



The University of New South Wales

Professional Studies

Kensington Campus
St George Campus

1991

Faculty Handbook



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St George Campus

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New South Wales is:**

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Kensington Campus — Brett O'Halloran**

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 8 October 1990, but may be amended without notice by the University Council.

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School of Social Work

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Calendar of Dates

The academic year is divided into two sessions, each containing 67 days for teaching. There is a recess of approximately six weeks between the two sessions and there are short recesses of one week within each of the sessions.

Session 1 commences on the Monday nearest 1 March.

	1991	1992	Faculties other than Medicine
Session 1 (67 teaching days)	4 March to 28 March	2 March to 16 April	
<i>Recess:</i>	29 March to 7 April	17 April to 26 April	
	8 April to 14 June	27 April to 10 June	
<i>Study Recess:</i>	15 June to 20 June	11 June to 16 June	
Examinations	21 June to 9 July	17 June to 3 July	
<i>Midyear Recess:</i>	10 July to 28 July	4 July to 26 July	
Session 2 (67 teaching days)	29 July to 27 September	27 July to 25 September	
<i>Recess:</i>	28 September to 7 October	26 September to 5 October	
	8 October to 6 November	6 October to 4 November	
<i>Study Recess:</i>	7 November to 12 November	5 November to 10 November	
Examinations	13 November to 29 November	11 November to 27 November	

Important Dates for 1990

January

T	1	New Year's Day – Public Holiday
Th	3	Last day for acceptance of applications by office of the Admissions Section for transfer to another undergraduate course within the University
W	9	Last day for applications for review of assessment
M	14	Term 1 begins – Medicine IV and V
M	21	Term 1 begins – Medicine V
S	26	Australia Day – Public Holiday

February

T	5	Enrolment period begins for new undergraduate students and undergraduate students repeating first year
M	11	Re-enrolment period begins for second and later year undergraduate and graduate students enrolled in formal courses Students should consult the "Re-enrolling 1991" leaflet for their course for details.

Professional Studies

March

F	1	Last day for acceptance of enrolment by new and re-enrolling students. (Late fee payable thereafter if enrolment approved).
M	4	Session 1 begins – all courses except Medicine IV and V
F	15	Last day applications are accepted from students to enrol in Session 1 or whole year subjects
F	29	Good Friday – Public Holiday Mid-session Recess begins
S	30	Easter Saturday – Public Holiday
Su	31	HECS Census Date for Session 1

April

M	1	Easter Monday – Public Holiday
Th	25	Anzac Day – Public Holiday

May

T	14	Publication of Provisional Timetable for June examinations
W	22	Last day for students to advise of examination clashes

June

T	4	Publication of Tometable for June examinationSession 1 ends
M	10	Queen's Birthday – Public Holiday
F	14	Session 1 ends
S	15	Study Recess begins
Th	20	Study Recess ends
F	21	Examinations begin

July

T	9	Examinations end
Su	28	Midyear Recess ends
M	29	Session 2 begins

August

F	9	Last day applications are accepted from students to enrol in Session 2 subjects.
S	31	HECS Census Day for Session 2.

September

F	27	Closing date for applications to the Universities Admission Centre
S	28	Mid-session Recess begins

October

M	7	Labour Day – Public Holiday Mid-session Recess ends
T	8	Publication of Provisional Timetable for November examinations
W	16	Last day for students to advise of examination clashes
T	29	Publication of Timetable for November examinations

November

W	6	Session 2 ends
Th	7	Study Recess begins
T	12	Study Recess ends
W	13	Examinations begin
F	29	Examinations end

December

W	25	Christmas Day – Public Holiday
Th	26	Boxing Day – Public Holiday

Staff

Comprises Schools of Education Studies, Health Services Management, Librarianship and Social Work on the Kensington campus; and Schools of Teacher 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
Professor M. Cooper

Sub-Dean St George campus
Mr G. Byrnes

Senior Administrative Officer
Mr B. O'Halloran

Kensington Campus

School of Education Studies

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, MAPS, MSPR
Robert Thomas Soiman, BSc N.S.W., BSc Tas., PhD A.N.U.
John Sweller, BA PhD Adel.

*Conjoint appointment with the Australian Graduate School of Management

Senior Lecturers

Robert Connors, BA DipEdAdmin NE., MEd Calg., PhD Alta.
Michael Robert Matthews, BSc MA MEd DipEd Syd., PhD
N.S.W.
Michael Francis Petty, BA Durh., MEd DipEd Calg., PhD Wis.

Lecturers

Richard Martin Bibby, MA BD Otago, PhD Monash
Neil Andrew Johnson, BBus Swin., DipEd Melb., MEdAdmin
N.E., PhD Alta.
Renae Low, Cert Ed Sing., BBS PhD LaT.

Administrative Officer

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

School of Health Services Management

Professor of Health Services Management and Head of School
James Sutherland Lawson, MB BS, MD Melb., MHA N.S.W.

Professor
George Rupert Palmer, BSc Melb., MEd Syd., PhD Lond.,
FSS, FHA, Hon. FRACMA

Senior Lecturers

Philip William Bates, BCom LLB N.S.W., FHA
Pieter Jacob Degeling, BA Qld., PhD Syd.
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

Professional Studies

Graeme Kandle Rawson, BA N.E., MA Macq., PhD N.S.W., MACE, FHA

Lecturers

Kerry Carrington, BAdmin Grif., PhD Macq.

Jan Osborn, BHA N.S.W., RGN, RMN.

Elaine Rose Rigby, BBus N.S.W.I.T., MEd Syd., DipEd Syd.CAE, AASA, CPA.

Patricia Ann Spencer, BN McG., MEdSt Monash, RN, FCNA, MACE

Administrative Officer

Juliet Wight-Boycott, BA Nott.

Administrative Assistants

Natasha Balianoff

Kim A Eirth

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

Martin Scott Mowbray, BSW N.S.W., MSocStud 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 PhD N.S.W.

Gillian Calvert BA Qld., BSW Melb.

Barbara Rose Ferguson, BA MSW Hawaii, DSW Calif.

Elizabeth Aureena Fernandez, MA Madr.

Carmel Petrea Flasks, BSW Qld., MA Macq.

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 AppiSocStuds Bradford

Sandra Lee Regan, BA Boston S.C., MSW EdM N.Y. State,

PhD Rutgers

Michael John Wearing, BSW PhD N.S.W.

Diane Maree Zulfacar, BA DipSocWk Syd., MSW Smith PhD N.S.W.

Senior Research Fellow

Suzanne Elise Hatty, BA Macq., PhD Syd.

Honorary Associates

Gloria Arentz, BSW N.S.W.

Robyn Bradey, BSocStud Syd.

Don Coles, BSocStud Syd.

Monica Dennison, BA DipSocWk Syd.

Xandra Gerritsen, BSW N.S.W.

Ian Harrison, BSW N.S.W.

Michelle Horgan, BSW N.S.W. Andrew Maxwell, BSW N.S.W.

Administrative Officer

Natalie du Gard, BSW N.S.W.

School of Librarianship

Professor of Librarianship and Head of School

W. Boyd Rayward, BA Syd., MS Ill., PhD Chic., DipLib N.S.W., AALA

Associate Professor

Carmel Jane Maguire, BA Qld., MA A.N.U., FLAA

Senior Lecturers

Jack Richard Nelson, MA Syd., MLib N.S.W., ALAA

Ann Pederson, BA Ohio Wesleyan, MA Georgia State FSA

Peter Orlovich, MA DipEd Syd., MLib PhD N.S.W.

Patricia Willard, BA N.E., MLib PhD N.S.W., ALAA

Concepcion Shimizu Wilson, BA Pomona, MSLS N.C., MLib N.S.W., AALIA

Lecturers

William Wellesley Hood, BA DipEd Syd., MLib N.S.W., AALIA

Helen Myfanwy Jarvis, BA A.N.U., PhD Syd., AALIA

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.

St George Campus

School of Teacher 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.

Colin Fraser Gauld, BSc PhD DipEd Syd. MAIP

James Harry Gribble, BA PhD Melb., MPhil Lond.

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

Edward Nettle, BA DipEd Syd., MA Macq.

Barry Charles Newman, BA MSc PhD Syd.

Kevin Nolan, MA Fordham.

Ken Robinson, MEd Syd., MS PhD Oregon State, Dip PhysEd Syd. Teachers Coll.

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.
 Rosemary Kearney, BA MA DipEd N.S.W.
 Neil Wesley Keast, BA Syd., DipTeach *Armidale TC.*
 Kerry McLeod, BA DipEd MA Macq., GradDipComm
Hawkesbury Agric. Coll., LTCL
 John McCormick, BSc MA MedAdmin DipEd N.S.W.
 Kaye 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.
 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. MEd W'gong

Honorary Visiting Professor

Vasilike Demos, BA Towson St. Coll., MA Toledo PhD Notre
Dame

Administrative Officer

Ian Douglas

Senior Lecturer

Gary McPherson, DipMusEd N.S.W.Con., MMusEd *Indiana,*
FTCL, LTCL.

Lecturers

Simplicius Cheong, BMus W.A., MMus MEd Syd., MA Macq.
 Louise Hamby, BFA Nth. Carolina, MFA
 Georgia Margaret Moore, GradDipMusEd *Kuring-gai C.A.E.*
 Richard Morphew, LMusA, AMusA.
 Frank Murphy, MA MEd DipEd Syd., PhD LaT., AMusA,
 LTCL(GMT)
 Vaughan Rees, DipT. *Brisbane C.A.E.*, BFA Cal., MA *Novia*
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.
 Peta Tait, BA *Monash*, MA N.S.W., DipEd Syd. *Teachers Coll.*
 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.

Administrative Officer

Pam Hilton, BA N.E., DipEd Syd. *Teachers Coll.*

School of Sport and Leisure Studies

Principal Lecturer and Head of School

Wilf Ewens, BA N.E., MEd Syd., PhD *Oregon*, DipPhysEd Syd.
Teachers Coll., FACHPER

Senior Lecturer

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.

Tutor

Rodney Barrett, BEd (PE) *Kuring-gai C.A.E.*

Honorary Associates

Peter Corcoran, ASTC Syd *Teachers Coll.*, Dip IAEd *Newc.*
Teachers Coll.

Barbara Eden, BA MA Macq., DipSecEd Syd. *Teacher Coll.*
 Margaret Keech, BAppSc(Phty) GradDipSportSc
Cumberland Coll.

Administrative Officer

William Baker

School of Arts and Music Education

Senior Lecturer and Head of School

Peter Thursby, BEd MA Cal., PhD Macq.

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 Studies, Health Services Management, Librarianship and Social Work. As a result of the integration of the St George Institute of Education, the Faculty now includes three additional schools: Teacher 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

Some People Who Can Help You

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 Studies

Administrative Officer
Sheena Wiard
(Room 27, Building G2, Western Campus,
near Parade Theatre entrance)

School of Health Services Management

Administrative Officer
Juliet Wight-Boycott
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
Natalie du Gard
(Room 45, Building G2, Western Campus,
near Parade Theatre entrance)

St George Campus

School of Arts and Music Education

Administrative Officer
Pam Hilton
(Room 422, Level 4)

School of Sport and Leisure Studies

Administrative Officer
Bill Baker
(Room 539, Level 5)

School of Teacher Education

Administrative Officer
Ian Douglas
(Room 540, Level 5)

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, the *University of New South Wales Calendar* and the *Guide for Students 1991*).

Faculty of Professional Studies Enrolment Procedures

Kensington Campus

All students re-enrolling in 1991 or enrolling in graduate courses should obtain a copy of the free booklet *Enrolment Procedures 1991* 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

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.

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 Studies, 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 or BScBEd 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 Curriculum Committee which has responsibility for educational planning within the School and on the General 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. SWSA meetings are held on Wednesday in the Social Work Students' Project Room. This room is freely available for students.

Students With Disabilities

The University of New South Wales has a policy of equal opportunity in education and seeks wherever possible to ensure maximum participation of students with disabilities.

The University offers a range of assistance: examination support; specialized equipment; educational support; parking provisions; library assistance.

A Resource Guide for students and staff with disabilities and a map showing wheelchair access is available from the Adviser to Students with Disabilities, the EEO Unit, the Library and the Students Union.

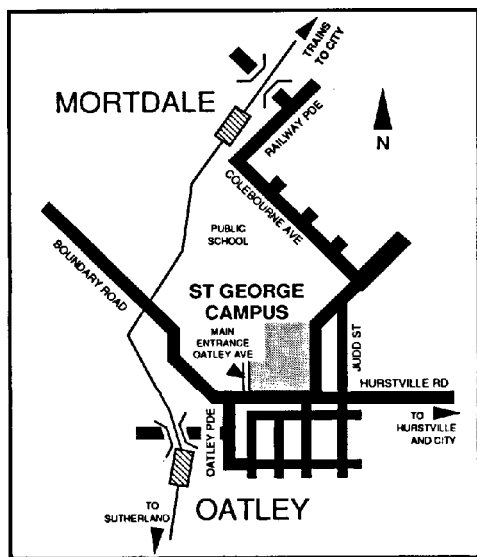
It is advisable to make contact with the Adviser to Students with Disabilities prior to, or immediately following enrolment, to discuss your support needs.

The Adviser can be contacted on 697-5418 or at Building F15 (Careers & Counselling Unit).

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.



General Education Requirement

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 address some of the key questions they will face as individuals, citizens and professionals.

The program requires students to undertake studies in three categories of the program:

CATEGORY A: An introduction in non-specialist terms to an understanding of the environments in which humans function.

CATEGORY B: An introduction to, and a critical reflection upon, the cultural bases of knowledge, belief, language, identity and purpose.

CATEGORY C: An introduction to the development, design and responsible management of the systems over which human beings exercise some influence and control. This category is required only of students in four-year professional and honours programs.

The key questions addressed by the Program are:

CATEGORY A: The External Context

Course requirement: 2 x 28 hr subjects

1. How do we, can we, generate wealth? (Australia and the Development of the World Economy)
2. How can we, ought we, distribute wealth, status and power? (Human Inequality)
3. What steps should we take, and what policies should we adopt, in science and technology? (Science and Civilization)
4. What effects do our wealth generating and techno-scientific activities have on the environment? (Ecosystems, Technology and Human Habitation)
5. What are the effects of the new mass media of communication? (Mass Media and Communication)
6. What are the key social and cultural influences on Australia today? (Australian Society and Culture)

CATEGORY B: The Internal Context of Assumptions and Values

Course requirement: 2 x 28 hr subjects

1. How do we define ourselves in relation to the larger human community? (The Self and Society)
2. How do our conceptions of human nature and well being influence both individual and social behaviour? (Changing Conceptions of Human Nature and Well-Being)
3. What are the prevailing conceptions of and challenges to human rationality? (The Pursuit of Human Rationality)
4. How do language, images and symbols function as means and media of communication (The Use of Language, Images and Symbols)
5. What is the impact of the computer on human society and culture? (The Computer: Its Impact, Significance and Uses)
6. Which systems of belief and configurations of values are most conducive to the survival and enhancement of the human species and the planet earth? (Beliefs, Values and the Search for Meaning)

CATEGORY C: An Introduction to the design and responsible management of the human and planetary future

The central question to be addressed by students in a systematic and formal way is:

For what purpose or purposes will I use my intellectual skills, my expertise, or my technological prowess?

Will these abilities be used, for example..:

- (i) in a creative and innovative way?
- (ii) to widen the circle of human participation in the benefits they bring?
- (iii) to break down the barriers of exclusion and discrimination?
- (iv) to enhance the prospects for survival of the human species?
- (v) to enhance the capacity of the planet earth to sustain life?

The exact form in which Category C will be satisfied is still being decided and should be finalized during 1991. This could involve, however, a slight change to the later years of each of the courses. There are differing requirements for students commencing before, in, and after 1988. Students must complete a program of general education in accordance with the requirements in effect when they commenced their degree program. Students should consult the appropriate course authority or the Centre for Liberal and General Studies in Morven Brown Building, Room G58.

Undergraduate Study

Course Outlines

The Faculty of Professional Studies comprises the Schools of Education Studies, Health Services Management, Librarianship and Social Work on the Kensington Campus; and the Schools of Teacher 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 Studies

Professor of Education and Head of School
Professor Martin Cooper

Administrative Officer
Sheena Wiard

The School of Education Studies offers the first three years of teacher education courses jointly with several faculties of the University. These courses lead to the award of the degrees of BAbEd, BMusBEd and BScBEd.

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

In addition the School of Education Studies offers

- the second year of 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:

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

Year 1		Credit Points
EDST1101	Educational Psychology 1	4
EDST1102	Social Foundations of Education	4

Year 2	Credit Points
Two elective subjects from the School of Education Studies	8

Year 3	
Two elective subjects from the School of Education Studies	8

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 Studies.

3. satisfy requirements in the following Year 4 Education subjects*:	
TEDG6001	Curriculum Studies 1
TEDG6002	Curriculum Studies 2
TEDG6003	Educational Studies
TEDG6004	Educational Electives
TEDG6005	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 Studies 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
BABEd Year 4 Program in Computer Studies	3
BABEd Year 4 Program in Drama	3
BABEd Year 4 Program in Economics	3
BABEd Year 4 Program in English	3

BABEd Year 4 Program in English as a Second Language	3
BABEd Year 4 Program in French	3
BABEd Year 4 Program in Geography	3
BABEd Year 4 Program in German	3
BABEd Year 4 Program in History	3
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:

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

*The fourth year Education 1 component is administered by the School of Teacher Education, St George Campus, Oatley.

Year 4 Teacher Education Subjects

For details of the subjects listed in 3 above see under the School of Teacher Education later in this handbook.

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:

EDST1412 Advanced Education 1

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

EDST1512 Advanced Education 2
EDST1901 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. Normally a grade of Credit or better is required in Music subjects in Years 1 and 2 before progression 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 six of the Education subjects offered in Years 1, 2 and 3 as follows:

Year 1		Credit Points
EDST1101	Educational Psychology 1	6
EDST1102	Social Foundations of Education	6

Year 2

Two elective subjects from the School of Education Studies 6

Year 3

Two elective subjects from the School of Education Studies 6

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 MUS11002 Music 1C, MUS12002 Music 2C, MUS13002 Music 3C, MUS12101 History of Performance Conventions, MUS13101 BMus Seminar in Musicology, MUS13102 Special Project and MUS12102 Orchestration and Arrangement.

3. satisfy requirements in the Year 4 subjects:

TEDG6001	Curriculum Studies 1
TEDG6002	Curriculum Studies 2
TEDG6003	Educational Studies
TEDG6004	Educational Electives
TEDG6005	Teaching Experience
TEDG6005	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 in Years 1-3 see later in this handbook under School of Education Studies. For details of Music subjects see the Faculty of Arts handbook or contact the Department of Music. For details of Year 4 Subjects see under the School of Teacher Education later in this handbook.

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 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:

EDST1412 Advanced Education 1.

Those allowed to proceed to the fifth, (Honours) year, are required to satisfy the examiners in the BEd (Hons) subjects: EDST1512 Advanced Education 2
EDST1901 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	
EDST1101	Educational Psychology 1
EDST1102	Social Foundations of Education

Year 2

Two elective subjects from the School of Education Studies

Year 3

Two elective subjects from the School of Education Studies

2. obtain at least 21 units (including no more than 10 Level 1 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*:

TEDG6001	Curriculum Studies 1
TEDG6002	Curriculum Studies 2

TEG6003 Educational Studies 1
TEG6004 Educational Studies 2
TEG6005 Teaching Experience

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

*These subjects are administered by the School of Teacher Education at the St George Campus, Oatley. For subject descriptions see under this School's entry later in this handbook.

Approved Four-Year Programs

Before enrolment, students are required to seek advice from the School of Education Studies 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

PHYS1002
MATH1032
CHEM1002

Year 2

PHYS2001, 2011, 2021, 2031
MATH2510†, 2520†, 2100†, 2120†
Either BIOS1011* or GEOL1101*

Year 3

PHYS3010, 3050, 3021, 3030, 3041
3 units from BIOS1011*, BIOS1021*, GEOL1101*, GEOL1201*

Year 4

BSSM 3991 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)

PHYS4103 or 4113 or 4303 or 4313 or 4503 or 4513 or 4403 or 4413

*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

PHYS1002 or PHYS1022
CHEM1002
Either MATH1032, or both MATH1011 and 1021

Year 2

GEOL1101
BIOS1011
CHEM2011, 2021, 2031, 2041

Year 3

4 Level III Chemistry units including at least three of CHEM3011, 3021, 3031, 3041
3 units from Table 1‡

Year 4

BSSM 3991 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)

CHEM4003

1058 Mathematics

Year 1

MATH1032, MATH1081
COMP1811 and 1821
Two Level I units from Table 1‡

Year 2

MATH2501, 2510, 2120
At least one unit from Level II Statistics
At least one unit from MATH2520, 2400, 2410, 2100, 2301
Further units from the above list, or Table 1‡, or the BA course, giving a total of 7 units for the year

Year 3

MATH3560 and 3570
3 Level III Mathematics units
3 units from Table 1‡ or the BA course

Year 4

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 (Honours)

MATH4603 or 4103 or 4903 or 4003
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

CHEM1002
Either MATH1032, or both MATH1011 and 1021
BIOS1011, 1021

Year 2

BIOS2011
BIOS2021
BIOC2312
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, Biological Science, or Microbiology

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

BSSM3991 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)

BIOC4318 or MICR4013 or BIOS4033

2558 Geology

Year 1

PHYS1002

Either MATH1032, or both MATH1011 and 1021

GEOL1101 and 1201

Year 2

CHEM1002

BIOS1011

GEOL2111 and 2121 and 2211

One unit from Table 1‡

Year 3

GEOL3111 and 3112

Two Level III Applied Geology units out of GEOL3141, 3130, 3211, 3241, 3251, 3271, 3331

Three units from Table 1‡

Year 4

BSSM3991 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)

GEOL4303

‡ see Sciences Faculty Handbook

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:

EDST1412 Advanced Education 1

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

EDST1512 Advanced Education 2

EDST 1901 Thesis

School of Health Services Management

Head of School

Professor J. S. Lawson

Administrative Officer

Juliet Wight-Boycott

Administrative Assistants

Natasha Batianoff

Kim A. 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 four formal courses in health administration leading to the awards of the degree of Master of Health Planning, Master of Health Administration, Master of Nursing Administration and the Master of Public Health. The Masters' programs (with the exception of the Master of Public Health) 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 and Melbourne.

4. Students who are enrolled internally but who are 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 plus a general education subject in any one year.

(2) A student enrolled in the full-time course shall not normally be permitted to enrol in more than seven subjects plus a general education subject 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: HEAL0340 Management of Health Services (Honours) and HEAL3130 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, HEAL8900 Thesis, HEAL8910 Advanced Studies in Health Administration A, and HEAL8920 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.

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Health Administration Degree Course Full-time (Pass)

Bachelor of Health Administration † BHA

Year 1		Hours per week	
		S1	S2
HEAL5400	Health Information Systems	4	or 4
HEAL1110	Health Care Systems	4	or 4
HEAL0310	Management of Work	4	or 4
HEAL5410	Accounting and Financial Management 1	4	or 4
HEAL1120	Public Health and Epidemiology	4	or 4
HEAL5210/	Law 1 or	4	or 4
HEAL5200	Law 1T		
HEAL4000	Field Experience 1*		

Year 2			
HEAL0320	Management of Organizations	4	or 4
HEAL6110	Sociology, Ethics and Health 1	4	or 4
HEAL7110	Quantitative Methods and Statistics 1	4	or 4
HEAL4210	Health Planning 1	4	or 4
HEAL5510	Health Economics 1	4	or 4
	Elective		
HEAL4010	Field Experience 2*	4	or 4
	General Studies cat.A		

Year 3			
HEAL0330	Management of Health Services	4	or 4
	Elective	4	or 4
	Elective	4	or 4
	Elective	4	or 4
	Elective	4	or 4
	Elective	4	or 4
	General Studies cat.B	4	or 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.

