poetry and drama from one historical period, namely the period beginning with the start of World War 1 and issuing in Modernism, the subject will encourage greater appreciation of modern literature.

The class will study major modern works of prose fiction, poetry and drama, against a background of contemporaneous political, philosophical and artistic events.

**26.036S Literature 3 S1 2CCH**

*3 credit points*

Following on the study in previous units of literary variety in prose, poetry and drama and of each genre during the modern period, this subject focuses on major literature written before 1914 and gives students a deeper understanding of it.

The class will study major pre-modern works of prose fiction, poetry and drama, against a background of contemporaneous political, philosophical and artistic events.

**26.037S Literature 4 S2 2CCH**

*3 credit points*

Building on all previous literature courses, this subject consolidates knowledge of how writers with diverse cultural background and interests create meaning. By introducing students to increasingly mature works of prose fiction, poetry and drama from significant periods and places, the course aims to encourage a lasting appreciation of literature in its richness and variety.

The class will interpret major works of literature not encountered earlier in the course and compare major works of prose fiction, poetry and drama, attending closely to both form and content.

**26.038S Mathematics And Computing 1 S1 or S2 2CCH**

*3 credit points*

This subject gives an overview of mathematical thinking and of computing. It is designed both as an interest subject for those who do not wish to take the full Mathematics and Computing sequence, and as an introductory subject for those who do.

The subject content will include an introduction to the nature of mathematics and the work of the professional mathematician, and a hands-on introduction to computing.

**26.039S Mathematics And Computing 2 S1 or S2 2CCH**

*3 credit points*

This subject introduces students to computers and computing. Students will learn to program a microcomputer in a dialect of the BASIC language, and will gain an elementary understanding of computer architecture.

The subject content will include an overview of what computers are and can do, and how they are programmed.

**26.040S Mathematics And Computing 3 S1 2CCH**

*3 credit points*

This subject has two major foci. Firstly, students will learn good programming techniques; secondly, students will extend their knowledge of a dialect of BASIC.

The course content will include top-down design and structured programming.

**26.041S Mathematics And Computing 4 S2 2CCH**

*3 credit points*

*S2 2CCH*

The elements of several areas of mathematics will be studied in detail, both for their own sake and as case studies in mathematical thinking.

The subject content will include the nature of mathematical thinking, inductive and deductive reasoning, fallacies and paradoxes, mathematical proof, and a study of a deductive system.

**26.042S Moral Studies 1 S1 or S2 2CCH**  
**Contemporary Moral Dilemmas**

*3 credit points*

This subject will introduce students to the discipline of ethical inquiry through the analysis and evaluation of arguments and counter-arguments surrounding life and death choices in contemporary society.

Students learn to evaluate various ethical theories in relation to life and death choices.

**26.043S Moral Studies 2 S1 or s2 2CCH**  
**Theories of Ethics**

*3 credit points*

This subject will expand the scope of ethics to embrace more than life and death choices (eg. honesty, caring, respect for persons, authority, government), and consider various comprehensive ethical theories in comparison with utilitarianism.

Students learn to relate general principles to specific issues: Utilitarianism as a naturalistic theory; Other naturalistic theories; The naturalistic fallacy.

**26.044S Moral Studies 3 S1 2CCH**  
**Freedom and Determinism**

*3 credit points*

This subject will examine various notions of human freedom as the basis for morality, and will consider the consequences for this of various traditions of deterministic thought.

Students learn to present a well argued case for either freedom or determinism as a characteristic of the human predicament.

**26.045S Moral Studies 4** **S2 2CC**  
**Existentialist Ethics**

*3 credit points*

Students will consider the existentialist movement as a response to pervasive deterministic thought, and to the 'waste land' of European society through the two world wars.

Students learn to critically evaluate the existentialist movement and the contribution of individual authors as an answer to the contemporary problems of personal and social morality.

**26.046S Music 1** **S1 or S2 2CCH**

*3 credit points*

This subject is designed to extend and refine students' awareness of the role of music as a reflector and interpreter of ideas and structures in society.

It promotes a facet of personal development and a breadth of outlook through the discipline of participation and self-expression in musical activities and studies.

Students are introduced to a study of the socio-cultural development of music.

**26.047S Music 2** **S1 or S2 2CCH**

*3 credit points*

This subject is designed to identify the characteristics of style and structure through listening, detailed interpretation of music scores, and practical experience.

Students will study the style and structure of specific musical works.

**26.048S Music 3** **S1 2CCH**

*3 credit points*

Students will elect a strand with either Musicological or Practical emphasis.

Students will learn to apply elements of musicological or practical study to the various compositions under consideration.

**26.049S Music 4** **S1 2CCH**

*3 credit points*

Students will make an in-depth study of a specific approved topic chosen from their area of specialisation in the previous semester.

Students will develop and bring to conclusion major projects in their fields of specialisation.

**26.050S Religion Studies 1** **S1 or S2 2CCH**  
**Religion in Australia**

*3 credit points*

Students will be introduced to the structuring concepts and methodology of the discipline of Religion Studies through a study of the changing religious consciousness of the Australian continent from Dream Time, the Judeo-Christian influence of European settlement, and the growing resurgence of Islam and Asian religions in the Australian community.

Students learn the nature of religion through participation in the phenomenological approach to inquiry into the religious dimension of human life.

**26.051S Religion Studies 2** **S1 or S2 2CCH**  
**Judaic, Christian and Islamic Traditions**

*3 credit points*

This subject will assist students in developing an understanding of Judaism, Christianity and Islam, the contexts from which they arose, and the meaning they have for devotees in given religious communities.

Students learn to understand the nature of Judaism, Christianity and Islam through a study which includes their historical and social contexts.

**26.052S Religion Studies 3** **S1 2CCH**  
**Asian Religions**

*3 credit points*

Students will be assisted in developing an understanding of Hinduism, Buddhism and Japanese religion, the contexts from which they arose, and the meaning they have for devotees in given religious communities.

Students learn to understand the nature of Hinduism, Buddhism and Japanese religion through a study which includes the historical and contemporary social contexts of the religions.

**26.053S Religion Studies 4** **S2 2CCH**  
**Philosophy of Religion**

*3 credit points*

This subject aims to assist students to critically appraise the knowledge acquired in previous units. Students will be assisted in developing proficiency in making a systematic evaluation of the claims of religion through linguistic and conceptual analysis.

Students learn to extend their understanding and to investigate a credibility of the claims of religion through participation in philosophical discussion on specific concepts.

**26.054S Sports Studies 1** **S1 or S2 2CCH**  
**Physiology of Human Performance**

*3 credit points*

This subject is designed to introduce students to the principles of exercise physiology and the application of these principles to training and sports performance. Students will also experience a wide range of assessment procedures in relation to human performance parameters.

Students will study areas of human physical performance and review the physiological responses to physical stress and exercise, and how they are assessed.

**26.055S Sports Studies 2** **S1 or S2 2CCH**  
**Motor Skill Acquisition**

*3 credit points*

This subject develops the understanding of skilled performance covered in the previous level by looking at factors which contribute to the learning of motor skills.

Students will study how people effectively acquire the skills required for participation in a variety of sports.

**26.056s Sports Studies 3 S1 2CCH**  
**Sport and Society**

*3 credit points*

This subject is designed to develop the students' awareness of the role that sport plays in various societies and social situations.

Students' study will encompass an overview of contemporary issues in sports in Australian society.

**26.057s Sports Studies 4 S2 2CCH**  
**Integrated Sports Studies**

*3 credit points*

This subject is designed to allow students to integrate the theories, concepts and principles of the previous courses in a number of modes and situations.

This subject will enable students to study and attempt to put into practice the theories in exercise physiology, motor learning and social participation developed in the preceding courses.

# Graduate Study

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## Graduate Enrolment Procedures

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All students enrolling in graduate courses should obtain copies of the free leaflets *Re-enrolling 1990 for Post-graduate Students* and *Information for Graduate Students*, available from School Offices and the Admissions Office. These leaflets provide detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in miscellaneous subjects, locations and hours of Cashiers, and late enrolments.

Students enrolling at St George Campus should contact the Campus for enrolment details.

## Graduate Courses

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The Faculty of Professional Studies consists of the Schools of Education, Health Services Management, Librarianship and Social Work on the Kensington Campus; and the Schools of Primary and Computer Education, Sport and Leisure Studies, Arts and Music Education on the St George Campus. Facilities are available in each of these schools for research programs leading to doctoral or Master's degrees. In addition the following formal course Master's degrees are offered: Master of Education; Master of Educational Administration; Master of Health Administration; Master of Health Planning; Master of Nursing Administration; Master of Librarianship; Master of Social Work and Master of Welfare Policy. Courses for the award of a graduate diploma are available in education and

information management (librarianship or archives administration). A post-graduate Bachelor of Education Honours degree course is also available.

At the St George Campus the following postgraduate courses are offered: Graduate Diploma in Educational Studies - Computer Education (GradDip Ed Studies), the Master of Education (MEd), and the Graduate Diploma in Arts - Expressive and Performing Arts (GradDip Exp Perf Arts).

In addition to the postgraduate subjects offered by each school in 1990, the Faculty is introducing two electives that will be available to students in Education, Health Administration, Librarianship and Social Work. Participation in these electives will provide an opportunity for cross-discipline interaction and the chance to view one's field of specialization in the context of the public service professions generally.

## Kensington Campus

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### School of Education

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The School of Education offers a one-year full-time course for graduates leading to the award of the Diploma in Education (DipEd). A two-year post-graduate research and course-work program leading to the degree of Bachelor of Education with Honours is also available at the pre-service level. In addition, the school offers programs leading to the award of the degrees of Master of Education (MEd), Master of Educational Administration (MEdAdmin) and Doctor of Philosophy (PhD).

## 5560 Education Graduate Diploma Course

### Diploma in Education DipEd

A course leading to the award of the Diploma in Education (DipEd) is available to graduates of the University of New South Wales or other approved universities. The Graduate Diploma course is designed to give professional training in education to graduate students. It is normally taken over one year of full-time study but it is also possible for this course to be taken over two years on a part-time basis.

#### Re-enrolment in Diploma in Education

Candidates who fail in half or more of their subjects will not be permitted to re-enrol unless the Higher Degree Committee of the Faculty of Professional Studies grants permission because it considers the circumstances to be exceptional.

### Subjects

	Number of hours
<b>58.013 Theory of Education</b>	
Philosophy of Education	30
Psychology of Education	30
Sociology of Education	30
Selected Studies in Education	60

#### 58.014 Curriculum and Instruction

Students are required to satisfy requirements in General Method, Assessment and Measurement, and in each of two special method subjects or in one double method subject.

- |                                    |    |
|------------------------------------|----|
| • General Method                   | 20 |
| • Assessment and Measurement       | 14 |
| • Special Methods <i>see below</i> |    |

**Note:** All special methods may not be available every year.

Commerce/Economics Method	50
English Method	50
French Method	50
Geography Method	50
German Method	50
History Method	50
Mathematics Method - Double	120
Science Method - Double	150
Spanish Method	50

#### 58.015 Teaching Experience

Microteaching	14
Teaching Practice	220

## 8905 Bachelor of Education Course (Honours)

The School offers a 2 year Bachelor of Education with Honours course. This two-year post-graduate course consists of the content of the Graduate Diploma in Education course (58.013 Theory of Education, 58.014 Curriculum and Instruction and 58.015 Teaching Experience) together with additional work undertaken in the first year, and a further year devoted to study and research in Education.

#### First year

58.013	Theory of Education (S1 L9, S2 T6)
58.014	Curriculum and Instruction (S1 L2 T5.5, S2 L2 T6)
58.015	Teaching Experience
58.893	Advanced Education 1 (one unit) (S2 L2)

#### Second Year

58.894	Advanced Education 2	(F L4)
Unit 1	(28 hours)	
Unit 2	(28 hours)	
Unit 3	(28 hours)	
Unit 4	(28 hours)	
58.799	Thesis	(F)

Each student proceeding to Advanced Education 2 and the Thesis will be assigned a Supervisor. Following consultation between the Supervisor, the student and a member of the Bachelor of Education with Honours Course Committee, the Committee may recommend the appointment of a Co-supervisor. The thesis will be prepared under the guidance of the Supervisor and Co-supervisor if appointed, and they will guide the student's selection of the appropriate subjects of study, units 1, 2, 3 and 4.

### Conditions for the Award

#### Enrolment and Progression

Students enrolled in the Diploma in Education course, who achieve a grade of Distinction or High Distinction in at least one of the Educational Psychology, Philosophy of Education and Sociology of Education strands of 58.013 Theory of Education offered in Session 1, and who have no failing grades, will be invited to transfer to the Bachelor of Education (Honours) course. They will enrol in the additional subject 58.893 Advanced Education 1 in Session 2. Students must pass 58.013 Theory of Education, 58.014 Curriculum and Instruction, 58.015 Teaching Experience and 58.893 Advanced Education 1 before progressing to the Second Year.

#### Assessment

The four units of Advanced Education 2 will be combined to provide a single mark. The thesis will be examined by two Examiners, one of whom will normally be the Supervisor. The second Examiner will be selected by the Bachelor of Education Honours Course Committee from two or more whose names have been provided by the Supervisor. The thesis will be awarded a single final mark.

A final 'honours mark' will be calculated; this will be one-fifth the mark for 58.894 Advanced Education 2 and four-fifths of the mark for 58.799 Thesis. Based on this mark the Bachelor of Education Degree will be awarded with a class of Honours

of one of  
Class I,  
Class II, division 1,  
Class II, division 2  
Class III

**2990****Master of Education Course (Honours)****8910****Master of Education Course****Master of Education****MEd**

The conditions for the award of the Master of Education degree are set out under Conditions for the Award of Higher Degrees later in this handbook. The degree course is designed for educationists who wish to study education at an advanced level and may be awarded at two levels: Pass and Honours.

The degree awarded at Pass Level is studied by taking subjects to the value of eight units.

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education and are expected to satisfy in subjects to the value of four units at a suitable standard and to submit a thesis. Alternatively, students without a degree awarded at Honours Level in Education (or other relevant subject) may apply for registration after completing subjects to the value of 6 units, including a two-unit project, at an acceptable standard (a high credit average, including at least a credit for the report, would be a minimum requirement). Such students transferring from Pass Level to Honours Level registration then complete the degree by means of a thesis.

Students may choose up to four units from subjects in the Master of Educational Administration course. Prerequisite and corequisite requirements, as listed, are not to apply to students enrolled in the Master of Education course (8910).

Subject to the discretion of the Head of School, students may choose up to two of their electives from subjects offered by other Schools in the faculty or by other faculties within the University of New South Wales, or may receive credit for a maximum of two units for subjects of comparable standard successfully completed within the faculty of Professional Studies, other faculties of the University of New South Wales or another recognised institution.

**Educational Research Subjects**

	No. of units
58.220G Experimental Design and Analysis	1
58.224G Qualitative Research Procedures	1
58.225G Multivariate Analysis using the Linear Model	1
58.226G Factor Analysis and Multivariate Analysis of Variances	1

	No. of units
58.231G Measurement in Education	1
58.233G Quantitative Methods Associated with Categorical Variables	1
58.234G Quantitative Methods Associated with Ranked Observations	1
58.235G Researching Educational Practice	1
58.901G Essentials of Inferential Research	1

**Philosophy of Education Subjects**

58.256G Moral Education	1
58.258G Philosophy of the Curriculum	1
58.264G Philosophy of Science and Education	1
58.267G Philosophy of History Education 1	1
58.268G Philosophy of History Education 2	1
58.275G John Dewey and Progressive Education	1
58.277G The Nature of Intelligence	1
58.278G Social Philosophy and Education 1	1
58.279G Social Philosophy and Education 2	1
58.285G Ideology and Education 1	1
58.286G Advanced Studies in Ideology and Marxist Theory	1
58.287G Introduction to the Philosophy of Education 1	1
58.288G Marxism and the Study of Education	1
58.299G Deschooling and Free Schooling	1
58.450G Epistemology and Learning Theory	1
58.451G Personal Development Programs in Schools	1
58.452G Education and Evolutionary Theory	1

**Sociology of Education Subjects**

58.305G The Role of Education in Society 1	1
58.314G Applying Sociological Research to Educational Problems	1
58.319G Social Trends and Problems: Implications for Education 1	1
58.320G Social Trends and Problems: Implications for Education 2	1
58.321G The Role of Education in Society 2	1
58.322G Migrant Education	1
58.323G Socialization and Education	1
58.325G Social Interaction in the School and Classroom	1
58.326G The Family and the School	1
58.329G Women and Girls in the Educational System	1
58.410G Social and Educational Ideals	1

**Science Education Subjects**

58.331G The Development of Scientific Concepts	1
58.332G Evaluation in Science Education	1



## Professional Studies

	No. of units
58.333G Primary Science Education	1
58.334G The Nature of Science and Science Education	1
58.336G Chemical Education	1
58.337G Physics Education	1
58.338G Selected Issues in Science Education	1
58.339G Research in Science Education	1
58.340G Education in the Physical Sciences	1

## Educational Psychology Subjects

58.361G Child Growth and Development 1	1
58.362G Child Growth and Development 2	1
58.364G Psychological Bases of Instruction	1
58.375G Psychophysiology in the Classroom	1
58.386G Applying Experimental Psychology in Education	1
58.387G Human Problem Solving	1
58.390G The Psychology of Reading	1
58.391G Cognition and Instruction in Mathematics and Mathematically-Based Subjects	1

## Adult and Continuing Education Subjects

58.244G Adult Learning	1
58.245G Course Design and Development	1
58.903G Current Issues in Adult, Continuing and Professional Education	1
58.902G Distance Education	1
58.904G Managing Continuing Education Programs	1

## Literary Education Subjects

58.247G Critical Approaches to Higher School Certificate English Texts	1
58.265G Values in Teaching and Reading Literature	1
58.248G The Filming of Literature: Implications for Teaching	1

## Miscellaneous Subjects

58.280G Project	2
58.246G Instructional Design for Software	1
58.383G Computer-Assisted Instruction 1	1
58.384G Computer-Assisted Instruction 2	1
58.243G Research on the Learning and Teaching of Mathematics	1
58.379G Exceptional Children in the Classroom	1
58.380G Exceptional Children - Language Disabilities	1
58.381G Advanced Exceptional Children A	1

	No. of units
58.389G Talented Children	1
58.509G Education Systems	1
58.536G Administrative Uses of the Computer in Education	1

### Note:

1. A one-unit subject is of 2 hours per week for one session. The project report has the value of two units.
2. Candidates with appropriate Honours degrees may be registered for the degree of Master of Education at Honours Level at initial enrolment. Their program consists of subjects to the value of four units and a research thesis. (Such candidates will lose Honours registration after completion of these subjects if the standard attained is considered unsatisfactory by the Higher Degree Committee.)
3. Candidates who have the Higher Degree Committee's approval to transfer from the Pass Level to the Honours Level in the Master of Education (MED) degree course after completion of subjects to the value of six units are reminded of the conditions governing maximum time.
4. Not all the preceding subjects will be offered in any one year.

## 2945

### Master of Educational Administration Course (Honours)

## 8960

### Master of Educational Administration Course

#### Master of Educational Administration MEDAdmin

The conditions for the award of the degree of Master of Educational Administration are set out under Conditions for the Award of Higher Degrees later in this handbook.

The Master of Educational Administration degree course is intended to contribute to the preparation of individuals for administrative positions in educational institutions and systems, as well as to serve the needs of educational administrators at a variety of other levels.

A feature of the course is a range of electives to build on particular interests developed from core studies or from particular background experiences of individual students.

The degree of Master of Educational Administration may be taken at Honours Level, and selected students have the opportunity to proceed to the degree of Doctor of Philosophy by research.

Candidates for the degree are normally required to take subjects to the value of eight units.

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education and are expected to satisfy in

subjects to the value of four units, including at least two from the core, at a suitable standard and to submit a thesis. Alternatively, students without a degree awarded at Honours Level may apply for registration after completing subjects to the value of 6 units, including at least two of the core subjects and a two-unit project, at an acceptable standard (a high credit average, including at least a credit for the report, would be a minimum requirement). Such students transferring from Pass Level to Honours Level registration then complete the degree by means of a thesis.

Subject to the discretion of the Head of School, students may choose up to two of their electives from subjects offered by other Schools in the faculty or by other faculties within the University of New South Wales, or may receive credit for a maximum of two units for subjects of a comparable standard successfully completed within the faculty of professional Studies, other faculties of the University of New South Wales or another recognised institution.

## Core Subjects

	Unit Value
58.564G Organisation and Administration of Education in Australia	1
58.565G Administrative and Organisational Behaviour in Education	1
58.566G Organisation Theory in Education	1
58.567G Understanding Educational Research	1
Part-time students shall, except with permission of the Head of School, complete core subjects before proceeding to electives.	

## Elective Subjects

58.568G Supervision and Development of Educational Personnel	1
58.569G Development and Evaluation of Educational Programs	1
58.527G Legal Aspects of Educational Administration	1
58.510G Policy Making in Education	1
58.570G Planned Change in Education	1
58.571G Financial Issues in Educational Administration	1
58.572G Women in Educational Administration	1
58.502G Communication Theory and Theory of Human Relations	1
58.904G Managing Continuing Education Programs	1
58.531G Selected Aspects of Educational Administration	1
58.525G Social Issues and Educational Policy	1
58.573G Supervised Fieldwork in Educational Administration	1
58.280G Project	2

Students may choose up to four of their electives from subjects in the Master of Education course.

## 1970

### Doctor of Philosophy

#### Doctor of Philosophy PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject.

## School of Health Services Management

The School of Hospital Administration was founded in 1956 with a grant from the W.K. Kellogg Foundation to provide training in hospital administration. In 1969 the name was changed to School of Health Administration, and in 1989 to School of Health Services Management, in accordance with its broader objectives in teaching and research. It serves the needs of hospitals and health services throughout Australia but overseas candidates may also be admitted.

The School provides three formal graduate courses leading to the award of the degrees of Master of Health Planning, Master of Health Administration and Master of Nursing Administration. In addition, the degrees of Master of Health Administration and Doctor of Philosophy may be awarded following periods of full-time or part-time research in hospital and health service administration. The School also offers the Master of Public Health program in conjunction with the Faculty of Medicine.

## 1950

### Doctor of Philosophy

#### Doctor of Philosophy PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject.

## 2960

### Master of Health Administration (by Research)

#### Master of Health Administration MHA

Facilities are available in the School for students to undertake research studies leading to the degree of Master of Health Administration, as either full-time internal students, part-time internal students, or part-time students external to the University. Students are required to have a suitable first degree and are normally expected to have considerable experience in their proposed field of study within the health or hospital services. Enquiries should be directed to the Head of School.

## 8900

### Master of Health Administration (by Formal Course Work)

#### Master of Health Administration MHA

The course has been designed to equip students with the basic knowledge required for senior managerial and planning work in hospitals and other health services. The objective of the course is to develop graduates who are: 1. competent general and financial managers, 2. competent planners, 3. knowledgeable about 'Public Health' (the health status of the Australian and other communities) and the Australian health care system, 4. knowledgeable about society, law and ethics, 5. competent in quantitative skills.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time basis, internal basis or external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. However, students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field. The maximum time for completion of the full-time course is eight academic sessions.

The normal time for completion of the course for part-time internal and external students is six academic sessions (three calendar years).