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Health Administration Degree Course External

Bachelor of Health Administration BHA

(Only offered to continuing students; no new enrolments after 1989)

Stage 1

HEAL1110	Health Care Systems
HEAL0310	Management of Work
HEAL.5400	Health Information Systems

Stage 2

HEAL1120	Public Health and Epidemiology	
HEAL5410	Accounting and Financial Management 1	
HEAL5210	Law 1 or HEAL5200 Law 1T	

Stage 3

HEAL0320	Management of Organizations	
HEAL6110	Sociology, Ethics and Health 1	
HEAL7110	Quantitative Methods and Statistics 1	

Stage 4

HEAL4210	Health Planning 1	
HEAL5510	Health Economics 1	
	Elective	
	General Studies cat.A	

Stage 5

HEAL0330	Management of Health Services (can also be taken in Stage 6)	
	Elective	
	Elective	
	General Studies cat.B	

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
HEAL5400	Health Information Systems	4	or 4
HEAL1110	Health Care Systems	4	or 4
HEAL0310	Management of Work	4	or 4
HEAL5410	Accounting and Financial Management 1	4	or 4
HEAL1120	Public Health and Epidemiology	4	or 4
HEAL5210	Law 1 or HEAL5200 Law 1T	4	or 4
HEAL4000	Field Experience 1 *		

Year 2

HEAL0320	Management of Organizations	4	or 4
HEAL6110	Sociology, Ethics and Health *	4	or 4
HEAL7110	Quantitative Methods and Statistics 1	4	or 4
HEAL4210	Health Planning 1	4	or 4
HEAL5510	Health Economics 1	4	or 4
	Elective	4	or 4
HEAL4010	Field Experience 2 *		
	General Studies cat.A	4	or 4

Year 3

HEAL0340	Management of Health Services (Honours)	4	or 4
	Elective	4	or 4
	Elective	4	or 4
HEAL3130	Research and Evaluation Methods (Honours)	4	or 4
	Elective	4	or 4
	Elective	4	or 4
	General Studies cat.B	4	or 4

Year 4

HEAL8910	Advanced Studies in Health Administration A	4	or 4
HEAL8920	Advanced Studies in Health Administration B	4	or 4
HEAL8900	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 Services Management 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:

HEAL3010	Political Science
HEAL3020	Social Policy Administration
HEAL3030	Research and Evaluation Methods
HEAL3040	Management Skills
HEAL3060	Administration of Nursing Services
HEAL3070	Special Topic in Health Administration
HEAL3080	Epidemiology for Health Administrators
HEAL3090	Long Term Care Administration
HEAL3100	Human Resource Management
HEAL3110	Computer Techniques for Health Service Management
HEAL3120	Industrial Relations
HEAL3160	Current Issues in Nursing
HEAL4220	Health Planning 2A
HEAL4230	Health Planning 2B
HEAL4240	Health Planning 2C
HEAL5220	Law 2
HEAL5420	Accounting and Financial Management 2
HEAL5520	Health Economics 2
HEAL6120	Sociology, Ethics and Health 2
HEAL7120	Quantitative Methods and Statistics 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 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 (DipIM-ArchivAdmin) and the Diploma in Information Management – Librarianship (DipIM-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
Natalie du Gard

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 Studies and Practice (MWSP) 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 welfare 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 vary and can include medical, psychiatric, community health, community, family and child welfare, services to disabled groups, services to the aged, services to migrants, income security, and corrective services. Non-government social welfare 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 SOCW8193 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 SOCW8423

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

		Hours per week (weekly averages) for the session)	
		S1	S2
PSYC1002	Psychology 1	5	5
SOCI1230	Introduction to Australian Society	3	3
SOCW8193	Social Work Practice 1	5	5
	6 Level I credit points approved as counting towards the BA degree	4	0
	1 Category A General Education Elective	0	4

Year 2

SOCW8203	Human Behaviour 1	3	2
SOCW8211	Social and Behavioural Science 1	2	0
SOCW8232	Research Methods 1	0	3
SOCW8253	Social Welfare 1	2.5	2

		Hours per week	
SOCW8282	Social Work Practice – First Placement		*
SOCW8292	Social Work Practice Community Work	0	2
SOCW8293	Social Work Practice 2	3	2
	1 Category B General Education Elective	4	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

		S1	S2
SOCW8303	Human Behaviour 2	3	3
SOCW8312	Social and Behavioural Science 2	0	2
SOCW8331	Research Methods 2	3	0
SOCW8342	Social Philosophy 1	0	2
SOCW8352	Social Welfare 2 - Strand A	0	2
SOCW8362	Social Welfare 2 - Strand B	0	2
SOCW8381	Social Work Practice – Second Placement		*
SOCW8391	Social Work Practice - Casework, Group Work	4	0
SOCW8392	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

SOCW8441	Social Philosophy 2	2	0
SOCW8451	Social Welfare 3 - Strand A	3	0
SOCW8461	Social Welfare 3 - Strand B	3	0
SOCW8471	Social Work Practice - Administration	2	0
SOCW8481	Social Work Practice – Third Placement		*
SOCW8491	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

SOCW8423	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
PSYC1002	Psychology 1	5	5
SOC1230	Introduction to Australian Society	3	3
SOCW8193	Social Work Practice 1 - Bridging Course	5	0
SOCW8253	Social Welfare 1*	2	2
LAWS1120	Legal System - Torts	4	4
LAWS7410	Legal Research and Writing 1	2	2

Year 2		S1	S2
SOCW8203	Human Behaviour 1	3	2
SOCW8211	Social and Behavioural Science 1	2	0
SOCW8232	Research Methods 1	0	3
SOCW8282	Social Work Practice - First Placement (41 days)		**
SOCW8292	Social Work Practice - Community Work	0	2
SOCW8293	Social Work Practice 2	3	2
LAWS1410	Contracts	4	4
LAWS6210	Law, Lawyers and Society	4	0

Year 3		S1	S2
SOCW8303	Human Behaviour 2	3	3
SOCW8342	Social Philosophy 1	0	2
SOCW8352	Social Welfare 2 - Strand A	0	2
SOCW8362	Social Welfare 2 - Strand B	0	2
LAWS1610	Criminal Law	4	4
LAWS3010	Property and Equity	4	4
LAWS2160	Administrative Law	4	0

Year 4		S1	S2
SOCW8312	Social and Behavioural Science 2	0	2
SOCW8381	Social Work Practice - Second Placement (60 days)	**	
SOCW8391	Social Work Practice 3 - Case Work, Group work	4	0
SOCW8392	Social Work Practice - Selected Studies Strand A	0	4
SOCW8451	Social Welfare 3 - Strand A	3	0
LAWS1010	Litigation	4	4
LAWS2150	Federal Constitutional Law	0	4
LAWS7420	Legal Research and Writing 2	1	0
LAWS7430	Research Component†		
LAWS8320	Legal Theory or		
LAWS8820	Law and Social Theory	0	4

Year 5		S1	S2
SOCW8461	Social Welfare 3 - Strand B	3	0
SOCW8471	Social Work Practice - Administration	2	0
SOCW8482	Social Work Practice - Final Placement (60 days)††		**
LAWS7210	Clinical/Legal Experience†† Law Electives - value 12 points	12	4

Year 6		S1	S2
SOCW8491	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 Teacher 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, 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 in computing. In addition to learning about computing, and learning to program 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 below summarises the course requirements for the Associate Diploma of 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;

7210 Associate Diploma of Applied Science: Business Computing Schedule of Subjects

Session 1	HPW	C	Session 2	HPW	C	Session 3	HPW	C	Session 4	HPW	C
Programming Principles of Programming 1	4	6	Principles of Programming 2	4	6	BASIC Programming	4	6	Database Languages	4	6
Computer Studies Fundamentals of Computing	4	6	Operating Systems & Communications	4	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	4	6
Business Studies Business Mathematics & Communications	4	6	Business Studies 1	6	#	Business Studies 2	4	6	Computers and People	4	6
24			24			24			24		
Total Credit Points 96											

Professional Studies

- 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.

Note: Subject Numbers (with effect from 1991) reflect the prefix TEED (for undergraduate courses) or TEDG (for post graduate courses) followed by the suffix of four digits. Formerly the prefix was 23.

Schedule of Subjects

Stage 1

First Year Session 1

requirement (18 hours weekly) 24 credit points.

Subject Number	Subject	Hours per week	Credit Points
TEED1120	Child Studies 1	3	4
TEED1121	Teaching and Learning 1	3	4
TEED1122	Media Usage	2	2
TEED1123	Language Studies 1	2	2
TEED1124	Mathematics 1	2	3
TEED1125	Social Studies 1	2	3
TEED1126	Art/Craft 1	2	3
	Elect one: General Study Level 12		3
TEED0411	Practice Teaching (20 days minimum) block		

First Year Session 2

requirement (14 hours weekly) 24 credit points.

Subject Number	Subject	Hours per week	Credit Points
TEED1127	Child Studies 2	2	4
TEED1128	Teaching and Learning 2	2	4
TEED1129	Language Studies 2	2	4
TEED1130	Science 1	2	3
TEED1131	Physical Education 1	2	3

TEED1132	Music 1	2	3
	Elect one: General Studies Level 1	2	3

Second Year Session 1

requirement (17 hours weekly) 24 credit points.

Subject Number	Subject	Hours per week	Credit Points
TEED2101	Socio-Cultural Contexts of Education	4	6
TEED2102	Teaching and Learning 3	3	4
TEED2103	Language Studies	3	3
TEED2104	Mathematics 2	3	5
TEED2105	Art/Craft 2	2	2
	Elect one: General Studies Level 2	2	2
TEED0412	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
TEED2106	Exceptional Children	3	4
TEED2107	Curriculum Design, Measurement and Evaluation	3	4
TEED2108	Science 2	2	3
TEED2109	Social Studies 2	3	4
TEED2110	Physical Education 2	2	3
TEED2111	Music 2	2	3
	Elect one: General Studies Level 2	2	3

Third Year Session 1

requirement (16/17 hours weekly) 24 credit points.

Subject Number	Subject	Hours per week	Credit Points
TEED3140	Educational Philosophy	3	5
TEED3301	School Attachment 1 (elect)	2	3
- 3317			
TEED3142	Language Studies 4	2	3
TEED3143	Art/Craft 3	2	3
TEED3144	Mathematics 3	3	4
TEED3145	Health and Personal Development	2	3
	Major Study: General Studies Level 3	2	3
TEED0413	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
TEED3146	Educational Contexts	2	3
TEED3301	School Attachment (elect)	2	3
-3317			
TEED3148	Curriculum Workshop (elect)	2	4
TEED3161	Curriculum Elective	2	4
-3171 & 3174-3176			
TEED3172	Language Studies 5	2	3

**4100 Bachelor of Education: Primary
Schedule of Subjects
Session 1 - 6**

Session 1	HPW	C	Session 2	HPW	C	Session 3	HPW	C
Education Studies								
Child Studies 1	3	4	Child Studies 2	2	4	Socio-cultural Contexts of Education	4	6
Teaching Studies								
Teaching & Learning 1	3	4	Teaching & Learning 2	2	4	Teaching & Learning 3	3	4
Media Usage	2	2						
Curriculum Studies								
Language Studies 1	2	2	Language Studies 2	2	4	Language Studies 3	3	4
Maths 1	2	3	P.E.1	2	3	Maths 2	3	5
Art/Craft 1	2	3	Music 1	2	3	Art/Craft 2	2	2
Social Studies 1	2	3	Science 1	2	3			
General Studies								
Level 1 A	2	3	Level 1 B	2	3	Level 2 A	2	3
18 24			14 24			17 24		

Session 4	HPW	C	Session 5	HPW	C	Session 6	HPW	C
Education Studies								
Exceptional Children	3	4	Education Philosophy	3	5	Educational Contexts of	2	3
Teaching Studies								
Curriculum Designs			Teaching Children with			Teaching Children with		
Measurement and Evaluation	3	4	Learning Difficulties 1	3	3	Learning Difficulties 2	3	3
			OR School Attachment	2	3	OR School Attachment	2	3
Curriculum Studies								
Social Studies 2	3	4	Language Studies 4	2	3	Language Studies 5	2	3
Science 2	2	3	Maths 3	3	4	Curriculum Elective	2	4
Music 2	2	3	Art/Craft 3	2	3	Curriculum Workshop	2	4
Health & P.E. 2	2	3	Health and			Computer Awareness &		
			Personal Development	2	3	Media Studies	2	4
General Studies								
Level 2B	2	3	Level 3	2	3	Level 4	2	3
17 24			17 24			15 24		

Total Credit Points 144

TEED3173	Computer Awareness and Media Studies	2	4
	Major Study: General Studies Level 4	2	3

School Attachment

Third Year, Session 1 and 2

3 credit points

(2 contact hrs pw)

TEED3301	Adapted Physical Education
TEED3302	Art and Craft
TEED3303	Diagnostic Teaching
TEED3304	Drama in Education
TEED3305	Exceptional Children
TEED3306	Health Education
TEED3307	Judaic Studies
TEED3308	Language Curriculum Studies
TEED3309	Language Development in Multicultural Classrooms
TEED3310	Mathematics
TEED3311	Music
TEED3312	Non-Government Schooling
TEED3313	Physical Education
TEED3314	Science
TEED3315	Social Studies
TEED3316	Teaching English as a Second Language
TEED3317	Looking in Classrooms Curriculum Electives

Third Year Curriculum Electives

4 credit points

(2 contact hrs pw)

TEED3161	Art
TEED3162	Child Health
TEED3163	Crafts for Exceptional Children
TEED3164	Language across the Curriculum
TEED3165	K-2 Focus
TEED3166	3-6 Focus
TEED3167	Physical Education
TEED3168	Religious Education (Christian)
TEED3169	Religious Education (Jewish)
TEED3170	Science
TEED3171	Social Studies
TEED3174	Mathematics
TEED3175	Music
TEED3176	Methods and Resources in Community Language Teaching Curriculum Workshops

Third Year Curriculum Workshops

4 credit points

(2 contact hrs pw)

TEED3148	Australia's Heritage
TEED3149	Computers in the Classroom
TEED3150	Environment Education
TEED3151	Health Promotion in the School
TEED3152	Judaic Studies K-6
TEED3153	Making Music
TEED3154	Multicultural Education
TEED3155	Non-Government Schooling
TEED3156	Non-Sexist Education
TEED3157	Sports Administration
TEED3158	Teaching English as a Second Language

TEED3159	Theatre for Children
TEED3160	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 students 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.

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.

4100 Summary of Teacher Education Practicum

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

**4100 Bachelor of Education: Primary
Schedule of Subjects
Sessions 7-10**

Session 7	HPW	C	Session 8	HPW	C	Session 9	HPW	C	Session 10	HPW	C
Professional Teacher Education Studies											
Innovation and Research	2	6	Contemporary Issues in Primary Education	2	6	Curriculum Workshops (One of Special Education or Literacy Development)	2	6	Independent Study OR Educational Administration	2	6
Curriculum Electives: One or	2	6	Education Electives (One)	2	6	Curriculum Design and Development	2	6	School-based Curriculum Project	2	6
Integrated Language			- Ed. Psychology - Ed. Sociology - Ed. Philosophy - History and Comparative Education								
	4	12		4	12		4	12		4	12
Total Credit Points 48											

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 (4 hours weekly) 12 credit points.

Subject Number	Subject	Hours per week	Credit Points
TEED4301	Innovation and Research	2	6
TEED4303-4307	Curriculum electives Elect one	2	6
OR			
TEED4302	Advanced Workshop in Integrated Language	2	6

Year 1, Session 2

Academic Requirements for part-time students (4 hours weekly) 12 credit points.

Subject Number	Subject	Hours per week	Credit Points
TEED4136	Contemporary Issues in Primary Education	2	6
TEED4317-4320	Education Electives	2	6

Year 2, Session 1

Academic Requirements for part-time students (4 hours weekly) 12 credit points.

Subject Number	Subject	Hours per week	Credit Points
TEED4321-4325	Curriculum Workshop elect one	2	6
OR			
TEED4336	Special Education	2	6
OR			
TEED4337	Literacy Development	2	6
TEED4338	Curriculum Design and Development	2	6

Year 2, Session 2

Subject Number	Subject	Hours per week	Credit Points
TEED4339	Independent Study OR	2	6
TEED4340	Educational Administration		
TEED4341	School-based Curriculum Project	2	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)

TEED4303	Art
TEED4304	Child Health
TEED4305	Crafts for Exceptional Children
TEED4307	K-2 Focus

TEED4308	3-6 Focus
TEED4306	Language Across the Curriculum
TEED4309	Mathematics
TEED4310	Music
TEED4311	Physical Education
TEED4312	Religious Education (Christian)
TEED4313	Religious Education (Jewish)
TEED4314	Science
TEED4315	Social Studies
TEED4317	Methods and Resources in Community Language Teaching

Year 2, Session 1**Curriculum Workshops***6 credit points (3 contact hrs pw)*

TEED4321	Australia's Heritage
TEED4322	Computers in the Classroom
TEED4323	Environment Education
TEED4324	Health Promotion in the School
TEED4325	Judaic Studies K-6
TEED4326	Making Music
TEED4327	Multicultural Education
TEED4328	Non-Government Schooling
TEED4329	Non-Sexist Education
TEED4332	Sports Administration
TEED4333	Teaching English as a Second Language
TEED4334	Theatre for Children
TEED4335	Video Production

4055	BABED	Year 4
4065	BMus BED	Year 4
4075	BSc BED	Year 4

The School conducts the major part of Year 4 studies in these combined degree programs. (Years 1-3 are completed at the Kensington Campus in the School of Education Studies, the Faculty of Arts and the Board of Studies in Science and Mathematics.)

All students undertake the following subjects:

TEED6001	Curriculum Studies 1	S1
TEED6002	Curriculum Studies 2	S2
TEED6003	Educational Studies	S1
TEED6004	Educational Electives	S2
TEED6005	Teaching Experience	FY

In addition students undertake a special project involving their previous studies in Arts, in Music, in Science or in Mathematics.

Re-enrolment

It should be noted that there are restrictions on re-enrolment in the Year 4 subjects listed above for candidates who fail in two or more of the subjects, or who fail to complete satisfactorily the Teaching Experience Subject. Only in exceptional circumstances will re-enrolment be permitted.

Subjects**TEED6001 Curriculum Studies 1** **Number of hours**

Students are required to satisfy requirements in the strand Curriculum, Policy and Management and in each of two single Special Method strands or in one double Special Method strand.

Curriculum, Policy and Management	24
Special Methods	

Note: All special methods may not be available every year.

Commerce/Economics Method	36
Computer Studies Method	36
Drama Method	36
English Method	36
English as a Second Language Method	36
French Method	36
Geography Method	36
German Method	36
History Method	36
Mathematics Method - Double	72
Music Method - Double	72
Science Method - Double	108
Spanish Method	36

TEED6002 Curriculum Studies 2 **Number of hours**

Students are required to satisfy requirements in the strand Professional Roles and Responsibilities, and in each of two special method strands or in one double special method strand.

Professional Roles and Responsibilities	20
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Special Methods

The special methods offered are the same as those for the subject TEED6001 Curriculum Studies 1. The special methods chosen for TEED6002 Curriculum Studies 2 must be the same as those chosen for TEED601 Curriculum Studies 1.

Single Method strands	30
Double Method strands (except for Science Method)	60
Science Method - Doubles	90

TEED6003 Educational Studies **48**

This subject consists of three strands, each one occupying approximately the same number of hours:

Learning and Development
Reflecting and Learning
Sociology and Schooling

TEED6004 Educational Electives

Students are required to satisfy requirements in three Educational Elective strands. At least two strands must be chosen from one group of electives: Educational Electives - A and at least one strand must be chosen from another group of electives: Educational Electives - B.

Educational Electives - A40
Educational Electives - B20

TEED6005 Teaching Experience

There are two strands to this subject: Microteaching and Teaching Practice. Students are required to satisfy requirements in microteaching before being allowed to participate in the block teaching component of Teaching Practice.

Microteaching	24
Teaching Practice	220

Schedule of Education Subjects
Year 4 Combined Undergraduate Degree Courses

	Hours per Week	Number of Weeks
Session 1		
Curriculum Studies		
Special Methods	6*	12
Curriculum, Policy & Management	2	12
Educational Studies		
Learning and Development	4	4
Reflecting and Teaching	4	4
Sociology and Schooling	4	4
Teaching Experience		
Microteaching	3	3

Session 2

Curriculum Studies		
Special Methods	6*	10
Professional Roles and Responsibilities	2	10

Educational Electives

Electives - A**	4	10
Electives - B	2	10

Teaching Experience**Teaching Practice*****

*2 single methods each of 3 hours per week, or 1 double method of 6 hours per week, except in the case of Science Method which is 9 hours per week.

**2 electives each of 2 hours per week.

***1 day per week for 10 weeks in Session 1 and 6 weeks (30 days) at the beginning of Session 2.

School of Sport and Leisure Studies

7230
Associate Diploma of Applied Science:
Recreation Servicing

No new intake in 1991 or thereafter.

The School offers a course leading to the award of Associate Diploma in Applied Science with a specialization in Recreation

7230 Associate Diploma in Applied Science: Recreation Servicing
Schedule of Subjects, Full Time Attendance

Session 1	HPW	C	Session 2	HPW	C	Session 3	HPW	C	Session 4	HPW	C
Foundation Studies (18 cr.pts)											
Human Development 1	2	3	Human Development 2	2	3	Administration Studies 1	2	3			
Communication 1	2	3	Community Studies 1	2	3	Communication 2	2	3			
Specialist Studies (60 cr.pts)											
Introduction to Leisure and Recreation Studies	4	6	Recreation in Society	4	6	Recreation Leadership	4	6	Recreation Programming	3	3
Dance for Recreation	2	3	Sports for Recreation	2	3	Outdoor Recreation 2	4	6	Art/Crafts for Recreation	4	6
Outdoor Recreation 1	4	6	Adaptive Recreation 1	2	3	Leisure for the Aged 1	2	3	Outdoor Recreation 3 or	4	6
Psychology of Disability	2	3	Outdoor Recreation 2	2	6	Leisure for the Aged 2	2	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
	24			24			24			24	

Total Credit Points 96

Servicing. Students enrolled in Recreation Servicing undertake specialist subjects such as recreation studies, outdoor recreation, recreation counselling, adaptive recreation and leisure for the aged. The course supports the specialization 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 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 Co-ordinator, 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.

4140 Bachelor of Leisure Studies

The School offers a course leading to the award of Bachelor of Leisure Studies. Students enrolled in Leisure Studies undertake specialist subjects such as outdoor recreation, recreation counselling, adaptive recreation and leisure for the aged. The course supports the specialization with a broad experience in human and community studies appropriate for people to enter the Leisure industry.

Structure of Course

The course is structured in four related segments:

- Core Professional Requirements
- Professional Contextual Requirements
- General Educational Studies
- Practical Studies.

Core Professional Requirements give students a common foundation of knowledge and understanding which are essential in an educated approach to Recreation Studies. All students study Human development, Sociology of Leisure, 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 Leisure Studies can be developed.

In Professional Contextual Requirements students follow Leisure Strands appropriate to a vocational specialization. It offers opportunities to study special populations or recreation and adventure activities for the general community.

Elective subjects are taken in accordance with the university regulations relating to General Education Studies.

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

Schedule of Subjects - Full Time Attendance Pattern

Year 1

<i>Session 1</i>	HPW	C
Core Professional Requirements		
Sociology of Community	3	15
Leisure in Society	4	15
Professional Contextual Requirements		
Communication Skills	3	15
Outdoor Recreation	4	15
General Education Studies		
Elective Cat A	2	5
	<u>16</u>	<u>65</u>

Session 2

Core Professional Requirements		
Human Development	3	15
Leisure in Australia	4	15
Professional Contextual Requirements		
Studies in Specific Populations	4	15
Outdoor Recreation 2 Land Based	4	15
General Education Studies		
Elective Cat A	2	5
Practicum		
Practicum 1		
	<u>17</u>	<u>65</u>

Year 2		
Session 1	HPW	C
Core Professional Requirements		
Social Psychology of Leisure	3	15
Recreation Leadership	4	15
Professional Contextual Requirements		
Servicing Specific Populations 1 (Disability) AND	4	15
Sport for Recreation	4	15
OR		
Music for Recreation	4	15
General Education Studies		
Elective Cat B	2	5
Practicum		
Practicum 2	17	65

Session 2		
Core Professional Requirements		
Administration Studies 1	3	15
Programming for Leisure	4	15
Professional Contextual Requirements		
Servicing Specific Populations 2 (Ageing) AND	4	15
Dance for Recreation	4	15
OR		
Art in Society	4	15
General Education Studies		
Elective Cat B	2	5
	HPW	C
Practicum		
Practicum 2	17	65

Year 3		
Session 1	HPW	C
Core Professional Requirements		
Administration and Management Studies	3	15
Recreation Promotion and Marketing	4	15
Professional Contextual Requirements		
Servicing Specific Populations 3 (Integration) OR	3	15
Outdoor Recreation 3 Aquatic Based	4	15
General Education Studies		
Elective Cat C Professional Ethics & Social Responsibility in Leisure	5	20
Practicum		
Practicum 3	16	65

Session 2		
Core Professional Requirements		
Applied Business Studies in Recreation	4	15
Computer Applications for Recreation	4	15
Professional Contextual Requirements		
Servicing Specific Populations 4 (Adapted Environments)	4	15

OR		
Outdoor Recreation 4 Expedition Planning and Leadership	4	15
General Education Studies		
Elective Cat C professional Issues in Leisure Seminar	5	20
Practicum		
Practicum 3	17	65

Total Hours: 100
Total Credit Points: 390

4120 Bachelor of Sports Science

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

Students enrolled as Exercise Science Majors undertake specialized subjects, including major sequences in Exercise Physiology, Exercise Programs 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 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 satisfactorily all compulsory subjects required for either the Exercise Science or the Sports Coaching specialization;
- 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 session 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
Total	144

Practicum subjects are compulsory but are not given a credit point weighting as for the subjects delivered within the academic session. 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 Sport Science course is represented diagrammatically in the Figure below:

**4120 Bachelor of Sports Science
Exercise Science Major Studies
Schedule of Subjects**

Session 1	HPW	C	Session 2	HPW	C	Session 3	HPW	C
Foundation Studies								
Communication Skills	3	3	Administration Studies 1	2	3	Administration Studies 2	2	3
Socio-Psychol. Perspectives 1	3	3	Socio-Psychol. Perspectives 2	3	3	Nutrition 1	2	3
Major Studies Exercise Science								
Functional Anatomy	4	6	Kinesiology	4	6	Biomechanics	4	6
Exercise Physiology 1	4	6	Exercise Physiology 2	4	6			
Motor Skill Learning	4	6	Exercise Programs & Prescriptions 1	4	6	Exercise Programs & Prescriptions 2	4	6
						Assessment & Data Analysis 1	4	6
Practicum			Practicum 1			Practicum 2		
	18	24		17	24		16	24
Session 4	HPW	C	Session 5	HPW	C	Session 6	HPW	C
Major Studies Exercise Science								
Exercise and Sports Injuries	4	6	Exercise Physiology 3	4	6			
Exercise Programs & Prescriptions 3	4	6	Exercise Programs & Prescriptions 4	4	6	Exercise Programs & Prescriptions 5	4	6
Assessment & Data Analysis 2A	4	6				Assessment & Data Analysis 3	4	6
						Nutrition 2	4	6
Supportive Studies								
Elective	4	6	Elective	4	6	Elective	4	6
Practicum			Practicum 3			Practicum 3		
Practicum 2								
	16	24		16	24		16	24

Structure Of Course

The course is structured in four related segments:

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

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 specialization 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 specialization in Exercise Science or in Sports Coaching.

Some subject sequences are common to both groups of students, for example, subjects which cover anatomy, kinesiology, biomechanics and sports injuries. Other extended sequences of subjects are undertaken only by students in the relevant vocational specialization.

Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
FOUNDATION STUDIES					
Sequenced and extended MAJOR STUDIES requirements					
			Elective SUPPORTIVE STUDIES		
PRACTICUM 1		PRACTICUM 2		PRACTICUM 3	

**4120 Bachelor of Sports Science
Sports Coaching Major Studies
Schedule of Subjects**

Session 1	HPW	C	Session 2	HPW	C	Session 3	HPW	C
Foundation Studies								
Communication Skills	3	3	Administration Studies 1	2	3	Administration Studies 2	2	3
Socio-Psychol. Perspectives 1	3	3	Socio-Psychol. Perspectives 2	3	3	Nutrition 1	2	3
Major Studies Sports Coaching								
Functional Anatomy	4	6	Kinesiology	4	6	Biomechanics	4	6
Motor Skill Learning	4	6	Skill Acquisition	4	6	Introduction to Coaching	4	6
Exercise Physiology 1	4	6	Exercise Programs & Prescription 1	4	6	Assessment & Data Analysis 1	4	6
Practicum			Practicum 1	Practicum 2				
18 24			17 24			16 24		
Session 4	HPW	C	Session 5	HPW	C	Session 6	HPW	C
Major Studies Exercise Science								
Exercise and Sports Injuries	4	6	Coaching the Athlete Exercise Programs & Prescription 2	4	6	Sports Management	4	6
Coaching Methodology	4	6				Assessment & Data Analysis 2B	4	6
Exercise Physiology 2	4	6				Socio-psychological Perspectives 3	4	6
		6						
Supportive Studies								
Elective	4	6	Elective	4	6	Elective	4	6
			Elective	4	6			
Practicum			Practicum 3			Practicum 3		
Practicum 2								
16 24			16 24			16 24		

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 organization 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.

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 Skill Acquisition, as the first level subject is already a requirement. Students may also select single subjects or sequences of subjects in the field of Leisure Studies.

With the approval of the Head of School students may select support studies from subjects in other schools of the faculty or from other faculties of the UNSW. Under special circumstances a subject taken at another university or tertiary institution may be appropriate as a supportive study.

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 session lecture periods or on a part-time equivalent basis where this makes better use of the particular setting within the health, fitness 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 Sports Science Foundation Studies

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

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

Exercise Science

Functional Anatomy, Kinesiology, Biomechanics, Exercise and Sports Injuries
Exercise Physiology 1, 2, 3
Exercise Programs and Prescription 1, 2, 3, 4, 5
Motor Skill Learning
Assessment and Data Analysis 1, 2A, 3
Nutrition 2

Sports Coaching

Functional Anatomy, Kinesiology, Biomechanics, Exercise and Sports Injuries
Exercise Physiology 1, 2
Motor Skill Learning, Skill Acquisition, Introduction to Coaching, Coaching Methodology, Coaching the Elite Athlete, Sports Management
Exercise Programs and Prescription 1, 2
Assessment and Data Analysis 1, 2B
Socio-psychological Perspectives 3

Supportive Studies

Subjects available from the alternate Major Studies specialization.

With the approval of the Head of School, students may select supportive studies from subjects in other schools of the faculty or from other faculties of the UNSW. Under special circumstances a subject taken at another university or tertiary institution may be appropriate as a supportive study.

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 specialization in Dance and Drama or in Art and Fibre, provides other studies that support the selected specialization 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 specialization or an Art/Fibre specialization.