Students must complete 12 two credit point subjects or equivalent. (Each single credit point is equivalent to one class contact hour per week.)

#### Master of Health Administration (by Course Work)

- 16.970G Management of Work
- 16.971G Management of Organizations
- 16.907G Accounting and Financial Management 1
- 16.941G Epidemiology
- 16.942G Public Health
- 16.981G Sociology, Ethics and Health
- 16.901G Quantitative Methods and Statistics 1
- 16.904G Health Care Systems
- 16.935G Health Economics 1
- 16.933G Health Service Law 1
- Plus 2 electives

Those students who are inexperienced (ie less than three years) in the health service area are required to undertake a planned program of field experience (16.953 Fieldwork in Health Service Organization) in addition to the 12 subjects.

Electives are chosen by the student in consultation with the Head of the School of Health Services Management (or nominee) from graduate subjects offered within the University or by another tertiary institution. The approval of the relevant Head of School is required to undertake an elective offered outside the School of Health Services Management.

## 8940

### Master of Health Planning

#### Master of Health Planning MHP

The course is designed to provide the knowledge and skills required by health service planners and policy developers. The objective of the course is to develop graduates who are: 1. competent planners and policy developers, 2. knowledgeable about 'Public Health' (the health status of the Australian and other communities) and the Australian health care system, 3. competent in quantitative skills, and 4. equipped with a working knowledge of finance.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time internal basis, an external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. The maximum time is eight academic sessions (four years). Students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field.

The normal time for completion for part-time internal students and for external students is six academic sessions (three calendar years).

Students must complete 12 two credit point subjects or equivalent. (Each single credit point is equivalent to one class contact hour per week.)

#### Master of Health Planning

- 16.970G Management of Work
- 16.941G Epidemiology
- 16.942G Public Health
- 16.981G Sociology, Ethics and Health
- 16.901G Quantitative Methods and Statistics 1
- 16.904G Health Care Systems
- 16.937G Research and Evaluation Methods
- 16.930G Health Service Planning 1
- 16.938G Policy Studies
- 16.935G Health Economics 1
- Plus 2 electives

## 8950

### Master of Nursing Administration

#### Master of Nursing Administration MNA

The course leading to the degree of Master of Nursing Administration is intended to contribute to the development of nursing personnel who hold or are preparing to enter senior nursing administrative posts in the health services. The course provides a broad coverage of the field of health administration together with attention to skills and knowledge of particular relevance to the administration of nursing services.

The degree is awarded on the successful completion of the program below. Enrolment in the course may be full-time, part-time or external. Students enrolled externally complete most of their work by correspondence, with the exception of two one-week residential schools held in each session. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. The maximum time is eight academic sessions (four years). Students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field.

The normal time for completion of the course for part-time internal students and for external students is six academic sessions (three calendar years).

The course is designed to equip students with the basic knowledge required for senior managerial and planning work in hospitals and other health services.

The objective of the course is to develop graduates who are: 1. competent general and financial managers, 2. competent planners, 3. knowledgeable about "Public Health" (the health status of the Australian and other communities) and the Australian health care system, 4. knowledgeable about society, law and ethics, 5. competent in quantitative skills.

Students must complete 12 two credit point subjects or equivalent. (Each single credit point is equivalent to one class contact hour per week.)

#### Master of Nursing Administration

- 16.970G Management of Work
- 16.907G Accounting and Financial Management 1
- 16.941G Epidemiology
- 16.942G Public Health
- 16.901G Quantitative Methods and Statistics 1
- 16.904G Health Care Systems
- 16.981G Sociology, Ethics and Health
- 16.933G Health Service Law 1

Plus 4 electives, two of which must be from the following nursing administration subjects:

- 16.961G Nursing Theory
- 16.962G Nursing Administration
- 16.963G The Nurse Executive Role

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## School of Librarianship

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The School of Librarianship offers graduate courses leading to the award of the degrees of Doctor of Philosophy, Master of Archives Administration (MArchivAdmin) by research, Master of Librarianship (MLib) by research or course work, the Diploma in Information Management – Archives Administration (DipIM-ArchivAdmin) and the Diploma in Information Management – Librarianship (DipIM-Lib). The conditions for the award of these degrees and diplomas are set out later in this handbook under Conditions for the Award of Higher Degrees.

### 1990

#### Doctor of Philosophy

##### Doctor of Philosophy PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject.

### Master of Archives Administration

The conditions governing the award of the degree of Master of Archives Administration by research are set out under Conditions for the Award of Higher Degrees later in this handbook. As the University's facilities are limited, admission may be competitive.

### 2985

#### Master of Archives Administration (by Research)

##### Master of Archives Administration MArchivAdmin

In addition to the thesis which represents 75 percent of the requirements, each candidate must complete the following two subjects to be taken in one year.

Hours per session			
		S1	S2
55.806G	Issues in Archives Theory and Practice	0	42
55.808G	Research Methods in Archives	42	0

### Master of Librarianship

The conditions governing the award of the degree of Master of Librarianship by research and by formal course work are set out under Conditions for the Award of Higher Degrees later in this handbook. As the University's facilities are limited, admission may be competitive.

Advanced study in librarianship by formal course work is designed to provide education in broad areas of specialization beyond the basic professional level. In addition to a general course of study for this degree there is a course for those who wish to specialize in Library Management and a course for those who wish to specialize in Information Science.

There may be occasional field excursions at times to be arranged.

### 2980

#### Master of Librarianship (by Research)

##### Master of Librarianship MLib

In addition to the thesis which represents 75 percent of the requirements, each candidate will complete the following two subjects to be taken in one year.

## Hours per session

	S1	S2
55.805G Issues in Librarianship	0	42
55.807G Research Methods in Librarianship	42	0

## 8920

Master of Librarianship  
(by Formal Course Work)Master of Librarianship  
MLib

## General Program

The general course of studies for the MLib may be taken in one year of full-time study or a longer period of part-time study. Candidates will complete a minimum course work requirement of the equivalent of nine 42-hour subjects. Subjects may be chosen from those offered in the General program and those offered in the Library Management and Information Science programs. Up to two subjects may be chosen from graduate subjects offered by other schools or departments with approval of the Head of the School of Librarianship and the Head of School in which the subjects are offered. A student in the general MLib program may choose to undertake a project in lieu of one 42-hour subject.

If a candidate in the general program elects to undertake a project, he or she will normally take 55.844G Project Seminar listed below or 55.807G Research Methods in Librarianship or 55.822G Operations Research. The course work requirements for students undertaking the Project will be reduced by the equivalent of one 42-hour subject.

Students in the specialist MLib programs listed below, with the permission of the Head of School, may transfer to the General program at any time during their course of studies.

## Hours per session

	(S1 or S2)
55.830G Bibliographic Control	42
55.832G Women in the Information Professions	42
55.833G Seminar in the History of the Book	42
55.834G Seminar in History and Biography in Library and Information Science	42
55.835G Seminar in Scientific and Technical Communication	42
55.836G Seminar in Bibliometric and Scientometric Indicators	42
55.838G Preservation Administration	42
55.841G Community Information Services	42
55.842G Evaluation and Performance Measurement in Information Agencies	42
55.843G Special Topic in Library and Information Science	42
55.844G Project Seminar	42
55.845G Information Technology in Asia	42
55.901G Project Report	42

## 8921

Master of Librarianship  
(by Formal Course Work)  
Full-time §Master of Librarianship  
MLib

## Library Management

## Hours per session

	S1	S2
30.935G Organizational Behaviour*	42	0
55.805G Issues in Librarianship	0	42
55.807G Research Methods in Librarianship	42	0
55.811G Library and Information Services Management 1	42	0
55.812G Library and Information Services Management 2†	0	42
55.815G Economics of Information Systems	28	0
55.816G Information Processing Technology	0	28
55.901G Project Report** Electives††	28	56

§ One year program

\* This subject is undertaken within the Master of Commerce degree program.

\*\* Represents 20 percent of the total course

† Prerequisite 55.811G

†† Students may choose as electives other MLib subjects or graduate subjects offered by another school or department. Approval for enrolment must be obtained from the Head of School of Librarianship as well as the Head of the School in which the other subjects are offered.

## 8921

Master of Librarianship  
(by Formal Course Work)  
Part-timeMaster of Librarianship  
MLib

## Library Management

## Year 1

## Hours per session

	S1	S2
30.935G Organizational Behaviour*	42	0
55.811G Library and Information Services Management 1	42	0
55.812G Library and Information Services Management 2†	0	42
Electives‡	28	56

\* This subject is undertaken within the Master of Commerce degree program.

† Prerequisite 55.811G.

† Students may choose as electives other MLib subjects or graduate subjects offered by another school or department. Approval for enrolment must be obtained from the Head of School of Librarianship as well as the Head of the School in which the other subjects are offered.

Year 2		Hours per session	
		S1	S2
55.805G	Issues in Librarianship	0	42
55.807G	Research Methods in Librarianship	42	0
55.815G	Economics of Information Systems	28	0
55.816G	Information Processing Technology	0	28
55.901G	Project Report**		

\*\* Represents 20 percent of total course

## 8922 Master of Librarianship (by Formal Course Work) Part-time

### Master of Librarianship MLib

#### Information Science

This program of studies in Information Science may be offered on a full-time basis, by arrangement with the Head of School.

Year 1		Hours per session	
		S1	S2
55.815G	Economics of Information Systems	28	0
55.816G	Information Processing Technology	28	0
55.817G	Information Storage and Retrieval Systems	42	14
55.823G	Files and Database Systems	42	0
	Electives†	42	84

Year 2			
55.818G	Issues in Information Science	70	0
55.820G	Diffusion and Dissemination of Information	14	0
55.821G	Man-machine communication†	0	42
55.822G	Operations Research	0	42
55.901G	Project Report**		

† Prerequisite 55.823G; Corequisite 55.816G or equivalent subject

‡ Students may choose as an elective, a graduate subject offered in another Higher Degree program of the University. Approval for enrolment must be obtained from the Head of School of Librarianship as well as the Head of School in which the other subject is offered.

\*\* Represents 20 percent of total course.

**Note:** Candidates specializing in Information Science will be required to demonstrate by a date to be specified their ability

to write computer programs in a high level language, their understanding of descriptive statistics and ability to use inferential techniques at least to the level of elementary parametric hypothesis testing, and their understanding of the library as a system.

## Graduate Diploma Courses

The School's two graduate diploma courses both share a compulsory basic common core of three subjects, collectively called Information Management, which then branch into separate specialist strands – Librarianship and Archives Administration respectively.

### Progression In the School's Graduate Diploma Courses

A candidate who fails in half or more of his or her subjects will not be permitted to re-enrol unless the Higher Degree Committee of the Faculty of Professional Studies grants permission because it considers the circumstances to be exceptional

### 5591 Diploma in Information Management – Librarianship Full-time †

#### Diploma in Information Management – Librarianship

#### DipIM-Lib

The graduate diploma course leading to the award of the Diploma in Information Management – Librarianship is designed to provide university graduates with a basic education in librarianship and the opportunity to specialize. The University is unable at this stage to provide facilities for all eligible applicants and admission is, therefore, competitive.

Candidates must hold a degree, other than in librarianship, from the University of New South Wales or other approved University. The course is a one-year full-time program. There is a fieldwork/field trip component in some subjects which is assigned in handouts at the beginning of each session.

The course is made up of seven compulsory subjects (three Common Core subjects and four Librarianship Core subjects) and 112 hours of electives. Choice of all elective subjects must be approved by the Head of the School of Librarianship. The Special Project may be substituted, upon approval, for 28 hours of electives.

† Number of hours of attendance required per week is approximately 16.

## Compulsory Subjects

Common Core		Hours per session	
		S1	S2
55.400	Information Storage and Retrieval	63	14
55.401	Information Technology and Media	42	0
55.402	The Information Environment	28	28
<b>Librarianship Core</b>			
55.503	Bibliographic Organization	54	0
55.504	Information Sources: Selection, Collection and Use	54	0
55.505	Role of Libraries and Librarians	12	0
55.506	Library and Information Services Management	0	21

## Electives ‡

		Hours per session	
		S1	S2
55.507	Indexing Languages and Processes	0	28
55.508	Information Needs in Educational Environments	0	28
55.509	Information Needs in the Community	0	28
55.510	Information Needs in Industry, Business and Government	0	28
55.511	Health Sciences: Literature, Information Needs and Services	0	28
55.512	Literature of Pure and Applied Sciences	0	28
55.513	Literature of the Arts and Humanities	0	28
55.514	Law: Literature, Information Needs and Services	0	28
55.515	Government Publications	0	28
55.516	Children's and Young Adults' Materials	0	28
55.517	Literature of the Social Sciences	0	28
55.518	Marketing and Promotion of Information Services	0	28
55.519	Staff Management and Staff Development in Libraries	0	28
55.520	Automated Processing Systems	0	28
55.521	Computer Programming for Bibliographic Systems	0	28
55.522	Library Networks	0	28
55.523	Special Project Seminar	Equivalent to 28 hours	
55.644	Records Management	0	28

‡ Not all electives are necessarily available each year.

## 5601

### Diploma in Information Management – Archives Administration Full-time †

### Diploma in Information Management – Archives Administration

#### DipIM-ArchivAdmin

The Graduate Diploma course leading to the award of the Diploma in Information Management – Archives Administration is designed to provide education in the principles and methods of the administration of archives and manuscripts and of such aspects of current records management as are of special relevance to the administration of archives.

Candidates must hold a degree from the University of New South Wales or any other approved university. It is desirable that candidates have studied history.

Each candidate completes the program of study comprising 10 compulsory subjects, three of which are core subjects common to both diplomas offered by the School. The program may be taken as a full-time course in one year or as a part-time course over two years. Both are daytime courses.

In addition to formal course work there may be excursions to relevant institutions.

The University is unable at this stage to provide facilities for all eligible applicants and admission is, therefore, competitive.

Common Core		Hours per session	
		S1	S2
55.400	Information Storage and Retrieval	63	14
55.401	Information Technology and Media	42	0
55.402	The Information Environment	28	28

#### Archives Core

55.641	Archive Theory and History	28	0
55.642	Management of Archives	50	27
55.643	Administrative History	28	0
55.644	Records Management	0	28
55.645	Conservation of Archive Materials	0	42
55.647	Special Project	Equivalent to 28 contact hours	

† Number of hours of attendance required per week is approximately 19.

## 5601 Diploma in Information Management – Archives Administration Part-time

### Diploma in Information Management– Archives Administration DiplM-ArchivAdmin

#### Stage 1

Common Core		Hours per session	
		S1	S2
55.401	Information Technology and Media*	42	0
55.402	The Information Environment*	28	28
<b>Archives Core</b>			
55.641	Archives Theory and History	28	0
55.642	Management of Archives	50	27
55.643	Administrative History	28	0
55.644	Records Management	0	28
55.645	Conservation of Archive Materials*	0	42
55.646	Archives Field Work*	50	70
55.647	Special Project*	Equivalent to 28 contact hours	

\* Enrolment is permitted in either Stage 1 or 2. Assessment is finalized in the stage in which the subject enrolment takes place.

#### Stage 2

Common Core			
55.400	Information Storage and Retrieval	63	14
<b>Archives Core</b>			
55.646	Archives Field Work*	50	70
55.647	Special Project*	Equivalent to 28 contact hours	

\* Enrolment is permitted in either Stage 1 or 2. Assessment is finalized in the stage in which the subject enrolment takes place.

## School of Social Work

The School of Social Work provides opportunities for graduate social work study leading to the award of the research degree of Doctor of Philosophy (PhD), the Master of Social Work (by Research) degree, and the Master of Social Work (by Formal Course Work) degree. The School also offers the Master of Welfare Policy (by Formal Course Work) degree for non-social work graduates.

The conditions for the award of these degrees are set out later in this handbook under Conditions for the Award of Higher Degrees.

## 1980 Doctor of Philosophy

### Doctor of Philosophy PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject.

In addition to a thesis, each candidate is required to complete two one-session subjects, usually 63.741G Social Policy Analysis and 63.724G Social Work Research Methods A or 63.725G Social Work Research Methods B, normally in the first year of registration.

## 2970 Master of Social Work (by Research)

### Master of Social Work MSW

In addition to a thesis, each candidate is required to complete two one-session subjects, usually 63.741G Social Policy Analysis and either 63.724G Social Work Research Methods A or 63.725G Social Work Research Methods B, normally in the first year of registration.

## 8930 Master of Social Work (by Formal Course Work) Part-time

### Master of Social Work MSW

This course is designed to enable social workers to give leadership in professional practice at the different levels and in the various fields of social work intervention. A common basis for advanced practice is provided through subjects covering recent developments in the social and behavioural sciences, the analysis of social policy and social planning, research methods and contemporary social work practice theories. In addition, candidates focus on selected challenges and opportunities relevant to their particular professional responsibilities.

In the final session of registration, each candidate, working on a part-time basis, undertakes and reports on a project which is related to social work practice.

Classes are scheduled on one day per week from 2 pm to 8 pm. The course is normally taken on a part-time basis according to the following program.



Year 1		Hours per week	
		S1	S2
63.713G	Social and Behavioural Science	1.5	1.5
63.724G	Social Work Research Methods A	1.5	0
63.725G	Social Work Research Methods B	0	1.5
63.733G	Advanced Social Work Practice 1	2	2

Year 2			
63.741G	Social Policy Analysis	2	0
63.742G	Social Planning	0	2
63.753G	Advanced Social Work Practice 2	4	4

Year 3			
63.761G	Project	12	0

A candidate may take this program over a shorter period with the approval of the Head of School.

Except with the permission of the Head of School, a student may not proceed to the next year of this program until the student has fulfilled all the requirements of the previous year.

## 8935 Master of Welfare Policy (by Formal Course Work) Part-time

### Master of Welfare Policy MWP

The course is designed for persons who have been employed in the welfare field for at least one year, who hold a degree other than a social work degree, and who wish to acquire the basic knowledge to equip themselves for positions in the welfare field requiring policy and planning skills.

The degree is awarded after the successful completion of the following two year part-time program, with a project in the area of a student's special interest in the first session of a third year. With the approval of the Head of School the program may be taken over a shorter period.

Year 1		Hours per week	
		S1	S2
63.724G	Social Work Research Methods A	1.5	0
63.725G	Social Work Research Methods B	0	1.5
63.741G	Social Policy Analysis	2	0
63.742G	Social Planning	0	2
	Electives*	3	3

Year 2			
63.743G	Applied Policy and Social Action	2	2
	Electives*	3	3

Year 3			
63.761G	Project†		

\* Note: Electives are chosen by students from among the graduate subjects of the University, in consultation with the Head of School of Social Work and with the permission of the Heads of the Schools offering the subjects.

† The School estimates that students need to spend 12 hours per week on the project. Further details are available from the School.

## St George Campus

### School of Primary and Computer Education

#### 5610 Graduate Diploma In Educational Studies (Computer Education)

The School offers a course leading to the award of Graduate Diploma in Educational Studies (Computer Education).

The course is available to qualified teachers, and aims to provide them with the skills, knowledge and attitudes necessary to teach effectively with computers and about computers and computing.

The course provides students with opportunities to:

- analyse critically the learning process in order to plan for the effective use of the computer in teaching/learning situations;
- develop critical awareness of the social, psychological and philosophical implications of the use of computers in society, industry, and education;
- evaluate the educational worth of available software;
- use effectively computer hardware and software of relevance to education, in all appropriate aspects of their work;
- develop understandings and competencies in the principles of structured computer programming;
- develop computer awareness in their students;
- develop those skills and attitudes which will enable them to provide leadership in the development of computing policy in their educational setting.

#### Structure of The Course

The following diagram summarises the subject requirements for the Graduate Diploma in Educational Studies (Computer Education), and indicates the titles of individual core subjects.

**GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (COMPUTER EDUCATION)  
SESSION PROGRESS PATTERN... PART-TIME STUDY OVER FOUR SESSIONS**

	SESSION 1	Cr. Pts	SESSION 2	Cr. Pts	SESSION 3	Cr. Pts	SESSION 4	Cr. Pts
EDUCATION STUDIES	Computers and Teaching 1 (3)	4	Computers and Teaching 2 (2)	4	Computers and Teaching 3 (2)	4	Elective Study (3)	6
	Information Technology & Society (2)	4			Curriculum Project (3)	4	Elective Study (3)	6
COMPUTER STUDIES			Programming and Problem Solving (3)	4	OR Programming Techniques(3)			
APPLIED COMPUTER STUDIES	Information Processing 1 (3)	4	Information Processing 2 (3)	4	Information Processing 3 (3)	4		
		12		12		12		12

# Credit points

\* Contact hours per week

NOTE: All subjects shown as three hours per week  
include one hour per week of independent computer laboratory work.

**TOTAL CREDIT  
POINTS:**

48

**9810****Master of Education (by Thesis)**

Some students of the former St George Institute of Education are continuing in the Master of Education (by Thesis) described below. There are no new enrolments into this course. For a full description students should consult the 1989 Handbook of Sydney College of Advanced Education.

**The Course**

The Master of Education (by Thesis) was introduced in 1987 to facilitate the professional development of a broad range of people who work in educational settings. Specifically, the course endeavours to help students:

- understand the nature of educational research and the various approaches to it;
- formulate research problems in education;
- demonstrate a knowledge of research techniques and skills in using them;
- design educational investigations and carry them out;
- analyse and interpret data;
- present research findings in an appropriate form.

Having successfully completed the course by demonstrating that they can formulate and carry out a substantial research project, graduates should be well equipped to:

- advise on the development of innovations on the basis of research outcomes;

- act as a resource for colleagues in the conduct of research;
- contribute as members or leaders of research teams;
- carry out further research independently;
- proceed to further graduate work based on research.

**Structure Of Course**

For applicants admitted as qualifying students the program consists of two parts: two qualifying courses and a thesis. The two qualifying courses are completed concurrently and require one year of part-time study. The thesis normally requires 2-3 years of part-time study.

The qualifying subject entitled Conducting Educational Research, which meets for three hours each week in the evening when the Faculty is in session, is designed to enable the students to:

- understand the nature of research as applied to education;
- describe the research process;
- explore and define research problems;
- understand the different approaches and methods used in educational research;
- select sample or subjects appropriate for different research methods;
- describe mechanisms for data collection characteristics of each method;
- understand qualitative and quantitative ways of data analysis;

- interpret and present research findings;
- evaluate existing research reports on education;
- state appropriate formats for a research report;
- develop skills in the preparation of research proposals.

The qualifying course entitled Directed Research is designed to assist students to:

- review the literature in their area of research interest;
- identify a significant problem in the area;
- design a study to solve the problem;
- master appropriate techniques for the collection, collation and analysis of relevant data;
- formulate their research proposals; and
- justify their proposals under conditions of critical scrutiny;
- deepen their understanding of an area of research interest.

Due to the individualised nature of the Directed Research course, monthly rather than weekly meetings are held. The typical pattern for these meetings would be seminar sessions conducted by a Thesis Supervisor and would involve a small number of students who are developing thesis proposals within the same broad area of research interest.

By the end of the qualifying subjects, the students will have:

- developed and have approved their thesis proposal;
- completed the majority of the literature survey for their thesis;
- developed and trialed any instruments (tests, questionnaires, interview schedules, etc.) which they will use in their research study.

This gives the students clear direction for the completion of the major portion of the course, the writing of the Thesis.

The Thesis will be completed with the guidance of a Supervisor and one or two Associate Supervisors. The Supervisors will be staff who have particular expertise in the candidates field of study and/or expertise in the methods used in the research study. Candidates are expected to meet periodically with their Supervisor or Associate Supervisor (or both) and to supply draft copies of chapters of the Thesis as they are developed.

The Faculty is able to provide supervision in the following broad areas:

- Adult/Technical Education;
- Early Childhood Education;
- Nurse Education;
- Primary Education;
- Secondary Education.

## Subject Schedule

Subject No	Subject	Hours Per Week	Credit Points
<b>Year 1 - Qualifying Courses</b>			
96102	Conducting Educational Research	3	12
96103	Directed Research	*	12
<b>Year 2 - Masters Degree</b>			
96104	Thesis	*	
<b>Year 3 (minimum time for the award)</b>			
96105	Thesis	*	

## School of Arts and Music Education

### 5630

#### Graduate Diploma of Arts: Expressive And Performing Arts

The School offers a Course leading to the award of Graduate Diploma in Arts: Expressive and Performing Arts (Grad.Dip. Arts). The Course is available to:

- candidates who have a professional involvement in one or more arts areas, and who wish to develop an inter-disciplinary approach to the study and practice of the arts;
- graduate teachers wishing to extend their experience in the arts for personal enrichment and/or professional development; and
- community leaders and leisure-related activity officers seeking additional arts qualifications.

The intent of the Course is to provide students with increased knowledge and experiences in the arts that will extend their arts studies from previous Courses, introduce practical and theoretical studies that will challenge them intellectually and encourage competency in the practice of specific visual and performance modes of expression.

The Course presents students with formal and informal learning experiences in specific arts and in interdisciplinary arts studies which lead them to:

- acquire knowledge of the theory and practice of the expressive and performing arts through history;
- use interdisciplinary methods and approaches for historical interpretation of expressive and performing arts theories, practices and forms;
- become familiar with critical models of artistic analysis and interpretation;
- develop and extend fundamental skills and techniques associated with the expressive and performing arts; and
- synthesise perceptual knowledge and conceptual understandings of the arts.

### Structure Of Course

The content of the Graduate Diploma in Arts: Expressive and Performing Arts is grouped in two segments of study:

Interdisciplinary Arts Studies; and  
Practical Studies

Interdisciplinary Arts Studies comprise four compulsory units dealing with the study of historical and contemporary forms and their cultural significance. An Independent Study unit is included.

Practical Studies are offered in a variety of expressive and performing arts areas designed to provide students with fundamental and extension studies in the processes and practices of various art forms. In their fourth semester students complete a combined Arts Production.

**GRADUATE DIPLOMA IN ARTS: EXPRESSIVE AND PERFORMING ARTS**  
**SESSION PROGRESS PATTERN... PART TIME STUDY OVER FOUR SESSIONS**

	SESSION 1	Cr. Pts#	SESSION 2	Cr. Pts	SESSION 3	Cr. Pts	SESSION 4	Cr. Pts
INTERDISCIPLINARY STUDIES ARTS STUDIES	Arts and Society in Time *(3)	4	Modernism in the Arts (3)	4	The Arts Experience (2)	4	Independent Study	4
PRACTICAL STUDIES	Elective **(2) Elective (2)	4 4	Elective (2) Elective (2)	4 4	Elective (2) Elective (2)	4 4	Combined Arts Production	8
		12		12		12		12

# Credit points

\* Contact hours per week

\*\* Students undertake six elective Practical Studies, including at least two sequences of Level 1 and Level 2 courses.

TOTAL CREDIT  
POINTS:

48

Elective Course units within the Practical Studies segment are: Art 1, 2; Craft 1, 2; Dance 1, 2; Drama 1, 2; Music 1, 2; Photography 1, 2; Video 1, 2; and Writing 1, 2.

Students undertake or select course units as set out in the accompanying diagram.



# Subject Descriptions

## Identification of Subjects by Number

A subject is defined by the Professorial Board as 'a unit of instruction approved by the University as being a discrete part of the requirements for a course offered by the University'.

Each approved subject of the University is identifiable both by number and by name as this is a check against nomination of a subject other than the one intended.

Subject numbers are allocated by the Registrar and the system of allocation is based on the following guidelines:

1. The authority offering the subject, normally a School of the University, is indicated by the number before the decimal point.
2. Each subject number is unique and is not used for more than one subject title.
3. Subject numbers which have previously been used are not used for new subject titles.
4. Graduate subjects are indicated by a suffix 'G' to a number with three digits after the decimal point. In other subjects three or four digits are used after the decimal point.

Subjects taught are listed in full in the handbook of the faculty or board of studies responsible for the particular course within which the subjects are taken. Subject descriptions are contained in the appropriate section in the handbooks.

Appropriate subjects for each school appear at the end of each school section.

The identifying numerical prefixes for each subject authority are set out on the following page.

Servicing Subjects are those taught by a school or department outside its own faculty. Their subject descriptions are published in the handbook of the faculty which originates the subject and are also published in the handbook of the faculty in which the

subject is taught. These subjects will be found at the back of this handbook.

The following pages contain descriptions for most of the subjects offered for the courses described in this book, the exception being General Education subjects. For General Education subjects see the General Education Handbook which is available free of charge.

### HSC Exam Prerequisites

Subjects which require prerequisites for enrolment in terms of the HSC Examination percentile range, refer to the 1978 and subsequent Examinations.

Candidates for enrolment who obtained the HSC in previous years or hold other high school matriculation should check with the appropriate school on what matriculation status is required for admission to a subject.

### Information Key

The following is the key to the information which may be supplied about each subject:

**S1** Session 1, **S2** Session 2

**F** Session 1 *plus* Session 2, ie full year

**S1** or **S2** Session 1 or Session 2, ie choice of either session

**SS** single session, but which session taught is not known at the time of publication

**CCH** class contact hours

**L** Lecture, followed by hours per week

**T** Laboratory/tutorial, followed by hours per week

**hpw** hours per week

**C** credit or Credit units

**CR** Credit level

**DN** Distinction

**HD** High Distinction

**X** External

School, Department etc	Faculty
*Subject also offered for courses in this handbook	
1 School of Physics*	Science
2 School of Chemistry*	Science
3 School of Chemical Engineering and Industrial Chemistry (New Course)	Applied Science
4 School of Materials Science and Engineering	Applied Science
5 School of Mechanical and Industrial Engineering*	Engineering
6 School of Electrical Engineering and Computer Science*	Engineering
7 School of Mines (Mineral Processing and Extractive Metallurgy and Mining Engineering)	Applied Science
8 School of Civil Engineering*	Engineering
9 School of Fibre Science and Technology (Wool and Animal Science)	Applied Science
10 School of Mathematics*	Science
11 School of Architecture	Architecture
12 School of Psychology	Biological Sciences
13 School of Fibre Science and Technology (Textile Technology)	Applied Science
14 School of Accounting*	Commerce and Economics
15 School of Economics*	Commerce and Economics
<b>16 School of Health Services Management</b>	<b>Professional Studies</b>
17 Faculty of Biological and Behavioural Sciences*	Biological and Behavioural Sciences
18 School of Mechanical and Industrial Engineering (Industrial Engineering)	Engineering
19 School of Information Systems	Commerce and Economics
20 Centre for Petroleum Engineering Studies	Applied Science
21 Department of Industrial Arts	Architecture
<b>22 Faculty of Professional Studies</b>	<b>Professional Studies</b>
<b>23 School of Primary and Computer Education</b>	<b>Professional Studies</b>
25 School of Mines (Applied Geology)	Applied Science
26 Centre for Liberal and General Studies	Liberal and General Studies
27 School of Geography	Applied Science
28 School of Marketing*	Commerce and Economics
29 School of Surveying*	Engineering
30 School of Industrial Relations and Organizational Behaviour	Commerce and Economics

School, Department etc	Faculty
*Subject also offered for courses in this handbook	
31 School of Optometry	Science
32 Centre for Biomedical Engineering	Engineering
<b>33 School of Sports and Leisure Studies</b>	<b>Professional Studies</b>
35 School of Building	Architecture
36 School of Town Planning *	Architecture
37 School of Landscape Architecture*	Architecture
38 School of Applied Bioscience (Food Science and Technology)	Applied Science
39 Graduate School of the Built Environment	Architecture
40 Academic Board	
41 School of Biochemistry*	Biological and Behavioural Sciences
42 School of Applied Bioscience (Biotechnology)	Applied Science
44 School of Microbiology*	Biological and Behavioural Sciences
45 School of Biological Science	Biological and Behavioural Sciences
46 Faculty of Applied Science	Applied Science
47 Centre for Safety Science	Engineering
48 School of Chemical Engineering and Industrial Chemistry (Old course)	Applied Science
49 School of Applied Bioscience (Food Science and Technology)	Applied Science
50 School of English	Arts
51 School of History	Arts
52 School of Philosophy	Arts
53 School of Sociology	Arts
54 School of Political Science*	Arts
<b>55 School of Librarianship</b>	<b>Professional Studies</b>
56 School of French	Arts
57 School of Theatre Studies	Arts
<b>58 School of Education</b>	<b>Professional Studies</b>
59 Department of Russian Studies	Arts
60 Faculty of Arts	Arts
61 Department of Music	Arts
62 School of Science and Technology Studies	Arts
<b>63 School of Social Work</b>	<b>Professional Studies</b>
64 School of German Studies	Arts
65 School of Spanish and Latin American Studies	Arts
66 Subjects Available from Other Universities	
67 Faculty of Science	Science
68 Board of Studies in Science and Mathematics	Board of Studies in Science and Mathematics
<b>69 School of Arts and Music Education</b>	<b>Professional Studies</b>
70 School of Anatomy	Medicine

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School, Department etc	Faculty
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\*Subject also offered for courses in this handbook

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71 School of Medicine	Medicine
72 School of Pathology	Medicine
73 School of Physiology and Pharmacology	Medicine
74 School of Surgery	Medicine
75 School of Obstetrics and Gynaecology	Medicine
76 School of Paediatrics	Medicine
77 School of Psychiatry	Medicine
78 School of Medical Education	Medicine
79 School of Community Medicine	Medicine
80 Faculty of Medicine	Medicine
81 Medicine/Science/Biological Sciences	Medicine
85 Australian Graduate School of Management	AGSM
90 Faculty of Law	Law
97 Faculty of Engineering	Engineering
98 School of Banking and Finance	Commerce and Economics
99 Department of Legal Studies and Taxation	Commerce and Economics



## Kensington Campus

## Accounting

**14.940G Accounting and Financial Management A****S1 L2 T1**

An introduction to financial accounting and reporting for companies. Financial information systems design; internal controls. Traditional and alternative concepts and measures. Thinking about accounting.

**14.941G Accounting and Financial Management B****S1 L2 T1**

*Prerequisite: 14.996G or equivalent.*

Techniques of financial analysis, and the design and operation of financial advisory systems which are associated with managerial choice. Topics include: individual and managerial choice – formalizing the choice process; corporate and financial modelling; product mix decisions – cost and demand estimation, cost-volume-profit analysis, linear and goal programming; scheduling decisions – inventory models; project evaluation, including network analysis and capital budgeting; management accounting systems as decision support systems.

## Faculty Electives

**22.002 Social Research****S2**

Introduction to a range of quantitative and qualitative research techniques, and to philosophical considerations underlying social research. Presuppositions of social research; principles, assumptions and problems with specific research techniques such as statistics, participant observation, interviewing, etc. Students who satisfactorily complete this unit will be able to read research literature and reports in an informed manner. Of particular use for students interested in pursuing or commissioning social research.

**22.001G Professional Ethics****S2**

All professions and professionals are constantly confronted by ethical challenges. The aim is to develop capacity for ethically justified professional conduct. Nature of ethics: descriptive, prescriptive, meta-ethics; ethical choice based on human action to achieve human well-being. Professional conduct: specialisation and the division of labour between and within occupations, the rise and features of professional occupations, their location in the educational, occupational, and organizational structure of society, their power and influence, their formal codes of conduct. Ethical assessment of relations of professions and professionals with clients, employing organizations, other occupations, government, and society at large; the nature and worth of professional service, its distribution, social and economic issues and benefits, who can practice? Learning is through comparative analysis, drawing on students' knowledge of their respective professions.

## Health Services Management

**16.901G Quantitative Methods and Statistics 1****L2**

Collection, collation and analysis of data and the interpretation of statistical information for the purposes of health services management. The use of computers for these purposes. An introduction to statistical methods. The application of statistical methods to health planning and administration problems.

**16.902G Health Services Statistics****L2**

*Prerequisite: 16.901G or equivalent.*

The application of statistical methods to health planning and administration problems, and other problems of direct relevance to the health care field. Demography, including measures of mortality, fertility and population replacement; population projections. Statistics of morbidity, disability and health status, including the use of sample surveys for establishing the prevalences of disease; the Australian Health Survey; the International Classification of Diseases. The measurement of the utilization of health services, including international comparisons of hospital bed usage. Statistics for utilization review; hospital discharge data, the analysis of length of stay, including the use of diagnosis related groups. The statistical evaluation of hospital performance; management information systems.

**16.903G Ethics of Resource Allocation****L2**

*Prerequisites: 16.935G and 16.981G, or equivalents.*

The management of scarce resources in relation to concepts of equity and justice. An examination of the ways in which choices are made, and the organizational structures which determine how and by whom resource allocation decisions are made within the health care system. A review of the most significant ethical issues which are confronting administrators and other health professionals. Case studies which demonstrate value judgements, the ethical and economic conflicts relating to an equitable distribution of resources, and the determination of priorities.

**16.904G Health Care Systems****L2**

Examination of the structure and function of health care systems with special reference to the Australian health care system. The constitutional, economic and political environments within which health care systems operate, and the characteristics of institutional and non-institutional care are reviewed. Expenditure, funding arrangements and systems of health insurance and the health workforce are studied. Current policy issues are reviewed.

**6.907G Accounting and Financial Management 1****L3**

An introduction to double-entry accounting including the underlying conventions and doctrines to provide a working knowledge of both accrual and cash-based accounting systems, the utilization of accounting records for the presentation and interpretation of profit and loss accounts,

balance sheets and fund statements. Introductory financial statement analysis, option appraisal and an overview of hospital-specific fund accounting.

### **16.908G Accounting and Financial Management 2**

**L3**

*Prerequisite: 16.907G or equivalent.*

An investigation of hospital fund accounting to provide a level of operational competence. Exposure to budgeting techniques and evaluation procedures, including budgets as control mechanisms, motivational exercises, etc. A review of budget options including simulation models, budget variance, cost analysis and control. Investment evaluation and discounted cash flow techniques. Accounting for investment including leases. Cost allocation procedures. An overview of the 'subjectivity' of accounting numbers; the potential political and financial pressures placed upon reporting and report formats. Alternative valuation techniques. Exposure to forecasting and projection techniques.

### **16.911G Quality Assurance for Health Administrators**

**L2**

*Prerequisite: 16.904G or equivalent.*

An overview of quality assurance within the health care system, and of the development of quality assurance programs in Australia and overseas. A review of the roles and methodology of peer review, clinical review, screening criteria for risk management, patient satisfaction and accreditation. Techniques relating to the implementation of quality assurance programs. Integration of quality assurance concepts into the roles and functional responsibilities of health administrators.

### **16.930G Health Services Planning 1**

**L2**

Examination of the major concepts used in planning health services systems within a context of resources allocation, at a community, regional and national level. Students develop an appreciation for techniques used in data collection, analysis and modelling for health planning. They develop skills in the analysis of environments external to health service organizations of a societal, political and health status nature. They develop analytic skills in assessment of organizations within service areas, and develop management skills appropriate for policy making, program evaluation and health services resource distribution.

### **16.931G Introduction to Organization Behaviour**

**L2**

Aims to encourage students to develop a greater understanding and analysis of behaviour in health organizations. Micro-level theories are covered from various organizational perspectives: psychology, sociology, political science, and anthropology. Topics include: values and attitudes; motivation, communication, leadership and power; group dynamics and conflict; organizational culture and decision-making. A major component is an experiential learning exercise.

### **16.933G Health Services Law 1**

**L2**

Overview of the central aspects of the history, structure and functions of Australia's federalist legal system, including the place of Australia in the world; review of the role of law in the professional practice of health services administration, planning and public health; relationships and interactions between law, ethics and morality in the regulation of health

services; study of selected areas of legal doctrinal rules and court procedures of special relevance to health administrators, planners and public health practitioners including relevant material from the fields of international, public and private law.

### **16.934G Health Services Law 2**

**L2**

*Prerequisite: 16.933G or equivalent.*

Legal areas of special vocational concern for health administration and health planning, including administrative law, contract law, criminal law, industrial law and tort law. The precise subject matter will vary from year to year depending partly on students' preferences and career expectations. Topics may include: negligence, consent, confidentiality and privacy, defamation, employer's liability, occupier's liability, insurance, worker's compensation, mental health, occupational health and safety, food drugs packaging and labelling, death issues (certificates, wills, euthanasia, etc), tissue transplantation, family planning, administrative regulation of health personnel and institutions, federalism, international health law, patient rights and responsibilities, meeting procedure.

### **16.935G Health Economics 1**

**L2**

Economic analysis as applied to resource allocation, planning and evaluation in health services. Topics: the basic concepts and methods of economic analysis, economics of the public and private sector, decision making, supply and demand, pricing and non-pricing methods of allocation, welfare analysis, economic planning of health services, cost benefit evaluation, cost effectiveness, analysis and economics of hospitals and economic impact of health insurance.

### **16.936G Physical Planning and Design**

**L2**

Planning processes applied to physical and environmental design. Regional, urban and local planning issues. Building design and building project management. Cost planning, network analysis and commissioning. Briefing, design and evaluation methods. Ergonomics and environmental psychology. Applications to health and welfare facilities. Administrative, medical and nursing policy implications.

### **16.937G Research and Evaluation Methods**

**L2**

Special problems of health services research and evaluation; distinction between research and evaluation; identifying research areas; reviewing the literature; statements of objectives and formulation of hypotheses; experimental and quasi-experimental designs; non-experimental models including epidemiological approaches; sample selection; means of acquiring data emphasizing questionnaire design and problems of measurement; introduction to analysis of data; methods of presenting findings; reliability of research evidence; research ethics; research and decision-making; policy issues.

### **16.938G Policy Studies**

**L2**

Contemporary health policy issues including the politics of health care; principles of policy formation and analysis. Seminar topics on specific policy issues are determined after discussion with members of the class. Past topics have included: health care technology and its evaluation; occupational health and safety; government control of private medical practice; hospital cost containment; the impact of

Medicare; Commonwealth/State financial relationships; quality assurance and utilization review; the regionalized administration of health services.

### **16.939G Health Services Planning 2 L2**

*Prerequisite: 16.930G or equivalent.*

The application of health planning concepts and techniques to the formulation and evaluation of plans for the provision of community-based and institutional health services.

### **16.940G Medical Care Organization L2**

*Prerequisite: 16.931G or equivalent.*

Specific aspects of the organization of medical care. Topics include: the administration and review of clinical work, participation of medical staff in planning and development of facilities and services, the integration of the function of health care personnel in both the administration and delivery of services, and accreditation of hospitals and other health service institutions.

### **16.941G Epidemiology L2**

Principles and methods of epidemiologic investigation of both communicable and non-communicable diseases including descriptive, analytic and experimental epidemiology. The distribution and dynamic behaviour of disease in the population; data collection, collation and analysis; consideration of screening surveys; longitudinal and case-control studies, etc. The uses of epidemiology in planning, operation and evaluation of health services.

### **16.942G Public Health L2**

Distribution patterns and determinants of disease and disability with particular reference to diseases of major Australian concern. Preventive, treatment and rehabilitation strategies. The uses of epidemiology in the planning, operation and evaluation of health services.

### **16.943G Interpersonal Communication in Organizations L2**

A theoretical and practical subject which aims to increase students' understanding of, and capacity to deal with, communication problems in organizations. Teaches students to improve their own communication skills by a series of communications exercises, role plays, simulations and games. Students are able to chart their progress with a check-list developed for the course.

### **16.944G Health Economics 2 L2**

*Prerequisite: 16.935G or equivalent.*

Builds on the basic analysis of Health Economics 1 with greater emphasis on planning. Topics include: demand and utilization analysis and prediction, cost-benefit analysis and project evaluation, costs and models of health delivery units, optimum size and location, inflation control, regional planning models and rationalization, financing systems and incentives for efficiency, alternative economics and political economy of health services.

### **16.945G Workforce Planning L2**

*Prerequisites: 16.930G and 16.935G, or equivalents.*

Systems approach to workforce planning in the health services. Task analysis as a workforce planning technique; career mobility;

supply of health personnel, projection of supply, wastage rates; approaches to measurement of demand for health personnel and projection of demand; changing productivity in the health sector. Workforce planning at the institutional level; demographic and mathematical models. Analysis of recent studies of the Australian health workforce. Current issues in workforce planning such as licensure and regulation, maldistribution of health personnel, role of women in the health sector.

### **16.946G Management Information Systems L2**

Introduction to computers, input/output mechanisms, processing systems. Issues of privacy and confidentiality, systems study and costs of computers. Use of computers in the health system. Positive patient identification, clinical decision-making systems, pathology and investigatory services systems. Administrative systems including payroll, personnel and maintenance systems. Computerization of medical records and use of computers in quality assurance programs. Total health and hospital information systems. Regional community health information systems.

### **16.947G Comparative Health Care Systems L2**

*Prerequisite: 16.904G or equivalent.*

A comparative study of personal, public and hospital health services in US, USSR, Britain and selected Asian, European and Third World countries. The course discusses the respective roles of government and private enterprise, health manpower, organizational structures, financing, regionalization and legislation. Particular attention to the relationship between social-political philosophy and the provision of health services. Methods of determining health needs, forces which inhibit achievement of goals, results of pertinent empirical studies in the international literature, aspects of evaluation including outcome measures and innovative approaches in health delivery.

### **16.948G Operations Research for Health Planning and Administration L2**

*Prerequisite: 16.901G or equivalent.*

Operations research methodology and techniques as applied to health services. Model building and systems approach. Typical operations research problems such as competition, queuing, inventory, allocation, search and scheduling problems as they appear in a health services environment. Techniques associated with these problems such as game theory, simulation, linear programming, PERT and CPM. Testing and sensitivity of solutions. Analysis of actual applications.

### **16.949G Organizational Analysis In Health Services L2**

*Prerequisite: 16.931G or equivalent.*

Students conduct an analysis of one health organization according to a specific organizational theory perspective (eg systems, contingency, administrative, action). The level of analysis is at the organizational level, and students are instructed in measurement, data collection and analysis of organizational attributes. This exercise forms a backdrop to discussions of key organizational issues relating to centralization, complexity, uncertainty, and resource dependency etc.

**16.950G Computing Techniques for Health Services Management****L2***Prerequisite: 16.901G or equivalent.*

Introduction to, and practice of, transferable skills for the utilization of personal computers in the workplace. The nature of tasks performed in statistical computing. The nature of computing systems, data bases and programming languages. Use of SPSS and MINITAB. Introduction to NAG, IMSL and other advanced computing packages. BASIC and FORTRAN programming for 'one off' applications and interfacing packages. Largely conducted at terminals.