7250 Associate Diploma in Arts: Expressive and Performing - Dance/Drama Schedule of Subjects - Full Time Attendance

Session 1	HPW	C	Session 2	HPW	C	Session 3	HPW	C	Session 4	HPW	C
Major Studies (52 cr.pts)											
Dance 1	6	8	Dance 2	4	6	One of: Dance 3	6		One of: Dance 4	6	
Drama 1	6	8	Drama 2	4	6	Dance 3	6	12	Drama 4	6	12
Supportive Studies (30 cr.pts)											
Music in the Arts 1	3	4	Music in the Arts 2	3	4				One of: Music in the Arts 3	3	6
			Communication 1	3	4	Communication 2	3	4	Computer Resources for Artists	3	
						Drama or Dance 3A	3	4			
						Design for Theatre	3	4			
Interdisciplinary Studies											
Design and the Arts			Arts and Society in Time	3	4				Art Production /Exhibition	4	6
		24			24			24			24

Total Credit Points: 96

7260 Associate Diploma in Arts: Expressive and Performing - Art/Fibre
Schedule of Subjects, Full Time Attendance

Session 1	HPW	C	Session 2	HPW	C	Session 3	HPW	C	Session 4	HPW	C
Major Studies (52 cr.pts)											
Art 1	6	8	Art 2	4	6	One of: Art 3	6	12	One of: Art 4	6	12
Fibre 1	6	8	Fibre 2	4	6	Fibre 3			Fibre 4		
Supportive Studies (30 cr.pts)											
Music in the Arts 1	3	4	Constructional 2 Materials C1	3	4	Constructional Materials C2	3	4	One of: Music in the Arts 3 Computer Resources for Artists	3	6
			Communication 1	3	4	Clay 1A and either Art 3B or Fibre 3B	3	4	Fibre 4B Art 4B	3	3
Interdisciplinary Studies Design and the Arts											
			Arts and Society in Time	3	4				Arts Production/Exhibition	4	6
	24			24			24			24	

Total Credit Points: 96

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.

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:

4130 Bachelor of Music Education
Schedule of Subjects, Sessions 1 to 4

Session 1	HPW	Session 2	HPW	Session 3	HPW	Session 4	HPW
Segment A Education Studies							
Human Development	3	Adolescent Growth & Development	3	Educational Psychology 1	3	Educational Psychology 2	3
Teaching & Curriculum Studies							
Teacher Development 1	3	Teacher Development 2	3	Teacher Development 3	3	Curriculum Studies in Music Education 1	3
Foundations of Music Education	3	Media & Technology Music Education	3	Creative Music Workshop	3		
Segment B Musicianship Studies							
Musicology 1		Musicology 2		Musicology 3		Musicology 4	
Harmony & Aural Perception 1	2	Harmony & Aural Perception 2	2	Harmony & Aural Perception 3	2	Harmony & Aural Perception 4	2
				Orchestration 1	2	Musicianship Electives	
Practical Studies (Major) 1		Practical Studies (Major) 2		Practical Studies (Major) 3		Orchestration 2 or Ethnomusicology A	2
Performance Studies							
Practical Studies (Minor) 1		Practical Studies (Minor) 2		Practical Studies (Minor) 3		Practical Studies (Minor) 4	
Performance Elective Workshops (Choir & Vocal Ens. Orchestra and Instrument Ensemble, Opera Workshop, Chamber Music, Jazz Workshop, Conducting)	2	Performance Elective Workshops	2	Performance Elective Workshops	2	Performance Elective Workshops	2
Segment C General Studies							
Elective A1	2	Elective B1	2			Elective C1	2

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 accompanying 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.

**4130 Bachelor of Music Education
Schedule of Subjects, Sessions 5-8**

Session 5	HPW	Session 6	HPW	Session 7	HPW	Session 8	HPW
Segment A							
Education Studies							
Sociology of Education	2	Philosophy of Education	3	Education of Atypical Children	3	Teaching and Curriculum Elective (Music)	3
Teaching and Curriculum Studies							
Teacher Development	4 3			Curriculum Studies in Music Education 2	3	Teacher Development	5 3
Musicology	5 2					Extended Practice Teaching	
Segment B							
Musicianship Studies							
		Teaching & Curriculum Elective	3				
Harmony & Aural Perception	5 2	Harmony & Aural Perception	6 2	Music & Contemporary Society	2		
		Aesthetics	1 2				
Musicianship Elective (History of Opera A, Ethnomusicology B or Composition Studies 1)	2	Musicianship Elective (History of Opera B, Orchestration 2, Ethnomusicology A, Composition Studies 2)	2	Musicianship Electives** (History of Opera A, Aesthetics 2, Ethnomusicology B, Composition Studies 1)	2		
Performance Studies							
Practical Studies (Major)	5	Practical Studies (Major)	6	Practical Studies (Major)	7		
Practical Studies (Minor)	5	Practical Studies (Minor)	6	Practical Studies (Minor)	7		
Performance Elective Workshops	2	Performance Elective Workshops	2	Performance Elective Workshops	2		
Segment C							
General Studies							
Elective A, B or C2	2	Elective A, B or C2	2				

** 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.

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.

Undergraduate Study

Subject Descriptions

Identification of Subjects

A subject is defined by the Academic 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'.

In 1991 a new system of subject identification is introduced. Each approved subject of the University is identified by a sequence of eight characters, consisting of a four character alphabetical prefix which identifies the organizational unit responsible for administering the subject, and a four digit numeric suffix identifies the subject.

Subject identifiers are approved 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 four character alphabetical prefix.
2. Each subject identifier 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.

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 alphabetical prefixes for each organizational unit are set out on the following pages.

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. 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

P/T part-time

L Lecture, followed by hours per week

T Laboratory/tutorial, followed by hours per week

hpw hours per week

wks weeks of duration

C credit or Credit units

CR Credit level

DN Distinction

HD High Distinction

X External

Prefix	Organizational unit	Faculty
ABIO	School of Applied Bioscience	Applied Science
ACCT	School of Accounting	Commerce & Economics
ACHM	Department of Chemistry	University College
ACMA	Department of Civil Engineering	University College
ACSC	Department of Computer Science	University College
AECM	Department of Economics & Management	University College
AELE	Department of Electrical Engineering	University College
AENG	Department of English	University College
AERO	Aerospace Engineering	Engineering
AGOC	Department of Geography & Oceanography	University College
AHIS	Department of History	University College
AINT	University College(Interdisciplinary)	University College
AMAT	Department of Mathematics	University College
AMEC	Department of Mechanical Engineering	University College
ANAT	School of Anatomy	Medicine
APHY	Department of Physics	University College
APOL	Department of Politics	University College
APSE	Faculty of Applied Science	Applied Science
ARCH	School of Architecture	Architecture
ARTS	Faculty of Arts	Arts
ASIA	Asian Studies	Arts
AUST	Australian Studies	Arts
BIOC	School of Biochemistry	Biological & Behavioural Sciences
BIOM	Centre for Biomedical Engineering	Engineering
BIOS	School of Biological Science	Biological & Behavioural Sciences
BIOT	Department of Biotechnology	Applied Science
BLDG	School of Building	Architecture
BSSM	Board of Studies in Science & Mathematics	Architecture
CEIC	School of Chemical Engineering & Industrial Chemistry	Applied Science
CHEM	School of Chemistry	Science
CHEN	Department of Chemical Engineering	Applied Science
CHIN	Chinese	Arts
CIVL	School of Civil Engineering	Engineering
CMED	School of Community Medicine	Medicine
COFA	College of Fine Arts	Arts
COMM	Faculty of Commerce and Economics	Commerce & Economics
COMP	Computer Science	Engineering
ECOH	Department of Economic History	Commerce & Economics
ECON	School of Economics, Departments of Economics and Econometrics	Commerce & Economics
EDST	School of Education Studies	Professional Studies
ELEC	School of Electrical Engineering & Computer Science	Engineering
ENGL	School of English	Arts
EURO	European Studies	Arts
EXPA	School of Arts and Music Education	Professional Studies
FIBR	School of Fibre Science & Technology	Applied Science
FINF	School of Banking & Finance	Commerce & Economics

Prefix	Organizational unit	Faculty
FOOD	Department of Food Science and Technology	Applied Science
FREN	School of French	Arts
FUEL	Department of Fuel Technology	Applied Science
GENS	Centre for Liberal & General Studies	Arts
GEOG	School of Geography	Applied Science
GEOL	Department of Applied Geology	Applied Science
GERG	School of German Studies	Arts
GREK	Modern Greek	Arts
GSBE	Graduate School of the Built Environment	Architecture
HEAL	School of Health Services Management	Professional Studies
HIST	School of History	Arts
HOSP	School of Marketing	Commerce & Economics
IDES	Department of Industrial Design	Architecture
INDC	Department of Industrial Chemistry	Applied Science
INDO	Indonesian	Arts
INFS	School of Information Systems	Commerce & Economics
INTD	Interdisciplinary Studies	Arts
IROB	School of Industrial Relations & Organizational Behaviour	Commerce & Economics
JAPN	School of Marketing	Commerce & Economics
KCME	Key Centre for Mines	Applied Science
LAND	School of Landscape Architecture	Architecture
LAWS	School of Law	Law
LEGT	Department of Legal Studies & Taxation	Commerce & Economics
LIBS	School of Librarianship	Professional Studies
MANF	Manufacturing Management	Engineering
MARK	School of Marketing	Commerce & Economics
MATH	School of Mathematics	Science
MATS	School of Materials Science and Engineering	Applied Science
MDCN	School of Medicine	Medicine
MDSG	Med/Surg.Clinical Studies	Medicine
MECH	School of Mechanical and Manufacturing Engineering	Engineering
MEED	School of Medical Education	Medicine
MFAC	Medical Faculty (Admin)	Medicine
MICR	School of Microbiology	Biological & Behavioural Sciences
MINE	Department of Mining Engineering	Applied Science
MNGT	Australian Graduate School of Management	Arts
MUSI	Department of Music	Arts
NAVL	Naval Architecture	Engineering
OBST	School of Obstetrics & Gynaecology	Medicine
OPTM	School of Optometry	Science
PAED	School of Paediatrics	Medicine
PATH	School of Pathology	Medicine
PHIL	School of Philosophy	Arts
PHPH	School of Physiology & Pharmacology	Medicine
PHYS	School of Physics	Science
PLAN	School of Town Planning	Architecture
POLS	School of Political Science	Arts
POLY	Department of Polymer Science	Applied Science

Prefix	Organizational unit	Faculty
PSCY	School of Psychiatry	Law
PSYC	School of Psychology	Biological & Behavioural Sciences
PTRL	Department of Petroleum Engineering Studies	Applied Science
REMO	Centre for Remote Sensing	Engineering
RUSS	Department of Russian Studies	Arts
SAFE	Centre for Safety Science	Engineering
SCTSA	School of Science & Technology Studies	Arts
HPST		
SLSP	Department of Social Science & Policy	Arts
SLST	School of Sport & Leisure Studies	Professional Studies
SOCI	School of Sociology	Arts
SOCW	School of Social Work	Professional Studies
SPAN	Spanish & Latin American Studies	Arts
SURG	School of Surgery	Medicine
SURV	School of Surveying	Engineering
TEDG	School of Teacher Education (grad)	Professional Studies
TEED	School of Teacher Education (undergrad)	Professional Studies
TESL	TESOL	Arts
TEXT	Department of Textile Technology	Applied Science
THST	Department of Theatre Studies	Arts
USOM	School of Mines	Applied Science
WOMS	Women Studies	Arts
WOOL	Department of Wool & Animal Science	Applied Science

Kensington Campus

Health Services Management

HEAL0310 Management of Work

L4

Identifies the range of social, economic, political, industrial and technological factors which may influence the organization of both work and workers in a variety of settings, including those in health care organizations. Analyses the interrelationships between the forms of work organization which are used in differential health care settings and the experiences and responses of workers located in these settings. Develops analytical abilities and practical skills such as the ability to argue a point of view orally and interpersonal skills in negotiating, networking, containing conflict and building relationships at work. (Old No. 16.031)

HEAL0320 Management of Organizations

L4

Prerequisite: HEAL0310.

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 of Work. (Old No. 16.032)

HEAL0330 Management of Health Services

L4

Prerequisites: HEAL0310, HEAL0320.

Builds on the theoretical concepts and practice analysis developed in HEAL0310 and HEAL0320 Management of Work and Management of Organizations. 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. (Old No. 16.033)

HEAL0340 Management of Health Services (Honours)

L4

Prerequisites: HEAL0310, HEAL0320

Includes and extends the theoretical and practical studies in Management of Health Services. Students produce a literature review of a significant aspect of health and hospital services management analysing major conceptual issues and their development. (Old No. 16.034)

HEAL1110 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. (Old No. 16.111)

HEAL1120 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. (Old No. 16.112)

HEAL3010 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. (Old No. 16.301)

HEAL3020 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. (Old No. 16.302)

HEAL3030 Research and Evaluation Methods

L4

Prerequisites: HEAL5400, HEAL7110.

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. (Old No. 16.303)

HEAL3040 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. (Old No. 16.304)

HEAL3060 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. (Old No. 16.306)

HEAL3070 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. (Old No. 16.307)

HEAL3080 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. (Old No. 16.308)

HEAL3090 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. (Old No. 16.309)

HEAL3100 Human Resource Management L4

Drawing on concepts, theory and research introduced in Management of Work, Management of Organizations and Management of Health Services, 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. (Old No. 16.310)

HEAL3110 Computing Techniques for Health Service Management L4

Prerequisite: HEAL7110

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. (Old No. 16.311)

HEAL3120 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. (Old No. 16.312)

HEAL3130 Research and Evaluation Methods (Honours) L4

Prerequisite: HEAL5400, HEAL7110.

An extension of topics in HEAL3030 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. (Old No. 16.313)

HEAL3160 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. (Old No. 16.316)

HEAL4000 Field Experience 1 (Old No. 16.400)**HEAL4010 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. (Old No. 16.401)

HEAL4210 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. (Old No. 16.421)

HEAL4220 Health Planning 2A L4

Prerequisite: HEAL4210

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. (Old No. 18.422)

HEAL4230 Health Planning 2B L4

Prerequisite: HEAL4210.

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. (Old No. 18.423)

HEAL4240 Health Planning 2C L4

Prerequisite: HEAL4210.

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. (Old No. 18.424)

HEAL5200 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 HEAL5200 Law 1T instead of enrolling in HEAL5210 Law 1. HEAL5200 briefly revises elementary legal concepts of the kind covered more fully in HEAL5210, and then deals with selected health law topics of the kind covered in HEAL5220 Law 2. (Old No. 18.520)

HEAL5210 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 TEDG6001 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. (Old No. 18.521)

HEAL5220 Law 2 L4

Prerequisite: HEAL5210.

An elective subject for students who have passed HEAL5210 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 HEAL5210 also studied in more depth. (Old No. 18.522)

HEAL5400 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. (Old No. 18.540)

HEAL5410 Accounting and Financial Management 1 L4

Prerequisite: HEAL5400.

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. (Old No. 18.541)

HEAL5420 Accounting and Financial Management 2 L4

Prerequisite: HEAL5400, HEAL5410.

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. (Old No. 18.542)

HEAL5510 Health Economics 1 L4

Prerequisite: HEAL5400.

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. (Old No. 18.551)

HEAL5520 Health Economics 2 L4

Prerequisites: HEAL5400, HEAL5510.

Advanced topics in health economics, covering both macro and micro issues. Analysis of Australian health expenditure; hospital economics; health insurance. (Old No. 18.552)

HEAL6110 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. (Old No. 16.611)

HEAL6120 Sociology Ethics and Health 2 L4
Prerequisite: HEAL6110.

Extension of HEAL6110 Sociology, Ethics and Health 1. Health care issues will be analysed, with increasing theoretical and methodological rigour. (Old No. 16.612)

HEAL7110 Quantitative Methods and Statistics 1
Prerequisite: HEAL5400

Quantitative and statistical methods pertaining to the administration, planning and management of health services. More advanced examination of quantitative and statistical methods. (Old No. 16.712)

HEAL7120 Quantitative Methods and Statistics 2
Prerequisite: HEAL7110

More advanced examination of quantitative and statistical methods.

Education Studies

Core Subjects

EDST1101 Educational Psychology 1 S1 L2T1

Begins the study of Educational Psychology by examining some aspects of development, and learning and instruction. Topics will include cognitive development; development of memory, reading, fluency and comprehension processes involved in meaningful prose construction; and an introduction to instructional methods. (Old No. 58.041)

EDST1102 Social Foundations of Education S2 L2

The sociological examination of aspects of Australian education such as: the different forms of school systems, the structure and evolution of NSW schooling, the role of government and pressure groups in the determination of curriculum and the distribution of resources, educational testing and inequalities in educational achievement, differing accounts of inequality, sexism in school systems, affirmative action programmes and their putative justifications, schools as organizations, families and their educational influence particularly that of school councils, and classroom processes. Philosophical matters arising from this sociological examination will be investigated: the nature and method of social investigation and explanation, the method of evaluation

of rival sociological theories, the ethics of affirmative action proposals, the place of justice in the distribution of educational resources, the justification of curriculum decisions.

EDST1201 Educational Psychology 2 S1 L2

Prerequisite: 58.041 or EDST1101.

This course continues the examination of instructional methods. Topics will include development of learning strategies basic learning and motivational processes; instructional methods for tutorial learning and classroom processes. (Old No. 58.044)

EDST1202 Sociological Perspectives on Education S1 L2

Not offered 1991.

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 socialization, with particular attention to such issues as gender, deviance, social class and ethnicity. (Old No. 58.042)

EDST1203 The Education of Exceptional Children L2

Prerequisite: EDST1101

Not offered in 1991.

Criteria and tests used for the identification of exceptional children - both learning disabled, and talented - will be examined, and programmes of remediation and extension will be described. The nature of exceptionality and relevant psychological theories to account for it will be examined.

EDST1204 Ability Testing in Schools: Practice & Theory S2 L2

Prerequisite: EDST1101

The subject will study the history and practice of ability testing (basic skills test, selective high school entrance tests, School Certificate exams, and Higher School Certificate exams) in Australian schools. The evolution of school ability tests will be examined with a stress upon the criticisms that have resulted in the changing of tests. Emphasis is placed on the arguments for and against the use of ability tests in an educational context.

EDST1301 Learning, Thinking and Problem Solving S1 L2

Prerequisite: EDST1101

Detailed procedures are examined for designing instruction in a manner that accords with students' cognitive processes and that facilitates learning, thinking and problems solving. Cognitive theories relevant to instruction will be considered. Suitable instructional methods for all curriculum areas will be discussed.

EDST1302 Ethics and Education S1 L2

Prerequisite: EDST1102

The following topics in educational theory are discussed: the aims of education, freedom and compulsion in education, authority and students' rights, neutrality and indoctrination in teaching; pressure groups, justice and the control of schools. (Old No. 58.043)

EDST1303 Science, Philosophy and Education S2 L2*Prerequisite: EDST1102*

Science has been one of the greatest influences in the development of the western world. Unfortunately the study of the history and nature of science and its relations with other aspects of human culture - philosophy, religion, art, poetry etc - falls between educational stools - school history departments do not deal with it because it is too technical, science departments do not deal with it because it is deemed unimportant. This subject examines ways in which the history and philosophy of science can be incorporated into school science, history and English courses.

Social Work

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.

SOCW8193 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 visits and panel discussions designed to give them greater contact with community problems and social welfare arrangements. (Old No. 63.193)

SOCW8203 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 with 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, organizations and the wider social structure promote or inhibit satisfaction of developmental needs, is considered. (Old No. 63.203)

SOCW8211 Social and Behavioural Science 1 S1 L1T1

Theories and concepts in the social and behavioural sciences of particular relevance for social work practice. Five broad theoretical perspectives are presented - functionalism, power-conflict theory, feminist theories, systems analysis and symbolic-interactionist theory. These perspectives are applied to the family, groups and stratification. (Old No. 63.211)

SOCW8232 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. (Old No. 63.232)

SOCW8253 Social Welfare 1 S1 1.5 T1, S2 L1 T1

In this subject students are introduced to the various ways of thinking about welfare. Theories of welfare are examined using current issues as the focus for analysis. Basic economic, political and legal systems and concepts are outlined and demographic patterns considered. The roles of the state, family and informal networks, the voluntary sector and the market in delivering welfare are examined. Students are introduced to the history of welfare in Australia since white invasion. A special strand of the course is devoted to the interface between Social Work and the law.

SOCW8292 Social Work Practice - Community Work S2 T2

This subject is an introduction to community work. It reviews the history and the contemporary social, political and economic context of the various types of community work. Selected skills in local research and assessment, communication, local social planning, program design and community organization are pursued. (Old No. 63.292)

SOCW8303 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. (Old No. 63.303)

SOCW8312 Social and Behavioural Science 2 S2 L1T1

Applications of the social theories studied in social and Behavioural Science 1 with the addition of post-structuralist theory to organizations, social change, institutions, urban society and the state. (Old No. 63.312)

SOCW8331 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. (Old No. 63.331)

SOCW8342 Social Philosophy 1 S2 L1T1

A general introduction to normative ethics, its scope and some important doctrines about morality in the Western tradition. (Old No. 63.342)

SOCW8352 Social Welfare 2 - Strand A

This subject examines income security and taxation, education and housing using theories and frameworks of welfare. The development and implementation of policies in these areas are

examined in their historical and contemporary contexts; particular attention is given to the roles of the state, the market, the family and informal networks and voluntary organizations in delivering welfare. Class, gender, race, sexual preference, rural/urban location and stage in the life cycle will be discussed as important factors influencing life chances and outcomes of policy. (Old No. 63.352)

SOCW8362 Social Welfare 2 - Strand B

This strand examines the process of policy formulation and implementation with examples drawn from current welfare practice. Ways of thinking about social planning will be considered and techniques for policy development and implementation explored. (Old No. 63.362)

SOCW8391 Social Work Practice - Casework, Group Work S1T4

This subject builds on the generalist practice base taught in SWP 1 & 2, by providing specialised knowledge needed for social work intervention at the personal level. The two separate but clearly related components of the courses are (i) direct practice with individual cases, and (ii) use of the group as a vehicle for change. In both components, the phases of the change process (beginning, middle, end) are addressed, with major emphasis being placed on experiential learning and skills development in addition to theoretical/conceptual understanding. (Old No. 63.391)

SOCW8392 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, a legal setting 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 SOCW8491 Social Work Practice - Selected Studies Strand B, normally 4 points from each subject. Some have prerequisites; some have co-requisites. (Old No. 63.392)

SOCW8441 Social Philosophy 2 S1 L1T1

A consideration of different philosophical perspectives on equality and justice, rights and obligations, freedom, human needs and punishment. (Old No. 63.441)

SOCW8451 Social Welfare 3 - Strand A S1 3CCH

This strand continues the examination of major social goals using theories and frameworks of welfare. It considers health care, the legal system and child and family welfare within their historical and contemporary contexts. Particular attention is

given to the roles of the state, the market, the family and information networks and voluntary organizations in delivering welfare. Class, gender, race, sexual preference, rural/urban location and stage in the life cycle will be discussed as important factors influencing life chances and outcomes of policy. (Old No. 63.451)

SOCW8461 Social Welfare 3 - Strand B S1 3CCH

The historical development and contemporary social arrangements for people within major population groupings will be considered from local, national and international perspectives. Patterns of life chances and policy outcomes for groups including children and youth, women, aged persons, persons with a disability, immigrants and Aborigines will be analysed using theories and frameworks of welfare. (Old No. 63.461)

SOCW8471 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 organizations in which social workers work. After a general introduction to administration in social work and to the significance of goals and values in administration, the class covers various selected areas of management responsibility. These are discussed in the context of setting up and managing a hypothetical family service agency. (Old No. 63.471)

SOCW8491 Social Work Practice - Selected Studies Strand B S1T4

A range of options as outlined in SOCW8392 Social Work Practice 4 - Selected Studies Strand A. Students choose options to complement those selected for SOCW8392 to a total of 8 credit points. (Old No. 63.491)

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.

SOCW8282 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 organization are emphasised. This placement occurs in Session II 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). (Old No. 63.282)

SOCW8381 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). (Old No. 63.381)

SOCW8481 Social Work Practice - Third Placement

Third placement 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. (Old No. 63.481)

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 SOCW8423. (Old No. 63.423)

SOCW8423 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 eight thousand words. (Old No. 63.423)

St George Campus

Teacher Education

Associate Diploma of Applied Science (Business Computing)

TEED1133 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. (Old No. 23.1133)

TEED1137 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. (Old No. 23.1137)

TEED2121 Basic Programming

S1 4CCH

6 credit points

Prerequisite: TEED1137

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. (Old No. 23.2121)

TEED2122 Database Languages

S2 4CCH

6 credit points

Prerequisite: TEED2114

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. (Old No. 23.2122)

TEED1134 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. (Old No. 23.1134)

TEED1138 Operating Systems and Communications

S2 4CCH

6 credit points

Prerequisite: TEED1134

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. (Old No. 23.1138)

TEED2113 Systems Analysis S1 4CC

6 credit points

Prerequisite: TEED1138

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. (Old No. 23.2113)

TEED2117 Systems Design Project S2 4CCH

6 credit points

Prerequisite: TEED2113, TEED2114

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. (Old No. 23.2117)

TEED1135 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. (Old No. 23.1135)

TEED1139 Software Applications 1 S2 4CCH

6 credit points

This subject provides an introduction to the use of spread sheets 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. (Old No. 23.1139)

TEED2114 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. (Old No. 23.2114)

TEED2118 Work Experience S2

6 credit points

(1 block, of 15 days)

This subject is designed to provide monitored work experience for all students in selected 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. (Old No. 23.2118)

TEED1136 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. (Old No. 23.1136)

TEED1140 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 organizations, goods and services, banking procedures, office systems and business documentation. (Old No. 23.1140)

TEED2115 Business Studies 2 S1 4CCH

6 credit points

Prerequisite: TEED1140

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 computerization of selected business systems. (Old No. 23.2115)

TEED2119 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. (Old No. 23.2119)

Bachelor of Education (Primary) : Stage 1

Education Studies

TEED1120 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. (Old No. 23.1120)

TEED1127 Child Studies 2 S2 2CCH

3 credit points

Prerequisite: TEED1120

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. (Old No. 23.1127)

TEED2101 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. (Old No. 23.2101)

TEED2106 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. (Old No. 23.2106)

TEED3140 Educational Philosophy S2 3CCH

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. (Old No. 23.3140)

TEED3146 Educational Contexts S1 2CCH

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 organizations, pressure groups and other variables that influence the primary school systems in New South Wales. (Old No. 23.3146)

The Practicum

In general the Practicum includes practical educational experiences integral to courses, on campus and in school observations, micro teaching experiences and blocks of in school teaching experiences. For further details see page 24 'Practicum Requirements - Stage 1'.

TEED0411 Practicum Block - Year 1

Intersemester

0 credit points 4 week block

A prerequisite for Practicum 1 is a satisfactory grade in the teaching component of Teaching and Learning 1 (Course No TEED2121).

TEED0412 Practicum Block - Year 2

Intersemester

0 credits point 4 week block

A prerequisite for Practicum 2 is a satisfactory grade in Practicum 1 (Course No TEED0411).

TEED0413 Practicum Block - Year 3

Intersemester

0 credit point 4 week block

A prerequisite for Practicum 3 is a satisfactory grade in Practicum 2 (Course No TEED0412).