**16.951G Special Topic in Health Administration or Planning****L2**

An occasional elective dealing with some aspect of health administration or planning, selected according to current demand and availability of local and visiting lecturers.

**16.953G Fieldwork in Health Service Organization****L2**

Supervised placement in health service organization. Emphasis on students acquiring knowledge of organization and departmental functioning, day-to-day problems faced by health service managers.

**16.961G Nursing Theory****L2**

Analysis of extant nursing theories for the purpose of synthesizing coherent statements of philosophy of nursing services.

**16.962G Nursing Administration****L2**

Content is organized according to the Standards for Nursing Division of the Royal Australian Nursing Federation. The relationship and interdependence of the structural and control aspects of nursing management. Topics include: staffing, patient classification systems, assignment patterns, quality assurance, performance appraisal. Discussion of issues associated with topics; practical application of skills.

**16.963G The Nurse Executive Role****L2**

The interdependent and collaborative aspects of health executive roles with particular emphasis on the nurse executive role. Concepts examined include: responsibility, authority, accountability. Professional development aspects, such as networking and mentoring, are integrated throughout the subject.

**16.964G Nursing Research****L2***Prerequisites: 16.901G, 16.937G or equivalents.*

Topics include: critical analysis of research studies, writing a research protocol, the nursing administrator's role in developing strategies for utilizing research in practice.

**16.965G Historical Trends in Nursing****L2**

Major focus on the history of nursing in Australia, but comparative analyses are made of trends in the UK and North America.

**16.966G Current Issues in Nursing****L2**

This subject's content changes regularly as issues within the nursing profession dictate. Distinguished from the

undergraduate subject 16.316 Current Issues in Nursing by its emphasis on policy making.

**16.967G Politics, Policies and Power in Nursing****L2**

The political participation of nurses in Australia with comparative analyses of other countries from which data is available. Consideration of strategies for political action.

**16.970G Management of Work****L2**

Exploration of the nature, culture and organization of work, of the response elicited from workers by the different types and patterns of work organization. An examination of technological change processes and of the introduction of practices such as quality assurance in the work organization. The development of practical skills such as managing information systems, analysis and design of jobs, workforce planning and appraisal, time management, interpersonal skills in negotiating, dealing with conflict and building relationships at work.

**16.971G Management of Organizations****L2**

Examines the development and content of current theories of organization and management, and evaluates their recommendations for the doing of managerial work; examines the relationship between theory and practice in the management of organizations; fosters an appreciation of the dynamics of managerial behaviour and extends understanding of what is entailed in the constitution and maintenance of managerial control; develops a model of management which will facilitate conceptualization of the nature of managers' involvement in the conduct and structuring of relations within and between organizations and enhance their capacities in: decision making; policy development and planning; resource allocation; organizational adaptation and change; and the accomplishment of managerial control.

**16.973 Industrial Relations in the Health Services****L2**

Employer-employee relationships within the Australian health services, including trade unionism, wage determination and personnel management in the work place. The development of trade unions and related associations; their structure, objectives and operations. The health unions and associations. Health Commissions and hospitals as employer organizations. The legal framework of wage determination arbitration and conciliation. The interpretation of selected legislation and awards.

Union management interaction, negotiation, grievance handling and collective bargaining. The nature and resolution of industrial conflict: worker participation, job enrichment, the impact of technological development in the health services.

**16.974G Management of Health Services****L2***Prerequisites: 16.970G, 16.971G.*

The management of health service agencies within prevailing patterns of social policy, with specific attention to function and objectives; alternative models of structure and organization; accountability, responsibility, evaluation, quality assurance and accreditation. Enhancement of skills in monitoring change in social policy and the health environment; development of requisite managerial and clinical roles and relationships; management dynamics. Exploration of professional paradigms, role-modelling and value-critical analysis in the health service context.

**16.981G Sociology, Ethics and Health L2**

An examination of health care issues as social issues, with specific reference to Australian society. Social and political dimensions of health policy and health care are discussed in terms of alternative sociological perspectives: consensus, conflict, pluralism and interactionism. Variations in health status and access to care among socioeconomic, ethnic and gender groups. Professional accountability. Social impacts of modern medical technologies. Problems of chronic illness, disability and dying. Changes in the delivery of health care. Values and ethics. The range of ethical issues confronting health services managers. The social responsibility of health care professionals. The fundamentals of sociological research. Discussion throughout the course of research questions and alternative research strategies in relation to the issues.

**16.982G Health and Society L2**

*Prerequisite: 16.981G or equivalent.*

Social and political dimension of health care. Problems of chronic illness, disability and prolonged dying. Social correlates of diseases. Impact of modern medical technology. Professional roles and relationships. Special health problems, eg stress, occupational health.

**16.992G Project S2**

28 hours.

**16.993G Project S2**

42 hours.

**16.994G Project F**

56 hours.

**16.995G Research Project A L2****16.996G Research Project B L3**

structures and the design of data collection forms, record formats, and files. Application of description, coding, classification and indexing techniques for storage and retrieval of data and records from files. Applications of the general principles of computer-based systems for description, content analysis, storage and retrieval of information in computer laboratories through practical database creation for various records, production of indexes to these records and information retrieval on both student-created files and commercially-produced databases.

**55.401 Information Technology and Media S1**

A review of the technologies used to record, manipulate, communicate, duplicate, and store information: their development, characteristics, operation, and interrelationships. Present and future applications and uses for libraries and archives. Impact and issues of technology in the workplace and society. Conservation programs for information agencies. Standards for production, use, and storage of information media. Identification of agents causing damage and deterioration of information media. Disaster precautions and salvage. Techniques for preservation of paper-based information media, including simple repairs.

**55.402 The Information Environment F**

Nature and diversity of the agencies which provide and manage information in contemporary society, and the place of libraries and archives among them. Environmental and organizational factors which influence the characteristics of information agencies and the methods which they adopt to meet the needs of their clientele. Factors which influence people's behaviour in recording, seeking, selecting and using information. Internal structure and operations of information agencies as organizations. Management principles and techniques which promote effectiveness in information agencies. Techniques used in analysing information-related behaviour and in measuring the effectiveness of information agencies. Research into human, environmental and organizational aspects of information flow, and its utilization in the design of more effective information agencies and systems.

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**Librarianship**


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**Diploma in Information Management –  
Librarianship**
**Diploma in Information Management –  
Archives Administration**
*Common core subjects*
**55.400 Information Storage and Retrieval S1, S2 W1-7**

Basic principles, concepts and activities involved in information storage and retrieval – theory and practice. Interrelationships of files, records and data elements. Methods of description of media as physical objects. Content analysis of records through application of indexing and classification principles. Data

**55.503 Bibliographic Organization S1**

Introduction to bibliography. Elements of description of bibliographic materials and indication of their content. Bibliographic standards. Application of codes and formats (especially MARC) in library cataloguing. Indexing and classification systems. Physical forms of catalogues and indexes. Regional, national and international co-operation in bibliographic organization.

**55.504 Information Sources: Selection Collection and Use S1**

Selection of information sources including development of policies, and criteria for evaluating the sources in different media and for different groups. Aids to selection. Principles of collection development and methods of evaluation.

The book trade – structure and organization. Production, distribution and supply of library materials. Acquisition of materials – methods and problems. Computer application in acquisition.

Generation and use of sources of information: monographs, serials, reports, patents, theses, translations, reference works, official publications, bibliographies, abstracting and indexing services. Generation and use of non-print information sources. Use of information sources in the reference process. Communication channels. Interviewing. Searching techniques. Referral techniques. User education. Generation, flow and use of information in various disciplines, eg law, life sciences, history. Identification of information needs in these disciplines and for special interest groups, eg migrants, young people.

**55.505 Role of Libraries and Librarians S1 W1-6**

The historical evolution of libraries. Sources of their cultural and legislative authority and responsibility. Their relationship to other information agencies. Library standards. The work of librarians and the profession of librarianship.

**55.506 Library and Information Services S2 W1-7 Management**

Library systems analysis. Division of labour and administrative structures in libraries. Work study and job classification in libraries. Management styles and industrial relations in libraries. The financial management of libraries. The effects of modern information processing technology on libraries and library networks. The evaluation of library performance.

*Librarianship electives***55.507 Indexing Languages and Processes S2**

Nature of indexing languages. Examples of indexing languages: subject authorities, thesauri, etc. Arguments for and against vocabulary control. General criteria for indexing effectiveness. Theory, pros-and-cons, and 'state-of-the-art' of indexing methods, including computer-assisted and automatic indexing. Future prospects and research needs in these areas.

**55.508 Information Needs in Educational Environments S2**

Information needs of teachers, researchers, students, and administrators in schools, colleges and universities. Information services to meet these needs. Administrative, structural and other factors affecting the delivery of information in educational environments.

**55.509 Information Needs in the Community S2**

The identification of information needs of individual members of the population including need for material to support self-education and recreation. Stress on individuals' needs for

information necessary for the conduct of personal and business affairs. The roles of libraries and other information agencies in meeting these needs.

**55.510 Information Needs in Industry, Business and Government S2**

The bureaucratic environment and its organization. Implications of position level and function in the hierarchy for information gathering behaviour. Bibliographic, statistical and administrative files and their control. The role and responsibility of designers and managers of information systems. Access, confidentiality, and responsiveness. Current and inactive records control and management.

**55.511 Health Science: Literature, Information Needs and Services S2**

Identification of information needs of health sciences practitioners. The role of health sciences libraries and librarians in the provision of information. Generation, flow and documentation of information in the professional and allied fields of health sciences. The structure and characteristics of the health sciences literature, with special emphasis on the major information sources available in print and machine form. Manipulation of major biomedical machine files, such as MEDLINE, CATLINE, BIOSIS and EXCERPTA MEDICA.

**55.512 Literature of the Pure and Applied Sciences S2**

Generation, flow and documentation of information in the pure and applied sciences. The structure and characteristics of the literature, with special emphasis on the major information sources in the various subject fields available in print or machine form. The nature, subject content and the practitioners of science as well as the role of the science librarian.

**55.513 Literature of the Arts and Humanities 11 S2**

The structure of the literature, with special reference to major reference works in the field. Information and research needs of users at all levels. Important collections in libraries and other sources of publications and information.

**55.514 Law: Literature, Information Needs and Services S2**

Identification of information needs of individuals and institutions in the legal profession. Characteristics of information flow and role of libraries and other information agencies in the process. Generation and structure of legal information sources, including statutes, case law and academic literature. Control of, and access to legal information through law reports and other printed and machine-readable bibliographic aids.

**55.515 Government Publications S2**

Major categories of publications produced by Australian and overseas governments: parliamentary, executive and judicial. Particular attention to Australian government publications – federal and state. Publications of selected international organizations. Machine-readable records made available by government agencies. Bibliographical control and access to government publications.

## 55.516 Children's and Young Adults' Materials S2

The child and young adult reader. Criteria for selecting materials suitable for children and young adults, including picture story books, fiction, non-fiction, reference and non-book materials. Strategies, programs and methods for promoting reading.

## 55.517 Literature of the Social Sciences S2

Generation, structure and use of the literature of political science, economics, law, psychology, sociology, anthropology, geography and education. Control of and access to published and unpublished literature using both printed and machine-readable information sources.

## 55.518 Marketing and Promotion of Information Services S2

The marketing concept. The special nature of information products and services. Market research and analysis. Specifications of a marketing program. New product development, testing and pricing. Planning design and implementation of publicity and public relations. Measurement of effectiveness of promotional activity. Development of contact with other information-oriented groups, such as the media.

## 55.519 Staff Management and Staff Development in Libraries S2

An introduction to those aspects of the management, supervision and development of staff which are likely to be of particular relevance in the first few years of a professional career. Beginning librarians' role in effective management and decision-making. Structures and strategies which facilitate participation in management and decision-making. Librarians' responsibilities for their own and others' continuing education and professional development. Librarians' responsibilities for the supervision of para-professional and non-professional staff. Legal, social and economic factors which influence staff management and staff development.

## 55.520 Automated Processing Systems S2

History, analysis and comparison of library automated processing systems, including circulation, serials control, acquisitions, and cataloguing systems. In-house systems. Commercial systems. Integrated systems. Interfaces with networks.

## 55.521 Computer Programming for Bibliographic Systems S2

Introduction to programming principles and practice, with emphasis on text-processing capabilities of languages. Applications and procedures on mainframe and microcomputers.

## 55.522 Library Networks S2

Analysis of development and characteristics of Australian library based networks such as ABN, CLANN and ASCIS, and comparison with other networks such as OCLC, RLIN and BLCMP. Practice in the use of software and procedures used in these networks. The role of standardization in network support. Network governance and organization at local and national levels.

## 55.523 Special Project Seminar S2

*Equivalent to 28 contact hours.*

This is a formal seminar for students wishing to develop a project. For the project, students are required to submit a critical state-of-the-art review or essay or an equivalent project report on an approved topic.

## 55.644 Records Management S2 W1-7

Offered as a Librarianship elective and an Archives core subject. See description under Diploma in Information Management - Archives Administration.

## Diploma in Information Management - Archives Administration

### 55.641 Archives Theory and History S1

The nature of records and archives: traditional and modern concepts and terminology. The evolution of archive keeping, archive science and the archive profession. The role of archives in public and corporate administration. Archival theories and concepts: their evolution and implications for the management of archives. Archive and record societies: roles and activities. Publication of archives. Archival ethics. Statutory regulation of archive services. State and national archive services: historical development, functions and organization. Specialized archive services. National and international archive programs.

### 55.642 Management of Archives F

Archival systems, functions and agencies. Planning programs and repositories. Development of archival policies, procedures and measures of effectiveness. Acquisition and appraisal. Arrangement and description. Access and Reference Services. Finding aid systems. Public programs for archives. Audio Visual archives. Oral History. Legal and Ethical issues. Machine Readable Archives. Archival Issues and Challenges.

### 55.643 Administrative History S1

Administrative history as a key to the arrangement, comprehension and use of archives. Administrative change and context control using administrative analysis techniques. The analysis of record keeping systems and practices in Australia and other countries having historical and constitutional connections with the United Kingdom, including the development and role of correspondence registration systems and record registries. The nature, evolution, and interpretation of particular administrative, legal, commercial and financial records, forms and instruments. Bibliographic and other sources for the exposition of the administrative machinery underlying archives within Australia and other countries having British historical antecedents.

### 55.644 Records Management S2 W1-7

Principals and historical development of records management; access and retrieval; application of technology to records management; record registries and immediate storage centres; records storage and vital records protection; preparation of studies proposals and reports; consultancy work; forms design. Records management issues and challenges.

**55.645 Conservation of Archive Materials S2 W1-4**

Conservation administration; conservation policies and programs; principles and ethics of conservation; disaster minimisation; presentation copying; diagnosis of conservation problems; conservation of maps, plans and photographs.

**55.646 Archives Field Work F**

Candidates are assigned, in groups of two or more, to a program of supervised field work. Such activities take place within an archival agency or an organization approved by the School. The activities include most of the following: a records system survey, the arrangement and description of a suitable group of archives, reference work, the analysis of current records keeping systems, records management surveys, records disposal scheduling and analysis of archival policies, procedures and documentation.

**55.647 Special Project F**

Each candidate enrolled in the Diploma in Information Management - Archives Administration, is required to submit one of the following projects: 1. compile, either manually or on database, a finding aid to an approved archive or manuscript group, or a component thereof; 2. undertake a records survey of the records and archives of an approved institution or organization; 3. such other individual project as may be approved by the School.

**Master of Archives Administration****55.806G Issues in Archives Theory and Practice S2**

Contemporary issues in archives theory and practice including the implication of developments in information processing technology for traditional methods of archive-keeping; the implications for traditional archive concepts and principles of administrative change in organizations; the documentation of administrative change for the control of archives; the nature and form of archival finding media; archival services and information networks.

**55.808G Research Methods in Archives S1**

The nature of research, and the potential applications of research techniques in archives administration, including analysis of research methodologies used in information studies, and in the historical and social sciences with a substantial archive-oriented research basis; preparation of research proposals and the evaluation of research projects and their results.

**Master of Librarianship****55.805G Issues in Librarianship S2**

Contemporary issues in librarianship, including the provision of libraries and information by governments and by private enterprise; automation, information science and libraries; cataloguing, classification and bibliographical control; problems of publication growth and library size; libraries in the social environment.

**55.807G Research Methods in Librarianship S1**

The nature, necessity and techniques of research in librarianship and contributions of information science; functions and techniques of statistical analysis; preparation of research proposals; state of the art of research in librarianship and the evaluation of research projects.

**55.811G Library and Information Services Management 1 S1**

Libraries in the political process. The nature of the library as a bureaucracy. The library as a system. The management of library finance. Work study and position classification in libraries.

**55.812G Library and Information Services Management 2 S2**

Siting and planning of libraries. The management of library staff. Administrative structures in libraries. The formation and management of library networks. National and international planning of library and information services.

**55.815G Economics of Information Systems S1**

Use of surveys, user studies and market research to determine demand. Costing, financial planning, control and forecasting. Cost-benefit analysis. Economics of networks. Economic implications of new technologies.

**55.816G Information Processing Technology S1**

The application of computer, photographic, micrographic and telecommunication technology to the solution of information problems. Translation of needs into equipment specifications. Advances in information processing technology.

**55.817G Information Storage and Retrieval Systems F**

Role of thesauri and other indexing language structures. Automated thesaurus design and maintenance. Automatic indexing and classification systems. concept co-ordination, use of Boolean operators and search strategy design. Systems analysis, design and costing. Design of user and interactive cueing tutorials. Choice criteria for on-line and batch systems. Testing, analysis and evaluation of systems. Advanced technologies for information storage and retrieval.

**55.818G Issues in Information Science S1**

Contemporary issues in information science; including the role of the information scientist as researcher and as data administrator. Technology transfer in and through information science. Task group projects designed to allow opportunities for work on information science problems.

**55.820G Diffusion and Dissemination of Information S1**

Review of studies of information needs and of the behaviour of scientists, engineers and other professional and social groups as users of information. Technology transfer and the diffusion of innovations and implications for the design of information systems.

**55.821G Man-machine Communication S2**

Includes some discussion of cognition theory and the basic psychological, physiological and technological considerations



underlying the requesting, assimilation and presentation of information. The influence of these factors on dialogue with report generating, retrieval and interactive educational systems.

#### **55.822G Operations Research S2**

The formulation and application of mathematical and statistical models for the solution of managerial and industrial problems, including mathematical programming, probability and statistical decision theory, simulation, network analysis, inventory and queueing models. Attention to examples arising in library practice.

#### **55.823G Files and Database Systems S1**

File structures, database management systems and file interrogation systems in a text processing or bibliographical environment. Topics: relations, their mapping and normalization; access methods; data organization; independence, integrity and security; CODASYL databases, relational databases and query languages.

#### **55.830G Bibliographic Control S1 or S2**

Issues and problems in the area of bibliographic control. Topics include: online public access catalogues, developments in automated classification, bibliographic formats and standards, catalogue code revision and non-traditional subject indexing systems such as PRECIS and NEPHIS.

#### **55.832G Women in the Information Profession S1 or S2**

The influence of women in the information professions and the implications of the feminization of these professions for their members and for society. Topics include: historical development and feminization of the information professions, trends in workforce composition, relation between feminization and status, the design of information systems and services, research on women and technology in relation to the design, control and utilization of information technology.

#### **55.833G Seminar in History of The Book S1 or S2**

The social impact of the invention and diffusion of printing through the modern period, the history of reading, book ownership, the publishing and printing industries and the development of book-related custodial institutions such as popular libraries of various kinds.

#### **55.834G Seminar in History and Biography in Library and Information Science S1 or S2**

Biographical studies of important figures especially from the nineteenth and early twentieth centuries. Special attention is paid to the contribution of their subjects to the creation of major library, bibliographic and archival agencies and to the development of the theoretical and technical advances for which they were responsible as seen against the particular social and historical context of their times. The biographical approach provides an interesting avenue into the history of the field and a special context for re-examining important texts relating to it.

#### **55.835G Seminar in Scientific and Technical Communication S1 or S2**

Philosophical bases and societal context of formal and informal communication and knowledge; role of information in the advancement of science, technology, social sciences and

humanities; information uses and needs; information policy; and information in an organizational context.

#### **55.836G Seminar in Bibliometrics and Scientometric Indicators S1 or S2**

Application of mathematics and statistical methods to documents and other media of communication; quantitative analysis of document collections and services with a view to improve documentation, information and communication activities; quantitative aspects of the generation, propagation and utilization of scientific information to better understand the mechanism of scientific research as a social activity.

#### **55.838G Preservation Administration S1 or S2**

Examination and analysis of long-term conservation and preservation problems and issues facing information system designers and managers. Areas include: preservation program planning and administration, conservation priorities and treatments for various media; testing, monitoring and evaluation of environments and collections; disaster minimization and recovery measures; technological problems and solutions for mass storage, information transfer, and de-acidification and cooperative planning for inter-institutional preservation projects.

#### **55.841G Community Information Services S1 or S2**

Topics to be covered are: different client groups, their information needs, the traditional and non-traditional resources available, administrative structures, problems of funding, relationships with government.

#### **55.842G Evaluation and Performance Measurement in Information Agencies S1 or S2**

Topics include: political and administrative context of measurement, systems analysis, identification of different kinds of measures, design of output measurement instruments, problems of implementation, analysis, interpretation of data, staff and organizational development.

#### **55.843G Special Topic in Library and Information Science S1 or S2**

An occasional elective dealing with some aspect of library and information science, selected according to current demand and availability of local visiting lecturers.

#### **55.844G Project Seminar S1 or S2**

This provides a context for students to formulate problems for investigation as projects, to explore the background of these problems, to examine methodological issues to which they give rise and to prepare a formal proposal to guide subsequent study.

#### **55.845G Information Technology in Asia S1 or S2**

Focuses on the uneven and combined development of information technology in Asia. Issues include: the tremendous disparities in adoption of various information technologies; the impact of oral versus literate traditions, roman versus non-roman script languages, and other historical and cultural variables; different governmental approaches to the introduction and indigenous development of technology; and different models employed in information technology education, innovation and social experimentation.

**55.901G Project Report****F**

Each subject undertaking a project in the Master of Librarianship degree by formal course work is required to submit a project report involving individual study and investigation.

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## Education

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### Education Graduate Diploma Course

**58.013 Theory of Education****S1 L9, S2 T6**

Three core sections and an options section. The core sections consist of studies of the philosophy of education, psychology of education and the sociology of education. In the last section, known as *Selected Studies in Education*, each student studies three topics selected from a number offered. The topics depend on student interest, current issues in educational thought and the interests and expertise of available staff.

Details of the sections of the subject follow.

*Psychology of Education:* The course covers such topics as the self and self-esteem, individual differences, the adolescent in the classroom, aspects of instruction, cognitive processing, memory, perception and reading.

*Philosophy of Education, Session 1:* Philosophical questions concerning teaching and learning with particular reference to the various subjects taught in schools. Issues concerning the relationships between school subjects, the connection between knowledge and the development of mind, the value of school subjects in relation to other activities which could compose education and the social and ethical context of education. These issues are followed up in much more detail in *Selected Studies in Education*. The Focus in Session 1 is upon logical and epistemological questions which are internal to the various teaching subjects. Students undertake one of the following: Philosophical Problems in Mathematics and Education or Language and Education or Literary Appreciation and Education or History and Education or Science and Education or Social Science and Education or Curriculum and Education.

*Sociology of Education:* The purpose of the Sociology of Education core is to place teaching and learning in a social context. Education both affects society and is affected by it. The core examines education in its broadest context, such as its relationship to the economy, as well as at an interpersonal level, such as deviance in the classroom. Topics also include disadvantaged groups in society, the curriculum, the Australian education system, radical education theory and the educational implications of global trends and problems.

*Selected Studies in Education, Session 2:* Each student selects three education theory options from among a number available. While some deal with the separate disciplines of psychology, sociology and philosophy, others may draw material from more than one in any particular year. The options offered depend on staff available and, to some extent, on student demand. Topics may include: computer assisted

instruction, the talented child, learning disabilities, social trends and problems, sociology of the school and classroom, methodology for criticism, ethical theory and moral education, science and religion in education, research in learning and teaching in particular subject areas.

**58.014 Curriculum and Instruction S1 L2 T5.5 S2 L2 T6**

A core section and a special methods section.

General Method: including topics such as classroom management, policy documents, educational technology and language across the curriculum.

Assessment and Measurement: including test planning, standardized tests, marking and reporting, essay-type tests, scaling of test scores, uses and effects of assessment.

Special Methods: Students elect two single method subjects or one double method subject.

**Commerce/Economics Method**

A workshop approach is adopted in lectures and tutorials with the students playing an active part in the interpretations of the Junior Commerce and Senior Economics Syllabuses. The technological revolution has resulted in dramatic changes to our society and these changes are particularly pertinent to the teaching of Commerce and Economics. The tutorials give students a practical guide as to how lessons should be presented to take account of the mixed ability levels of their classes. The most recent innovations in presenting materials are explored, the emphasis being on the relationship between ability level, student motivation and teacher effectiveness. Forays into the local community are undertaken in an attempt to develop in the beginning teacher an appreciation of the resources of the community.

**English Method**

Provides practical ideas for properly implementing the NSW Junior and Senior English syllabuses. The new junior syllabus emphasises the value of student-centred learning, wide reading, small group discussion, process writing and peer and student self assessment. Strategies are developed for managing the classroom and planning units of work to achieve these syllabus aims. Members of this course will participate in the same kind of learning activities they will be using with secondary students, activities such as working in small groups to prepare resources they can use in teaching.

**French Method****German Method****Spanish Method**

These subjects have several aspects. Method discusses audio visual language teaching, including some attention to the history and development of these methods and of linguistics. Practical sessions complement this theory: teaching techniques are considered, material from the audio visual course utilized and practice teaching problems discussed.

**Geography Method**

Lecture-discussions are aimed at interpreting the syllabuses through a variety of approaches, understanding the

structuring of individual lessons as part of work units, and examining methods of presentation of material in relation to pupil motivation, classroom management and varying class ability levels. This is followed by an in-depth treatment of some aspects of Geography teaching through workshops structured around a range of audio visual materials. Experience is gained in the production of fieldwork units, printed materials, wall charts, black and white and colour 35 mm slides, overhead transparency materials, sound cassettes and multi-media kits.

### History Method

The seminar/workshop covers the nature and value of History, a study of the NSW junior and senior History syllabuses, varieties of lesson activities and teaching techniques, and methods of evaluation. The development of student-centred, enquiry based learning which encourages the development of skills through creative and imaginative activities is stressed. The program is closely related to practice teaching experiences. Practice is given in the planning of lessons and units of work, and the opportunity is available to prepare resources for use in teaching.

### Mathematics Method – Double

Six main aims: to examine the objectives of teaching Mathematics at the secondary level; to consider elementary notions concerning a Mathematics curriculum and its construction; to compare the New South Wales secondary Mathematics syllabuses with those of other systems; to discuss strategies and methods of teaching Mathematics with special reference to the School and Higher School Certificates; to prepare Mathematics aids for classroom use and to consider evaluation in all its aspects.

### Science Method – Double

This subject is designed to build confidence in the use of a wide variety of teaching techniques and procedures. A range of resource material developed in recent curriculum projects in secondary Science both in Australia and overseas is introduced.

In addition to assisting students to develop skills in planning lessons, presenting demonstrations, managing Science classrooms, and using a range of audio-visual equipment, students learn in workshop sessions how to teach aspects of various topics in biology, chemistry, geology and physics at both junior and senior levels. General issues, including the nature of Science, pupil preconceptions in Science, individualization in Science teaching, use of microcomputers, primary Science teaching, safety and legal issues for Science teachers, are covered in lecture sessions.

Students are also required to develop resource material in areas of their choice in a major project undertaken as part of Science Method.

### 58.015 Teaching Experience

*Co-requisite: 58.014 Curriculum and Instruction*

Microteaching involves development of teaching skills by observation of teaching models and participation in peer group microteaching. Success in this strand is a prerequisite to placement for teaching practice.

Teaching practice involves two blocks of 20 days, one in Session 1 and the other in Session 2. Each student is placed in a different high school in each session and works in close association with one or more teachers. In the first block the emphasis is upon a gradual introduction to teaching and in the second it is upon developing teaching competence.

## Master of Education Degree Course

### Educational Research

#### 58.220G Experimental Design and Analysis S1 or S2 L2

*Prerequisite: 58.901G or equivalent.*

A priori and post hoc comparison procedures. Orthogonal contrasts and polynomial trend analysis. Factorial designs. Two-way analysis of variance designs with measures repeated over one or both variables. Statistical control of variables through analysis of co-variance. Extended experience with the analysis of data by means of computer.

#### 58.224G Qualitative Research Procedures S1 or S2 L2

Emphasis on an understanding of qualitative research procedures. Topics include: problems of participant observation, examination of some participant observation studies, the problem of humanistic research, interviewing and data collection in participant observation, language and meaning, ethnomethodology, case study method, the social experiment, choice of type of method to suit the problem.

#### 58.225G Multivariate Analysis using the Linear Model S1 or S2 L2

Research design and data analysis involving many variables in one or more linear composites. Techniques include multiple, partial and canonical correlation; multiple regression analysis, multiple discriminant analysis and canonical correlation analysis. Rotation of discriminant functions. Application of each technique to educational research. Use of package computer programs.

#### 58.226G Factor Analysis and Multivariate Analysis of Variance S1 or S2 L2

The extraction and rotation of common factors by graphical and analytic means. Component analysis. The use of factor analysis in determining or confirming the hypothetical constructs underlying a set of variables. Factor analysis as a tool in the construction of educational and psychological tests. The extension of factorial analysis-or-variance designs to include many dependent variables. Analysis of data in non-orthogonal designs, both univariate and multi-variate. Post hoc procedures, using Wilks, Roy Pillai and Lawley-Hotelling intervals. Application of factor analysis and multivariate analysis of variance to educational research problems. Use of package computer programs.

#### 58.231G Measurement in Education S1 or S2 L2

Principles of test construction reviewed. Validity and reliability, the construction of true and error scores, the classical test theory model and other weak true-score models,

criterion-referenced testing, theory and methods of scaling, the multi-trait multi-method matrix method for validation. Examination of standardized educational and psychological tests.

#### **58.233G Quantitative Methods Associated with Categorical Variables S1 or S2 L2**

The components of non-parametric methods involving frequencies and proportions. Binomial probability distributions; the Cox-Stuart tests, sign test. Hypergeometric distributions; Fisher's exact test and modifications, the median tests. Tests of homogeneity of proportions and associated *a priori* and *post hoc* analysis. Indices of association between categorically-measured variables: phi coefficient, Goodman's index, contingency coefficient. Multinomial probabilities and Pearson's chi-squared; tests of goodness-of-fit and tests of independence. Non-parametric tests of first and second order interaction in multiple 2x2 tables. Tests for change: Bowker, McNemar-Bowker and Cochran tests.

#### **58.234G Quantitative Methods Associated with Ranked Observations S1 or S2 L2**

Correlation of ordinally measured variables: Spearman's formula and Kendall's index. Kendall's coefficient of concordance. Theory underlying correction for tied observations, methods of randomization, construction of discrete distributions and significance testing. Tests using independent samples: Mann-Whitney, normal-scores and Kruskal-Wallis tests; Katz-McSweeney test for multivariate designs. Tests for related samples: Wilcoxon matched-pairs test; normal-scores version and extension to many-sample designs. Post hoc and *a priori* analysis where appropriate, including tests for polynomial trend. Hodges-Lehmann, multiple-Wilcoxon and normal-scores tests for blocked designs. Friedman's test for ranking across occasions; post hoc and normal-scores procedures. Rank analysis of co-variance: Quade's test for one or many dependent or concomitant variables.

#### **58.235G Researching Educational Practice S1 or S2 L2**

Ways of conducting small scale research and evaluation studies within the classroom situation for those who wish to research their own educational practices either alone or with colleagues. There is a balance between theory and practice, and the content includes: conceptualizing small scale research, the self-critical educational community, cooperative inquiry, action research and evaluation, research and professional development, the interpretative and critical educational research traditions, qualitative and quantitative approaches, facilitating classroom research, processes of self-appraisal.

#### **58.901G Essentials of Inferential Research S1 or S2 L2**

Provides sufficient knowledge of inferential research methods to allow students intelligently to read and assess educational research reports. Topics include design, sampling, measurement, measures of central tendency and dispersion, correlation, sampling distributions and their use in making inferences about means and contrasts. Statistical procedures such as analysis of variance, regression analysis and factor analysis are studied at a conceptual level. Problems

associated with measurement and generalization are discussed wherever appropriate. Experience in running package programs and interpreting outputs is provided by means of microcomputers.

### *Philosophy of Education*

#### **58.256G Moral Education S1 or S2 L2**

Concept of morality; values and moral values; relationship between educating and valuing. Concepts of heteronomy and autonomy. Kant and links with empirical research of Kohlberg. Dewey's proposals for moral education. Moral education and the forming of dispositions. Claims to moral knowledge. Moral education and rationality; the problem of transcendental justifications; the problem of form and content in rational moral education. Indoctrination; relationship between intention, method and content.

#### **58.258G Philosophy of the Curriculum S1 or S2 L2**

Philosophical considerations relevant to an analysis of such issues as integration of the curriculum, specialized versus liberal education, the 'hidden' curriculum, compulsory curricula, vocational education, the education of the emotions, etc. Analysis of such concepts as rationality, autonomy, equality, freedom, intelligence, creativity, knowledge, self-realization, wants, needs, interests etc. with a view to establishing their significance in curriculum construction.

#### **58.264G Philosophy of Science and Education S1 or S2 L2**

Through a detailed analysis and commentary on the central texts of Galileo, chiefly his Dialogue Concerning the Two Chief World Systems, various important issues in the history and philosophy of science are elucidated: the continuity of science, the role of mathematics in descriptions of the world, the interaction between metaphysics and science, the relationship between evidence and theory, rationality.

#### **58.267G Philosophy of History Education 1 S1 or S2 L2**

Competing theories of the nature of history. Understanding and explaining in history teaching. Facts and objectivity in history. Value judgements in history and history teaching. The point of studying history.

#### **58.268G Philosophy of History Education 2 S1 or S2 L2**

*Prerequisite: 58.267G or equivalent.*

Epistemological considerations in history; eg knowledge of past events, concepts of time. Theories of cause and effect in history. Covering law theories in historical explanation. Empathy in historical understanding and history teaching. Comparisons of the roles of the historian and the teacher of history.

#### **58.275G John Dewey and Progressive Education S1 or S2 L2**

The educational assumptions, principles and theories of John Dewey, and of the progressive education movement he helped to found. A philosophical approach in critical examination of these assumptions, principles and theories. Attempts to apply

Progressive principles in schools in England, the United States and Australia, both to determine their success from a Progressive point of view and from other viewpoints.

## **58.277G The Nature of Intelligence S1 or S2 L2**

Theories about intelligence and their relation to educational practice. Alternative concepts of intelligence and philosophical problems of definition, testing and the evaluation of tests. Intelligence and other mental attributes, eg creativity, flair, intellect, imagination, insight. Intelligence and the ethics of educational selection. A philosophical critique of psychological and sociological contributions.

## **58.278G Social Philosophy and Education 1 S1 or S2 L2**

Identification and study of concerns central to social philosophy, such as freedom, authority, justice, the relation of the individual to society, rights and laws, the nature of society, desirable forms of social organization, etc. Detailed study of selected issues as they relate specifically to the provision of schooling within social formations.

## **58.279G Social Philosophy and Education 2 S1 or S2 L2**

*Prerequisite: 58.278G or equivalent.*

An extension of 58.278G which concentrates on the work of two or more philosophers as this relates to issues considered previously, again with special emphasis on the relationship between social philosophy and schooling in particular and education in general within social formations. Philosophers whose works may be considered include Plato, Hobbes, Locke, Rousseau, Mill, Mannheim, Mao Tse Tung.

## **58.285G Ideology and Education 1 S1 or S2 L2**

Education, both in the sense of an institutionalized process concerned with socialization (schooling), and in the sense of the transmission of knowledge within a society, is closely interrelated with the issue of ideology. Theories of ideology from Marx to the present; and the promulgation of ideology through institutions, theory and lived experience, with specific emphasis on schooling.

## **58.286G Advanced Studies in Ideology and Marxist Theory S1 or S2 L2**

*Prerequisite: 58.288G or 58.285G or equivalent.*

Examination, at advanced level, of contemporary literature and debate concerned with Marxist theory and/or the theory of ideology as they relate to issues such as the provision of compulsory schooling, the role of schooling the reproduction of social relations, education and the legitimization and dissemination of knowledge, schooling the establishment of hegemony, school curricula and labour relations.

## **58.287G Introduction to Philosophy of Education S1 or S2 L2**

Educational issues such as concepts of education, educational institutions and authority, knowledge and the curriculum. Both philosophical techniques and the role of philosophy of education.

## **58.288G Marxism and the Study of Education S1 or S2 L2**

The texts of Marx and Engels, and the understanding of them in their intellectual, political and economic climate to enable central Marxist themes concerning knowledge, the State, ideology, labour theory, history to be seen in their original form. How these core ideas relate to on-going issues in educational practice and theory.

## **58.299G Deschooling and Free Schooling S1 or S2 L2**

Fundamental rethinking of educational methods and objectives will be studied. Several different kinds of approach will be examined, including those of innovative educational thinkers such as Bradman, Neill and others.

## **58.450G Epistemology and Learning Theory S1 or S2 L2**

Psychologists have examined how individuals acquire knowledge; philosophers have debated what knowledge is. Many educationists have recognised that the two concerns are related. This relationship between psychology and philosophy is examined, the work of Piaget, Popper, Dewey and Hamlyn being used as a basis for the discussion.

## **58.451G Personal Development Programs in Schools S1 or S2 L2**

Development of material and issues arising from the State high schools' Personal Development Program. Emphasis is placed upon classical texts on human sexuality and on the place of values in the teaching of personal development courses in schools.

## **58.452G Education and Evolutionary Theory S1 or S2 L2**

Darwin's theory of evolution is used to elucidate important and topical issues in the history and philosophy of science and associated educational issues. Darwin's own writings are considered in their scientific, cultural, political and religious contexts.

## *Sociology of Education*

## **58.305G The Role of Education in Society 1 S1 or S2 L2**

The social effects educational institutions have, evaluating conventional and radical perspectives on, eg the school's selection function, its socialization function, the economic functions of education, the child's experience of school, the history of education, the problem of school reform. Liberal-reform, deschooling, progressive and other general analyses of the social functions of education considered with special reference to the claim that schools cannot be satisfactorily reformed into democratic and educative institutions while they are required to carry out their present social and economic functions. The concept of education and educational ideals, for the purpose of clarifying thought on the extent to which existing schools and universities are educative. Aspects of social theory related to the role of education in society, especially the general consensus and conflict perspectives on society and the significance of values, ideas and ideology.

**58.314G Applying Sociological Research to Educational Problems S1 or S2 L2**

Introduction to applied research in the sociology of education. Content tailored to the needs of students enrolled in the course and may include: methodology and the logic of sociological enquiry; an evaluation of recent studies of Australian educational systems; how to use the computer in sociological research. Students encouraged to conduct their own research study in an area within the field of sociology of education.

**58.319G Social Trends and Problems: Implications for Education 1 S1 or S2 L2**

Examines major social problems and trends evident at the global level in order to evaluate the aims of educational institutions in industrialized countries. Stresses 'limits to growth' themes such as population growth, resource and energy availability, nuclear energy, environmental pollution, the relations between rich and poor nations and the future of capitalism. The focal issue: the possibility that continued commitment to affluence and growth will lead to critical ecological, economic and political problems. The desirability of fundamental social change towards 'alternative' lifestyles and institutions. If such social change were implemented, the aims of education would require fundamental revision. Educational systems currently geared to affluence, growth and similar social goals; perhaps they should be focused on the achievement of self-sufficient, medium-technology, communal ways of life in non-growth and frugal alternative societies.

A number of issues to do with the quality of life including inequality in society, the claimed decline of community, sexual repression, work, leisure and 'the counter culture'. Implications for desirable social and educational change.

**58.320G Social Trends and Problems: Implications for Education 2 S1 or S2 L2**

*Prerequisite: 58.319G.*

A more detailed examination of topics dealt with in 58.319G, and the exploration of new aspects of those and related topics. It is primarily a reading and research subject in which students undertake: 1. guided reading at depth in major works and fields dealt with in 58.319G, 2. library and other forms of research designed to further the analysis of central issues.

**58.321G The Role of Education in Society 2 S1 or S2 L2**

*Prerequisite: 58.305G or equivalent.*

A more detailed examination of topics dealt with in 58.305G, and the exploration of new aspects of those and related topics. It is primarily a reading and research subject in which students undertake: 1. guided reading at depth in major works and fields dealt with in 58.305G, 2. library and other forms of research designed to further the analysis of central issues.

**58.322G Migrant Education S1 or S2 L2**

Sociology of migration, with particular emphasis on pluralism and education in Australia. Designed to provide educators who are, or may in future, be dealing with migrant children with theoretical insights into migration, and practical approaches to the problems migrants face with regard to schools. Opportunities are provided for students to interact with representatives of the ethnic community and people

employed by agencies which deal with migrants. Emphasis on the problems inherent in educating children from non-English speaking families.

**58.323G Socialization and Education S1 or S2 L2**

The ways which schools prepare pupils for their future occupational and social roles. The impact of both the formal and hidden curricula on pupil values and skills. The socialization of teachers in colleges and universities and the influence on teacher attitudes and behaviours of anticipatory socialization and work experience. Critical examination of the outcomes of socialization for pupils and teachers, and the appropriateness of the educational experiences provided by pupils and teachers.

**58.325G Social Interaction in the School and Classroom S1 or S2 L2**

An examination of the interactionist perspective and its application to studies of the school and classroom. Topics include: socialization effects of the school; peer relationships, student and teacher attitudes towards school life; deviance within the school and classroom; the impact of outside groups on school and classroom; the effect of architecture upon interaction.

**58.326G The Family and the School S1 or S2 L2**

Topics include: the nature of the family, the socialization of children within a family group, language, social class and the family, types of families, characteristics of families, cross cultural study of families, an historical review of family life, the link between home and school.

**58.329G Women and Girls in the Educational System S1 or S2 L2**

Sociological theory and its relevance to the study of women in the educational system. Specific topics: sex role socialization; social expectation; cultural contradictions experienced by women in the educational system; sex stereotypes; occupational outcomes; women teachers. Current trends for change.

**58.410G Social and Educational Ideals S1 or S2 L2**

Several theoretical positions on the nature of the good society, human ideals and the ideal nature of education are examined in order to draw implications for the aims of education. Special attention is given to implications deriving from the critical evaluation of current social and educational problems. Competing ideals discussed may include self-actualization, moral autonomy, the rational individualist, the person in social relations, the child of God.

**Science Education****58.331G The Development of Scientific Concepts S1 or S2 L2**

*Prerequisite: 58.338G or equivalent.*

Nature of concepts and conceptual structure in science education; use of interviews to explore the cognitive structure of science students; survey of research into the development

in students, of important concepts in various scientific disciplines; implications of neo-Piagetian developmental models for science education.

## **58.332G Evaluation in Science Education S1 or S2 L2**

*Prerequisite: 58.338G or equivalent.*

Aims, objectives and evaluation. Method of assessment for achievement, attitudes, interests, practical work, cognitive preferences. Survey of test instruments. Test construction. Course evaluation principles and examples.

## **58.333G Primary Science Education S1 or S2 L2**

*Prerequisite: 58.338G or equivalent.*

Aims of primary science education, the problem of integrating science with other subjects in the primary curriculum and implications of the theories of Piaget, Bruner and Gagne for teaching science in the primary school. Examination of such elementary science curricula as Science-A Process Approach, Science Curriculum Improvement Study and Science 5-13.

## **58.334G The Nature of Science and Science Education S1 or S2 L2**

The nature of science and its implications for science education. The inter-relatedness of philosophy of science, history of science, sociology of science and psychology of science. Aspects of scientific methodology, scientific concepts, aims in science and characteristics of scientists. Nature of theories, the propagation and testing of theories, the characteristics of scientific communities, the personalities of scientists, scientific attitudes, the nature of observations, experiments, laws, definitions, explanations and predictions, and the role of 'control' in science. The position of science within society: the effects of society upon science and science upon society; science and technology. The perspectives on science explicit or implicit in science curriculum materials. The effectiveness of the historical case study, the scientific paper, the experiment, and the direct exposition of the nature of science in portraying the scientific enterprise. Experimental studies on the views held by various groups within the domain of science education, on the nature of science.

## **58.336G Chemical Education S1 or S2 L2**

*May not be taken in a program containing 58.340G Education in the Physical Sciences.*

The learning and teaching of chemistry at the primary, secondary and tertiary levels, with the main emphasis on the secondary level. Special reference to: aims in chemical education; the relationship between chemistry and other scientific and related disciplines; chemistry in integrated studies; the role of chemistry in a total curriculum; current curriculum materials available; recent changes in the chemistry being taught and the methods of teaching being applied; chemical concepts and procedures offering special difficulties in being taught or learnt; and recent research into the learning and teaching of chemistry.

## **58.337G Physics Education S1 or S2 L2**

*May not be taken in a program containing 58.340G Education in the Physical Sciences.*

Recent innovations in the teaching of physics in schools and universities; Piagetian-based programs; changes in the role of laboratory work; the use of historical materials; physics curriculum projects; the use of computers in physics instruction; physics in integrated subjects.

## **58.338G Selected Issues in Science Education S1 or S2 L2**

Aims of science education; theories of cognitive development and their relevance for science education; principles of curriculum development. Issues influencing curriculum development in science education; eg science and society, integration of the sciences, the nature of science, and scientific attitudes.

## **58.339G Research in Science Education S1 or S2 L2**

*Prerequisite: 58.338G or equivalent.*

National and international studies of science education; research methodology in science education; science education research in Australia; science education research concerned with characteristics of science teachers, pupils, and classrooms; beliefs of pupils and teachers about science, development of scientific concepts and attitudes, science curriculum projects.

## **58.340G Education in the Physical Sciences S1 or S2 L2**

*May not be taken in a program containing 58.336G and/or 58.337G.*

The learning and teaching of the physical sciences (physics and chemistry) at the primary, secondary and tertiary levels with reference to recent developments and research, concepts and skills with special difficulties, learning theories, laboratory work and demonstrations, curriculum materials, computers, language, and integrated science.