Teaching Studies

TEED1121 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 organization. (Old No. 23.2121)

TEED1128 Teaching And Learning 2 S2 2CCH

4 credit points

Prerequisite: TEED1121

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. (Old No. 23.1128)

TEED2102 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 organizational patterns. (Old No. 23.2102)

TEED1122 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. (Old No. 23.1122)

TEED2107 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. (Old No. 23.2107)

Curriculum Studies

TEED1123 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. (Old No. 23.1123)

TEED1129 Language Studies 2 S2 2CCH

4 credit points

Prerequisite: TEED1123

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 organization will be emphasised. (Old No. 23.1129)

TEED2103 Language Studies 3 S1 3CCH

4 credit points

Prerequisite: TEED1129

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. (Old No. 23.2103)

TEED3142 Language Studies 4 S1 2CC

3 credit points

Prerequisite: TEED2103

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. (Old No. 23.3142)

TEED3172 Language Studies 5 S2 2CCH

3 credit points

Prerequisites: TEED3142

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. (Old No. 23.3172)

TEED1124 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. (Old No. 23.1124)

TEED2104 Mathematics 2 S1 3CCH

5 credit points

Prerequisite: TEED1124

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. (Old No. 23.2104)

TEED3144 Mathematics 3 S1 3CCH

4 credit points
Prerequisite: TEED2104.

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. (Old No. 23.3144)

TEED1126 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. (Old No. 23.1126)

TEED2105 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 organization of content of units of study. (Old No. 23.2105)

TEED3143 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. (Old No. 23.3143)

TEED3173 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. (Old No. 23.3173)

TEED3145 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). (Old No. 23.3145)

TEED1132 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. (Old No. 23.1132)

TEED2111 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. (Old No. 23.2111)

TEED1131 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. (Old No. 23.1131)

TEED2110 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 utilization of gymnastics and dance movement forms. (Old No. 23.2110)

TEED1130 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. (Old No. 23.1130)

TEED2108 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. (Old No. 23.2108)

TEED1125 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. (Old No. 23.1125)

TEED2109 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. (Old No. 23.2109)

Curriculum Electives

TEED3161 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 organization 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 utilization of gymnastics and dance movement forms. (Old No. 23.3161)

TEED3162 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. (Old No. 23.3162)

TEED3163 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. (Old No. 23.3163)

TEED3164 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. (Old No. 23.3164)

TEED3165 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. (Old No. 23.3165)

TEED3166 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. (Old No. 23.3166)

TEED3167 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 aquatics. Content will vary according to the area selected and the particular focus selected. (Old No. 23.3167)

TEED3168 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. (Old No. 23.3168)

TEED3169 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. (Old No. 23.3169)

TEED3170 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. (Old No. 23.3170)

TEED3171 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. (Old No. 23.3171)

TEED3174 Curriculum Elective: Mathematics S2 2CCH

4 credit points

Prerequisite: TEED2104

This subject allows students the opportunity to extend their knowledge of the use of computers in Primary Education and to explore methods of using the computer within the Primary Curriculum. The course is intended to allow students to develop strategies for incorporating computers into their teaching as a classroom tool. (Old No. 23.3174)

TEED3175 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. (Old No. 23.3175)

TEED3176 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. (Old No. 23.3176)

Curriculum Workshops

TEED3148 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. (Old No. 23.3148)

TEED3149 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 Media Studies course. (Old No. 23.3149)

TEED3150 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. (Old No. 23.3150)

TEED3151 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 intended to encourage students to use a greater range of skills in the implementation of health promotion and personal development programs. (Old No. 23.3151)

TEED3152 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. (Old No. 23.3152)

TEED3153 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. (Old No. 23.3153)

TEED3154 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 NSW Multicultural Education Policy Statement. (Old No. 23.3154)

TEED3155 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. (Old No. 23.3155)

TEED3156 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. (Old No. 23.3156)

TEED3157 Curriculum Workshop: Sports Administration S2 2CCH

4 credit points

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

Students will study selected aspects of administrative theory and its application to sports administration in schools. (Old No. 23.3157)

TEED3158 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. (Old No. 23.3158)

TEED3159 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. (Old No. 23.1159)

TEED3160 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. (Old No. 23.3160)

School Attachments

TEED3301 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. (Old No. 23.3301)

TEED3302 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. (Old No. 23.3302)

TEED3303 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.

Professional Studies

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. (Old No. 23.3303)

TEED3304 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. (Old No. 23.3304)

TEED3305 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. (Old No. 23.3305)

TEED3306 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. (Old No. 23.3306)

TEED3307 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. (Old No. 23.3307)

TEED3308 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. (Old No. 23.3308)

TEED3309 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. (Old No. 23.3309)

TEED3310 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. or a special project area such as problem solving. (Old No. 23.3310)

TEED3311 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. (Old No. 23.3311)

TEED3312 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. (Old No. 23.3312)

TEED3313 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. (Old No. 23.3313)

TEED3314 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. (Old No. 23.3314)

TEED3315 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. (Old No. 23.3315)

TEED3316 School Attachment For Teaching English As A Second Language S1 or S2 2CCH*3 credit points*

Corequisite: TEED3158

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 organization, may be teaching either in a withdrawal situation or in a team-teaching 'mainstream' classroom. (Old No. 23.3316)

TEED3317 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. (Old No. 23.3317)

Bachelor of Education (Primary): Stage 3**TEED4301 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. (Old No. 23.4301)

TEED4302 Advanced Workshop In Integrated Language S1 2CCH*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. (Old No. 23.4302)

TEED4316 Contemporary Issues In Primary Education S2 2CCH*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. (Old No. 23.4316)

TEED4317 Education Elective: Educational Psychology S2 2CCH*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 specialization.

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. (Old No. 23.4317)

TEED4318 Education Elective: Sociology Of Education S2 2CCH*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. (Old No. 23.4318)

TEED4319 Education Elective: Philosophy Of Education S2 2CCH

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. (Old No. 23.4319)

TEED4320 Education Elective: History And Comparative Education S2 2CCH

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. (Old No. 23.4320)

TEED4336 Special Education S1 2CCH

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. (Old No. 23.4336)

TEED.4337 Literacy Development S1 2CCH

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 literacy-related areas before observing, describing and evaluating children's language growth. (Old No. 23.4337)

TEED4338 Curriculum Design And Development S1 2CCH

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. (Old No. 23.4338)

TEED4341 Curriculum School-based Project S2 2CCH

6 credit points

Prerequisite: TEED4338

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. (Old No. 23.4341)

TEED4340 Educational Administration S2 2CCH

6 credit points

This subject aims to introduce students to aspects of school organization and administration that will lead to a fuller understanding of schools as complex organizations and of the dynamic forces interacting upon and within schools that promise or hinder their effective operation.

Students will study selected aspects of organizational 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. (Old No. 23.4340)

TEED4339 Independent Study S2 3CCH

6 credit points

Prerequisite: TEED4301

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. (Old No. 23.4339 Independent Study)

TEED4303- Curriculum electives TEED4315 S1 2CCH

6 credit points

See Schedule of Subjects for Stage 3, Primary Education on p.28 (Old No. 23.4303 - 23.4315 Curriculum Electives)

TEED4321- Curriculum Workshops S1 2CCH

See Schedule of Subjects for Stage 3, Primary Education on p.26. (Old No. 23.4321 - 23.4335 Curriculum Workshops)

Sport and Leisure Studies

Associate Diploma of Applied Science (Recreation Servicing)

SLST2210 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. (Old No. 33.2210)

SLST2211 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. (Old No. 33.2211)

SLST2813 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. (Old No. 33.2813)

SLST2814 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. (Old No. 33.2814)

SLST2301 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. (Old No. 33.2301)

SLST2302 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 their 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. (Old No. 33.2302.)

SLST2811 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. (Old No. 33.2811)

SLST2812 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. (Old No. 33.2812)

Specialist Studies

SLST8612 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. (Old No. 33.8612)

SLST8613 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. (Old No. 33.8613)

SLST8614 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. (Old No. 33.8614)

SLST8615 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. (Old No. 33.8615)

SLST8616 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. (Old No. 33.8616)

SLST8617 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. (Old No. 33.8617)

SLST8618 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. (Old No. 33.8618)

SLST8619 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 (Old No. 33.8619.)

SLST8620 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. (Old No. 33.8620.)

SLST8621 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 (Old No. 33.8621.)

SLST8622 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. (Old No. 33.8622.)

SLST8623 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. (Old No. 33.8623)

SLST8624 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. (Old No. 33.8624.)

SLST8625 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. (Old No. 33.8625)

SLST8626 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. (Old No. 33.8626)

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:

SLST5873 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. (Old No. 33.5873)

SLST5872 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. (Old No. 33.5872)

SLST5871 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. (Old No. 33.5871)

Practical Studies

SLST0801 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. (Old No. 33.0801)

SLST0802 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. (Old No. 33.0802.)

* Students may commence this Practicum in third semester.

SLST8851 Exercise And Sports Injuries S1 2CCH

3 credit points

Prerequisite: SLST8854

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. (Old No. 33.8851)

SLST8854 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. (Old No. 33.8854)

SLST8860 Biomechanics

S1

6 credit points

Prerequisite: SLST8854

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. (Old No. 33.8860)

SLST8861 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. (Old No. 33.8861)

SLST8862 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. (Old No. 33.8862.)

SLST8863 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. (Old No. 33.8863.)

SLST8864 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). (Old No. 33.8864)

SLST8865 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. (Old No. 33.8865)

SLST8866 Sociology of Sport

S2 2CC

3 credit points

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. (Old No. 33.8866)

SLST8867 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. (Old No. 33.8867.)

SLST8868 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. (Old No. 33.8868)

SLST8869 Fitness Programs II

S2 2CCH

3 credit points

Prerequisite: SLST8868

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. (Old No. 33.8869)

Supportive Studies

SLST5888 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. (Old No. 33.5888)

SLST5887 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. (Old No. 33.5887)

Bachelor of Leisure Studies**Core Professional Requirements****SLST4111 Sociology of Community S1 3CCH***15 credit points*

This subject involves the student in the study of social life, symbolic interactions and the concept of culture. Social organization and social systems will be analysed with an emphasis on the impact of conflict, instability and change. The view that all which is distinctively human about humans derives from society will be studied.

SLST4122 Human Development S2 3CCH*15 credit points*

This subject is designed to provide an understanding of the psychological and physiological aspects of development during the years from conception to old age. The psychological context is emphasised when examining the relationship between the development of the individual and the individual's involvement in fitness, sport and leisure activities.

SLST4133 Social Psychology of Leisure S1 3CCH*15 credit points*

This subject is designed to give an understanding of the actions of human individuals in relation to the social environments in which they develop and act. The study of the importance and impact of leisure, recreation and sport on the social life of the individual throughout the life span will be stressed.

SLST4144 Administration Studies 1 S2 3CCH*15 credit points*

This subject is designed to develop an understanding of administration, its theory and practice. The content explores selected theories useful in explaining administrative functioning, variables associated with administrative behaviour and aspects of decision making and communication networks.

SLST4155 Administration and Management Studies S1 3CCH*15 credit points*

This subject extends the students knowledge of administration in government and non-government settings. Administrative reform, accountability and efficiency will be analysed with emphasis of facilities management, corporate cost containment, budgeting and financial management. Administration and the law will receive special attention.

SLST4166 Applied Business Studies in Recreation S2 4CCH*15 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 organizations, goods and services, financial and banking procedures, office systems and documentation in

applicable recreation settings. The computerization of selected business systems will be studied.

SLST4217 Leisure in Society S1 4CCH*15 credit points*

Provides a focused perspective on the history of recreation in society, the changing patterns of work and leisure, and the way in which social meanings of leisure and recreation influence lifestyle patterns. Analyses the impact of technologies on time use patterns. An introduction to the background issues and methods of analysis basic to developing a personal philosophy of leisure.

SLST4228 Leisure in Australia S2 4CCH*15 credit points*

Examines Australian leisure patterns, for example, those inherited through British colonization, and those attributed to cultural socialization. National research studies into the recreation participation patterns of Australians gives insight into leisure time and resources demand, and are analysed to distinguish real from assumed demand. The role and forms of leisure in Australian lifestyle are explored.

SLST4239 Recreation Leadership S1 4CCH

Aims to equip students with the necessary conceptual foundation and practical skills to lead recreation participants, and to supervise recreation staff. Reviews various styles of leadership appropriate to the range of recreation settings, and discusses methods and materials for recreation instruction. Explores theories of leadership and how they apply in practice, and focuses on the development of actual competencies essential for sensitive and successful leadership.

SLST4240 Programming for Leisure S2 4CCH*15 credit points*

Examines strategies for facilitating leisure opportunities through the systematic design and implementation of needs-responsive recreation programming. Professional methods of client needs assessment, leisure service delivery, and program evaluation are explored with the emphasis on planning for positive leisure experience.

SLST4251 Recreation Promotion and Marketing S1 4CCH*15 credit points*

Discusses marketing functions, appropriate market orientation for recreation promotion, and the relevance of marketing concepts to the success of leisure programs and services. Reviews types of revenue producing marketing activities and methods for identifying and targeting constituent publics in the leisure field. Defining the 'product', pricing strategies, and methods of promotion are covered.

SLST4262 Computer Applications for Recreation S2 4CCH*15 credit points*

This subject provides an introduction to the structure, use and operation of computers in the small business and recreational environments. Students will be exposed to selected word

processing packages, spreadsheets and graphic programs used to communicate and summarise information in the commercial environment.

Professional Contextual Requirements

SLST6311 Communication Skills S1 3CCH *15 credit points*

The subject is designed to facilitate an understanding of the key aspects of effective communication. The central focus is on human relationships: learning the communication and problem-solving skills to maintain these relationships successfully. As part of the communication process, students are required to develop their oral and written skills in a variety of appropriate contexts.

SLST6322 Studies in Specific Populations S2 4CCH *15 credit points*

Overview of some specific populations within Australian society and their need for leisure services. Emphasis is on populations distinguished by gender, race, ethnicity, locality (urban/rural), disability, age, and socio-economic status. Examines current issues and predicted future trends related to associations, institutions, and community services that represent or cater for specific populations. Australia as a pluralist society is studied.

SLST6333 Servicing Specific Populations 1 S1 4CCH (Disability) *15 credit points*

Explores the psychological dimensions of illness and disability. Students examine the application of psychological principles to people with disability in the general community, and to those people requiring a specialised environment to meet their needs.

SLST6344 Servicing Specific Populations 2 S2 4CCH (Ageing) *15 credit points*

Provides an overview of the lifestyle changes and associated events and issues which may affect the leisure patterns of older people. Students are led to understand the significance of recreation to older people, and to appreciate the individual nature of leisure choice. Theories of ageing are studied to place in context the characteristics and patterns of leisure participation for older age groups.

SLST6355 Servicing Specific Populations 3 S1 4CCH (Integration) *15 credit points*

Aims to build students' appreciation of individual difference so as to equip them to understand the unique abilities and life potentials possessed by people who are seen to be atypical. The value of integrated group leisure experience in terms of personal development, cohesion of community, and human rights, is explored through direct engagement of students in planning and organising an integrated recreation program.

SLST6366 Servicing Specific Populations 4 S2 4CCH (Adapted Environments) *15 credit points*

Examination of practices and procedures for the direction and conduct of social research in leisure. Methods and techniques

for investigating leisure related questions are reviewed including: literature search, research design, interpretation, and analysis. Focuses on the leisure experience of older people in institutional care, day care, and in retirement.

SLST6411 Outdoor Recreation 1 S1 4CCH *15 credit points*

This subject is designed to introduce the student to basic concepts and contemporary movements in outdoor recreation and the application of these to popular outdoor recreational pursuits. Students explore and participate in basic outdoor recreational and leisure activities. Outdoor recreational concepts, the organization and planning of activities, and future directions in outdoor recreation are examined.

SLST6422 Outdoor Recreation 2 (Land Based) S2 4CCH *15 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.

SLST6453 Outdoor Recreation 3 S1 4CCH (Aquatic Based) *15 credit points*

This subject is designed to introduce the students to a variety of popular water based activities emphasising participation and safety. Student develop skills in canoeing and sailing, snorkelling, scuba diving, water safety, aquarobics and other water sports and leisure activities.

SLST6464 Outdoor Recreation 4 S2 4CCH (Expedition Planning and Leadership) *15 credit points*

This subject is designed to enable the student to understand and acquire the leadership skills and knowledge required to mount an outdoor recreation expedition. Students are required to demonstrate skill in planning outdoor recreation programs for diverse populations in a variety of settings. Planning, budgeting, promoting, conducting and evaluating outdoor recreation expeditions is emphasised. Students are expected to communicate their understanding of ecological issues concerned with recreation use of natural resources.

SLST6531 Sport for Recreation S1 4CCH *15 credit points*

This leisure experience 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 the following or similar activities: golf, bowls, ten-pin bowling, tennis, badminton and squash; and from hockey, soccer, netball, volleyball, rugby and cricket.

SLST6532 Music for Recreation

15 credit points

This subject provides a practical introduction to music as social activity, an avenue of creative expression, and an enjoyable study of particular music styles. The subject examines elements of music, functions of music in recreational settings, traditional cultures and the multicultural society of contemporary Australia. Practical music making activities using simple musical instruments and learning basic teaching strategies will be undertaken.

S1 4CCH

questions and alternative research strategies in relation to identified issues.

SLST7662 Professional Issues in Leisure Seminar

20 credit points

Extension of 33.7651 Professional Ethics and Social Responsibility in Leisure and quality of life issues will be analysed, with increasing theoretical and methodological rigour. Students will provide research as the basis for discussion in seminars throughout the subject. The provision of leisure services to various socioeconomic, ethnic and gender groups will be examined.

S2 5CCH**SLST6543 Dance for Recreation**

15 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 study the theory and 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.

S2 4CCH**Practicum****SLST7721 Practicum 1**

No credit points 80 hours during session

This practicum of 80 hours requires student participation in a wide range of activities associated with community recreation servicing. Practicum 1 requirements are divided into two parts. The first session of 20 hours is to allow the student to become familiar with agency operations. The second session may involve working as a staff member or, in some cases being responsible for a particular program or series of work related activities, under the general supervision of a centre staff member.

S2**SLST6544 Art in Society**

15 credit points

The basic principles and practices of art in society will be introduced by this subject. Students will develop technical skills in the creation of graphic design images, develop knowledge of and skills in painting or sculpture, and introduce ways of critically responding to historical and contemporary works of art. Students will have the opportunity to gain theoretical and practical experiences in the fields of drawing and painting or drawing and sculpture.

S2 4CCH**SLST7742 Practicum 2**

No credit points 80 hours per year

Second year practicum requires the student to undertake an 80 hour commitment to one agency in order to engage in a continuous experience of work in the field of leisure services. The practicum requirements may be met through regular involvement with an agency over an extended period of time or by a concentrated period of activity. For example, in a camp setting, vacation play centre or a short-run agency program.

F**General Education Studies**

Subjects will be selected from those offered under the heading of General Studies on the St George Campus. One subject will be undertaken each session in accordance with the regulations pertaining to General Studies. The completion of these subjects will be deemed to have met the requirements for Categories A and B of the General Education Program.

SubjectSessionCCHCrP

Elective Category AS125

Elective Category AS225

Elective Category BS125

Elective Category BS225

The following subjects will be offered by the School of Sport and Leisure Studies in accordance with the General Education Program Category C requirements.

SLST7651 Professional Ethics and Social Responsibility in Leisure

20 credit points

An examination of leisure focused on professional ethics and social responsibility, with specific reference to Australian society. Social and political dimensions of leisure policy are discussed in terms of alternative values perspectives. Professional accountability; quality of life impacts of modern technologies; values, ethics and social responsibilities confronting the leisure industry will form the basis of discussion topics. Discussion throughout the subject centres on research

S1 5CCH**Bachelor of Sports Science****Foundation Studies And Major Studies****SLST1141 Communication Skills**

3 credit points

The 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

S1 3CCH

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. (Old No. 33.1141)

SLST1142 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. (Old No. 33.1142)

SLST1215 Administration Studies 2 S2 2CCH

3 credit points

Prerequisite: SLST1142

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 organization of a seminar/workshop for professionals in the industry. (Old No. 33.2125)

SLST1143 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. (Old No. 33.1143)

SLST1144 Socio-psychological Perspectives 2 S2 4CCH

3 credit points

Prerequisite: SLST1143

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. (Old No. 33.1144)

SLST3186 Socio-psychological Perspectives 3S2 4CCH

6 credit points

Prerequisites: SLST1143 and SLST1144

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. (Old No. 33.3186)

SLST2126 Nutrition 1

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. (Old No. 33.2126)

SLST3182 Nutrition 2

6 credit points

Prerequisite: SLST2126

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. (Old No. 33.3182)

SLST1145 Functional Anatomy

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. (Old No. 33.1145)

SLST1146 Kinesiology

6 credit points

Prerequisite: SLST1145

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. (Old No. 33.1146)

SLST2127 Biomechanics

6 credit points

Prerequisite: SLST1146

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. (Old No. 33.2127)

SLST2128 Exercise and Sports Injuries

6 credit points

Prerequisite: SLST1127

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. (Old No. 33.2128)

SLST1147 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. (Old No. 33.1147)

SLST1148 Exercise Physiology 2 S2 4CCH
6 credit points
Prerequisite: SLST1147

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. (Old No. 33.1148)

SLST3177 Exercise Physiology 3 S1 4CCH
6 credit points
Prerequisite: SLST1148

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. (Old No. 33.3177)

SLST1150 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. (Old No. 33.1150)

SLST2129 Exercise Programs And Prescription 2 S1 4CCH
6 credit points
Prerequisite: SLST1150

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. (Old No. 33.2129)

SLST2130 Exercise Programs And Prescription 3 S2 4CCH
6 credit points
Prerequisites: SLST1150 and SLST2129

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. (Old No. 33.2130)

SLST3178 Exercise Programs And Prescription 4 S1 4CCH
6 credit points
Prerequisite: SLST2130

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. (Old No. 33.3178)

SLST3179 Exercise Programs And Prescription 5 S2 4CCH
6 credit points
Prerequisite: SLST3178

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. (Old No. 33.3179)

SLST2131 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 statistical analysis. (Old No. 33.2131)

SLST3180 Assessment And Data Analysis 2a S1 4CCH
6 credit points
Prerequisite: SLST2131

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. (Old No. 33.3180)

SLST3185 Assessment And Data Analysis 2b S2 4CCH

6 credit points
Prerequisite: SLST2131

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. (Old No. 33.3185)

SLST3181 Assessment And Data Analysis 3 S2 4CCH

6 credit points
Prerequisite: SLST3180

This subject is designed to give students experience in the planning, organization 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. (Old No. 33.3181)

SLST1149 Motor Skill Learning 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. (Old No. 33.1149)

SLST1151 Skill Acquisition S2 4CCH

6 credit points
Prerequisite: SLST1149

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. (Old No. 33.1151)

SLST2132 Introduction to Coaching S1 4CCH

6 credit points
Prerequisite: SLST1151

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. (Old No. 33.2132)

SLST2133 Coaching Methodology S2 4CCH

6 credit points
Prerequisite: SLST2132

The subject is designed to allow students to develop specialised coaching techniques and strategies in their particular sport. The material will complement the National Coaching Accreditation Scheme Program. Development of individual and group practices; analysis and remediation techniques will be treated in some detail. (Old No. 33.2133)

SLST3183 Coaching the Elite Athlete S1 4CCH

6 credit points
Prerequisite: SLST2133

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. (Old No. 33.3183)

SLST3184 Sports Management S1,2 4CCH

6 credit points
Prerequisite: SLST2812

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. (Old No. 33.3184)

Supportive Studies

SLST9891 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 organization, 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. (Old No. 33.9891)

SLST9892 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. (Old No. 33.9892)

SLST9893 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. (Old No. 33.9893)

SLST9894 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. (Old No. 33.9894)

SLST9895 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. (Old No. 33.9895)

Practicum

SLST0805 Practicum 1 (Exercise Science)

Practicum 1, of 80 hours duration, introduces students to the practical work involved in fitness centres, sports complexes or sports organizations. 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. (Old No. 33.0805)

SLST0806 Practicum 2 (Exercise Science)

Prerequisite: SLST0805

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. (Old No. 33.0806)

SLST0807 Practicum 3 (Exercise Science)

Prerequisite: SLST0806

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. (Old No. 33.0807)

SLST0808 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. (Old No. 33.0808)

SLST0809 Practicum 2 (Sports Coaching)

Prerequisite: SLST0808 including a current NCAS Level 1 Coaching Accreditation in the chosen sport.

This 80 hour subject aims to extend the students practical knowledge and experience in the sport they have chosen to study. Activities will be campus and field based with students expected to develop, organise, implement and evaluate coaching sequences for all participants. Twenty hours will be conducted on campus with the remaining 60 hours being in the field with a supervising coach. (Old No. 33.0809)

SLST0810 Practicum 3 (Sports Coaching)

Prerequisite: SLST0809 - Students must complete a NCAS Level 2 Accreditation in their chosen sport to satisfy requirements for Practicum 3.

This 80 hour subject aims to extend the student's practical knowledge and experience in the sport they have chosen to study. The subject specifically focuses on the students undertaking independent coaching in an approved sports coaching setting. Alternative practical activities may be approved for some students. (Old No. 33.0810)

Arts and Music Education

Associate Diploma of Arts (Expressive and Performing Arts)

Major Studies

EXPA4600 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. (Old No. 69.4600)

EXPA4601 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. (Old No. 69.4601)

EXPA4602 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. (Old No. 69.4602)

EXPA4603 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. (Old No. 69.4603)

EXPA4113 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. (Old No. 69.4113)

EXPA4114 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 characterization, the art of imagery and illusion, and an introduction to back stage technical areas. (Old No. 69.4114)

EXPA4115 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. (Old No. 69.4115)

EXPA4116 Drama 4

S2 6CCH

12 credit points

This subject is built around the production of a significant theatre text or 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. (Old No. 69.4116)

EXPA4101 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. (Old No. 69.4101)

EXPA4102 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. (Old No. 69.4102)

EXPA4103 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. (Old No. 69.4103)

EXPA4104 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. (Old No. 69.4104)

EXPA4105 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. (Old No. 69.4105)

EXPA4106 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. (Old No. 69.4106)

EXPA4107 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. (Old No. 69.4107)

EXPA4108 Fibre 4*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 craftspeople. (Old No. 69.4108)

S2 6CCH

(both oral and written) within and between Arts modes and other areas of experience is given special attention. (Old No. 69.4350)

EXPA4351 Communication 2*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.

S1 3CCH

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. (Old No. 69.4351)

EXPA4109 Clay 1**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. (Old No. 69.4109)

S1 6CCH**EXPA4706 Music In The Arts 1***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. (Old No. 69.4706)

S1 3CCH**EXPA4110 Clay 2****6 credit points*

This subject extends students' practical skills and in 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. (Old No. 69.4110)

S2 4CCH**EXPA4707 Music In The Arts 2***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. (Old No. 69.4707)

S2 3CCH**EXPA4111 Clay 3****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. (Old No. 69.4111)

S1 6CCH**EXPA4708 Music In The Arts 3***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 under taking Major Studies in Drama may be required to do this subject as part of their program. (Old No. 69.4708)

S2 3CCH**EXPA4112 Clay 4****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 craftspeople working with clay in Australia. *Note: Clay will not be offered as a major study in 1991 or 1992. (Old No. 69.4112)

Note: Clay will not be offered as a major study in 1991 or 1992.