## **Educational Psychology**

## **58.361G Child Growth and Development 1 S1 or S2 L2**

An introduction to research which has led to the development of major theories about child development. Emphasis on the contributions these theories have made to child rearing and education.

## **58.362G Child Growth and Development 2 S1 or S2 L2**

*Prerequisite: 58.361G or equivalent.*

An in-depth analysis of development commenced in 58.361G. Major areas: moral and language development, the formation of attitudes and anxieties and comparative studies of child rearing and adolescent development in contrasting cultures.

## **58.364G Psychological Bases of Instruction S1 or S2 L2**

Consideration of those variables which may be manipulated to optimise the instructional process, with the aim of providing a firm foundation for pre-planned instructional sequences. The

student is required to apply these principles in the evaluation of computer software packages. Practical report.

**58.375G Psychophysiology in the Classroom S1 or S2 L2**

A practical study of human reactions to simple stimuli in the learning and teaching situation. Physiological changes in both learner and teacher under differing conditions of stress and motivation are related to relevant psychological constructs such as attention and perception.

**58.386G Applying Experimental Psychology in Education S1 or S2 L2**

Current psychological experimentation in education. Designed to provide students with a sufficiently detailed background to enable them to carry out experimental research in selected areas. These areas reflect contemporary literature and staff interests. Students are expected to design and/or execute a small project in collaboration with staff members. This project is intended to be of use in students' subsequent research activities. Students also expected to familiarize themselves with one or more of the texts. Selected research papers discussed throughout the session.

**58.387G Human Problem Solving S1 or S2 L2**

How human beings think, reason and solve problems. The basics of what is known about human thinking including the major concepts, methods, and research findings which have been produced over the last half century, along with relevant applications.

**58.390G The Psychology of Reading S1 or S2 L2**

The theoretical concepts underlying the study of reading, and these concepts related to the development of reading skills. The experimental examination of propositions derived from psychological theory, and practical aspects of teaching reading in the light of the empirical evidence.

**58.391G Cognition and Instruction in Mathematics and Science S1 or S2 L2**

Factors which affect mathematical problem solving skill. Detailed study of: the differing strategies employed by novice and expert problem solvers; the consequences of the strategies normally employed by novices on the acquisition of expertise; techniques designed to hasten the development of appropriate problem solving expertise; and effects of skill in one domain on problem solving ability in another.

*Adult and Continuing Education*

**58.244G Adult Learning S1 or S2 L2**

The ways in which adults learn, whether the same or different from the ways in which children learn, and the implications of this for those who assist adults to learn. For those with an interest in professional development, in-service training, adult students and any aspect of the conduct of continuing education. Contents include: andragogy versus pedagogy, principles of adult learning, basic processes in facilitating adult learning, stages of adult development, learners' needs and how to take account of them, learning cycles and the development of groups.

**58.245G Course Design and Development S1 or S2 L2**

An overview of the elements in designing and developing special courses for particular groups of learners, especially in adult and continuing education. The course will focus on the methods and role of needs assessment in planning courses; models of instructional development; instructional design elements; task analysis, learner constraints, communications/media options, learning strategies and materials design, course development and organizational change. Individualizing options, management issues in developing courses, formal and informal strategies for evaluation.

**58.902G Distance Education S1 or S2 L2**

Examines the worldwide scope of distance education; the effect of distance education on traditional educational institutions; the social implications of distance education; the management of distance learning. The impact on teaching and learning at a distance of technology such as cassette tapes, radio, video tapes, computing and teleconferencing. Opportunity to design learning packages with some of these technologies.

**58.902G Current Issues in Adult, Continuing and Professional Education S1 or S2 L2**

Selected topics which are currently influencing theory, research and practice in the area. These will be drawn from such areas as government policies, policies of particular professions or groups, developing structures and organizations, research studies and priorities, and literature trends. Following consideration of the factors which influence developments in the field, particular matters for study in a given year will be drawn from current research and policy interests and needs of students.

**58.904G Managing Continuing Education Programs S1 or S2 L2**

Examines issues and methods for effective management of continuing (adult) education programs, including: marketing with various groups; promotion of programs; organizational issues and effective learning environments; problems in human resource development; training trainers; policy concerns for mandatory professional development; facilitation of participation; team development strategies; use of educational technology; cost benefit analysis of courses.

*Literary Education*

**58.265G Values in Teaching and Reading Literature S1 or S2 L2**

Philosophical and psychological considerations in analysis of the aims and nature of literary education, eg the relevance of literary critical concepts and procedures to the teaching of English in schools; moral concerns in literature and their significance for teachers and children (including the question of censorship and the issue of 'suitable' books for children); the role of 'feeling' and emotion in literary response; the nature of 'empathy' in the context of fiction; creativity; intention; imagination; etc.



**58.247G Critical Approaches to Higher School or S2 L2 Certificate English Texts**

A selection of texts prescribed for Higher School Certificate 2 unit and 3 unit English are the subject of critical analysis. Approaches to teaching the texts in schools are discussed. Issues in the theory of literary education are related to the practice of teaching literature.

**58.248G The Filming of Literature: S1 or S2 L2 Implications for Teaching**

English teachers frequently use films of novels and plays as stimuli to children's interest in and comprehension of literary works. The subject examines the complexities involved in transposing literature into film, eg the problem of transposing the narrative voice and tone of a novel into the film's mis-en-scene, camera positioning, montage, music, actors' appearances, movements, gestures, etc. A detailed examination of several novels and films is designed to alert students to such issues and to develop a discriminating approach to the use of film in teaching literature.

*Miscellaneous*

**58.280G Project**

On a topic approved by the Head of School, with appropriate consultation and supervision.

**58.246G Instructional Design for Software S1 or S2 L2**

The principles of software design for educational applications. Research on the psychology of software design both in terms of micro-learning strategies and screen format design. Matching learning strategies to software programming. Design structures allowed in authoring languages and systems. Examination of the interaction between computer and learner. The stated and implied learning strategies employed by large machine systems versus micro-computer systems. Instructional implications of educational languages. Evaluation of educational software.

**58.383G Computer-Assisted Instruction 1 S1 or S2 L2**

An introduction to CAI emphasizing the language BASIC. No background knowledge of computing expected. Students are taught to construct psychologically-sound lessons in an area of their choice using terminals located in the School of Education. Emphasis on educational objectives and associated instructional strategies, lesson logic structure, and the evaluation of lessons both with respect to educational goals and lesson-writing and running costs. The bulk of the subject work is taught by means of CAI. On completion of the subject students are expected to have written both linear and branching programs. (These form the basis of assessment.)

**58.384G Computer-Assisted Instruction 2 S1 or S2 L2**

*Prerequisite: 58.383G or equivalent.*

Further theoretical investigations and practical applications of CAI. The use of BASIC is extended and students are introduced to the role of microcomputers in the development of CAI systems. Complex branching programs are constructed and tested by students.

**58.243G Research on the Learning S1 or S2 L2 and Teaching of Mathematics**

A study of recent and current research in Mathematics Education, including problems in the areas of arithmetic, algebra, geometry, representation, computers and mathematics learning, teaching and the training of teachers. Emphasis is placed on experimental designs and methodologies as well as on findings and underpinning resulting theory. Students are encouraged to engage in research of their own.

**58.379G Exceptional Children in the S1 or S2 L2 Classroom**

A child is classified as exceptional if he or she requires special facilities or instructional programs to learn satisfactorily in mainstream classes. In depth studies are made of specific handicapping conditions. Assessment includes the development of a program to hold such a child in a normal classroom.

**58.380G Exceptional Children – S1 or S2 L2 Language Disabilities**

Causes of language disabilities and training in identifying children with milder forms of language problems. The importance of environmental factors on the language functioning of such children; hypotheses about further development in communication skills.

**58.381G Advanced Exceptional S1 or S2 L2 Children A**

*Prerequisites: 3-year major in Psychology at undergraduate level plus 58.379G and 58.380G.*

Within the context of the theoretical study for this course, the student elects to work with and instruct an exceptional child in skill areas for a minimum of 20 hours spread over a period of 10 weeks. A written record of the diagnosis, instructional goals, and progress of the child is kept. Depending on the particular classification of the exceptional child (eg autistic, blind, cerebral palsied, etc) the student undertakes an extensive review of the literature. With this general theoretical background and practical experience gained in working with a child, a report is prepared in which hypotheses are proposed for future research.

**58.389G Talented Children S1 or S2 L2**

Reasons for and problems of identifying children with general or specific talents. Examination of research into identification and education of talented children with the goal of developing an educational program to stimulate an under-achieving pupil.

**58.509G Education Systems S1 or S2 L2**

Systems approaches to organizations, theoretical perspectives on the role of institutions in society, including the structural, functionalist and conflict models of society. The aims of education. Latent and manifest functions of education in society. Specific functions of education including socialization, selection and stratification. Characteristics of societies of relevance to education. Inequality, the role of schools in multicultural society; social change and education; recent criticisms of educational institutions.

**58.536G Administrative Uses of the Computer in Education****S1 or S2 L2**

1. Students learn the programming language BASIC for use on microcomputers. 2. Discussion of the use of the microcomputer in resource monitoring and planning, compilation and standardization of marks, and general administration. Students are taught to write programs and are also introduced to relevant package programs which are evaluated. No previous knowledge of programming required.

**Master of Educational Administration Degree Course****Core Compulsory Subjects****58.564G Organisation and Administration of S1 or S2 L2 Education in Australia**

Introduction to the structure, operation and financing of Australian education. Changing roles of Governments, National agencies, Ministers of Education, Departments, Directors-General, Statutory Boards and public servants. Centralisation/decentralisation: regionalisation, school councils, senates, councils of tertiary institutions, the concept of institutional 'autonomy'; structures and processes for monitoring, evaluating and reporting on effectiveness; financial implications. Government support for non-Government institutions; funding issues. Educational accountability. Roles of unions, parent organisations, ethnic groups, media.

**58.565G Administrative and Organisational S1 or S2 L2 Behaviour in Education**

*Exclusion: May not be taken in a program containing 58.501G or equivalent.*

Considers issues central to the administration and organisation of education: educational leadership, decision making, administrative power and individual influence, individual perceptions, communication with staff, behaviour of educational groups, staff motivation and satisfaction, coping with stress, educational and administrative dilemmas, responding to change; financial management/recording. Study of research into these issues in educational settings.

**58.566G Organisation Theory in Education S1 or S2 L2**

*Exclusion: May not be taken in a program containing 58.501G or equivalent.*

The application of organisation theory to educational administration. Scientific management theory, bureaucracy and professional educators, human relations, open systems theory. Contemporary critiques of conventional theories of educational organisations. Educational goals, organisational culture, educational technology, the educational environment, interorganisational linkages, organisational effectiveness. Alternative theories of educational organisation.

**58.567G Understanding Educational Research****S1 or S2 L2**

*Exclusion: May not be taken in a program containing 22.002 or equivalent.*

Introduction to a range of quantitative and qualitative research techniques used to study educational administration, and to philosophical considerations underlying research.

Presuppositions of research; principles, assumptions and problems with specific research techniques such as statistics, participant observation, interviewing, etc. Purpose of this subject is to enable students to read academic literature in educational administration in an informed manner. Of particular use for students interested in pursuing or commissioning educational research.

**Elective Subjects****58.280G Project**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusions: May not be taken in a program containing 58.573G or 58.533G or equivalents.*

Individual, supervised study on a topic approved by the Head of School.

**58.502G Communication Theory and Theory of Human Relations****S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents.*

Interpersonal relations in administration; communication theory; small and large groups; influence of individuals, pressure groups, public opinion; communication in decision making in the context of interactive and rational models.

**58.510G Policy Making in Education****S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents.*

Deals with political and policy issues in education. The meaning of policy. Policy making in the context of decision making and influences on educational policy making. Theoretical approaches to policy making; models of decision making behaviour and limitations of policy analysis models. Policy making in a political system; political orientation of policy makers. Environmental, organisational and management influences on policy making. Identifying needs for new and amended policy. Stages in policy development and implementation. Theoretical perspectives on the policy making process, and use of theoretical frameworks in developing policy guidelines.

**58.525G Social Issues and Educational Policy****S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents.*

Major issues in educational policy and its application in the school. The issues, which arise at both institutional and national levels of policy making and decision making, involve the competing demands of equity, efficiency and expediency, the rights of individuals and the struggle for control of education policy.

**58.527G Legal Aspects of Educational Administration****S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents.*

Sources of law in the context of a historical overview of the evolution of State and Commonwealth responsibility for education; analysis of current New South Wales statutory responsibility for education; legal rights, obligations and

duties of students and parents/guardians with emphasis on litigious areas such as negligence, discipline and privacy; review of administrative decisions by educators by the Supreme Court generally and in specific areas such as the Ombudsman, anti-discrimination, copyright and freedom of information; the interplay of State/Commonwealth education funding; overview of employer/employee relationships, both common law and statutory--appointments, promotions, transfers, professional misconduct.

## **58.531G Selected Aspects of Educational Administration S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents.*

Opportunity to study under visiting professors or lecturers with special experience and competence in selected aspects of educational administration not offered elsewhere in the course. Topics include: adult education, administration in tertiary education institutions, history of educational administration in Australia, politics of education.

## **58.568G Supervision and Development of Educational Personnel S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusion: May not be taken in a program containing 58.538G or equivalent.*

Deals with the management of human resources in educational organisations. Recruitment, selection and induction of staff; appraisal and development of teaching and administrative performance; administrative dilemmas, conflict, and career paths for educational personnel; and professional improvement strategies for educational administrators. Further attention to staff motivation, satisfaction and stress.

## **58.569G Development and Evaluation of Educational Programs S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusion: May not be taken in a program containing 58.535G or equivalent.*

Examines the development of curricula and other educational programs. The nature, goals and content of educational programs, models of program development, personnel involved, organisational processes and administrative tasks in developing and implementing programs. Program evaluation: the meaning, purposes and nature of evaluation, the uses of evaluative information, evaluation models, program review procedures, development of criteria and standards, collection, analysis and reporting of data, ethical issues in reporting findings, and audiences of evaluation.

## **58.570G Planned Change in Education S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusion: May not be taken in a program containing 58.522G or equivalent.*

Managing change in educational organisations. Theoretical and practical issues associated with change: perspectives on planned change, sources of change, reasons for innovating, phases of planned change, role of and recurring problems for change agents/administrators, equipping administrators to instigate and manage change, and methods for implementing

and maintaining change. Each issue considered in the light of the current educational situation in Australia.

## **58.571G Financial Issues in Educational Administration S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusion: May not be taken in a program containing 58.524G or equivalent.*

Economics and financial management as they relate to education. Introduction to economic concepts; research and thinking about financing and allocating educational resources, issues of educational efficiency, effectiveness and equity, and political influences on educational provision. Students are encouraged to consider a range of current economic and educational issues in the light of theoretical discussion. Budgeting processes, financial resource allocation and facilities management in educational organisations.

## **58.572G Women in Educational Administration S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents.*

Examines the theoretical and practical implications of gender for thinking about issues relating to educational organisation and administration. Issues such as feminist scholarship and androcentric bias in educational research; the historical context, societal expectations and constraints associated with women as educators; educational equity in instruction and the design of materials; women in higher education; female culture and gender differences in administration.

## **58.573G Supervised Fieldwork in Educational Administration S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusion: May not be taken in a program containing 58.280G or 58.533G or equivalents.*

On-the-job administrative training for a specified period under the joint supervision of a practising educational administrator and the Coordinator of the Master of Educational Administration course. Available to students by individual arrangement; placements depend on the needs and interests of students and on availability of suitable locations. Intended to give the student experience in a new administrative context. Written report required on completion.

## **58.904G Managing Continuing Education Programs S1 or S2 L2**

*Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents.*

Examines issues and methods for effective management of continuing (adult) education programs, including marketing with various groups; promotion of programs; organisational issues and effective learning environments; problems in human resource development; training trainers; policy concerns for mandatory professional development; facilitation of participation; team development strategies; use of educational technology; cost benefit analysis of courses.

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## Social Work

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Except with the permission of the Head of School, a student may not proceed to the next year of the designated part-time program until the student has fulfilled all the requirements of the previous year of this program.

### 63.713G Social and Behavioural Science F L/T1.5

Recent developments in the social and behavioural sciences that have special relevance to social work practice. Emphasis is on Australian applicability.

### 63.724G Social Work Research Methods A S1 L/T1.5

The research process and its application to knowledge building, theory testing and evaluation in social work and welfare settings. Quantitative and qualitative methods. The problem of values in research. The political context of research activity.

### 63.725G Social Work Research Methods B S2 L/T1.5

Quantitative research methods using mainframe and microcomputer program packages to give students experience in statistical manipulation of data; introduction to a range of multivariate techniques appropriate to social work research.

### 63.733G Advanced Social Work Practice 1 F L/T2

An overview and critical analysis of contemporary social work practice theory. Contemporary issues facing the social work profession in Australia and internationally include: problems of professional identity and organization, interprofessional relationships, social work in welfare bureaucracies, the composition and deployment of the social work workforce in welfare services, relationships with other welfare personnel, and the profession's international responsibilities.

### 63.741G Social Policy Analysis S1 L/T2

A comparative examination of the development of social policy and social administration as a subject area in Britain, Australia, USA and other countries. Boundary problems, characteristic concerns, social policy and economic policy, social policy and the social sciences, the movement towards more systematic analysis and more explicit theory.

### 63.742G Social Planning S2 L/T2

To gain some understanding of the current state of social planning theory; to develop the ability to use social planning theory in the analysis of particular instances of social planning; and to gain some understanding of the substantive content and planning circumstances of a number of recent public documents relevant to social welfare.

### 63.743G Applied Policy and Social Action F L/T2

Methods of intervening in political, organizational and community life. Political and social action theories. Welfare strategies and tactics. Social change through use of existing institutions (eg the law). Tools of social action, including the media.

### 63.753G Advanced Social Work Practice 2 F L/T4

The opportunity to pursue a program of learning which is specifically designed to relate to each person's present and/or projected professional responsibilities. It may include guided reading, group discussions, utilization of audio-visual learning materials, and some selected field learning. The candidate is involved in the design of an appropriate program.

### 63.761G Project

A study project undertaken by each candidate. An original but limited investigation related to social work practice. Each candidate has a project supervisor.

## St George Campus

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## School of Primary and Computer Education

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### Graduate Diploma of Educational Studies (Computer Education)

#### 23.201G Information Technology and Society S1 2CCH

4 credit points

This subject is designed to provide students with an understanding of the impact of information technology on society.

Students will examine the impact of Information Technology in a broad variety of fields in modern society. They will develop a critical awareness of the social and philosophical implications of the use of computers in society, industry and education.

#### 23.202G Computers and Teaching 1 S2 2CCH

4 credit points

This subject is designed to enable students to examine a range of educational courseware in the context of an analysis of the teaching - learning process.

Models of teaching and learning and their classroom implications will be discussed. A representative range of educational courseware will be examined, and a discussion of the use of courseware in teaching will be undertaken.

#### 23.001G Computers and Teaching 2 S1 2CCH

4 credit points

Prerequisite: 23.202G

This subject builds on Computers and Teaching 1. It is designed to provide students with a broad view of how computers can be used across the curriculum, and to continue to develop their understanding of how computers can be applied in their own teaching specialty (ie., infants, primary, secondary geography, TAFE accountancy, etc.)

The curriculum process will be reviewed and theories of curriculum development will be examined. Students will

undertake a critical appraisal of teaching with computers in a variety of curriculum applications, and will discuss practical issues involved in using computers in teaching.

### **23.002G Computers and Teaching 3**

**S2 2CCH**

*4 credit points*

*Prerequisite: Computers and Teaching 2*

This subject is designed to focus in detail on the applications of the computer in teaching specific subject areas.

Students will examine the rationale for employing computers in specific teaching fields, and will critically examine applications of computers in the chosen field.

## **Applied Computer Studies**

### **23.564G Information Processing 1**

**3CCH**

*4 credit points*

This subject is designed to give an overview of the use of the computer as an information processing tool in educational settings.

In Information Processing 1 particular emphasis will be placed on word processors and graphics packages, with an introduction to communications and database software. This course unit, and Information processing 2, are directed toward the end-user rather than the specialist and as such take a broad perspective concerning the applications discussed.

### **23.565G Information Processing 2**

**3CCH**

*4 credit points*

*Prerequisite: 23.564G*

This subject is designed to extend the studies in Information Processing begun in Information Processing 1. As with Information Processing 1, it is directed toward the end-user rather than the specialist and as such takes a broad perspective concerning the applications discussed.

A detailed examination of the educational applications of spreadsheets and databases will be undertaken in this course unit, and integrated packages will be examined.

### **23.566G Information Processing 3**

**3CCH**

*4 credit points*

*Prerequisite: 23.566G*

This subject is designed to extend the study of microcomputer equipment introduced in Information Processing 1.

Students will study the function and operation of the principal hardware components of a microcomputer and common peripherals, and the different protocols used in interfacing peripherals to a microcomputer. Students will learn simple routine maintenance procedures and basic fault finding procedures for educational microcomputer equipment.

## **Computer Studies**

### **23.561G Programming and Problem Solving**

**3CCH**

*4 credit points*

This subject is designed to introduce the student to the fundamentals of the principles of computer programming in the educational context.

A discussion of problem solving by computers will lead to the introduction of programming techniques and software engineering principles. Students will design, write and test simple structured computer programs. Examples may be given from a variety of computer languages, one of which will be selected as the main vehicle of instruction.

## **Elective Studies (Semester 3)**

### **23.562G Programming Techniques**

**3CCH**

*4 credit points*

*Prerequisite: 23.561G*

This elective subject is designed to extend the fundamentals of the principles of computer programming in the educational context.

In the educational programming context, students will learn searching and sorting techniques. They will develop an understanding of the handling of lists and arrays, records and fields, and sequential and random access files.

### **23.563G Curriculum Project**

**3CCH**

*4 credit points*

This elective subject is designed to introduce students to action research in computer education.

Students will learn the concepts and methods of action research, and will undertake an action research project involving the implementation of a curriculum unit using a computer software package.

### **23.203G Computers in Educational Administration**

**3CCH**

*6 credit points*

*Prerequisites: 23.565G, 23.561G*

This elective subject explores the use of microcomputers in educational administration.

The basic concepts of data processing and systems analysis will be applied to educational administration tasks. Students will develop their skills using a particular package which meets their administrative needs.

### **23.567G Designing Educational Packages**

**3CCH**

*6 credit points*

*Prerequisite: 23.001G*

This elective subject considers in detail the procedures involved in designing, producing and validating educational material which involves the computer as a central element.

Students will specify an educational design for such material, will formulate a logical procedure flow for this design, will outline the hardware and programming implications of the design, will specify an appropriate validation procedure for the package, and will produce complete user documentation.

### **23.568G Expert Systems and Education**

**3CCH**

*6 credit points*

*Prerequisites: 23.202G, 23.565G, 23.561G*

This elective subject seeks to develop students' understanding of expert systems and their social and educational implications.

Students will learn how expert systems work and will study samples of expert systems in use. Students will use expert

system shells to gain practice in building expert systems in their area of specialisation.

### 23.569G Independent Study 3CCH

6 credit points

*Prerequisites:* Those course units as determined by the supervising lecturer.

This elective subject is designed to allow a student to demonstrate his/her ability to articulate the theory and practice of education with that of computers by undertaking an approved and supervised project in an area of computer education of particular interest to the student.

The project may take one of a number of forms, for example a scholarly literature review, an empirical research study, a curriculum project, or a software coding project.

### 23.502G Logo 3CCH

6 credit points

This elective subject is designed to introduce students to Logo as a concept, a problem solving tool, a learning aid and a structured programming language.

In addition to studying turtle geometry, students will examine Logo as a list processing language, problem solving in Logo, and the philosophy of Logo.

### 23.571G Machine Language Applications 3CCH

6 credit points

*Prerequisites:* Information Processing 3, Programming and Problem Solving.

This elective subject is designed to build on Programming and Problem Solving and the Information processing course units to develop applications requiring machine language programming to increase processing speed and to facilitate interfacing microcomputers to monitoring, control and other devices.

Program modules are developed to perform a variety of tasks which have relevance to educational computing.

### 23.570G Programming Applications 3CCH

6 credit points

*Prerequisite:* Programming and Problem Solving.

This subject is designed to build on the structured programming principles developed in Programming and Problem Solving, with an emphasis on educational programming applications.

Students will learn a structured form of Basic and will apply this to the development of program modules using a variety of computing techniques.

### 23.560G Teaching Curriculum Courses in Computing 3CCH

6 credit points

*Prerequisites:* All Semester 1, 2 & 3 course units including programming Techniques as the semester 3 choice.

This subject is designed to assist students preparing to teach secondary school courses in Computer Awareness and junior and senior level Computing Studies. It considers each course in detail and focuses on the methodology of teaching computing courses in school.

An examination will be undertaken of the content area of these courses, approaches to sequencing teaching units in these courses, the management of practical activities, assessment techniques, and resource selection.

## School of Arts and Music Education

### 69.646G Interdisciplinary Arts Studies 1 S1 3CCH Arts and Society in Time

4 credit points

Students are introduced to the history of arts forms and the changing nature of art forms over time by examination of decisive formal features that have guided historians to organise and group art works into epochs and develop chronological sequences.

Alternative ways to analyse the history of art forms will be reviewed and an interdisciplinary approach will be introduced to assist students to draw historical interpretations from studies across epochs and art forms.

### 69.647G Interdisciplinary Arts Studies 2 S2 3CCH Modernism in the Arts

4 credit points

This subject continues the investigation of historical art forms and concentrates upon selected modernist art forms from the mid-Nineteenth Century to contemporary times.

The course introduces students to topics that assist them to examine the schemes of ideas that help to explain the practice of the arts in the modern period, perceptually experience and respond to the contemporary art forms and logically review modern arts developments.

### 69.648G Interdisciplinary Arts Studies 3 S3 2CCH The Arts Experience

4 credit points

This subject involves students in examining philosophical issues concerning the nature of the work of art, the creative process and responding to works of art.

Students are expected to contribute to the discussion of topics and present, in assigned tasks, responses that are composed from a variety of sources, including the perceptual experiencing and conceptual knowledge of the arts obtained from previous interdisciplinary Arts Studies courses.

### 69.649G Interdisciplinary Arts Studies 4 S4 2CCH Independent Study

4 credit points

This subject is intended as an individually designed study that investigates (historically or creatively), the nature of two or more art forms that have combined, or have the potential to combine, in some form or format to express, communicate or interpret specific aspects of the human or natural environment.

Students develop their studies in consultation with an academic adviser. The final presentation may be in a print format or combination of non print made with print.

**69.130G Drama 1**

**S1 or S2 2CCH**

*4 credit points*

This subject introduces students to the basic elements of drama, particularly in relationship to the development of theatre drama. Practical work is an essential element.

**69.131G Drama 2**

**S1 or S2 2CCH**

*4 credit points*

This subject is a sequel to Drama 1, it is designed to extend the knowledge and skills required in acting, producing and evaluating drama.

**69.181G Art 1**

**S1 or S2 2CCH**

*4 credit points*

This subject introduces students to a variety of formal practical design exercises in two or three dimensions to assist them to gain knowledge about fundamental art making processes, and to enable them to work creatively, skilfully and confidently towards the development of a personal imagery.

**69.182G Art 2**

**S1 or S2 2CCH**

*4 credit points*

This subject provides students with practical experience in either two or three dimensional art. Students focus upon drawing/painting or drawing/sculpture as their major field of research/art making and are expected to develop a competent approach to the investigation and processing of visual information and evidence of technical mastery of their chosen media.

**69.183G Craft 1**

**S1 or S2 2CCH**

*4 credit points*

This subject is designed to examine aspects of craftsmanship, workshop skills and basic principles of design within selected fields of the crafts and to foster individual expression in practical craft work.

Practical design crafts projects in textiles, paper construction and ceramics are undertaken as part of craft work.

**69.184G Craft 2**

**S1 or S2 2CCH**

*4 credit points*

This subject extends the student's knowledge and practice of the crafts through the application of design principles and technical skill introduced in Craft 1, to one major craft project.

The craft project includes investigation into the form and its history and technical processes used in the craft area selected. Extensive documentation of the processes associated with making the form is required.

**69.330G Writing 1**

**S1 or S2 2CCH**

*4 credit points*

This subject is designed to involve students in literary criticism, creative writing and preparing material for publication.

**69.331G Writing 2**

**S1 or S2 2CCH**

*4 credit points*

This subject assists students to undertake a major in-depth study of one selected literary form and complete a major creative writing project in that selected form.

**69.630G Dance 1**

**S1 or S2 2CCH**

*4 credit points*

The subject introduces students to dance as performance and includes skills in the technical aspects of dance, investigation of the expressive potential of dance, critical insights into different styles of dance and an examination of the historical development of dance as an aesthetic form of expression.

**69.631G Dance 2**

**S1 or S2 2CCH**

*4 credit points*

This subject expands the student's knowledge of dance forms and builds upon skills and techniques studies in Dance 1, especially focussing upon group choreography, staging and contemporary dance forms.

**69.651G Photography 1**

**S1 or S2 2CCH**

*4 credit points*

This subject introduces students to photography as a means of personal expression and as a medium for recording and communicating to others. Principles of design and effective techniques of composition will be reviewed and applied to individual projects in black and white photography.

**69.652G Photography 2**

**S1 or S2 2CCH**

*4 credit points*

This subject takes students to a more advanced level in photography with opportunities to develop and extend camera and darkroom techniques in black and white photography beyond those learned in Photography 1 and to gain basic skills in processing colour film.

**69.691G Video 1**

**S1 or S2 2CCH**

*4 credit points*

This subject enables students to investigate the creative potential of video and gain technical skills in the production of short experimental works from on-site and studio projects.

**69.692G Video 2**

**S1 or S2 2CCH**

*4 credit points*

This subject is intended to provide students with additional video production experiences following the initial experiences in Video 1. Particular emphasis is placed upon examining the role of video as a contemporary medium of expression, critically reviewing selected short video productions of an experimental nature and establishing facilities for undertaking individual and group experimental productions.

**69.731G Music 1**

**S1 or S2 2CCH**

*4 credit points*

This subject integrates practical and theoretical studies in music. It aims to extend students' proficiency in a chosen musical medium, vocal or instrumental, and to develop technical and musical skills.

The subject introduces music theory, harmony and musical history through listening, interpretation activities and practical experience.

**69.732G Music 2**

**S1 or S2 2CCH**

*4 credit points*

This subject is an extension of Music 1. It aims to refine students' skills in musical performance and aural awareness.

and to further extend knowledge of musical theory and harmony and musical history. The course also explores the foundation techniques of musical composition.

**69.645G Combined Arts Production**

**S2 2CCH**

*3 credit points*

This subject involves students in applying their creative skills and conceptual and perceptive understanding of various art forms, to the planning and presentation of a performance/exhibition.

The production is based upon a theme, concept of idea and all students, either individually or in small groups, elect an art form that, together with other elected art forms, expresses a group response to the chosen theme concept or idea.





## Graduate Study

# Conditions for the Award of Higher Degrees

Rules, regulations and conditions for the award of first degrees are set out in the appropriate Faculty Handbooks.

For the list of undergraduate courses and degrees offered see *Faculty (Undergraduate Study)* in the Calendar.

The following is the list of higher degrees and graduate diplomas of the University, together with Higher Degrees the publication in which the conditions for the award appear.

For the list of graduate degrees by research and course work, arranged in faculty order, see *Table of Courses (by faculty): Graduate Study* in the Calendar.

For the statements *Preparation and Submission of Project Reports and Theses for Higher Degrees and Policy with respect to the Use of Higher Degree Theses* see later in this section.

## First Degrees

## Higher Degrees

Title	Abbreviation	Calendar/Handbook
Doctor of Science	DSc	Calendar
Doctor of Letters	DLitt	Calendar
Doctor of Laws	LLD	Calendar
Doctor of Medicine	MD	Calendar Medicine
Doctor of Philosophy	PhD	Calendar and all handbooks
Master of Applied Science	MAppSc	Applied Science
Master of Architectural Design	MArchDes	Architecture
Master of Architecture	MArch	Architecture
Master of Archives Administration	MArchivAdmin	Professional Studies
Master of Arts	MA	Arts University College
Master of Biomedical Engineering	MBiomedE	Engineering
Master of Building	MBuild	Architecture
Master of the Built Environment	MBEnv	Architecture

## Higher Degrees

Higher Degrees  
(continued)

Title	Abbreviation	Calender/Handbook
Master of the Built Environment (Building Conservation)	MBEnv	Architecture
Master of Business Administration	MBA	AGSM
Master of Chemistry	MChem	Sciences*
Master of Cognitive Science	MCogSc	Arts
Master of Commerce (Honours)	MCom(Hons)	Commerce
Master of Commerce	MCom	Commerce
Master of Community Health	MCH	Medicine
Master of Construction Management	MConstMgt	Architecture
Master of Education	MEd	Professional Studies
Master of Educational Administration	MEdAdmin	Professional Studies
Master of Engineering	ME	Applied Science Engineering University College
Master of Engineering <i>without supervision</i>	ME	Applied Science Engineering Engineering University College
Master of Engineering Science	MEngSc	Applied Science Engineering University College
Master of Environmental Studies	MEnvStudies	Applied Science
Master of Health Administration	MHA	Professional Studies
Master of Health Personnel Education	MHPed	Medicine
Master of Health Planning	MHP	Professional Studies
Master of Industrial Design	MID	Architecture
Master of Landscape Architecture	MLArch	Architecture
Master of Landscape Planning	MLP	Architecture
Master of Laws	LLM	Law
Master of Librarianship	MLib	Professional Studies
Master of Management Economics	MMgtEc	University College
Master of Mathematics	MMath	Sciences*
Master of Music	MMus	Arts
Master of Nursing Administration	MNA	Professional Studies
Master of Optometry	MOptom	Sciences*
Master of Paediatrics	MPaed	Medicine
Master of Physics	MPhysics	Sciences*
Master of Project Management	MPM	Architecture
Master of Public Health	MPH	Medicine Professional Studies
Master of Psychology (Applied)	MPsychol	Sciences §
Master of Psychology (Clinical)	MPsychol	Science§
Master of Psychotherapy	MPsychotherapy	Medicine
Master of Safety Science	MSafetySc	Engineering
Master of Science	MSc	Applied Science Architecture Engineering Medicine Sciences*§ University College
Master of Science <i>without supervision</i>	MSc	Applied Science Architecture

Title	Abbreviation	Calendar/Handbook	Higher Degrees (continued)
Master of Science <i>without supervision</i> (continued)	MSc	Engineering Medicine Sciences*§ University College	Graduate Diploma
Master of Science (Acoustics)	MSc(Acoustics)	Architecture	
Master of Science (Industrial Design)	MSc(IndDes)	Architecture	
Master of Science and Society	MScSoc	Arts	
Master of Social Work	MSW	Professional Studies	
Master of Statistics	MStats	Sciences*	
Master of Surgery	MS	Medicine	
Master of Surveying	MSurv	Engineering	
Master of Surveying <i>without supervision</i>	MSurv	Engineering	
Master of Surveying Science	MSurvSc	Engineering	
Master of Town Planning	MTP	Architecture	
Master of Welfare Policy	MWP	Professional Studies	
Graduate Diploma	GradDip	Applied Science Architecture Engineering Sciences*§ Medicine	
	DipPaed	Professional Studies	
	DipEd	Professional Studies	
	DiplM-ArchivAdmin DiplM-Lib DipFDA	Sciences*	

\*Faculty of Science.

§Faculty of Biological and Behavioural Sciences.

## Higher Degrees

Doctor of Philosophy  
(PhD) (under review)

## Qualifications

Enrolment and  
Progression

1. The degree of Doctor of Philosophy may be awarded by the Council on the recommendation of the Higher Degree Committee of the appropriate faculty or board (hereinafter referred to as the Committee) to a candidate who has made an original and significant contribution to knowledge.

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment as a candidate for the degree.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the head of the school\* in which the candidate intends to enrol shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University.

\* Or department where a department is not within a school, or schools or departments where the research is being undertaken in more than one school or department.

(4) A full-time candidate shall be fully engaged in advanced study and research except that the candidate may undertake not more than five hours per week or a total of 240 hours per year on work which is not related to the advanced study and research.

(5) Before permitting a part-time candidate to enrol, the Committee shall be satisfied that the candidate can devote at least 20 hours each week to advanced study and research for the degree which (subject to (8)) shall include regular attendance at the school\* on an average of at least one day per week for 48 weeks each year.

(6) A candidate shall be required to undertake an original investigation on an approved topic. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(7) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff

(8) The work, other than field work, shall be carried out in a school of the University except that the Committee:

(a) may permit a candidate to spend not more than eighteen months of the program in advanced study and research at another institution provided the work can be supervised in a manner satisfactory to the Committee;

(b) may permit a candidate to conduct the work at other places where special facilities not possessed by the University may be available provided the direction of the work remains wholly under the control of the supervisor;

(c) may permit a full-time candidate, who has been enrolled as a full-time candidate for at least six academic sessions, who has completed the research work and who is writing the thesis, to transfer to part-time candidature provided the candidate devotes at least 20 hours each week to work for the degree and maintains adequate contact with the supervisor.

(9) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school\* in which the candidate is enrolled and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.\*\*

(10) No candidate shall be awarded the degree until the lapse of six academic sessions from the date of enrolment in the case of a full-time candidate or eight academic sessions in the case of a part-time candidate. In the case of a candidate who has had previous research experience the committee may approve remission of up to two sessions for a full-time candidate and four sessions for a part-time candidate.

(11) A full-time candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. A part-time candidate for the degree shall present for examination not later than twelve academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

#### Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Academic Registrar two months notice of intention to submit the thesis.

(3) The thesis shall comply with the following requirements.:

(a) it must be an original and significant contribution to knowledge of the subject;

(b) the greater proportion of the work described must have been completed subsequent to enrolment for the degree;

(c) it must be written in English except that a candidate in the Faculty of Arts may be required by the Committee to write a thesis in an appropriate foreign language;

(d) it must reach a satisfactory standard of expression and presentation;

(e) it must consist of an account of the candidate's own research but in special cases work done conjointly with other persons may be accepted provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may not submit as the main content of the thesis any work or material which has previously been submitted for a university degree or other similar award but may submit any work previously published whether or not such work is related to the thesis.

\* Or department where a department is not within a school, or schools or departments where the research is being undertaken in more than one school or department.

- (5) Four copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.
- (6) It shall be understood that the University retains the four copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.
5. (1) There shall be not fewer than three examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least two of whom shall be external to the University.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:
- (a) the candidate be awarded the degree without further examination; or
  - (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school\*; or
  - (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
  - (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
  - (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate be permitted to resubmit the thesis after a further period of study and/or research.
6. A candidate shall pay such fees as may be determined from time to time by the Council.
1. The degree of Master of Archives Administration by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.
2. (1) A candidate for the degree shall:
- (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and
  - (b) have been awarded a Diploma in Information Management - Archives Administration or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and
  - (c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.
3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

## Examination

## Fees

## Master of Archives Administration (MArchivAdmin)

## Qualifications

## Enrolment and Progression

\* Or department where a department is not within a school, or schools or departments where the research is being undertaken in more than one school or department.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external – not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and undertake such formal subjects and pass such assessment as prescribed. The candidate is also required to undergo such examination and perform such other work as is prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

**Thesis**

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation.

(2) The candidate shall give in writing two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

**Examination**

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree without further examination; or

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Fees

1. The degree of Master of Education at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

**Master of Education  
(MEd) at Honours Level**

2. (1) A candidate for the degree shall:

Qualifications

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the units prescribed for the degree at Pass level including a two unit project at a standard acceptable to the Committee; and

(b)(i) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) An applicant who had been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

**Enrolment and  
Progression**

(2) In every case, before permitting a candidate to enrol, the Head of the School of Education (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of four units provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.



(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or six academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.1(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.1(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at Pass level. In special cases an extension of these times may be granted by the Committee.

**Thesis**

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Academic Registrar two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

**Examination**

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree with Honours without further examination; or

(b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

**Fees**

6. A candidate shall pay such fees as may be determined from time to time by the Council.

**Master of Education  
(MEd) At Pass Level  
Qualifications**

1. The degree of Master of Education at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a

level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b)(i) have been awarded a Graduate Diploma in education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or

(ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the units for the degree may complete the degree in three sessions\*. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

4. A candidate shall pay such fees as may be determined from time to time by the Council.

**Enrolment and Progression**

**Fees**

1. The degree of Master of Educational Administration at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

2. (1) A candidate for the degree shall:

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the units prescribed for the degree at Pass level including two core subjects and a two unit project at a standard acceptable to the Committee, and

(b) have had at least one year of practical experience in an area of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) An applicant who has been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Education (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

**Master of Educational Administration (MEdAdmin) at Honours Level**

**Qualifications**

**Enrolment and Progression**

\*Those candidates for the degree of Master of Education at St George Campus should note that the minimum period of part-time candidature shall be six sessions.

(3) An approved candidate shall be enrolled in one of the following categories:

- (a) full-time attendance at the University;
- (b) part-time attendance at the University;
- (c) external – not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of four units provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or six academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.1(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.1(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at pass level. In special cases an extension of these times may be granted by the Committee.

#### **Thesis**

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Academic Registrar two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

#### **Examination**

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

- (a) the candidate be awarded the degree with Honours without further examination; or
- (b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
- (c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
- (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
- (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Fees

1. The degree of Master of Educational Administration at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

**Master of Educational  
Administration  
(MEdAdmin) at Pass  
Level  
Qualifications**

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have had at least three years of practical experience in an area of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

**Enrolment and  
Progression**

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. A part-time candidate who has been granted exemption from three or a maximum of four of the units for the degree may complete the degree in three sessions. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Fees

1. The degree of Master of Health Administration by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation or design.

**Master of Health  
Administration (MHA) by  
Research**

2. (1) A candidate for the degree shall:

Qualifications

(a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

**Enrolment and Progression**

- (ii) have had at least three years experience in the health services of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.
- 3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
- (2) In every case, before permitting a candidate to enrol, the Head of the School of Health Administration (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.
- (3) An approved candidate shall be enrolled in one of the following categories:
  - (a) full-time attendance at the University;
  - (b) part-time attendance at the University;
  - (c) external - not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.
- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

**Thesis**

- 4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation or design.
- (2) The candidate shall give in writing two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

**Examination**

- 5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
  - (a) the candidate be awarded the degree without further examination; or

- (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
- (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
- (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
- (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.
6. A candidate shall pay such fees as may be determined from time to time by the Council.

## Fees

1. The degree of Master of Health Administration by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

**Master of Health  
Administration (MHA) by  
Formal Course Work**

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

## Qualifications

- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

- (4) There is normally an experience requirement of three years experience in the health field. Those students who are inexperienced (ie less than three years) in the health service field are required to undertake a planned program of field experience in addition to the twelve subjects.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar by 31 October of the year before the year in which enrolment is to begin.

Enrolment and  
Progression

- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

4. A candidate shall pay such fees as may be determined from time to time by the Council.

## Fees

1. The degree of Master of Health Planning by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

**Master of Health  
Planning (MHP)**

2. (1) A candidate for the degree shall:

## Qualifications

- (a)(i) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a

level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and

(ii) have had at least three years experience in the health services of a kind acceptable to the Committee; or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(ii) either have undertaken appropriate postgraduate or professional studies at a level acceptable to the Committee or have had at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

**Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar by 31 October of the year before the year in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

**Fees**

4. A candidate shall pay such fees as may be determined from time to time by the Council.

**Master of Librarianship (MLib) by Research**

1. The degree of Master of Librarianship by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

**Qualifications**

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(b) have been awarded a Diploma in Information Management - Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

**Enrolment and Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation.

Thesis

(2) The candidate shall give in writing two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

Examination

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree without further examination; or

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same



thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

**Fees**

6. A candidate shall pay such fees as may be determined from time to time by the Council.

**Master of Librarianship  
(MLib) by Formal Course  
Work  
Qualifications**

1. The degree of Master of Librarianship by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and

(b) have been awarded a Diploma in Information Management - Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee or, if intending to specialise in Information Science, the degree of Bachelor awarded shall have had a major in computer science at a level acceptable to the Committee, and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

**Enrolment and  
Progression**

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

**Fees**

4. A candidate shall pay such fees as may be determined from time to time by the Council.

**Master of Nursing  
Administration (MNA)  
Qualifications**

1. The degree of Master of Nursing Administration by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and

(b) have had at least three years' experience in the health services of a kind acceptable to the Committee, and

(c) be qualified for registration as a nurse in any Australian State or Territory.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar by 31 October of the year before the year in which enrolment is to begin.

#### Enrolment and Progression

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

4. A candidate shall pay such fees as may be determined from time to time by the Council.

#### Fees

1. The degree of Master of Public Health by Research may be awarded by the Council on the recommendation of the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation or design.

#### Master of Public Health by Research (MPH)

2. (1) A candidate for the degree shall:

#### Qualifications

(a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualifications considered equivalent from another university or tertiary institution at a level acceptable to the Committee and

(ii) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such examination or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

#### Enrolment and Progression

(2) In every case, before permitting a candidate to enrol, the Head of the School in which the candidate intends to enrol shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external – not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.

- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate. In the case of a candidate who has been awarded the degree of Bachelor with honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

**Thesis**

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation or design.
- (2) The candidate shall give in writing to the Academic Registrar two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

**Examination**

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
  - (a) the candidate be awarded the degree without further examination; or
  - (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
  - (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
  - (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
  - (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

**Fees**

6. A candidate shall pay such fees as may be determined from time to time by the Council.

1. The degree of Master of Public Health by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

**Master of Public Health (MPH) by Formal Course Work Qualifications**

2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee), or

(b) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar on or before a date to be fixed by the Committee, that date being at least two calendar months before the commencement of the session in which enrolment is to begin.