S1 6CCH**EXPA4118 Constructional Materials A (wood) 1***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. (Old No. 69.4118)

S2 3CCH**Supportive Studies****EXPA4350 Communication 1***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

S2 3CCH**EXPA4119 Constructional Materials A (wood) 2***4 credit points*

This subject will extend techniques and processes introduced in Wood 1. Students will construct light cabinets and use timber decoration techniques. (Old No. 69.4119)

S1 3CCH

EXPA4120 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. (Old No. 69.4120)

EXPA4121 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. (Old No. 69.4121)

EXPA4122 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. (Old No. 69.4122)

EXPA4123 Constructional Materials C (metal) 2 S1 3CCH

4 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. (Old No. 69.4123)

EXPA4124 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. (Old No. 69.4124)

EXPA659 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. (Old No. 69.659)

EXPA4131 Clay 1A S1 3CCH

4 credit points

The subject will introduce students to clay, to the natural qualities of clay, and to the expressive potential of clay as an artistic medium. Students will investigate the properties of clay, practise a number of different hand building techniques and experiment with different forming and construction methods to create expressive forms.

EXPA4127 Art 3B S1 3CCH

4 credit points

The subject will introduce students to three-dimensional design and will investigate traditional and contemporary forms that have been created in various visual art and craft fields. Workshop projects will concentrate on basic skill development, the expressive possibilities of different natural and manufactured materials and completion of a three-dimensional project.

EXPA4128 Art 4B S2 3CCH

4 credit points

This subject will assist students to develop individual studio projects that extend their knowledge and skills in drawing and painting. Students will be required to show evidence of their development through portfolio and exhibition pieces.

EXPA4133 Fibre 3B S1 3CCH

4 credit points

The subject will introduce students to contemporary and traditional paper making techniques as part of a broader study of the fibre arts, the use of paper as an expressive medium alone, and paper with other arts media. The subject will encourage students to develop skills in paper making, experiment with natural and manufactured fibres and incorporate knowledge and skills gained from dyeing, graphics and printmaking in composing and creating paper forms. Technical skills in paper making will include embossing, relief, sculpturing form, embedding, layering and composing.

EXPA4134 Fibre 4B S2 3CCH

4 credit points

The subject will provide opportunities for the development of concepts and designs in fibre through an investigation of different natural and manufactured fibres and materials. Design and contribution of mixed-media textile forms will be undertaken.

EXPA4126 Design for Theatre S1 3CCH

4 credit points

The subject will introduce students to the fundamentals of theatre design through a systematic examination of the design needs and the crafts of the theatre. Practical workshop activities in scenic design, colour for special effects, perspective, elementary technical drawing and model construction and costume design and construction will enable students to develop very practical skills for small-scale theatrical events.

EXPA4125 Drama 3A

4 credit points

The subject is designed to give students a knowledge of the historical background which illustrates the various styles of acting and production in drama. Textual study of some plays, selected for their significance within a particular style or period is a major part of the course. Development of practical performance skills will be a course objective.

S1 3CCH**EXPA4604 Dance 3A**

4 credit points

The subject will introduce students to dance improvisation. It will enable students to understand the principles and practice of improvisation in dance in order to create a cognitive and kinaesthetic understanding of improvisation which allows and encourages students to experiment in movement both as participants and instigators.

S1 3CCH**Interdisciplinary Studies****EXPA4117 Design And The Arts**

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. (Old No. 69.4117)

S1 3CCH**EXPA 6600 Arts And Society In Time**

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. (Old No. 69.6600)

S2 3CCH**EXPA6601 Arts Production/Exhibition**

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. (Old No. 69.6601)

S2 4CCH**Bachelor of Music Education
Education Studies****EXPA3271 Human Development**

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. (Old No. 69.3271)

S1 3CCH**EXPA3272 Adolescent Growth And Development**

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. (Old No. 69.3272)

S2 3CCH**EXPA3273 Educational Psychology 1**

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. (Old No. 69.3273)

S1 3CCH**EXPA3274 Educational Psychology 2**

3 credit points

Prerequisite: EXPA3273

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. (Old No. 69.3274)

S2 3CCH**EXPA3275 Sociology of Education**

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. (Old No. 69.3275)

S2 3CCH**EXPA3277 Philosophy of Education**

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. (Old No. 69.3277)

S2 3CCH**EXPA3281 Education of Atypical Children**

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. (Old No. 69.3281)

S2 6CCH (6 weeks)**Teaching And Curriculum Studies****EXPA9071 Teacher Development 1**

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. (Old No. 69.9071)

S1 3CCH

EXPA9072 Teacher Development 2

S2 3CCH

3 credit points
Prerequisite: EXPA9071

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. (Old No. 69.9072)

EXPA9073 Teacher Development 3

S1 3CCH

3 credit points
Prerequisite: EXPA9072 Corequisite: EXPA9750

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. (Old No. 69.9073)

EXPA9074 Teacher Development 4

S1 3CCH

3 credit points
Prerequisite: EXPA9073 Teacher Development 3.

This subject underpins the aims concerned with developing a sound knowledge of music education especially in the secondary elective classroom. (Old No. 69.9074)

EXPA9075 Teacher Development 5 S2 6CCH (6 weeks)

5 credit points
Corequisite: EXPA0414

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. (Old No. 69.9075)

EXPA9750 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. (Old No. 69.9750)

EXPA9076 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. (Old No. 69.9076)

EXPA9753 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. (Old No. 69.9753)

EXPA9077 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. (Old No. 69.9077)

EXPA9078 Curriculum Studies In Music Education 2

S1 3CCH

5 credit points
Prerequisite: EXPA9077.

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. (Old No. 69.9078)

EXPA9723 Movement Education Workshop

S2 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. (Old No. 69.9723)

EXPA9724 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. (Old No. 69.9724)

EXPA9725 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. (Old No. 69.9725)

EXPA9726 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. (Old No. 69.9726)

Specialist Studies – Musicianship

EXPA7741 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. (Old No. 69.7741)

EXPA7742 Harmony And Aural Perception 2

S1 2CCH

2 credit points
Prerequisite: EXPA7741

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. (Old No. 69.7742)

EXPA7743 Harmony And Aural Perception 3 S1 2CCH*2 credit points**Prerequisite: EXPA7742*

This subject aims to broaden the students' knowledge of diatonic harmony vocabulary, and also to introduce the foundations of counterpoint. (Old No. 69.7743)

EXPA7744 Harmony And Aural Perception 4 S2 2CCH*2 credit points**Prerequisite: EXPA7743*

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. (Old No. 69.7744)

EXPA7745 Harmony And Aural Perception 5 S1 2CCH*2 credit points**Prerequisite: EXPA7744*

This subject examines further chromatic chordal vocabulary and advanced counterpoint (Old No. 69.7745)

EXPA7746 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. (Old No. 69.7746)

EXPA4701 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. (Old No. 69.4701)

EXPA4702 Musicology 2 S2 2CCH*2 credit points**Prerequisite: EXPA4701*

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. (Old No. 69.4702)

EXPA4703 Musicology 3 S1 2CCH*2 credit points**Prerequisite: EXPA4702*

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. (Old No. 69.4703)

EXPA4704 Musicology 4 S2 2CCH*2 credit points**Prerequisite: EXPA4703*

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. (Old No. 69.4704)

EXPA4705 Musicology 5 S1 2CCH*3 credit points**Prerequisite: EXPA4704*

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. (Old No. 69.4705)

EXPA7760 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. It includes an historical survey of jazz and popular forms of music in the 20th century. (Old No. 69.7760)

EXPA7761 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. (Old No. 69.7761)

EXPA7762 Musical Aesthetics and Philosophy 2 S1 2CCH*3 credit points**Prerequisite: EXPA7761*

This subject will focus on current issues in aesthetics raised by seminal contemporary philosophers of music and fine arts. (Old No. 69.7762)

EXPA7748 Composition Studies 1 S1 2CCH*3 credit points**Prerequisite: EXPA7744*

This subject explores the foundation techniques of musical composition. It provides a working knowledge of various styles used by past and contemporary composers. (Old No. 69.7748)

EXPA7749 Composition Studies 2 S2 2CCH*3 credit points**Prerequisite: EXPA7748*

This workshop-based subject encourages students to develop a personal style in musical composition through practical assignments. (Old No. 69.7749)

EXPA7756 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. (Old No. 69.7756)

EXPA7757 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. (Old No. 69.7757)

EXPA7758 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. (Old No. 69.7758)

EXPA7759 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. (Old No. 69.7759)

EXPA7771 Orchestration 1 S1 2CCH
3 credit points
Prerequisite: EXPA7742

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 within the limitations of the various instruments, and in scoring for a variety of combinations of instruments. (Old No. 69.7771)

EXPA7772 Orchestration 2 S2 2CCH
3 credit points
Prerequisite: EXPA7771

This subject focuses upon the technical and aesthetic aspects of scoring for small and large ensembles. (Old No. 69.7772)

EXPA7791 Specialist Studies - Performance S1 .5CCH
Practical Studies (Major) 1
3 credit points
(Old No. 69.7791)

EXPA7792 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. (Old No. 69.7792)

EXPA7793 Practical Studies (Major) 3 S1 1CCH
3 credit points
Prerequisite: EXPA7792
(Old No. 69.7793)

EXPA7794 Practical Studies (Major) 4 S2 1CCH
3 credit points
Prerequisite: EXPA7792

These subjects are designed to develop and extend students' practical musicianship in their chosen musical medium. (Old No. 69.7794)

EXPA7795 Practical Studies (Major) 5 S1 1CCH
3 credit points
Prerequisite: EXPA7794.
(Old No. 69.7795)

EXPA7796 Practical Studies (Major) 6 S2 1CCH
3 credit points
Prerequisite: EXPA7794

These subjects are designed to extend and refine students' practical musicianship and to develop confidence in performance. (Old No. 69.7796)

EXPA7797 Practical Studies (Major) 7 S1 2CCH
4 credit points
Prerequisite: EXPA7796

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. (Old No. 69.7797)

EXPA7701 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. (Old No. 69.7701)

EXPA7702 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. (Old No. 69.7702)

EXPA7703 Practical Studies (Minor) 3 S1 2CCH
2 credit points
Prerequisite: EXPA7702
(Old No. 69.7703)

EXPA7704 Practical Studies (Minor) 4 S2 2CCH
2 credit points
Prerequisite: EXPA7702

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. (Old No. 69.7704)

EXPA7705 Practical Studies (Minor) 5 S1 2CCH
2 credit points
Prerequisite: EXPA7704
(Old No. 69.7705)

EXPA7706 Practical Studies (Minor) 6 S2 2CCH
21 credit points
Prerequisite: EXPA7704

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. (Old No. 69.7706)

EXPA7707 Practical Studies (Minor) 7 S1 1CCH

2 credit points
Prerequisite: EXPA7796

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. (Old No. 69.7707)

EXPA7711 Opera Workshop

(Old No. 69.7711)

EXPA7712 Opera Workshop

(Old No. 69.7712)

EXPA7713 Opera Workshop

(Old No. 69.7713)

EXPA7714 Opera Workshop S1 or 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. (Old No. 69.7714)

EXPA7721 Orchestra & Instrumental Ensemble Workshop

(Old No. 69.7721)

EXPA7722 Orchestra & Instrumental Ensemble Workshop

(Old No. 69.7722)

EXPA7723 Orchestra & Instrumental Ensemble Workshop

(Old No. 69.7723)

EXPA7724 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. (Old No. 69.7724)

EXPA7731 Chamber Music Workshop

(Old No. 69.7731)

EXPA7732 Chamber Music Workshop

(Old No. 69.7732)

EXPA7733 Chamber Music Workshop

(Old No. 69.7733)

EXPA7734 Chamber Music Workshop S1 or S2 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. (Old No. 69.7734)

EXPA7764 Jazz Workshop

(Old No. 69.7764)

EXPA7765 Jazz Workshop

(Old No. 69.7765)

EXPA7766 Jazz Workshop

1 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. (Old No. 69.7766)

EXPA7774 Conducting Workshop

(Old No. 69.7774)

EXPA7775 Conducting Workshop

S1 or 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. (Old No. 69.7775)

EXPA7781 Choir And Vocal Ensemble

(Old No. 69.7781)

EXPA7782 Choir And Vocal Ensemble

(Old No. 69.7782)

EXPA7783 Choir And Vocal Ensemble

(Old No. 69.7783)

EXPA7784 Choir And Vocal Ensemble S1 or S2 2CCH

2 credit points

This subject aims to provide students with a range of experiences in singing in various types of choral groups. (Old No. 69.7784)

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.

EXPA0411 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. (Old No. 69.0411)

EXPA0412 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. (Old No. 69.0412)

EXPA0413 Practice Teaching – Year 3

3 week block

Prerequisite: EXPA0412 and EXPA9047

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. (Old No. 69.0413)

EXPA0414 Extended Practice Teaching

S2

16 credit points

10 week block

Prerequisites: EXPA0413, EXPA9078, EXPA7796, EXPA7780, EXPA7746

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. (Old No. 69.0414)

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 Leisure Studies
- Bachelor of 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

GENS9010 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. (Old No. 26.0103)

GENS9011 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. (Old No. 26.0115)

GENS9012 Aboriginal Studies 3

S1 2CCH

Aboriginal Issues

3 credit points

This subject is designed to familiarise 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. (Old No. 26.0125)

GENS9013 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. (Old No. 26.0135)

GENS9014 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. (Old No. 26.0145)

GENS9015 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

specialization in either two-dimensional or three-dimensional art.

Students gain knowledge of technical and creative possibilities within their areas of specialization and investigate areas of art history according to individual interests. **(Old No. 26.0155)**

GENS9016 Art 3

S1 2CCH

3 credit points

Students will explore at an intensive level ways of developing images in their field of specialization. There will be opportunities for students to take up subsidiary studies in fields which will extend and enrich their specialization.

Students consolidate their practical expertise whilst undertaking additional studies which complement their specializations. **(Old No. 26.0165)**

GENS9017 Art 4

S1 2CCH

3 credit points

This subject will allow students to bring their major projects to conclusion, requiring them to show evidence of research into their field of specialization 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. **(Old No. 26.0175)**

**GENS9018 Australian Studies 1
The Development of
Australian Society**

S1 or S2 2CCH

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. **(Old No. 26.0185)**

**GENS9019 Australian Studies 2
The Nineteenth Century Story**

S1 or S2 2CCH

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. **(Old No. 26.0195)**

**GENS9020 Australian Studies 3
Australia in the Twentieth Century -
Federation to 1950**

S1 or S2 21CCH

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. **(Old No. 26.0205)**

**GENS9021 Australian Studies 4
Post War Development in Australia
- 1950-1984**

S2 2CCH

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. **(Old No. 26.0215)**

GENS9022 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. **(Old No. 26.0225)**

GENS9023 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. **(Old No. 26.0235)**

GENS9024 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. **(Old No. 26.0245)**

GENS9025 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. (Old No. 26.0255)

GENS9026 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. (Old No. 26.0265)

GENS9027 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. (Old No. 26.0275)

GENS9028 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. (Old No. 26.0285)

GENS9029 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. (Old No. 26.0295)

GENS9030 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. (Old No. 26.0305)

GENS9031 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. (Old No. 26.0315)

GENS9032 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. (Old No. 26.0325)

GENS9033 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. (Old No. 26.0335)

GENS9034 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. (Old No. 26.0345)

GENS9035 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. (Old No. 26.0355)

GENS9036 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. (Old No. 26.0365)

GENS9037 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. (Old No. 26.0375)

GENS9038 Mathematics and Computing 1 S1 or S2 2CCH

3 credit points

This subject is designed to introduce students to computers as a tool for personal productivity and problem solving.

The ways in which the computer can be of assistance to the user are explored through keyboarding and word processing, while students explore their control over the computer through programming in the BASIC language. (Old No. 26.0385)

GENS9039 Mathematics and Computing 2 S1 or S2 2CCH

3 credit points

Prerequisite: GENS9038

This subject extends the student's use of computers as tools for personal productivity and problem solving.

In this subject, students learn to use spreadsheets and graphics for financial modelling and data manipulation, through spreadsheets and graphics packages, and extend their knowledge of computer programming in the BASIC language. (Old No. 26.0395)

GENS9040 Mathematics and Computing 3 S1 2CCH

3 credit points

Prerequisite: GENS9039

This subject further extends the student's use of the computers as a tool for personal productivity and problem solving.

In this subject, it is the role of the computer in data storage and retrieval through data bases that is explored, while students continue their investigations in programming in the BASIC language. (Old No. 26.0405)

GENS9041 Mathematics and Computing 4 S2 2CCH

3 credit points

Prerequisite: GENS9040

This subject allows the continued exploration of the role of the computer in problem solving.

Firstly, students will learn good programming techniques and demonstrate these through two computer languages, BASIC and LOGO.

Secondly, the students explore the various opportunities the computer presents for the creation of problem solving environments through special software and content free software. (Old No. 26.0415)

GENS9042 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. (Old No. 26.0425)

GENS9043 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 uses: Utilitarianism as a naturalistic theory; Other naturalistic theories; The natural fallacy. (Old No. 26.0435)

GENS9044 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. (Old No. 26.0445)

GENS9045 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. (Old No. 26.0455)

GENS9046 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. (Old No. 26.0465)

GENS9047 Music 2

S1 or 2S 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. (Old No. 26.0475)

GENS9048 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. (Old No. 26.0485)

GENS9049 Music 4

S1 2CCH

3 credit points

Students will make an in-depth study of a specific approved topic chosen from their area of specialization in the previous semester.

Students will develop and bring to conclusion major projects in their fields of specialization. (Old No. 26.0495)

GENS9050 Religion Studies 1 Religion in Australia

S1 or S2 2CCH

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. (Old No. 26.0505)

GENS9051 Religion Studies 2 Judaic, Christian and Islamic Traditions

S1 or S2 2CCH+

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. (Old No. 26.0515)

GENS9052 Religion Studies 3 Asian Religions

S1 2CCH

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. (Old No. 26.0525)

GENS9053 Religion Studies 4 Philosophy of Religion

S2 2CCH

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. (Old No. 26.0535)

GENS9054 Sports Studies 1 Physiology of Human Performance

S1 or S2 2CCH

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. (Old No. 26.0545)

GENS9055 Sports Studies 2 Motor Skill Acquisition

S1 or S2 2CCH

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. (Old No. 26.0555)

GENS9056 Sports Studies 3 Sport and Society

S1 2CCH

3 credit points

This subject is designed to develop the student's 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. (Old No. 26.0565)

GENS9057 Sports Studies 4 Integrated Sports Studies

S2 2CCH

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. (Old No. 26.0575)

Graduate Study

Graduate Enrolment Procedures

All students enrolling in graduate courses should obtain copies of the free leaflets *Re-enrolling 1991 for Post-graduate Students* and *Information for Graduate Students*, available from School Offices and the Student Centre. These leaflets provide detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, non-award enrolment, locations and hours of Cashiers, and late enrolments.

Students enrolling at the St George Campus should contact the Campus for enrolment details.

Graduate Courses

The Faculty of Professional Studies consists of the Schools of Education Studies, Health Services Management, Librarianship and Social Work on the Kensington Campus; and the Schools of Teacher 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 coursework Master's degrees are offered on the Kensington Campus: Master of Education; Master of Educational Administration; Master of Health Administration; Master of Health Planning; Master of Nursing Administration; Master of Public Health; Master of Librarianship; Master of Social Work and Master of Welfare Studies and Practice. 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, the Master of Education in Creative Arts, and the Graduate Diploma in Arts - Expressive and Performing Arts and the Master of Sports Science.

In addition to the postgraduate subjects offered by each school in 1991, the Faculty has introduced three electives that will be available to students in Education Studies, Teacher Education, Health Services Management, 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

School of Education Studies

The School of Education Studies and the School of Teacher Education jointly offer a two-year post-graduate research and course-work program leading to the degree of Bachelor of Education with Honours at the pre-service level. In addition, the School of Education Studies offers programs leading to the award of the degrees of Master of Education (MEd), Master of Educational Administration (MEdAdmin) and Doctor of Philosophy (PhD).

8905

Bachelor of Education Course (Honours)

In association with the School of Teacher Education, the School offers a 2 year Bachelor of Education with Honours course. This two-year postgraduate course consists of the content of the Graduate Diploma of Education course together with additional work undertaken in the first year, and a further year devoted to study and research in Education.

Year 1*

TEDG6001	Curriculum Studies (S1)
TEDG6002	Curriculum Studies 2 (S2)
TEDG6003	Educational Studies (S1)
TEDG6004	Educational Electives (S2)
TEDG6005	Teaching Experience
EDST1412	Advanced Education 1 (one unit)(F)(S2 L2)

Year 2

EDST1512	Advanced Education 2	(F L4)
Unit 1	(28 hours)	
Unit 2	(28 hours)	
Unit 3	(28 hours)	
Unit 4	(28 hours)	
EDST1901	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.

*Note: Year 1 of the BEd (Hons) course is not available in 1991.

Conditions for the Award

Enrolment and Progression

Students enrolled in the Diploma of Education course, who achieve a grade of Distinction or High Distinction in at least one of the strands of the Education Studies Subject 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 EDST1512 Advanced Education 1 in Session 2. Students must pass all of the subjects within the DipEd course and 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 EDST1512 Advanced Education 2 and four-fifths of the mark for EDST1901 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 if places are available in classes. 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.

MEd subjects

EDST2101	Introduction to Design and Analysis
EDST2102	Experimental Design and Analysis
EDST2103	Survey Design and Analysis
EDST2104	Educational Assessment and Measurement
EDST2105	Researching Educational Practice
EDST2201	Philosophical Issues in Education
EDST2202	The Nature of Intelligence
EDST2203	Social Philosophy and Education
EDST2204	History and Philosophy in Science Education
EDST2301	Psychological Bases of Instruction
EDST2302	Psychophysiology in the Classroom
EDST2303	Human Problem Solving

EDST2304	Psychology of Reading
EDST2305	Learning Disabilities
EDST2306	Child Growth and Development
EDST2307	Cognition and Instruction in Mathematics and Science
EDST2308	Learning Theory and Practice
EDST2309	Issues in Mathematical Problem Solving Research
EDST2401	Social Aspects of Education
EDST2501	Adult Learning
EDST2502	Purpose and Values in Adult Education
EDST2503	Current Issues in Adult, Continuing and Professional Education
EDST2504	Professional Expertise
EDST2601	Course Design and Development
EDST2602	Values in Teaching and Reading Literature
EDST2603	The Filming of Literature: Implications for Teaching
EDST2604	The Development of Scientific Concepts
EDST2605	Evaluation in Science Education
EDST2606	Selected Issues in Science Education
EDST2607	Research on the Learning and Teaching of Mathematics
EDST2608	Computers and Teaching
EDST2609	Instructional Design for Software
EDST2610	Personal Development Programs in Schools
EDST2701	An Introduction to University Teaching
EDST2702	Distance Education
EDST2703	The Politics of Australian Education
EDST2704	Contemporary Issues in Education
EDST3101	Managing Continuing Education Programs
EDST3801	One-unit Project
EDST3802	Two-unit Project
EDST2901	Thesis (full-time)
EDST2911	Thesis (part-time)

Note:

1. All subjects listed above have a unit value of one except for the two-unit project. A one-unit subject is of 2 hours per week for one session.
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 Faculty Higher Degree Committee.)
3. Candidates who have the Faculty 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 a specialist program designed to equip current and aspiring administrators to manage education at all levels in government and independent schools, school systems, universities, TAFECOM and other educational organizations.

Candidates for the degree are normally required to take subjects to the value of eight units including four compulsory core units.

Students may take up to two subjects in concentrated, full-time study during January 1991. One subject may be taken full time during the academic/school vacation in July 1991.

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.

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education or a related area 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

Each subject has a unit value of one except for the two-unit project.

EDST4101	Organization and Administration of Education in Australia
EDST4102	Administrative and Organizational Behaviour in Education
EDST4103	Organization Theory in Education
EDST4104	Understanding Educational Research

Part-time students shall, except with permission of the Head of School, complete core subjects before proceeding to electives.

Elective Subjects

EDST3101	Managing Continuing Education Programs
EDST4205	Supervision and Development of Educational Personnel
EDST4206	Development and Evaluation of Educational Programs
EDST4207	Planned Change in Education
EDST4208	Leadership Theory and Development
EDST4209	Legal Aspects of Educational Administration
EDST4210	Women in Educational Administration
EDST4211	Financial Issues in Educational Administration
EDST4212	Policy Making in Education
EDST4213	Communication and Human Relations
EDST4214	Social Issues and Educational Policy
EDST4215	Supervised Fieldwork in Educational Administration 1
EDST4216	Selected Aspects of Educational Administration 1
EDST4217	Selected Aspects of Educational Administration 2
EDST3801	One-unit Project
EDST3802	Two unit Project

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.

2845/2965

Master of Public Health (By Research)

Master of Public Health MPH

The Master of Public Health course has been developed in response to changing health needs in the community. The program combines studies in management, development and education, in addition to the necessary knowledge of epidemiology, quantitative methods and health issues. The course integrates development of health programs with development of the people who run the programs. It embraces the skills necessary for successful change through planning, inter-personal communication and persuasion, leadership and management, as well as political and cultural sensitivity to the effects of change.

The course is a conjoint undertaking by the Schools of Community Medicine and Medical Education within the faculty of Medicine, and the School of Health Services Management within the Faculty of Professional Studies.

Facilities are available in the Schools for students to undertake research studies leading to the degree of Master of Public Health, 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 Course Director.

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)

HEAL9701	Management of Work
HEAL9711	Management of Organizations
HEAL9071	Accounting and Financial Management 1
HEAL9411	Epidemiology
HEAL9421	Public Health
HEAL9811	Sociology, Ethics and Health
HEAL9011	Quantitative Methods and Statistics 1
HEAL9041	Health Care Systems
HEAL9351	Health Economics 1
HEAL9331	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 (HEAL9531 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

HEAL9711	Management of Organizations
HEAL9411	Epidemiology
HEAL9421	Public Health
HEAL9811	Sociology, Ethics and Health
HEAL9011	Quantitative Methods and Statistics 1
HEAL9041	Health Care Systems
HEAL9371	Research and Evaluation Methods
HEAL9301	Health Service Planning 1
HEAL9381	Policy Studies
HEAL9351	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 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.

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. 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).

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

HEAL9701	Management of Work
HEAL9071	Accounting and Financial Management 1
HEAL9411	Epidemiology
HEAL9412	Public Health
HEAL9011	Quantitative Methods and Statistics 1
HEAL9041	Health Care Systems
HEAL9811	Sociology, Ethics and Health
HEAL9331	Health Service Law 1

Plus 4 electives, two of which must be from the following nursing administration subjects:

HEAL9611	Nursing Theory
HEAL9621	Nursing Administration
HEAL9631	The Nurse Executive Role

**9045
Master of Public Health
(By Formal Course Work)**

**Master of Public Health
MPH**

The course is generally needs and problem oriented. The program for each student can, within limits, be tailor-made in terms of their disciplinary and workforce backgrounds, and their interests. It is a conjoint undertaking by the Schools of Community Medicine and Medical Education within the Faculty of Medicine, and the School of Health Services Management within the Faculty of Professional Studies. Elective subjects may also be taken in other relevant schools within the University. The provision of independent studies within the three Schools also allows for the provision of highly specific subjects or small projects, given the appropriate teaching or supervisory resources.

Some areas of knowledge, skills, theoretical and conceptual bases are, however, considered necessary as a foundation for public health planning, program implementation and operation, and evaluation. These are nominated for all students unless previous formal education at an acceptable level can be demonstrated.