**Enrolment and Progression**

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or six sessions in the case of a part-time candidate. The maximum period of candidature shall be six academic sessions from the date of enrolment for a full-time candidate and ten sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

4. A candidate shall pay such fees as may be determined from time to time by the Council.

**Fees**

1. The degree of Master of Social Work by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

**Master of Social Work (MSW) by Research**

2. (1) A candidate for the degree shall:

**Qualifications**

(a) have been awarded the degree of Bachelor of Social Work with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(b)(i) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(ii) have had at least one year's professional experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

**Enrolment and Progression**

(2) In every case, before permitting a candidate to enrol, the Head of the School of Social Work (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

- (a) full-time attendance at the University;
- (b) part-time attendance at the University;
- (c) external – not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation on an approved topic and undertake such formal subjects and pass such assessment as prescribed. The candidate is also required to undergo such assessment and perform such other work as is prescribed by the Committee.
- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than four academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

**Thesis**

- 4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.
- (2) The candidate shall give in writing to the Academic Registrar two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

**Examination**

- 5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:
  - (a) the candidate be awarded the degree without further examination; or
  - (b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
  - (c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
  - (d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
  - (e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
- (3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded

the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Fees

1. The degree of Master of Social Work by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

**Master of Social Work (MSW) by Formal Course Work**  
Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have had at least one year's professional experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

Enrolment and Progression

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or three sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Fees

1. The degree of Master of Welfare Policy by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

**Master of Welfare Policy (MWP)**  
Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have had at least one year's professional experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

Enrolment and Progression

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or three sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

## Graduate Diploma

Graduate Diploma  
(DipEd.  
DiplM-ArchivAdmin or  
DiplM-Lib)  
Qualifications

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the diploma shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee).

(2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and  
Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the Academic Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the diploma shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the diploma until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate\*. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

\*Those candidates for the Graduate Diploma in Educational Studies: Computer Education, and the Graduate Diploma in Expressive and Performing Arts (St George Campus), should note that the maximum period of candidature shall be eight academic sessions from the date of enrolment for a part-time candidate.

# Scholarships and Prizes

The scholarships and prizes listed below are available to students whose courses are listed in this handbook. Each faculty handbook contains in its **Scholarships and Prizes** section the scholarships and prizes available with that faculty. The **General Information** section of the Calendar contains a comprehensive list of scholarships and prizes offered throughout the University.

## Scholarships

### Undergraduate Scholarships

Listed below is an outline only of a number of scholarships available to students. Full information may be obtained from Room G20, located on the Ground Floor of the Chancellery.

Unless otherwise indicated in footnotes, applications for the following scholarships should be made to the Academic Registrar by 14 January each year. Please note that not all of these awards are available every year.

Donor	Value	Year/s of Tenure	Conditions
<b>General</b>			
Bursary Endowment Board*	\$200 pa	Minimum period of approved degree/combined degree course	Merit in HSC and total family income not exceeding \$6000
Sam Cracknell Memorial	Up to \$3000 pa payable in fortnightly instalments	1 year	Prior completion of at least 2 years of a degree or diploma course and enrolment in a full-time course during the year of application; academic merit; participation in sport both directly and administratively; and financial need.
Girls Realm Guild	Up to \$1500 pa	1 year renewable for the duration of the course subject to satisfactory progress and continued demonstration of need	Available only to female students under 35 years of age who are permanent residents of Australia enrolling in any year of a full-time undergraduate course on the basis of academic merit and financial need.

\*Apply to The Secretary, Bursary Endowment Board, PO Box 460, North Sydney 2060, immediately after sitting for HSC



## Undergraduate Scholarships (continued)

Donor	Value	Year/s of Tenure	Conditions
<b>General (continued)</b>			
W.S. and L.B. Robinson**	Up to \$4200 pa	1 year renewable for the duration of the course subject to satisfactory progress	Available only to students who have completed their schooling in Broken Hill or whose parents reside in Broken Hill; for a course related to the mining industry. Includes courses in mining engineering, geology, electrical and mechanical engineering, metallurgical process engineering, chemical engineering and science.
Universities Credit Union	\$500 pa	1 year with the possibility of renewal	Prior completion of at least 1 year of any undergraduate degree course. Eligibility limited to members of the Universities Credit Union Ltd of more than one year's standing or members of the family of such members.
Alumni Association	Up to \$1500 pa	1 year with the possibility of renewal	Available to students enrolled in any year of a full-time course. Candidates must be the children of Alumni of the University of NSW and may be either permanent residents of Australia or overseas students.

\*\*Applications close 30 September each year.

## The UNSW Co-op Program

The University of New South Wales has industry-linked education scholarship programs to the value of \$8000 per annum in the following areas: Business Information Technology, Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Industrial Chemistry, Mechanical and Industrial Engineering, Mining, Mineral Engineering and Applied Geology. Further information can be obtained by writing to The Co-ordinator, UNSW Co-op Programs Industry-Linked Education Office, C/- Vice-Chancellors Division.

## Graduate Scholarships

Application forms and further information are available from the Student Centre, located on the Ground Floor of the Chancellery unless an alternative contact address is provided. Information is also available on additional scholarships which may become available from time to time, mainly from funds provided by organizations sponsoring research projects.

The following publications may also be of assistance: 1. *Awards for Postgraduate Study in Australia and Awards for Postgraduate Study Overseas*, published by the Graduate Careers Council of Australia, PO Box 28, Parkville, Victoria 3052; 2. *Study Abroad*, published by UNESCO; 3. *Scholarships Guide for Commonwealth Postgraduate Students*, published by the Association of Commonwealth Universities.\*

Details of overseas awards and exchanges administered by the Department of Employment, Education and Training can be obtained from: Awards and Exchanges Section, Department of Employment, Education and Training, PO Box 826, Woden, ACT 2606.

Where possible, the scholarships are listed in order of faculty.

\*Available for reference in the University Library.

## Graduate Scholarships (continued)

Donor	Value	Year/s of Tenure	Conditions
<b>General</b>			
University Postgraduate Research Scholarships	Living allowance of \$9000 pa. Other allowances may also be paid.	1-2 years for a Masters and 3-4 years for a PhD degree	Applicants must be honours graduates or equivalent. Applications to Dean of relevant Faculty.
Commonwealth Postgraduate Research Awards	\$12,734 to \$16,433		Applicants must be honours graduates or equivalent or scholars who will graduate with honours in current academic year, and who are domiciled in Australia. Applications to Academic Registrar by 31 October.
Commonwealth Postgraduate Course Awards	Living allowance of \$10,415 pa. Other allowances may also be paid.	1-2 years; minimum duration of course	Applicants must be graduates or scholars who will graduate in current academic year, and who have not previously held a Commonwealth Post-graduate Award. Applicants must be domiciled in Australia. Preference is given to applicants with employment experience. Applications to Academic Registrar by 30 September.
Australian American Educational Foundation Fulbright Award	Travel expenses and \$A2000 as establishment allowance.	1 year, renewable	Applicants must be graduates who are domiciled in Australia and wish to undertake research or study for a higher degree in America. Applications close 30 September with The Secretary, DEET, AAEF Travel Grants, PO Box 826, Woden ACT 2606.
Australian Federation of University Women	Amount varies, depending on award	Up to 1 year	Applicants must be female graduates who are members of the Australian Federation of University Women
Commonwealth Scholarship and Fellowship Plan	Varies for each country. Generally covers travel, living, tuition fees, books and equipment, approved medical expenses. Marriage allowance may be payable.	Usually 2 years, sometimes 3	Applicants must be graduates who are Australian citizens and who are not older than 35 years of age. Tenable in Commonwealth countries other than Australia. Applications close with Academic Registrar in September or October each year.
The English-Speaking Union (NSW Branch)	\$5000	1 year	Applicants must be residents of NSW or ACT. Awarded to young graduates to further their studies outside Australia. Applications close mid-April with The Secretary, Ground Floor, Sydney School of Arts, 275c Pitt Street, Sydney NSW 2000.
Frank Knox Memorial Fellowships tenable at Harvard University	Stipend of \$US7000 pa plus tuition fees	1, sometimes 2 years	Applicants must be British subjects and Australian citizens, who are graduates or near graduates of an Australian university. Applications close with the Academic Registrar mid October.
Robert Gordon Menzies Scholarship to Harvard	Up to \$US 15,000	1 year	Tenable at Harvard University. Applicants must be Australian citizens and graduates of an Australian tertiary institution. Applications close 31 December with the Registrar, A.N.U., GPO Box 4, Canberra ACT 2601
Gowrie Scholarship Trust Fund	\$4000 pa. Under special circumstances this may be increased	2 years	Applicants must be members of the Forces or children of members of the Forces who were on active service during the 1939-45 War. Applications close with the Academic Registrar by 31 October.

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**Graduate Scholarships (continued)**


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Donor	Value	Year/s of Tenure	Conditions
<b>General (continued)</b>			
Harkness Fellowships of the Commonwealth Fund of New York	Living and travel allowances, tuition and research expenses, health insurance, book and equipment and other allowances for travel and study in the USA	12 to 21 months	Candidates must be Australian citizens and 1. Either members of the Commonwealth or a State Public Service or semi-government Authority. 2. Either staff or graduate students at an Australian university. 3. Individuals recommended for nomination by the Local Correspondents. The candidate will usually have an honours degree or equivalent, or an outstanding record of achievement, and be not more than 36 years of age. Applications close 29 August with the Academic Registrar. Forms available from Mr J Larkin, Bureau of Agriculture and Resource Economics, GPO Box 1563, Canberra ACT 2601.
The Packer, Shell and Barclays Scholarships to Cambridge University	Living and travel allowances, tuition expenses.	1-3 years	Applicants must be Australian citizens who are honours graduates or equivalent, and under 26 years of age. Applications close 15 October with The Secretary, Cambridge Commonwealth Trust, PO Box 252, Cambridge CB2 1TZ, England.
The Rhodes Scholarship to Oxford University	Approximately £4200 stg pa	2 years, may be extended for a third year.	Unmarried Australian citizens aged between 19 and 25 who have an honours degree or equivalent. Applications close in August each year with The Secretary, University of Sydney, NSW 2006.

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**Professional Studies**

Australian Optometrical Association	\$1500 pa	1-2 years	To enable a Bachelor of Optometry graduate to undertake the Master of Health Administration degree course. Applications close with the Academic Registrar 1 December.
John Metcalfe Scholarship	Up to \$2500 pa	1 year	Applicants must be eligible for admission to, or enrolled in, one of the full-time graduate programs of the School of Librarianship. Applications close with the Academic Registrar 28 February.

## Prizes

### Undergraduate University Prizes

The following table summarizes the undergraduate prizes awarded by the University. Prizes which are not specific to any School are listed under General. All other prizes are listed under the Faculty or Schools in which they are awarded.

Information regarding the establishment of new prizes may be obtained from the Examinations Section located on the Ground Floor or the Chancellery.

Donor/Name of Prize	Value \$	Awarded for
<b>General</b>		
The Sydney Technical College Union Award	\$400.00 and Bronze Medal	Leadership in student affairs combined with marked academic proficiency by a graduand.
The University of New South Wales Alumni Association Prize	Statuette	Achievement for community benefit by a student in the final or graduating year.

### School of Health Services Management

The Anthony Suleau Prize	\$50.00	The best performance in 16.611 Sociology and Health 1 in the Bachelor of Health Administration course.
The Australian College of Health Service Administrators Prize	\$100.00	The best overall performance in the Bachelor of Health Administration course.
The Grace Suleau Prize	\$50.00	The best performance in 16.541 Accounting for Health Administration 1 in the Bachelor of Health Administration course.
The Leanne Miller Memorial I Prize	\$100.00	The best performance in stages 1 and 2 of the part-time Bachelor of Health Administration course in not fewer than 6 subjects
The Leanne Miller Memorial II Prize	\$100.00	The best performance in years 3 and 4 of the Bachelor of Health Administration course in not fewer than 6 subjects
The Rupert Fanning Memorial Prize	\$50.00	The highest aggregate in 16.031 Management 16.032 Management 2 16.033 Management 3 16.034 Management 3 Honours by a student in the Bachelor of Health Administration course

### Graduate University Prizes

The following table summarizes the graduate prizes awarded by the University.

Donor/Name of Prize	Value \$	Awarded for
<b>School of Education</b>		
The Australian Institute of Tertiary Educational Administrators Prize	\$250.00	The best performance in 58.501G Educational Administration Theory and Practice by a student in the Master of Educational Administration course.

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## Graduate University Prizes

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Donor/name of Prize	Value \$	Awarded for
<b>School of Health Services Management</b>		
The 2/5 Australian General Hospital Association Prize	\$150.00	The best overall performance in the Master of Health Administration or Master of Health Planning courses
<b>School of Librarianship</b>		
The Law Foundation of New South Wales Prize in Librarianship	\$100.00	The best performance in 55.514 Law: Literature, Information Needs and Services.

**Student's Timetable**

Time	Monday		Tuesday		Wednesday		Thursday		Friday	
	Session 1	Session 2	Session 1	Session 2	Session 1	Session 2	Session 1	Session 2	Session 1	Session 2
9-10										
10-11										
11-12										
12-1										
1-2										
2-3										
3-4										
4-5										
5-6										
6-7										
7-8										
8-9										

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<b>Student's Timetable</b>										
<b>Time</b>	<b>Monday</b>		<b>Tuesday</b>		<b>Wednesday</b>		<b>Thursday</b>		<b>Friday</b>	
	<b>Session 1</b>	<b>Session 2</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 1</b>	<b>Session 2</b>	<b>Session 1</b>	<b>Session 2</b>
<b>9-10</b>										
<b>10-11</b>										
<b>11-12</b>										
<b>12-1</b>										
<b>1-2</b>										
<b>2-3</b>										
<b>3-4</b>										
<b>4-5</b>										
<b>5-6</b>										
<b>6-7</b>										
<b>7-8</b>										
<b>8-9</b>										

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# The University of New South Wales Kensington Campus

## Theatres

Biomedical Theatres E27  
 Central Lecture Block E19  
 Classroom Block (Western Grounds) H3  
 Rex Vowels Theatre F17  
 Keith Burrows Theatre J14  
 Main Building (Physics) Theatre K14  
 Mathews Theatres D23  
 Parade Theatre E3  
 Science Theatre F13  
 Sir John Clancy Auditorium C24

## Buildings

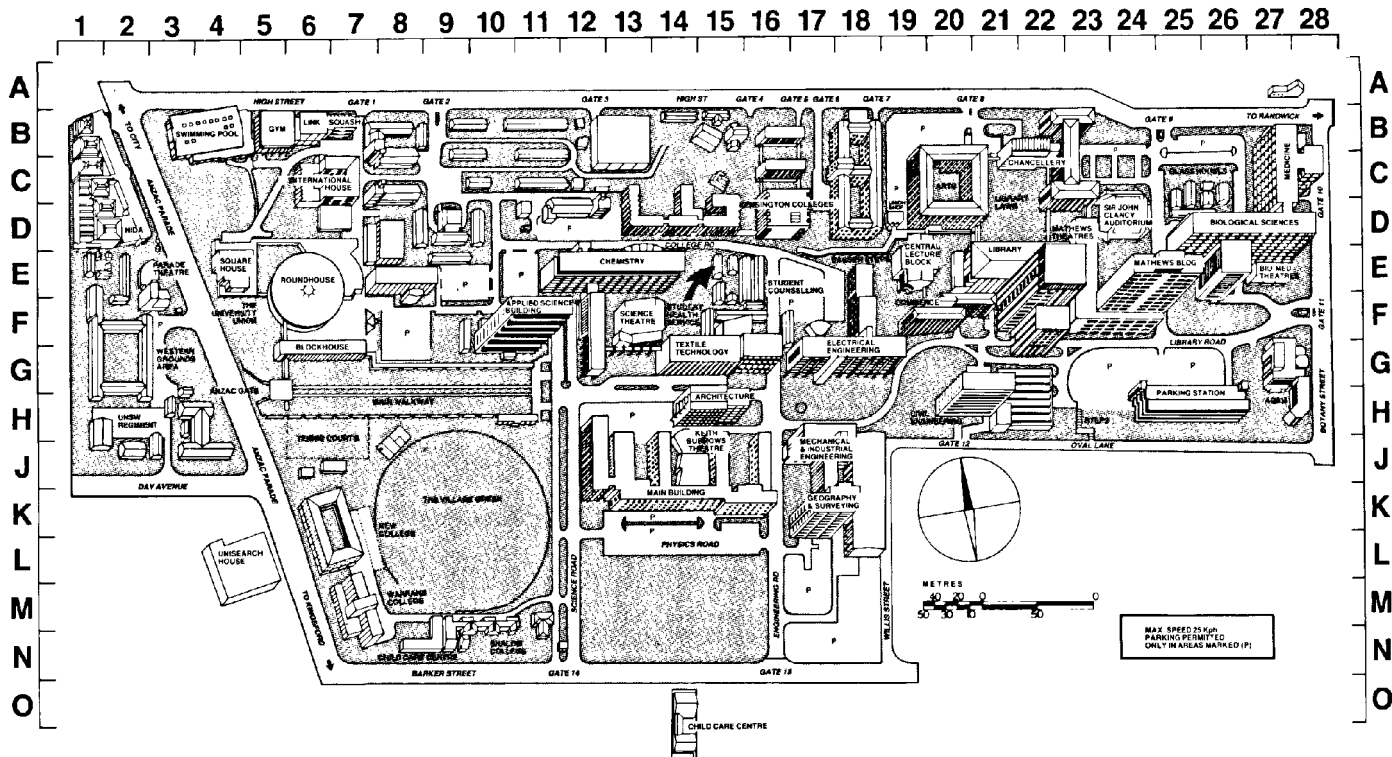
Affiliated Residential Colleges  
*New (Anglican)* L6  
*Shalom (Jewish)* N9  
*Warrane* M7  
 Applied Science F10  
 Architecture H14  
 Arts (Morven Brown) C20  
 Banks F22  
 Barker Street Gatehouse N11  
 Basser College C18  
 Biological Sciences D26  
 Central Store B13  
 Chancellery C22  
 Chemistry  
*Dalton* F12  
*Robert Heffron* E12  
 Civil Engineering H20  
 Commerce and Economics (John Goodsell) F20  
*Dalton (Chemistry)* F12  
 Electrical Engineering G17  
 Geography and Surveying K17  
 Goldstein College D16  
 Golf House A27  
 Gymnasium B5  
 House at Pooh Corner N8  
 International House C6  
 Io Myers Studio D9  
 John Goodsell (Commerce and Economics) F20  
 Kanga's House O14  
 Kensington Colleges C17 (Office)  
*Basser* C18  
*Goldstein* D16  
*Philip Baxter* D14

Link B6  
 Maintenance Workshop B13  
 Materials Science and Engineering E8  
 Mathews F23  
 Mechanical and Industrial Engineering J17  
 Medicine (Administration) B27  
 Menzies Library E21  
 Morven Brown (Arts) C20  
 New College (Anglican) L6  
 Newton J12  
 NIDA D2  
 Parking Station H25  
 Philip Baxter College D14  
 Robert Heffron (Chemistry) E12  
 Sam Cracknell Pavilion H8  
 Shalom College (Jewish) N9  
 Sir Robert Webster (Textile Technology) G14  
 Squash Courts B7  
 Swimming Pool B4  
 Unisearch House L5  
 University Regiment J2  
 University Union (Roundhouse) - Stage I E6  
 University Union (Blockhouse) - Stage II G6  
 University Union (Squarehouse) - Stage III E4  
 Wallace Wirth School of Medicine C27  
 Warrane College M7

## General

Academic Staff Office C22  
 Accounting F20  
 Admissions C22  
 Adviser for Prospective Students F15  
 Anatomy C27  
 Applied Economic Research G14  
 Applied Geology F10  
 Applied Science (Faculty Office) F10  
 Architecture (including Faculty Office) H14  
 Arts (Faculty Office) C20  
 Audio Visual Unit F20  
 Australian Graduate School of Management G27  
 Banking and Finance F20  
 Biochemistry D26  
 Biological and Behavioural Sciences (Faculty Office) D26  
 Biomedical Engineering A28  
 Biomedical Library F23  
 Biotechnology D26  
 Bookshop G17  
 Building H14  
 Careers and Employment F15  
 Cashier's Office C22  
 Chaplains E15  
 Chemical Engineering and Industrial Chemistry F10  
 Chemistry E12  
 Child Care Centres N8, O14  
 Civil Engineering H20  
 Commerce and Economics (Faculty Office) F20  
 Community Medicine D26  
 Computing Services Department F21, D26  
 Continuing Education Support Unit F23  
 Counselling and Careers Service F15  
 Economics F20  
 Education G2  
 Education Testing Centre E15  
 Electrical Engineering and Computer Science G17  
 Energy Research, Development and Information Centre F10  
 Engineering (Faculty Office) K17  
 English C20  
 Ethics Committees Secretariat B8  
 Examinations C22  
 Fees Office C22  
 Food Science and Technology F10  
 French C20  
 General Staff Office C22  
 Geography K17  
 German Studies C20  
 Graduate Office and Alumni Centre E4  
 Graduate School of the Built Environment H14  
 Groundwater Management and Hydrogeology F10  
 Health Administration C22  
 History C20  
 Industrial Arts H14  
 Industrial Relations and Organizational Behaviour F20  
 Information Systems F20  
 Kanga's House O14  
 Kindergarten (House at Pooh Corner) N8  
 Landscape Architecture K15  
 Law (Faculty Office) F21  
 Law Library F21  
 Legal Studies and Taxation F20  
 Liberal and General Studies C20  
 Librarianship F23  
 Library E21

Lost Property C22  
 Marine Science D26  
 Marketing F20  
 Materials Science and Engineering E8  
 Mathematics F23  
 Mechanical and Industrial Engineering J17  
 Medical Education C27  
 Medicine (Faculty Office) B27  
 Microbiology D26  
 Mineral Processing and Extractive Metallurgy E8  
 Mining Engineering K15  
 Music B11  
 National Institute of Dramatic Art D2  
 Off-campus Housing C22  
 Optometry J12  
 Pathology C27  
 Patrol and Cleaning Services C22  
 Petroleum Engineering D12  
 Philosophy C20  
 Physics K15  
 Physiology and Pharmacology C27  
 Political Science C20  
 Printing Unit C22  
 Psychology F23  
 Public Affairs Unit C22  
 Publications Section C22  
 Remote Sensing K17  
 Russian Studies C20  
 Safety Science J17  
 Science and Mathematics Course Office D26  
 Science and Technology Studies C20  
 Social Work G2  
 Sociology C20  
 Spanish and Latin American Studies C20  
 Sport and Recreation Centre B6  
 Student Health E15  
 Student Records C22  
 Students' Union E4 and C21  
 Surveying K17  
 Tertiary Education Research Centre E15  
 Textile Technology G14  
 Theatre Studies B10  
 Town Planning K15  
 Union Shop (Upper Campus) D19  
 University Archives E21  
 University Press A28  
 University Union (Blockhouse) G6  
 Waste Management H20  
 WHO Regional Training Centre C27  
 Wool and Animal Science B8



This Handbook has been specifically designed as a source of reference for you and will prove useful for consultation throughout the year.

For fuller details about the University – its organization, staff membership, description of disciplines, scholarships, prizes, and so on, you should consult the Calendar.

The Calendar and Handbooks also contain a summary list of higher degrees as well as the conditions for their award applicable to each volume.

For detailed information about courses, subjects and requirements of a particular faculty you should consult the relevant Faculty Handbook.

Separate Handbooks are published for the Faculties of Applied Science, Architecture, Arts, Commerce and Economics, Engineering, Law, Medicine, Professional Studies, Science (including Biological and Behavioural Sciences and the Board of Studies in Science and Mathematics), and the Australian Graduate School of Management (AGSM).

The Calendar and Handbooks, which vary in cost, are available from the Cashier's Office.