The course may be taken either full-time (3 academic sessions, 2 of which must be spent in formal course work within the University), or part-time (a minimum of 4 academic sessions of formal work, although the normal expectation would be 5-6 sessions).

Outline

Students are to undertake twelve two credit point subjects, which may include independent studies, and a major project of six credit points, equivalent to three subjects, to a total of 30 credit points. (Each credit point is equivalent to one class contact hour per week).

(i) Of these 12 subjects:

2 must be chosen from Population and Methodological Studies; 2 must be chosen from Health Issues Studies; 1 must be chosen from Management Studies; and 1 must be chosen from Educational, Social and Development Studies.

(ii) The remaining six subjects normally will be chosen from those listed as relevant and available in the Schools of Community Medicine, Medical Education and Health Services Management. No more than six subjects may be completed in one School. Other relevant subjects offered by the three Schools and other Schools at this University, notably in the Food Science and Technology and Safety Science areas, or outside institutions will be considered by the Master of Public Health Management Committee. Two of the six subjects may be Independent Studies, in any of the three Schools (CMED9100, MEED9000, HEAL9221).

(iii) The total program of each student, while designed to be as flexible as possible in accord with the diverse needs of students, must be approved by the Master of Public Health Degree Management Committee which will be the final arbiter of course content. There are some constraints upon the choice available. For example, unless they can demonstrate adequate background in the nominated areas, students shall

complete courses in epidemiology, quantitative methods and management.

A major project of contemporary public health significance is normally undertaken at the workplace or university in the third full-time (or part-time equivalent) session, that is, after completion of twelve subjects although in some circumstances it may be undertaken after completion of six subjects. It must be completed by the end of the course, that is, after three academic sessions by full-time students. Provisional topics will be determined by consultation early in the course.

The following subjects are currently offered by the School of Community Medicine (CMED), School of Medical Education (MEED) and School of Health Services Management (HEAL). *All subjects (with the exception of Epidemiology in the School of Community Medicine which is worth 3 credit points) are assumed to be of equal credit value, that is, two credit points.*

Population and Methodological Studies

HEAL9011	Quantitative Methods and Statistics 1
HEAL9021	Health Services Statistics
HEAL9371	Research and Evaluation Methods
HEAL9411	Epidemiology
HEAL9421	Public Health
HEAL9501	Computing Techniques for Health Services Research
CMED9511	Epidemiology 1
CMED9512	Epidemiology 2
MEED9127	Research in Education for the Health Professions 1
MEED9128	Research in Education for the Health Professions 2

Health Issues Studies

HEAL9921	Project (equivalent to Independent Studies)
MEED9000	Independent Studies
MEED9012	Current Approaches to Health Promotion
MEED9013	Influencing Health Beliefs and Health Behaviour
MEED9122	Primary Health Care
CMED9100	Independent Studies
CMED9600	Disability
CMED9611	Health of the Elderly
CMED9602	Health and Illness Behaviour
CMED9604	Alcohol and Drug Related Problems
CMED9605	Health in Developing Countries
CMED9608	Rural Health Studies 1 (General Practice)

Management Studies

HEAL9041	Health Care Systems
HEAL9071	Accounting and Financial Management 1
HEAL9301	Health Service Planning 1
HEAL9331	Health Services Law 1
HEAL9351	Health Economics 1
HEAL9701	Management of Work
HEAL9711	Management of Organizations
MEED9104	Organization and Management for Health Personnel Education
MEED9111	Consultation Process
MEED9112	Management of Human Resources in Health

Educational, Social and Developmental Studies

HEAL9811	Sociology, Ethics and Health
MEED9010	Understanding and Working in Communities
MEED9011	Practice in Developing Community Programs
MEED9102	Educational Process in Small Groups
MEED9108	Program Evaluation and Planned Change

MEED9125	Planning, Conducting and Evaluating Educational Workshops
CMED9603	Communications and Writing in Health
CMED9618	Ethics in Medicine and Community Health
CMED9606	Women and Health
CMED9607	Researching Women's Health

School of Librarianship

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 coursework, the Diploma in Information Management – Archives Administration (DiplIM-ArchivAdmin) and the Diploma in Information Management – Librarianship (DiplIM-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
LIBS0806	Issues in Archives Theory and Practice	0	42
LIBS0808	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
LIBS0805 Issues in Librarianship	0	42
LIBS0807 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 LIBS0844 Project Seminar listed below or LIBS0807 Research Methods in Librarianship or LIBS0822 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)
LIBS0830 Bibliographic Control	42
LIBS0832 Women in the Information Professions	42
LIBS0833 Seminar in the History of the Book	42
LIBS0834 Seminar in History and Biography in Library and Information Science	42
LIBS0835 Seminar in Scientific and Technical Communication	42
LIBS0836 Seminar in Bibliometric and Scientometric Indicators	42
LIBS0838 Preservation Administration	42
LIBS0841 Community Information Services	42
LIBS0842 Evaluation and Performance Measurement in Information Agencies	42
LIBS0843 Special Topic in Library and Information Science	42
LIBS0844 Project Seminar	42
LIBS0845 Information Technology in Asia	42
LIBS0901 Project Report	42

8921

Master of Librarianship (by Formal Course Work) Full-time §

Master of Librarianship

MLib

Library Management

Hours per session

	S1	S2
IROB5901 Organizational Behaviour A*	42	0
LIBS0805 Issues in Librarianship	0	42
LIBS0807 Research Methods in Librarianship	42	0
LIBS0811 Library and Information Services Management 1	42	0
LIBS0812 Library and Information Services Management 2†	0	42
LIBS0815 Economics of Information Systems	28	0
LIBS0816 Information Processing Technology	0	28
LIBS0901 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 LIBS0811

†† 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-time

Master of Librarianship
MLib

Library Management

Year 1		Hours per session	
		S1	S2
IROB5901	Organizational Behaviour*	42	0
LIBS0811	Library and Information Services Management 1	42	0
LIBS0812	Library and Information Services Management 2†	0	42
	Electives‡	28	56

* This subject is undertaken within the Master of Commerce degree program.

† Prerequisite LIBS0811.

‡ 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
LIBS0805	Issues in Librarianship	0	42
LIBS0807	Research Methods in Librarianship	42	0
LIBS0815	Economics of Information Systems	28	0
LIBS0816	Information Processing Technology	0	28
LIBS0901	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
LIBS0815	Economics of Information Systems	28	0
LIBS0816	Information Processing Technology	28	0

LIBS0817	Information Storage and Retrieval Systems	42	14
LIBS0823	Files and Database Systems	42	0
	Electives‡	42	84

Year 2

LIBS0818	Issues in Information Science	70	0
LIBS0820	Diffusion and Dissemination of Information	14	0
LIBS0821	Man-machine communication†	0	42
LIBS0822	Operations Research	0	42
LIBS0901	Project Report**		

† Prerequisite LIBS0823; Corequisite LIBS0816 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 the 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

Diplom-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 or tertiary institutions. 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
LIBS0400	Information Storage and Retrieval	63	14
LIBS0401	Information Technology and Media	42	0
LIBS0402	The Information Environment	28	28
Librarianship Core			
LIBS0503	Bibliographic Organization	54	0
LIBS0504	Information Sources: Selection, Collection and Use	54	0
LIBS0505	Role of Libraries and Librarians	12	0
LIBS0506	Library and Information Services Management	0	21

Electives ‡

		Hours per session	
		S1	S2
LIBS0507	Indexing Languages and Processes	0	28
LIBS0508	Information Needs in Educational Environments	0	28
LIBS0509	Information Needs in the Community	0	28
LIBS0510	Information Needs in Industry, Business and Government	0	28
LIBS0511	Health Sciences: Literature, Information Needs and Services	0	28
LIBS0512	Literature of Pure and Applied Sciences	0	28
LIBS0513	Literature of the Arts and Humanities	0	28
LIBS0514	Law: Literature, Information Needs and Services	0	28
LIBS0515	Government Publications	0	28
LIBS0516	Children's and Young Adults' Materials	0	28
LIBS0517	Literature of the Social Sciences	0	28

LIBS0518	Marketing and Promotion of Information Services	0	28
LIBS0519	Staff Management and Staff Development in Libraries	0	28
LIBS0520	Automated Processing Systems	0	28
LIBS0521	Computer Programming for Bibliographic Systems	0	28
LIBS0522	Library Networks	0	28
LIBS0523	Special Project Seminar	Equivalent to 28 hours	
LIBS0644	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 or tertiary institution. 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
LIBS0400	Information Storage and Retrieval	63	14
LIBS0401	Information Technology and Media	42	0
LIBS0402	The Information Environment	28	28

Archives Core

LIBS0641	Archive Theory and History	28	0
LIBS0642	Management of Archives	50	27
LIBS0643	Administrative History	28	0
LIBS0644	Records Management	0	28
LIBS0645	Conservation of Archive Materials	0	42
LIBS0647	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

LIBS0401	Information Technology and Media*	42	0
LIBS0402	The Information Environment*	28	28

Archives Core

LIBS0641	Archives Theory and History	28	0
LIBS0642	Management of Archives	50	27
LIBS0643	Administrative History	28	0
LIBS0644	Records Management	0	28
LIBS0645	Conservation of Archive Materials*	0	42
LIBS0646	Archives Field Work*	50	70
LIBS0647	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**

LIBS0400	Information Storage and Retrieval	63	14
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Archives Core

LIBS0646	Archives Field Work*	50	70
LIBS0647	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 Studies and Practice (by Formal Course Work) degree for social work and 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 SOCW7741 Public Policy Analysis and Practice and SOCW7724 Social Work Research Methods A or SOCW7725 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 SOCW7741 Social Policy Analysis and either SOCW7724 Social Work Research Methods A or SOCW7725 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
SOCW7711	Social and Behavioural Science	1.5	0
SOCW7712	Social Theory and Welfare	0	1.5
SOCW7724	Social Work Research Methods A	1.5	0
SOCW7725	Social Work Research Methods B	0	1.5
SOCW7733	Advanced Social Work Practice 1	2	2
Year 2			
SOCW7741	Public Policy Analysis and Practice	2	0
SOCW7742	Managing in Welfare Organizations	0	2
SOCW7753	Advanced Social Work Practice 2	4	4

Year 3

SOCW7761	Project	12	0
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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 Studies and Practice (by Formal Course Work)

Part-time

Master of Welfare Studies and Practice MWSP

The Master of Welfare Studies and Practice will provide opportunities for the development of individual students and strengthen their contribution to community work, policy and management aspects of welfare practice.

Students undertake core work in subjects covering recent developments in public policy analysis, management, research and applied social action.

Elective Studies forms part of a two-unit sequence of graduate studies in the field(s) in which the candidate wishes to specialize. The selection of courses which fulfil the requirements of Elective Studies normally will be negotiated prior to enrolment in the Master of Welfare Studies and Practice program and the candidate's eligibility for admission to the approved subjects confirmed by the relevant Schools. Subjects may be chosen from the Special Topics in Welfare offered by

the school or electives offered by other schools in the University.

Following the completion of the formal course work, each student undertakes and reports on a modest project related to social work/welfare practice. The topic could be a critique of specific welfare theory, the analysis of a particular policy, or a piece of empirical research. The main emphasis is to provide students with an atmosphere conducive to exploration and experimentation.

Students are encouraged to link their classroom and project with their current work experiences throughout the course.

Classes are scheduled on one afternoon and evening each week for part time students according to the program set out below.

Full-time students attend the first two years of the scheduled program concurrently on two afternoons and evenings.

Year 1		Hours per week	
		S1	S2
SOCW7741	Public Policy Analysis and Practice	2	0
SOCW7742	Managing in Welfare Organizations	0	2
SOCW7724	Social Work Research Methods A	1.5	0
SOCW7725	Social Work Research Methods B	0	1.5
	Elective Studies†	3	3
Year 2			
SOCW7743	Applied Policy and Social Action	2	2
	Elective Studies†	3	3
Year 3			
SOCW7761	Project	12*	0

† Subjects are selected from Special Topics in Welfare Studies offered by the School of Social Work or from other graduate subjects offered by the University in consultation with the Head of School of Social Work and with the permission of the Heads of Schools offering the subjects.

* This is an indication only of time students are expected to spend on the project.

St George Campus

School of Teacher Education

5580

Graduate Diploma of Education Course

Diploma of Education DipEd

A course leading to the award of the Diploma of 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 of Education

Candidates who fail in two or more of the subjects required for successful completion of the course, or in the Teaching Experience subject 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
TEDG6001 Curriculum Studies 1	
Students are required to satisfy requirements in the strand Curriculum, Policy and Management	24

Special Methods

Note: All special methods may not be available every year.

Art Method - Double	72
Chinese Method	36
Commerce/Economics Method	36
Computer Studies Method	36
Drama Method	36
English Method	36
English as a Second Language Method	36
French Method	36
Geography Method	36
German Method	36
History Method	36
Indonesian Method	36
Japanese Method	36
Mathematics Method - Double	72
Music Method - Double	72
Physical Education Method - Double	72
Science Method - Double	108
Spanish Method	36

TEDG6002 Curriculum Studies 2	
Students are required to satisfy requirements in the strand Professional Roles and Responsibilities, and in each of two special method strands or in one double method strand.	
Professional Roles and Responsibilities	20

Special Methods

The special methods offered are the same as those for the subject TEDG6001 Curriculum Studies 1. The special methods chosen for TEDG6002 Curriculum Studies 2 must be the same as those chosen for TEDG6001 Curriculum Studies 1.

Single Method strands	30
Double Method strands (except for Science Method)	60
Science Method - Double	90

TEDG6003 Educational Studies	48
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This subject consists of three strands, each one occupying approximately the same number of hours:

Learning and Development
Reflecting and Learning
Sociology and Schooling

TEDG6004 Educational Electives

Students are required to satisfy requirements in three Educational Elective strands. At least two strands must be chosen from one group of electives: Educational Electives - A and at least one strand must be chosen from another group of electives: Educational Electives - B.

Educational Electives - A	40
Educational Electives - B	20

TEDG6005 Teaching Experience

There are two strands to this subject: Microteaching and Teaching Practice. Students are required to satisfy requirements in Microteaching before being allowed to participate in the block teaching component of Teaching Practice.

Microteaching	24
Teaching Practice	220

Schedule of Subjects Diploma of Education Course

Session 1	Contact HPW	Number of Weeks
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Curriculum Studies 1		
Special Methods	*6	12
Curriculum, Policy and Management	2	12

Educational Studies		
Learning and Development	4	4
Reflecting and Teaching	4	4
Sociology and Schooling	4	4

Teaching Experience		
Microteaching	3	8

Session 2

Curriculum Studies 2		
Special Methods	*6	10
Professional Roles and Responsibilities	2	10

Educational Electives		
Electives - A**	4	10
Electives - B	2	10

Teaching Experience

Teaching Practice***

* 2 single methods each of 3 hours per week, or 1 double method of 6 hours per week, except in the case of Science Method which is 9 hours per week.

** 2 electives each of 2 hours per week

*** 1 day per week for 10 weeks in Session 1 and 6 weeks (30 days) at the beginning of Session 2

5610

Graduate Diploma of Educational Studies (Computer Education)

The School offers a course leading to the award of Graduate Diploma of Educational Studies (Computer Education).

The course is available to qualified teachers, and aims to provide them with the skills, knowledge and attitudes

Professional Studies

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 of Educational Studies (Computer Education), and indicates the titles of individual core subjects.

Session Progress Pattern – Part-time Study Over Four Sessions

Session 1	HPW	C
Education Studies		
Computers and Teaching 1*	3	4
Information Technology & Society	2	4
Applied Computer Studies		
Information Processing 1	3	4
		12

Session 2	HPW	C
Education Studies		
Computers and Teaching 2	2	4
Computer Studies		
Programming and Problem Solving	3	4
Applied Computer Studies		
Information Processing 2	3	4
		12

Session 3	HPW	C
Education Studies		
Computers and Teaching 3	2	4
Curriculum Project OR	3	
Computer Studies		
Programming Techniques	3	4
Applied Computer Studies		
Information Processing 3	3	4
		12

Session 4

Education Studies

Elective Study

Elective Study

HPW	Cr.P
3	6
3	6
	12

Total Credit Points

48

* Contact hours per week

Note: All subjects shown as three hours per week include one hour per week independent computer laboratory work.

School of Sport and Leisure Studies

9340

Master of Sports Science

Master of Sports Science

MSPSc

The course is structured in three strands:

(1) a sequence of two subjects in research methodology

(2) elective specialization: student selects four (4) subjects from the Human Performance area with particular emphasis on Exercise Physiology, Motor Control/Sports Psychology and Sports Administration

(3) a major project which provides the student with an opportunity to pursue an area of interest within the discipline

Each subject has a value of one unit while the major project a value of two units.

To qualify for the degree, candidates are required complete eight (8) units.

Candidates must complete the required research subject core, the major project and a selection of four (4) subjects from the Human Performance strand.

Subject to the discretion of the Head of School, a candidate may choose up to two (2) electives from subjects offered by other schools in the Faculty or other faculties within The University of New South Wales, or another recognised institution.

A candidate for the Masters Degree must have been awarded an appropriate degree of Bachelor from The University of New South Wales or a qualification, or qualifications, considered equivalent from another University or Tertiary Institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies.

The course will be offered on a full and part time basis. Full time students would complete the degree in a minimum of two sessions, part time students in a minimum of four sessions.

		Hours per Week	
		S1	S2

Core Strand Research Methods

Students are required to complete both subjects.

SLST9000	Research Methods and Design 1 Unit	2	
SLST9010	Application of Research to Sport and Exercise Science 1 Unit		2

Human Performance Strand

Students will select four (4) subjects in this strand or undertake other subjects conditional on the approval of the Head of School.

SLST9100	Sports Administration - Theory and Practice 1 Unit	2	
SLST9110	Current Issues in Sports Administration 1 Unit		2
SLST9200	Advanced Topics in Exercise Physiology 1 Unit		2
SLST9210	Scientific Principles of Human Performance 1 Unit		2
SLST9220	Exercise Testing and Fitness Evaluation 1 Unit	2	
SLST9250	Nutrition for Peak Performance 1 Unit	2	
SLST9300	Motor Learning and Performance 1 Unit	2	
SLST9310	Motor Control and Behaviour 1 Unit		2
SLST9350	Psychological Enhancement for Sport 1 Unit	2	
SLST9360	Applied Sport Psychology 1 Unit		2

Major Project

SLST9400 Major Project 2 Units

Students must complete a major project. The project shall be in a specific area of the discipline. Prior to commencing, students will be required to have their topic approved by a committee consisting of the Head of School, the Graduate Course Coordinator, and the Project Supervisor.

9341**Master of Sports Science (Hons)****Master of Sports Science (Hons)
MSPSc (Hons)**

A candidate for the Masters Degree (Hons) must have been awarded an appropriate degree of Bachelor (Hons) from The University of New South Wales or a qualification, or qualifications, considered equivalent from another University or Tertiary Institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies.

Students will be required to complete, at credit level or better, two (2) subjects in the Human Performance strand and complete a thesis (SLST9450) embodying the results of an original investigation.

Students may also be required to undertake further specific research subjects appropriate to their thesis.

Students with a creditable academic record in the MSPSc pass degree, may be invited to transfer to a MSPSc(Hons). Permission to transfer will need the approval of the Head of School and the Higher Degree Committee of the Faculty of Professional Studies.

Students selected to transfer to honours before completing requirements for the pass degree shall have completed at credit level or better in the two core research subjects and two subjects in the Human Performance strand.

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.

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 below.

Session Progress Pattern – Part-time Study Over Four Sessions

Session 1	HPW	C
Interdisciplinary Studies/Arts Studies		
Arts and Society in Time	3	4
Practical Studies		
Elective *	2	4
Elective	2	4
		12

Session 2

Interdisciplinary Studies/Arts Studies		
Modernism in the Arts	3	4
Practical Studies		
Elective	2	4
Elective	2	4
		12

Session 3

Interdisciplinary Studies/Arts Studies		
The Arts Experience	2	4
Practical Studies		
Elective	2	4
Elective	2	4
		12

Session 4

Interdisciplinary Studies/Arts Studies		
Independent Study		4
Practical Studies		
Combined Arts Production		8
		12
Total Credit Points		48

*Students undertake six elective Practical Studies, including at least two sequences of Level 1 and Level 2 courses.

9330

Master of Education in Creative Arts (by Formal Course Work)

Master of Education in Creative Arts MEDCA

The conditions for the award of the Master of Education in Creative Arts degree are set out under Conditions for the Award of Higher Degrees in this Handbook. The degree course is designed for educationists who have an interest in the arts and who will benefit from a professional post-graduate degree in arts education. Students are required to complete eight subjects. The program of study may be taken on a full-time basis over one year or on a part-time basis over two years.

Applicants for the degree are normally required to possess a bachelor degree or equivalent or a combination of undergraduate qualifications, postgraduate diploma and at least one year's practical teaching experience in an area relevant to the study of the creative arts. Applicants who are applying for entry on the basis of a combination of undergraduate diploma award, postgraduate diploma and practical teaching experience may be required to demonstrate that they achieved a suitable standard in previous award programs and subsequent teaching experience. Students applying for entry may be required to attend an interview/audition.

The course has two strands: a core of subjects concerned with education and the arts and an elective strand requiring students to choose subjects in one of the fields of art, dance, drama or music education. Of the eight subjects required to complete the degree, four must come from the *core strand* and four from the *elective strand*. Students will be expected to complete at least three subject electives in the one arts area. Subject to the discretion of the Head of School students may choose their fourth elective subject from those offered in other courses of the School or from other Schools of the Faculty.

Full-time Study

Core Strand - School Education and the Arts

		Hours per week	
		S1	S2
EXPA5000	Contemporary Issues in School Education	2	0
EXPA5010	Aesthetic Education in Schools	2	0
EXPA5020	Introduction to Research in Arts Education	2	0
EXPA5030	Applied Research in Arts Education	0	2

Elective Strand - Arts Studies

EXPA5040	Human Development and Art Education: Theory and Practice	2	0
EXPA5050	Teaching Art: Contemporary Issues that Influence Classroom Practice	0	2
EXPA5060	Studio Practice in Context of Contemporary Art Theory and Criticism	0	2

		Hours per week		Year Two (Two subjects in each Session)		Hours per week	
		S1	S2			S1	S2
EXPA5070	Human Development and Dance Education: Theory and Practice in Schools	2	0	EXPA5020	Introduction to Research in Arts Education	2	0
EXPA5080	Teaching Dance: Dance Improvization and Composition	0	2	EXPA5030	Applied Research in Arts Education	0	2
EXPA5090	Dance Styles: Historical Antecedents and Modern Developments	0	2	EXPA5060	Studio Practice in Context of Contemporary Art Theory and Criticism, or	2	0
EXPA5100	Drama in Education: Theory and Methodology	2	0	EXPA5090	Dance Styles: Historical Antecedents and Modern Developments, or	2	0
EXPA5110	Drama Curriculum: Implementation in Schools	0	2	EXPA5120	The Influence of Modern Theories of Performance and Theatre on Drama Education, or	2	0
EXPA5120	The Influence of Modern Theories of Performance and Theatre on Drama Education	0	2	EXPA5150	Performance Studies: Jazz Ensemble, or	2	0
EXPA5130	Contemporary Studies in Music Education: Jazz Studies	2	0	EXPA5160	Performance Studies: Studio Production	2	0
EXPA5140	Contemporary Studies in Music Education: Popular Music/Rock and Roll	0	2		Elective subject*	0	2
EXPA5150	Performance Studies: Jazz Ensemble	0	2	* A second elective in Session 2 will be selected from another arts area or, with approval from the Head of School, from subjects offered in other postgraduate courses of the School or faculty.			
EXPA5160	Performance Studies: Studio Production	0	2				

Part-time Study

Core Strand - School Education and the Arts Elective Strand - Arts Studies

Year One (Two subjects in each Session)

EXPA5000	Contemporary Issues in School Education	2	0
EXPA5010	Aesthetic Education in Schools	2	0
EXPA5040	Human Development and Art Education: Theory and Practice, and	0	2
EXPA5050	Teaching Art: Contemporary Issues that influence Classroom Practice, or	0	2
EXPA5070	Human Development and Dance Education: Theory and Practice in Schools, and	0	2
EXPA5080	Teaching Dance: Dance Improvization and Composition, or	0	2
EXPA5100	Drama in Education: Theory and Methodology, and	0	2
EXPA5110	Drama Curriculum: Implementation in Schools, or	0	2
EXPA5130	Contemporary Studies in Music Education: Jazz Studies, and	0	2
EXPA5140	Contemporary Studies in Music Education: Popular Music/Rock and Roll	0	2

Graduate Study

Subject Descriptions

Identification of Subjects

A subject is defined by the Academic 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'.

In 1991 a new system of subject identification is introduced. Each approved subject of the University is identified by a sequence of eight characters, consisting of a four character alphabetical prefix which identifies the organizational unit responsible for administering the subject, and a four digit numeric suffix identifies the subject.

Subject identifiers are approved 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 four character alphabetical prefix.
2. Each subject identifier 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.

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 alphabetical prefixes for each organizational unit are set out on the following pages.

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. 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

P/T part-time

L Lecture, followed by hours per week

T Laboratory/tutorial, followed by hours per week

hpw hours per week

wks weeks of duration

C credit or Credit units

CR Credit level

DN Distinction

HD High Distinction

X External

Professional Studies

Prefix	Organizational unit	Faculty
ABIO	School of Applied Bioscience	Applied Science
ACCT	School of Accounting	Commerce & Economics
ACHM	Department of Chemistry	University College
ACMA	Department of Civil Engineering	University College
ACSC	Department of Computer Science	University College
AECM	Department of Economics & Management	University College
AELE	Department of Electrical Engineering	University College
AENG	Department of English	University College
AERO	Aerospace Engineering	Engineering
AGOC	Department of Geography & Oceanography	University College
AHIS	Department of History	University College
AINT	University College (Interdisciplinary)	University College
AMAT	Department of Mathematics	University College
AMEC	Department of Mechanical Engineering	University College
ANAT	School of Anatomy	Medicine
APHY	Department of Physics	University College
APOL	Department of Politics	University College
APSE	Faculty of Applied Science	Applied Science
ARCH	School of Architecture	Architecture
ARTS	Faculty of Arts	Arts
ASIA	Asian Studies	Arts
AUST	Australian Studies	Arts
BIOC	School of Biochemistry	Biological & Behavioural Sciences
BIOM	Centre for Biomedical Engineering	Engineering
BIOS	School of Biological Science	Biological & Behavioural Sciences
BIOT	Department of Biotechnology	Applied Science
BLDG	School of Building	Architecture
BSSM	Board of Studies in Science & Mathematics	Applied Science
CEIC	School of Chemical Engineering & Industrial Chemistry	Science
CHEM	School of Chemistry	Science
CHEN	Department of Chemical Engineering	Applied Science
CHIN	Chinese	Arts
CIVL	School of Civil Engineering	Engineering
CMED	School of Community Medicine	Medicine
COFA	College of Fine Arts	Arts
COMM	Faculty of Commerce and Economics	Commerce & Economics
COMP	Computer Science	Engineering
ECOH	Department of Economic History	Commerce & Economics
ECON	School of Economics, Departments of Economics and Econometrics	Commerce & Economics
EDST	School of Education Studies	Professional Studies
ELEC	School of Electrical Engineering & Computer Science	Engineering
ENGL	School of English	Arts
EURO	European Studies	Arts
EXPA	School of Arts and Music Education	Professional Studies
FIBR	School of Fibre Science & Technology	Applied Science
FINS	School of Banking & Finance	Commerce & Economics

Prefix	Organizational unit	Faculty
FOOD	Department of Food Science and Technology	Applied Science
FREN	School of French	Arts
FUEL	Department of Fuel Technology	Applied Science
GENS	Centre for Liberal & General Studies	Applied Science
GEOG	School of Geography	Applied Science
GEOL	Department of Applied Geology	Applied Science
GERS	School of German Studies	Arts
GREK	Modern Greek	Arts
GSBE	Graduate School of the Built Environment	Architecture
HEAL	School of Health Services Management	Professional Studies
HIST	School of History	Arts
HOSP	School of Marketing	Commerce & Economics
IDES	Department of Industrial Design	Architecture
INDC	Department of Industrial Chemistry	Applied Science
INDO	Indonesian	Arts
INFS	School of Information Systems	Commerce & Economics
INTD	Interdisciplinary Studies	Arts
IROB	School of Industrial Relations & Organizational Behaviour	Commerce & Economics
JAPN	School of Marketing	Commerce & Economics
KCME	Key Centre for Mines	Applied Science
LAND	School of Landscape Architecture	Architecture
LAWS	School of Law	Law
LEGT	Department of Legal Studies & Taxation	Commerce & Economics
LIBS	School of Librarianship	Professional Studies
MANF	Manufacturing Management	Engineering
MARK	School of Marketing	Commerce & Economics
MATH	School of Mathematics	Science
MATS	School of Materials Science and Engineering	Applied Science
MDCN	School of Medicine	Medicine
MDSG	Med/Surg Clinical Studies	Medicine
MECH	School of Mechanical and Manufacturing Engineering	Engineering
MEED	School of Medical Education	Medicine
MFAC	Medical Faculty (Admin)	Medicine
MICR	School of Microbiology	Biological & Behavioural Sciences
MINE	Department of Mining Engineering	Applied Science
MNGT	Australian Graduate School of Management	Arts
MUSI	Department of Music	Engineering
NAVL	Naval Architecture	Medicine
OBST	School of Obstetrics & Gynaecology	Science
OPTM	School of Optometry	Medicine
PAED	School of Paediatrics	Medicine
PATH	School of Pathology	Arts
PHIL	School of Philosophy	Medicine
PHPH	School of Physiology & Pharmacology	Science
PHYS	School of Physics	Architecture
PLAN	School of Town Planning	Arts
POLS	School of Political Science	Applied Science
POLY	Department of Polymer Science	Applied Science

Prefix	Organizational unit	Faculty
PSCY	School of Psychiatry	Law
PSYC	School of Psychology	Biological & Behavioural Sciences
PTRL	Department of Petroleum Engineering Studies	Applied Science
REMO	Centre for Remote Sensing	Engineering
RUSS	Department of Russian Studies	Arts
SAFE	Centre for Safety Science	Engineering
SCTS HPST	School of Science & Technology Studies	Arts
SLSP	Department of Social Science & Policy	Arts
SLST	School of Sport & Leisure Studies	Professional Studies
SOCI	School of Sociology	Arts
SOCW	School of Social Work	Professional Studies
SPAN	Spanish & Latin American Studies	Arts
SURG	School of Surgery	Medicine
SURV	School of Surveying	Engineering
TEDG	School of Teacher Education (grad)	Professional Studies
TEED	School of Teacher Education (undergrad)	Professional Studies
TESL	TESOL	Arts
TEXT	Department of Textile Technology	Applied Science
THST	Department of Theatre Studies	Arts
USOM	School of Mines	Applied Science
WOMS	Women Studies	Arts
WOOL	Department of Wool & Animal Science	Applied Science

Kensington Campus

Faculty Electives

PROF0001 Professional Ethics S 2CCH

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: specialization 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. (Old No. 22.001G)

PROF0002 Social Research S2 2CCH

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. (Old No. 22.002)

PROF0003 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.

Health Services Management

HEAL3091 Long Term Care Administration L2

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. (Old No. 16.309G)

HEAL9011 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. (Old No. 16.901G)

HEAL9021 Health Services Statistics L2

Prerequisite: HEAL9011 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. (Old No. 16.902G)

HEAL9031 Ethics of Resource Allocation L2

Prerequisites: HEAL9351 and HEAL9811, 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. (Old No. 16.903G)

HEAL9041 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. (Old No. 16.904G)

HEAL9051 Health Services Accounting L2

Basic accounting theory with particular reference to hospitals and health service institutions, including accounting classification, measurement and reporting procedures. Cash and accrual accounting systems, hospital fund accounting in

theory and practice. The formulation and use of operational and capital budgeting; the nature and use of cost data; accounting for planning and control, cost analysis and reporting formats.

HEAL9071 Accounting and Financial Management 1 **L2**

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. (Old No. 6.907G)

HEAL9081 Accounting and Financial Management 2 **L2**

Prerequisite: HEAL9071 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. (Old No. 16.908G)

HEAL9111 Quality Assurance for Health Administrators **L2**

Prerequisite: HEAL9041 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. (Old No. 16.911G)

HEAL9301 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. (Old No. 16.930G)

HEAL9311 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. (Old No. 16.931G)

HEAL9331 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. (Old No. 16.933G)

HEAL9341 Health Services Law 2 **L2**

Prerequisite: HEAL9331 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. (Old No. 16.934G)

HEAL9351 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. (Old No. 16.935G)

HEAL9361 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. (Old No. 16.936G)

HEAL9371 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. (Old No. 16.937G)

HEAL9381 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. (Old No. 16.938G)

HEAL9391 Health Services Planning 2 L2

Prerequisite: HEAL9301 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. (Old No. 16.939G)

HEAL9401 Medical Care Organization L2

Prerequisite: HEAL9311 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. (Old No. 16.940G)

HEAL9411 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. (Old No. 16.941G)

HEAL9421 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. (Old No. 16.942G)

HEAL9431 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. (Old No. 16.943G)

HEAL9441 Health Economics 2 L2

Prerequisite: HEAL9351 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. (Old No. 16.944G)

HEAL9451 Workforce Planning L2

Prerequisites: HEAL9301 and HEAL9351, 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. (Old No. 16.945G)

HEAL9461 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. (Old No. 16.946G)

HEAL9471 Comparative Health Care Systems L2

Prerequisite: HEAL9401 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. (Old No. 16.947G)

HEAL9481 Operations Research for Health Planning and Administration **L2**

Prerequisite: HEAL9011 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. (Old No. 16.948G)

HEAL9491 Organizational Analysis in Health Services **L2**

Prerequisite: HEAL9311 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. (Old No. 16.949G)

HEAL9501 Computing Techniques for Health Services Management **L2**

Prerequisite: HEAL9011 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, databases 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. (Old No. 16.950G)

HEAL9511 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. (Old No. 16.951G)

HEAL9531 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. (Old No. 16.953G)

HEAL9611 Nursing Theory **L2**

Analysis of extant nursing theories for the purpose of synthesizing coherent statements of philosophy of nursing services. (Old No. 16.961G)

HEAL9621 Nursing Administration **L2**

Content is organised 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. (Old No. 16.962G)

HEAL9631 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. (Old No. 16.963G)

HEAL9641 Nursing Research **L2**

Prerequisites: HEAL9011, HEAL9371 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. (Old No. 16.964G)

HEAL9651 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. (Old No. 16.965G)

HEAL9661 Current Issues in Nursing **L2**

This subject's content changes regularly as issues within the nursing profession dictate. Distinguished from the undergraduate subject HEAL3160 Current Issues in Nursing by its emphasis on policy making. (Old No. 16.966G)

HEAL9671 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. (Old No. 16.967G)

HEAL9701 Management of Work **L2**

Identifies the range of social, economic, political, industrial and technological factors which may influence the organization of both work and workers in a variety of settings, including those in health care organizations; Analyses the interrelationships between the forms of work organization which are used in different health care settings, and the experiences and responses of workers located in these settings. Develops knowledge and skills in implementing and critically evaluating techniques and methods which have been recommended for organising work and for managing the responses of workers, including containing conflict, constituting and maintaining management control, motivating and focusing the attention of staff.

HEAL9711 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

Professional Studies

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 organizational adaptation and change; and the accomplishment of managerial control. (Old No. 16.971G)

HEAL9731 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. (Old No. 16.973)

HEAL9741 Management of Health Services L2

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. (Old No. 16.974G)

HEAL9811 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. (Old No. 16.981G)

HEAL9821 Health and Society L2

Prerequisite: HEAL9811 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. (Old No. 16.982G)

HEAL9921 Project S2

28 hours. (Old No. 16.992G)

HEAL9931 Project S2

42 hours. (Old No. 16.993G)

HEAL9941 Project F

56 hours. (Old No. 16.994G)

HEAL9951 Research Project A L2

(Old No. 16.995G)

HEAL9961 Research Project B L3

(Old No. 16.996G)

HEAL9971 Dissertation (MPH) F

84 hours

Librarianship

Diploma in Information Management – Librarianship

Diploma in Information Management – Archives Administration

Common core subjects

LIBS.0400 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 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. (Old No. 55.400)

LIBS0401 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. (Old No. 55.401)

LIBS0402 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. (Old No. 55.402)

Diploma In Information Management – Librarianship

Librarianship core subjects

LIBS0503 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. (Old No. 55.503)

LIBS0504 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. (Old No. 55.504)

LIBS0505 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. (Old No. 55.505)

LIBS0506 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. (Old No. 55.506)

Librarianship electives

LIBS0507 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. (Old No. 55.507)

LIBS0508 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. (Old No. 55.508)

LIBS0509 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. (Old No. 55.509)

LIBS0510 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. (Old No. 55.510)

LIBS0511 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, CANTINE, BIOSIS and EXCERPTA MEDICA. (Old No. 55.511)

LIBS0512 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. (Old No. 55.512)

LIBS0513 Literature of the Arts and Humanities 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. (Old No. 55.513)

LIBS0514 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. (Old No. 55.514)

LIBS0515 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. (Old No. 55.515)

LIBS0516 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. (Old No. 55.516)

LIBS0517 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. (Old No. 55.517)

LIBS0518 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. (Old No. 55.518)

LIBS0519 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. (Old No. 55.519)

LIBS0520 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. (Old No. 55.520)

LIBS0521 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. (Old No. 55.521)

LIBS0522 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. (Old No. 55.522)

LIBS0523 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. (Old No. 55.523)

LIBS0644 Records Management S2 W1-7

Offered as a Librarianship elective and an Archives core subject. See description under Diploma in Information Management - Archives Administration. (Old No. 55.644)

Diploma in Information Management – Archives Administration

LIBS0641 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. (Old No. 55.641)

LIBS0642 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. (Old No. 55.642)

LIBS0643 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. (Old No. 55.643)

LIBS0644 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. (Old No. 55.644)

LIBS0645 Conservation of Archive Materials S2 W1-4

Conservation administration; conservation policies and programs; principles and ethics of conservation; disaster minimization; presentation copying; diagnosis of conservation problems; conservation of maps, plans and photographs. (Old No. 55.645)

LIBS0646 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. (Old No. 55.646)

LIBS0647 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. (Old No. 55.647)

Master of Archives Administration

LIBS0806 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. (Old No. 55.806G)

LIBS0808 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. (Old No. 55.808G)

Master of Librarianship

LIBS0805 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. (Old No. 55.805G)

LIBS0807 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. (Old No. 55.807G)

LIBS0811 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. (Old No. 55.811G)

LIBS0812 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. (Old No. 55.812G)

LIBS0815 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. (Old No. 55.815G)

LIBS0816 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. (Old No. 55.816G)

LIBS0817 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. (Old No. 55.817G)

LIBS0818 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. (Old No. 55.818G)

LIBS0820 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. (Old No. 55.820G)

LIBS0821 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. (Old No. 55.821G)

LIBS 0822 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. (Old No. 55.822G)

LIBS0823 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. (Old No. 55.823G)

LIBS0830 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. (Old No. 55.830G)

LIBS0832 Women in the Information Professions 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. (Old No. 55.832G)

LIBS0833 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. (Old No. 55.833G)

LIBS0834 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. (Old No. 55.834G)

LIBS0835 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. (Old No. 55.835G)

LIBS0836 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. (Old No. 55.836G)

LIBS0838 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. (Old No. 55.838G)

LIBS0841 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. (Old No. 55.841G)

LIBS0842 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. (Old No. 55.842G)

LIBS0843 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. (Old No. 55.843G)

LIBS0844 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. (Old No. 55.844G)

LIBS0845 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. (Old No. 55.845G)

LIBS0901 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. (Old No. 55.901G)

Education Studies

Master of Education Degree Course**EDST2101 Introduction to Design and Analysis S1 or S2 L4**

Characteristics of sets of scores; descriptive statistics. Sampling, estimation, inference. Probability and its estimation. Sampling distributions. Analysis of data from "two-sample experiments": Student's t-test, the Mann-Whitney U test, Wilcoxon's matched-pairs signed-ranks test. Contingency tables. Correlation and its estimation: Pearson, Spearman and Goodman indices. Chi-squared test.

EDST2102 Experimental Design and Analysis S1 or S2 L2

Prerequisite: EDST2101

Factorial experimental designs - one-way, two-way and three-way. *A priori* and *post hoc* comparison procedures. Planned orthogonal contrasts and polynomial trend analysis. Analysis of variance designs with repeated measures. Statistical control of variables through analysis of covariance. Experience with computer analysis of data; particular emphasis on use of the SPSS-X packages. (Old No. 58.220G)

EDST2103 Survey Design and Analysis S1 or S2 L2

Prerequisite: EDST2101

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. (Old No. 58.226G)

EDST2104 Educational Assessment and Measurement S1 or S2 L2

Purposes of measurement and types of test. Objectives and outcomes. Characteristics of different types of objective test items. Administration and scoring of a test or examination. Correlation, validity and reliability. Standard scores, norms and profiles. Improvement of test quality through item analysis. Descriptive factor analysis and its use in test construction. Personality, attitude, vocational interest and other tests. Evaluation of teaching and other professional performance. Higher School Certificate scoring, scaling and reporting. University selection. Tertiary Entrance Rank procedures.

EDST2105 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. (Old No. 58.235G)

EDST2201 Philosophical Issues in Education

Philosophical views underlie most educational practices and debates. This course will examine topics such as aims in education, the ideal of an educated person, neutrality and indoctrination in teaching, authority relations in schooling, curriculum construction, intelligence testing, learning and understanding, and other topics, in order to develop philosophical competence and knowledge. The work of one educational theorist will be examined.

EDST2202 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. (Old No. 58.277G)

EDST2203 Social Philosophy and Education 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. (Old No. 58.278G)

EDST2204 History and Philosophy in Science Education

A role for history and philosophy in science teaching is increasingly recognised. This course will examine some central

philosophical questions raised by the Scientific Revolution - the role of authority in science, the place of mathematics in science, the relation of sensory evidence to theory, the place of metaphysics in science, the construction and interpretation of experiments - and how these can bear upon school history and science courses. The issue of the extent to which individual learning recapitulates the history of science will be examined.

EDST2301 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. (Old No. 58.364G)

EDST2302 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. (Old No. 58.375G)

EDST2303 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. (Old No. 58.387G)

EDST2304 Psychology of Reading S1 or S2 L2

The theoretical concepts underlying the study of reading, and the relationship of these concepts to the development of reading skills. Reading as a complex and interrelated skill. Aspects of orthography and language. Psychological and neurological aspects relevant to reading. Theoretical and empirical studies of lexical access and comprehension. Affective and social factors in reading and learning to read. (Old No. 58.390G)

EDST2305 Learning Disabilities

Current perspectives in learning disabilities, their nature, relevant theory and treatment. Characteristics and definition. Theory and empirical evidence specifying their cause. Approaches to treatment and their relationship to the theory and empirical evidence. The role of the professional.

EDST2306 Child Growth and Development S1 or S2 L2

An examination of the principles of child development and how these principles interact with the educational process, including a study of individual differences and the manner in which these differences relate to education. Analysis of learning and how learning principles can be translated into educational practice is also discussed. (Old No. 58.362G)

EDST2307 Cognition and Instruction in Mathematics and Science S1 or S2 L2

Factors which affect learning and problem solving in mathematics and science. Cognitive theories that can guide

us in designing instruction. How to format instruction so that it accords with students' mental processes. Techniques designed to hasten the development of problem solving expertise. (Old No. 58.391G)

EDST2308 Learning Theory and Practice S1 or S2 L2

The study of basic theories and principles of learning and methods of translating these theories and principles into educational practice. Includes classroom management, instructional development, and developing understanding.

EDST2309 Issues in Mathematical Problem Solving Research S1 or S2L2

Emphasis is placed on studies of the relationship between schematic knowledge and mathematical problem solving. Topics include measures of schematic knowledge, with reference to the 'text-editing' technique. Analysis of the research on gender differences in performance on mathematics tests.

EDST2401 Social Aspects of Education S1 or S2 L2

A review of some of the social factors in relation to education. Topics will include both factors within the school and classroom as well as those external to it. Areas will include the family, community groups, classroom interaction, curriculum and peer relationships.

EDST2402 Socialization and Education S1 or S2 L2

The ways in 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. (Old No. 58.323G)

EDST2501 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. (Old No. 58.244G)

EDST2502 Purpose and Values in Adult Education S1 or S2L2

This subject is concerned with three central questions: what should the aims of adult and continuing education be; for whom should they be provided as a matter of priority; and what structures should be set up to provide it? Under the first heading, four competing demands (that education solve economic problems, that it meet the desires of individuals for self-improvement, that it produce autonomous learners, and that it empower minority and disempowered groups) are contrasted with more radical views on the ideology of individualism and the relation between education and society.

Under the second heading, issues concern social equality and provision for disadvantaged groups, open access, and the user pays principle. The third part of the subject examines the implications of the above for the institutional structure of adult education.

EDST2503 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. (Old No. 58.903G)

EDST2504 Professional Expertise S1 or S2 L2

Surveys current perspectives on the nature of professional knowledge, particularly the expertise involved in competent professional practice, emphasising its experiential roots and the place of experience in professional training programs. Close study of the formation of expertise among those who teach others (including trainers, facilitators, coaches and developers). Applying principles to other professional areas of interest. Critique of design/implementation of approaches to continuing, in-service and on-the-job training as well as preparatory training for the professions.

EDST2601 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. (Old No. 58.245G)

EDST2602 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. (Old No. 58.265G)

EDST2603 The Filming of Literature: Implications for Teaching S1 or S2 L2

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. (Old No. 58.248G)

EDST2604 The Development of Scientific Concepts S1 or S2 L2

Prerequisite: EDST2606 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. (Old No. 58.331G)

EDST2605 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. (Old No. 58.332G)

EDST2606 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. (Old No. 58.338G)

EDST2607 Research on the Learning and Teaching of Mathematics S1 or S2 L2

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. (Old No. 58.243G)

EDST2608 Computers and Teaching S1 or S2 L2

This subject introduces the student to the role of the microcomputer in the classroom with emphasis on the practical use of computers both in general teaching and specific subject areas. The rationale for the use of computers in the teaching-learning process is based on theoretical considerations covered in the course. Topics covered include: computers in the teaching-learning process, models for using computers in the classroom, research evidence on the effectiveness of using computers in teaching, evaluation and

use of computer courseware in education, use of computers in specific subject areas.

Note. This subject will be conducted on the St George Campus of UNSW (at Oatley) to make use of the computer resources.

EDST2609 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. (Old No. 58.246G)

EDST2610 Personal Development Programs in Schools

Personal Development is a compulsory part of the school curriculum in NSW. This subject examines the history of personal development in schools, the content matter of the curriculum - health, sexuality, moral, social and spiritual aspects of human development, familial arrangements, etc - and educational issues raised in the teaching and evaluation of the programme, in particular the issues raised by the teaching about controversial issues such as AIDS, contraception, and the teaching of ethics. Some attention is paid to research on the effectiveness of sex education programs. (Old No. 58.451G)

EDST2701 An Introduction to University Teaching S1 or S2 L2

The principles and practice of regular classroom teaching in higher education through the study of current views on: how students learn, assessing student learning and setting examinations and tests, lecturing, small group teaching, preparation and use of teaching materials, monitoring progress in the development of teaching competency.

EDST2702 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. (Old No. 58.902G)

EDST2703 The Politics of Australian Education S1 or S2 L2

The politics of Australian education, in areas ranging from parliaments and bureaucracies to the school. Both public and private systems will be examined, as well as their interaction with each other and with the greater political scene. Topics will include the micropolitics (or 'office' politics) of the school, the battle for public opinion, policy arguments in political parties, the interaction of lobbyists, parliament, public servants and the minister, and struggles within and between bureaucracies. Though the focus will be on New South Wales,

that will be related to national and international developments, and to conflicting political philosophies.

EDST2704 Contemporary Issues in Education S1 or S2 L2

Opportunity for students to study a subject under visiting professors or lecturers with special experience and competence in selected aspects of education not offered elsewhere in the course.

EDST3101 Managing Continuing Education S1 or S2 L2 Programs

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. (Old No. 58.904G)

EDST3801 One-Unit Project S1, S2 or F

EDST3802 Two-Unit Project S1, S2 or F

On a topic approved by the Head of School, with appropriate consultation and supervision. (Old No. 58.280G)

Master of Educational Administration Degree Course

Core Compulsory Subjects

EDST4101 Organization and Administration S1 or S2 L2 of 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. Centralization/decentralization: regionalization, 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 organizations, ethnic groups, media. (Old No. 58.564G)

EDST4102 Administrative and Organizational S1 or S2 L2 Behaviour in Education

Considers issues central to the administration and organization 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. Study of research into these issues in educational settings. (Old No. 58.565G)

EDST4103 Organization Theory in S1 or S2 L2 Education

The application of organization theory to educational administration. Scientific management theory, bureaucracy and professional educators, human relations, open systems theory. Contemporary critiques of conventional theories of educational

organizations. Educational goals, organizational culture, educational technology, the educational environment, interorganizational linkages, organizational effectiveness. Alternative theories of educational organization. (Old No. 58.566G)

EDST4104 Understanding Educational S1 or S2 L2 Research

Exclusion: May not be taken in a program containing PROF0002 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. (Old No. 58.567G)

Elective Subjects

EDST4205 Supervision and Development S1 or S2 L2 of Educational Personnel

Deals with the management of human resources in educational organizations. 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. (Old No. 58.568G)

EDST4206 Development and Evaluation S1 or S2 L2 of Educational Programs

Examines the development of curricula and other educational programs. The nature, goals and content of educational programs, models of program development, personnel involved, organizational 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. (Old No. 58.569G)

EDST4207 Planned Change in Education S1 or S2 L2

Managing change in educational organizations. 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 is considered in the light of the current educational situation in Australia. (Old No. 58.570G)

EDST4208 Leadership Theory and S1 or S2 L2 Development

A study of leadership theory and of leadership training and development programs. The first and major component of the

course will span such topics as classical theoretical perspectives; autocratic and democratic concepts; leadership dimensions; contingency and situational theories of leadership. The second component will consider the instruments used to assess leadership style; the research literature on designing and evaluating leadership development programs; and current trends in the field.

EDST4209 Legal Aspects of Educational Administration S1 or S2 L2

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. (Old No. 58.527G)

EDST4210 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 organization 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. (Old No. 58.572G)

EDST4211 Financial Issues in Educational Administration S1 or S2 L2

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 organizations. (Old No. 58.571G)

EDST4212 Policy Making in Education S1 or S2 L2

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, organizational 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. (Old No. 58.510G)

EDST4213 Communication and Human Relations S1 or S2 L2

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. (Old No. 58.502G)

EDST4214 Social Issues and Educational Policy S1 or S2 L2

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. (Old No. 58.525G)

EDST4215 Supervised Fieldwork in Educational Administration S1 or S2 L2

Exclusion: May not be taken in a program containing EDST3802 or equivalent.

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. (Old No. 58.573G)

EDST4216 Selected Aspects of Educational Administration 1 S1 or S2 L2

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. (Old No. 58.531G)

EDST4217 Selected Aspects of Educational Administration 2 S1 or S2 L2

Prerequisites or corequisites: 58.564G, 58.565G, 58.566 and 58.567G or equivalent.

Opportunity for students to study a second subject under visiting professors or lecturers with special experience and competence in selected aspects of educational administration not offered elsewhere in the course.

EDST3101 Managing Continuing Education 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; 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. (Old No. 58.904G)

EDST3801 One-Unit Project S1, S2 or D

EDST3802 Two-Unit Project S1, S2 or F

On a topic approved by the Head of School, with appropriate consultation and supervision. (Old No. 58.280G)

Social Work

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.

SOCW7711 Social and Behavioural Science S1 L/T1.5

Recent developments in the social sciences which provide a basis for developing students understanding of human behaviour will be examined. There will be an emphasis of their applicability to social work and social welfare practice.

SOCW7712 Social Theory and Welfare S2 L/T1.5

This subject will closely examine contemporary social theory, this will provide a basis for developing an understanding of social and political institutions. Implications for social work and social welfare practice will be developed.

SOCW7724 Social Work Research Methods A S1 L/T1.5

An overview of the research process and its application to knowledge building, theory testing and evaluation in social work and welfare settings. Covers quantitative and qualitative methods and deals with the problems of values in research as well as the political context of research activity. (Old No. 63.724G)

SOCW7725 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 and an introduction to a range of multivariate techniques appropriate to social work research. (Old No. 63.725G)

SOCW7733 Advanced Social Work Practice 1 F L/T2

An overview and critical analysis of contemporary social work practice theory, with the examination of assumptions, ideologies and primary concepts that underpin various orientations.

Concepts that are basic to social work intervention are critically reviewed in terms of contemporary practice. The application of these concepts with selected target groups, client or non-client, are the special focus of the initial part of this unit. The means by which social work may influence social policy are examined. (Old No. 63.733G)

SOCW7741 Public Policy Analysis and Practice

The subject will examine models of policy making and planning and develop awareness of the available policy making

techniques at various stages of policy formation planning and implementation. It is concerned with policy analysis as a practical social work and social welfare activity. The use and limits of policy analysis in a range of settings will be considered. (Old No. 63.741G)

SOCW7742 Managing in Welfare Organizations

The subject will examine and critique management and organization theory. Recent significant changes and trends within the socio-political environment will be highlighted. The usefulness of these theories to welfare settings will be explored. Particular emphasis will be placed on understanding management strategies that will assist students in their current and future practice. (Old No. 63.742G)

SOCW7743 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. (Old No. 63.743G)

SOCW7753 Advanced Social Work Practice 2 F L/T4

Gives each candidate the opportunity to pursue a program of learning which is specifically designed to relate to each person's present and/or projected professional responsibilities. May include guided reading, group discussions, utilization of audio-visual learning material, and some selected field learning. The candidate is involved in the design of an appropriate program. (Old No. 63.753G)

SOCW7761 Project

A study project undertaken by each candidate. It is original but limited investigation related to social work practice or social welfare policy, depending on the course in which the student is enrolled. Each candidate has a project supervisor. (Old No. 63.761G)

SOCW7771 Special Topic in Welfare Studies A S1 or S2 2CCH

An elective dealing with some aspects of welfare studies, selected according to current demand and availability of local and visiting lecturers.

SOCW7772 Special Topic in Welfare Studies B S1 or S2 2CCH

An elective dealing with some aspects of welfare studies, selected according to current demand and availability of local and visiting lecturers.

SOCW7773 Special Topic in Welfare Studies C S1 or S2 2CCH

An elective dealing with some aspects of welfare studies, selected according to current demand and availability of local and visiting lecturers.

SOCW7774 Special Topic in Welfare Studies D S1 or S2 2CCH

An elective dealing with some aspects of welfare studies, selected according to current demand and availability of local and visiting lecturers.

SOCW7775 Special Topic in Welfare Studies E S1 or S2 2CCH

An elective dealing with some aspects of welfare studies, selected according to current demand and availability of local and visiting lecturers.

SOCW7776 Special Topic in Welfare Studies F S1 or S2 2CCH

An elective dealing with some aspects of welfare studies, selected according to current demand and availability of local and visiting lecturers.

St George Campus

Teacher Education

Graduate Diploma of Educational Studies (Computer Education)

TEDG2011 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.

TEDG2011 Computers and Teaching 1 S1 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. (Old No. 23.202G)

TEDG0011 Computers and Teaching 2 S2 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 (i.e., 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. (Old No. 23.001G)

TEDG0022 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. (Old No. 23.002G)

Applied Computer Studies

TEDG5646 Information Processing 1 S1 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. (Old No. 23.564G)

TEDG5657 Information Processing 2 S2 3CCH

4 credit points

Prerequisite: TEDG5646

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. (Old No. 23.565G)

TEDG5668 Information Processing 3 S1 3CCH

4 credit points

Prerequisite: TEDG5657

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. (Old No. 23.566G)

Computer Studies

TEDG5613 Programming and Problem Solving S2 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. (Old No. 23.561G)

Elective Studies (Semester 3)

TEDG5624 Programming Techniques S1 3CCH

4 credit points
Prerequisite: TEDG5613

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. (Old No. 23.562G)

TEDG5635 Curriculum Project S1 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. (Old No. 23.563G)

TEDG2031 Computers in Educational Administration S2 3CCH

6 credit points
Prerequisites: TEDG5657, TEDG5613

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. (Old No. 23.203G)

TEDG5671 Designing Educational Packages S2 3CCH

6 credit points
Prerequisite: TEDG0011

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. (Old No. 23.567G)

TEDG5682 Expert Systems and Education S2 3CCH

6 credit points
Prerequisites: TEDG2022, TEDG5657, TEDG5613

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 specialization. (Old No. 23.568G)

TEDG5693 Independent Study S2 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. (Old No. 23.569G)

TEDG5021 Logo S2 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. (Old No. 23.502G)

TEDG5715 Machine Language Applications S2 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. (Old No. 23.571G)

TEDG5704 Programming Applications S2 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. (Old No. 23.570G)

TEDG5602 Teaching Curriculum Courses In Computing S2 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. (Old No. 23.560G)

Graduate Diploma of Education Course

TEDG6001 Curriculum Studies 1 S1

The subject has a core section and a special methods section.

The core section consists of the strand: Curriculum, Policy and Management.

Curriculum, Policy and Management

Educational policy documents are examined and strategies for implementation on the school and classroom are discussed. Topics include student welfare, personal development, human rights policies, language across the curriculum, environmental education, special needs education and schools management directives - school attendance policy, etc.

Special Methods

Students select two single strands or one double method strand. The subject matter of this section strands is associated with the basic skills and knowledge involved in the teaching of a discipline. Thus each strand provides a substantial background for the practice component of the course.

Art Method - Double

Emphasises a practical approach to planning and programming visual art lessons and units for secondary school. Visual Arts syllabus materials Year 7-10 and 11-12 and support documentation are analysed to assist students in the identification of assessment criteria and evaluation procedures.

Students participate in a range of practical workshops and there is an introduction to and exploration of, practical and theoretical approaches to the study of art history at Junior and Senior high school levels. Field trips and visits to art galleries are included.

Commerce/Economics Method

Utilizes a workshop in lectures and tutorials to interpret Junior Commerce and Senior Economics Syllabuses. Changes in society as a result of the technological revolution are viewed as being particularly pertinent to the teaching of Commerce and Economics.

During tutorials recent innovations in presenting materials are explored with emphasis on the relationship between ability level, student motivation and teacher effectiveness. Forays into the local community are undertaken to explore community resources.

Computer Studies Method

Addresses the Computer Education Policy, the Computer Awareness Syllabus Years 7-10, the Computing Studies Syllabus Years 7-10 and the Computing Studies Syllabus Years 11-12. The philosophies behind the policy and syllabuses and the requirements of the syllabuses are discussed. Topics include relevant content, classroom management strategies, approaches for developing teaching programs and various methods of delivery. Special issues

related to external and internal assessment requirements of the syllabuses are examined and sample examination papers are discussed. Hardware and software requirements are examined and reference is made to relevant research.

Drama Method

Students are assisted with conceptual structures and practical approaches in teaching drama in the secondary school. Planning for elective drama and theatre arts curriculum Years 7-12 includes considerations of such factors as school context, pupil experience and resources. The Drama Syllabus is analysed to assist in program development and students are assisted to develop assessment criteria and evaluation procedures.

The strand develops workshop techniques for teaching theatre arts and identifies an integrated core area of learning experiences that are applicable to all drama lessons. Skills are identified for a program that spans several years of school drama and which includes consideration of appropriate levels of achievement. Students are expected to have had experience in at least one area of practical theatre arts: eg mime, movement, or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, direction.

English Method

Provides practical ideas for implementing the junior and senior English syllabuses. The 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. Students participate in the same kind of learning activities they will be using with secondary pupils, such as working in small groups to prepare teaching resources.

English as a Second Language Method

French, German and Spanish Method

These strands involve the study of a variety of methodological approaches to the teaching of these subjects in secondary schools. Attention is also given to the historical development of these methods and linguistics as a discipline. Current syllabuses, means for implementing on issues such as motivational problems, assessment procedures and management issues are considered. Practical sessions involving different audio-visual approaches are provided.

Geography Method

Lectures, discussions and workshops are used to interpret the junior and senior syllabuses through a variety of approaches, in understanding the structuring of individual lessons as part of work units, and in examining methods of presentation of material in relation to student motivation, classroom management and varying class ability levels. This is followed by workshop and seminar activities, structured around a range of audio-visual, written and pictorial materials. Latest ideas in presenting information are explored, and experience gained in the production of fieldwork units, printed materials, wall charts, maps, overhead transparency materials, sound cassettes and multi-media kits.

History Method

A workshop approach is adopted in interpreting the junior and senior History syllabuses and in methods of evaluation.

The course aims to develop child-centred enquiry based learning techniques and encourage the development of skills

in knowledge, communication and empathy through creative and imaginative activities.

The program is closely related to practice teaching experience, developments in teaching academically gifted and less able students and mixed ability classes.

There are opportunities to prepare units of work, evaluate commercially produced resources, develop personal resources in readiness for teaching and participation in excursions.

Indonesian and Japanese Methods

Mathematics Method - Double

There are six main segments to this method: an examination of the objectives of teaching Mathematics at the secondary level; the consideration of elementary notions concerning a Mathematics curriculum and its construction; a comparison of the secondary Mathematics syllabuses of New South Wales with those of other systems; a discussion of strategies and methods for teaching Mathematics with special reference to the School and Higher School Certificates; the preparation of Mathematics aids for classroom use; the consideration of various aspects of evaluation and related matters.

Music Method - Double,

Physical Education Method

Adopts a workshop approach to the programming of Physical Education lessons and units of study. Considers the differing ability levels and stages of secondary school pupil development. Planning elective units for years 11-12 includes such factors as pupil needs, interests and experiences, together with school and community resources.

Students are encouraged to develop within pupils an appreciation of the aesthetics of movement, a wide variety of movement skills and an awareness of the health benefits of regular life-long physical activity. Teamwork, co-operation and communication are stressed as important elements for enjoyable and successful participation in physical activity.

Students learn to evaluate movement and skilled performance and select appropriate remedial activities. They develop a variety of teaching techniques and instructional procedures including those appropriate to outdoor settings. The importance of safety procedures associated with activities such as gymnastics, track and field and various games is stressed. A range of resource material and a number of aids are evaluated.

Science Method - Double

Students are encouraged to examine the learning of scientific ideas from a student's point of view and to re-examine their own understanding of science within its sociological, philosophical and technological framework.

The strand is designed to build confidence in the use of a wide variety of teaching techniques, procedures and aids. A range of resource material developed in recent curriculum projects in secondary science both in Australia and overseas is introduced. Current syllabuses and means by which they can be implemented are discussed.

Students are assisted to develop skills in planning lessons, units or work and programs, presenting demonstrations, managing science classrooms, using school science equipment and developing audio-visual aids. In workshop sessions students learn how to teach aspects of various topics in biology, chemistry, geology, physics and integrated

programs at both junior and senior levels. A number of issues, including pupil preconceptions in science, individualization, mastery learning, primary science teaching, enquiry approaches, assessment and evaluation, pupil differences, the use of microcomputers, safety, and legal considerations for the science teacher, are dealt with in both workshop and lecture sessions.

TEDG6002 Curriculum Studies 2

Prerequisite: TEDG6001

The subject has a core section and a special methods section.

The core section consists of the strand: Professional Roles and Responsibilities.

Professional Roles and Responsibilities

The strand has two segments: Professional Issues and Special Education.

Professional Issues focuses upon the contexts in which secondary education takes place in Australia, especially in New South Wales. An examination is made of some of the political, economic, historical, philosophical and legal factors that influence the professional roles and responsibilities of teaching and learning in the secondary school. An analysis is made of the structure and function of the selected organizations, interest groups and other variables that currently influence secondary school systems in New South Wales.

Special Education extends the student's knowledge of secondary children to the psychology and special educational needs of exceptional children with intellectual and/or physical and/or emotional and/or sensory disabilities. Teaching and intervention strategies will incorporate those aspects of special education technology as well as current computer technology which may facilitate communication and learning.

Special Methods: Students select the same two single method or the same double method strand they selected for TEDG6001 Curriculum Studies 1.

The descriptions of the special method strands of TEDG6002 Curriculum studies 2 are the same as those given for the special method strands of TEDG6001 Curriculum Studies 1. However whereas the subject matter of the special method strands of Curriculum Studies 1 is directed towards preparing the student for the teaching practice component of the course, the subject matter of the special method strands of Curriculum Studies 2 develops the base established in Curriculum Studies 1 and so provides the depth and breadth required for the teaching of the discipline concerned at a more advanced level.

TEDG6003 Educational Studies

Three strands: Learning and Development, Reflecting and Teaching, and Sociology and Schooling.

Learning and Development deals with such topics as adolescent development and self-perception learning, cognitive processes, memory, perception, motivation, attention, and individual differences, and the relevance of these matters for classroom teaching.

Reflecting and Teaching focuses initially on the practical problems concerned with children's motivation, the professional and pastoral role of the teacher and discipline in the classroom. The way teachers deal with such problems

reflects attitudes towards such issues as child-centred vs subject-centred teaching, freedom vs authority, creativity vs intelligence and co-operation vs competition. Thinking about such issues may modify some of the attitudes derived from students previous experience of schools and teachers.

Sociology and Schooling: The purpose of this strand is to place teaching and learning in a social context. Society and education are viewed in an interacting relationship. Education is examined in a broad context, such as in its relationship to the economy as well as at an interpersonal level such as deviant behaviour in the classroom. Topics include disadvantaged groups in society and implications for education the curriculum, the Australian education system, radical education theory and the educational implications of global trends and problems.

TEDG6004 Educational Electives

Prerequisites: TEDG6001 and TEDG6003

Two groups of electives: Electives - A and Electives - B.

Students are required to do at least two strands from Electives - A and at least one strand from Electives - B.

Electives - A:

The electives offered may include those that involve: examining recent research in learning and teaching in particular subject areas; understanding the relevance of education for appreciating social trends and problems; examining historical and philosophical issues related to particular subject areas

The electives offered depend upon staff availability and student demand.

Electives - B:

The electives offered may include those that involve: a project involving a community service to schools; instruction in the rules and coaching of particular sports; instruction in drama and musical productions; acquiring computer literacy

The electives offered depend upon staff availability and student demand.

TEDG6005 Teaching Experience

Corequisites: TEDG6001 and TEDG6003

Two strands: Microteaching and School Experience

Microteaching involves instruction in a number of teaching techniques and strategies. Students observe teaching models participate in the teaching of small groups of students for short periods of time, using video-recording, playback and analysis to assist in evaluation and remediation. Success in this strand is a prerequisite to placement in a school for the six week block of teaching practice (see below).

Teaching Practice consists of one day per week in a secondary school for 10 weeks and a six week block in the same school. During the one day per week - ten week period, students are expected to observe a number of lessons conducted by experienced teachers, familiarise themselves with the classes they are to teach, carry out interviews with some of the pupils they are to teach, familiarise themselves with school policies and procedures, become acquainted with roles adopted by school personnel and begin to teach segments of lessons and complete lessons initially prepared

by their supervising teachers. Over this period students also prepare units of work for teaching during the six week block to follow. Throughout the six week block students are required to teach a number of classes on a full time basis, working in close association with their supervising teachers.

Sport and Leisure Studies

SLST9000 Research Methods and Design

Introduction to a range of quantitative and qualitative techniques used in research and to philosophical considerations underlying research. Pre-suppositions 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 an informed manner. Of particular use for students interested in pursuing research in sport and exercise science.

SLST9010 Application of Research to Sport and Exercise Science

The application of principles of research design to specific issues associated with particular areas of sport and exercise science. The content will be tailored to the needs of students enrolled in the subject and will include research designs which will enable students to apply empirical and inferential research techniques appropriate to their research interests and needs. Students will become familiar with computer based statistical packages and their use.

SLST9100 Sports Administration - Theory and Practice

This subject will examine selected theories of administration and management and their application in a sporting context. Organizations, bureaucracies, contingency and open system theories: motivation, leadership, supervision and staff development; negotiation procedures, conflict resolutions, organizational change, communication, decision making and evaluation will be considered.

SLST9110 Current Issues in Sport Administration

This subject will address current issues in sport and their relevance to sports administrators. Particular attention will be given to sport and the law; sponsorship, promotion and marketing; professionalism; international sport; women in sport; children in sport; violence in sport and sport safety. Other topics relevant at the time will be included.

SLST9200 Advanced Topics in Exercise Physiology

The subject is designed to examine advanced and current topics of exercise physiology related to acute and chronic exercise. Topics will include: Cardiac and peripheral (including morphological and enzymological) adaptations to various modes of training; skeletal muscle fibre recruitment; metabolic pathways and substrate utilization during various work situations; and haematology. Students will develop

techniques in the areas of: Blood, skeletal muscle and gas analysis.

SLST9210 Scientific Principles of Human Performance

This course is designed to extend the students knowledge in assessment and programming for exercise prescriptions and sports performance. The course will focus on time and motion analysis of exercise programs and sports activities, advanced movement analysis techniques, theories and methods of aerobic and anaerobic conditioning, designing resistance training programs for exercise prescription and sports conditioning and exercise prescription for special populations. Students will be encouraged to apply the theories and practices examined to their own specific sporting and exercise interests.

SLST9220 Exercise Testing and Fitness Evaluation

Students will be involved in critically evaluating specific popular exercise testing procedures, developing specific purpose graded exercise testing protocols and examining recent developments in exercise testing, including sport specific assessment programs. Students will also be introduced to electrocardiogram use at rest and during exercise. Students will be required to present a seminar paper on an approved subject related topic.

SLST9250 Nutrition for Peak Performance

This subject provides an examination of the theoretical and practical aspects of nutrition as a basis for peak performance. The use of epidemiological studies and the analysis of nutrition research will exemplify these aspects. This subject will also provide the student with skills to assist in the provision of nutrition information and the guidance and successful changes in nutrition behaviour. Each student will be required to research and prepare topics dealing with current issues and trends in nutrition for peak performance.

SLST9300 Motor Learning and Performance

A theoretical and practical subject which aims to introduce and increase the students understanding of the variables of learning and performance that influence motor skill acquisition and performance. Teaches students to improve their research and reporting skills and understand the intricacies of experimental research.

SLST9310 Motor Control and Behaviour

Students conduct an exploration of current research and theories in the motor control of skill domain. The level of analysis involves a depth of understanding of present theories/research use of technical equipment and the application of these to the field setting.

SLST9350 Psychological Enhancement for Sport

Study of psychological theories and concepts and their relationship to human behaviour in sport. Sport viewed in the context of participant and the coach. Particular emphasis is placed on motivational variables, emotional states, personality, psychology and competition, coach/athlete interaction and enhancement strategies.

SLST9360 Applied Sport Psychology

Study and development of specific enhancement techniques in the manipulation of performance. The elite athlete and mental preparation, relaxation, imagery, positive mental attitude, biofeedback, affirmations and organization (self discipline) procedures. Students will be exposed in seminar, group sessions to diary and interview techniques.

SLST9400 Major Project

The subject offers students an opportunity to study in depth a particular aspect of sport or exercise science. They will be required to plan and design a study which leads to a major essay or practical project on a significant topic. Students would be expected to demonstrate responsibility and confidence in a basically self-directed approach to scholarship.

Arts and Music Education

Graduate Diploma of Arts 1

EXPA6460 Interdisciplinary Arts Studies 1 S1 3CCH Arts and Society in Time

4 credit points

Students are introduced to the history of art 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.

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. (Old No. 69.646G)

EXPA6470 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. (Old No. 69.647G)

EXPA6480 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. (Old No. 69.648G)

EXPA6490 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, performance or exhibition. (Old No. 69.649G)

EXPA1300 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. (Old No. 69.130G)

EXPA1310 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. (Old No. 69.131G)

EXPA1810 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. (Old No. 69.181G)

EXPA1820 Art 2 S1 or S2 2CCH*4 credit points*

This subject provides students with practical experience in two dimensional art. Students focus upon drawing/painting or drawing/graphics 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. (Old No. 69.182G)

EXPA1830 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 craft projects in textiles, paper construction and ceramics are undertaken as part of craft work. (Old No. 69.183G)

EXPA1840 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. (Old No. 69.184G)

EXPA3300 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. (Old No. 69.330G)

EXPA3310 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. (Old No. 69.331G)

EXPA6300 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. (Old No. 69.630G)

EXPA6310 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 studied in Dance 1, especially focusing upon group choreography, staging and contemporary dance forms. (Old No. 69.631G)

EXPA6510 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. (Old No. 69.651G)

EXPA6520 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. (Old No. 69.652G)

EXPA6910 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. (Old No. 69.691G)

EXPA6920 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. (Old No. 69.692G)

EXPA7310 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. (Old No. 69.731G)

EXPA7320 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. (Old No. 69.732G)

EXPA6450 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 selected forms, expresses a group response to the chosen theme concept or idea. (Old No. 69.645G)

Master of Education in Creative Arts

Core Strand Subjects

EXPA5000 Contemporary Issues in School Education S1 L2

This subject will assist teachers to examine contemporary issues in school education and review national and international developments in education that affect school education in the 1990's and into the 21st Century. Government reports on policy and priorities at state and federal level will be critically examined and issues bearing on school curricula will be studied. Education issues will be examined in terms of broad impact upon school curriculum and more specifically upon the arts in education. Topics will include quality of education, purposes of schooling, equity in schooling, school and work, education for the disadvantaged, education for the gifted and talented, school development and change, school evaluation and centres of excellence.

EXPA5010 Aesthetic Education in Schools S1 L2

This subject will introduce theories of aesthetic education and examine the significance and value of a theory of aesthetic

education for society, culture and school. Questions concerning aesthetic experience and aesthetic valuing in the assessment of the arts will be considered with reference to school curriculum. Readings, discussion and experiencing of the arts will be directed towards cultivating a sense and understanding of aesthetic education and the arts and how aesthetic education contributes to a formal school education. Topics will include art in cultural context, modern aesthetic theory and its applicability to experience, aesthetic experience and school education, research and development in teaching aesthetic skills and aesthetic criticism.

EXPA5020 Introduction to Research in Arts Education S1 L2

This subject will introduce students to educational research. Topics will include the nature and purposes of educational research, the characteristics of the research process, selection of a research problem, ethics in planning, conducting and reporting research. Various methods of research are examined: experimental, historical, survey, ethnographic, case study, illuminative evaluation, educational criticism, educational connoisseurship and others. Techniques for collecting data are investigated and students will be assisted in reading and evaluating research reports.

EXPA5030 Applied Research in Arts Education S2 L2

Prerequisites or corequisites: EXPA5000, EXPA5010 and EXPA5020.

This subject will assist students to undertake action research in the school context. Research may focus upon social practice or action in the classroom, a specific teaching practice, personal professional knowledge, curriculum development and evaluation or student learning. The research project should investigate arts education theory or practice in the school context. The theory of small-scale research will be covered and students will be assisted through the process of conducting small-scale research and documenting and reporting the findings.

Elective Strand Subjects

EXPA5040 Human Development and Art Education Theory and Practice S1 or S2 L2

This subject will examine the major phases or stages of individual development through art and the appearance, meaning and function of art at each stage. Alternate theories will be examined and compared for their adequacy in dealing with visual evidence and in terms of the respective implications for art education. The application of perceptual and cognitive responding in different facets of art making and critical responding will also be introduced and examined to assist students to understand the factors involved in creative practice and aesthetic experiencing.

EXPA5050 Teaching Art: Contemporary Issues that Influence Classroom Practice S2 L2

Prerequisites or corequisites: EXPA5040

The subject will assist students to become familiar with contemporary writing in Australia and overseas on issues concerned with art education. There will be a range of issues

examined and compared to gauge their adequacy in responding to critical social, economic, political and educational needs in schools and the implications for art education. Topics will include design education, discipline-based art education, cognition and the visual arts, creativity, art advocacy, talented and gifted children, art programs in special education and education and technology. Australian art syllabi and visual arts program documents will also be reviewed.

EXPA5060 Studio Practice In Context of Contemporary Art Theory and Criticism S1 or S2 L2

Prerequisites or corequisites: EXPA5040, EXPA5050

This subject will examine current art theory and art criticism through studio practice, readings and through responding to visual art exhibitions and contemporary art production. These practical, critical and reflective experiences will assist students to define their own aims as practitioners and their own abilities to respond in informed ways to contemporary art theory and practice.

EXPA5070 Human Development and Dance S1 or S2 L2 Education Theory and Practice In Schools

The subject will study the development of dance in education during the Twentieth Century. The philosophical bases of dance for young people will be reviewed and analysed and students will be expected to develop a rationale for the value of dance in school education in terms of the physical, cognitive and affective life of the individual. There will be an historical overview of dance in education in Australia since 1900 so that modern dance education practices can be placed on context. An examination of styles and types of dance taught in schools or with potential to be taught in schools will assist students in constructing their own dance program.

EXPA5080 Teaching Dance: Dance S2 L2 Improvisation and Composition

Prerequisites and corequisites: EXPA5070

The focus of the subject is upon the nature and role of improvisation in dance and ways to encourage and assist students to create dance compositions. Improvisation and composition will be examined in terms of their relevance to dance in education and to performance dance. Participation in practical dance classes will be required of students taking this subject.

EXPA5090 Dance Styles: Historical S1 or S2 L2 Antecedents and Modern Developments

Prerequisites and corequisites: EXPA5070, EXPA5080

This subject examines the range of dance technique styles offered to students and investigates their significance and benefit from kinesiological, educational, pedagogical, gender and social viewpoints.

The current influence of the pop/rock culture on dance in general and dance styles in particular will be investigated and compared with the influence of both classical ballet and Australia's ethnic diversity.

This subject will be both practical and theoretical and should enable students to choose from style diversity a program specifically suited for a target group.

EXPA5100 Drama In Education: Theory S1 or S2 L2 and Methodology

Theoretical approaches to the teaching of drama will be analysed in the context of historical and social developments which have influenced educational practice this century. Students will research the nature of learning processes in drama and examine the importance of 'child play' experienced through drama in conjunction with other studies into the nature of 'child play'. This subject will contrast the methodologies of leading drama practitioners which have determined the current diversity of approaches adopted by teachers. The theoretical function of the teacher as catalyst or facilitator and frequently as director in the process of creative drama will be examined against the background of the contentious debate over 'product versus process'.

EXPA5110 Drama Curriculum: Implementation S2 L2 In Schools

Prerequisites and corequisites: EXPA5100

This subject examines the process of curriculum development for Years K-6, 7-10 and 11-12. Theories of artistic expression and notions of the 'age-stage' will be studied for their assistance in planning curriculum. Practical work will involve structuring units of drama around the framework of the syllabus to create programs that are suitable for particular school needs. Knowledge and skills needed will be identified and implementation strategies and evaluation procedures explored. Current suggested strategies for curriculum development in drama in education will be critically examined and drama documents and practice in educational systems in Australia will provide comparative studies. Syllabus and support documents from the NSW Department of School Education will be investigated in conjunction with North American practices in drama and recent applications of curriculum in British schools.

EXPA5120 The Influence of Modern S1 or S2 L2 Theories of Performance and Theatre on Drama Education

Prerequisites and corequisites: EXPA5100, EXPA5110

This subject is designed to provide students with a thorough grasp of the principles of modern theories of performance in theatre and their major influence on the practice of drama education both overseas and in Australia. The origins and current expressions of performance idiom are studied as part of contemporary theatre practice. Their roots in modernism are studied and the applications of these practices and principles to drama education identified, researched and explored in performance studies and studio productions.

EXPA5130 Contemporary Studies In Music S1 or S2 L2 Education: Jazz Studies

Students study the nature of jazz, its historical development from African roots to the present day, jazz theory and harmony and performance practice. This subject will involve students in some practical performance work and will include an investigation of teaching strategies for the introduction of jazz to schools.

EXPA5140 Contemporary Studies in Music S1 L2
Education: Popular Music/
Rock and Roll

This subject traces the development of popular/rock music from the 1950's to the present day. The study will include an investigation of the influence of technology on the development of these styles and the study of popular/rock music with a social/political context.

Other topics to be investigated include: problems of analysis in popular/rock music, music in the age of MTV, performance practice and teaching strategies for the classroom. Students will need to become familiar with basic synthesizer and recording technology. Some studio production work will be required.

EXPA5150 Performance Studies: Jazz S1 or S2 L2
Ensemble

Prerequisites and corequisites: EXPA5130

Students will be involved in rehearsals in preparation for at least one public performance. Skills in improvisation and ensemble playing will be developed throughout the duration of the subject. Relevant literature from published material will be reviewed and considered in preparing a program and developing procedures for rehearsal and performance.

EXPA5160 Performance Studies: S1 or S2 L2
Studio Production

Prerequisites and corequisites: EXPA5140

This subject will involve students in composing and recording at least two works in a specified popular/rock style. Students will be required to program synthesizer/drum machines and where appropriate additional instrumentation such as guitars, percussion or vocals. Relevant current journal literature and sound manuals will be reviewed to assist in developing skills in the generation of sound.

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 **Table of Courses by Faculty (Undergraduate Study)**.

The following is the list of higher degrees and graduate diplomas of the University, together with 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	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	Calendar/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 & Economics
Master of Commerce	MCom	Commerce & Economics
Master of Community Health	MCH	Medicine
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 without supervision	ME	Applied Science Engineering
Master of Engineering Science	MEngSc	Engineering Applied Science 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 Engineering

Title	Abbreviation	Calendar/Handbook	Higher Degrees (continued)
Master of Science <i>without supervision</i> (continued)	MSc	Medicine Sciences* University College	
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*	Graduate Diploma
	DipPaed	Medicine	
	DipEd	Professional Studies	
	DipIM-ArchivAdmin		
	DipIM-Lib		
	DipFDA	Sciences*	

*Faculty of Science.

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 lodged with the Registrar at least one month prior to the date at which enrolment is to begin.

(2) In every case before making the offer of a place the Committee shall be satisfied that agreement has been reached between the School and the applicant on the topic area, supervision arrangements, provision of adequate facilities and any coursework to be prescribed and that these are in accordance with the provisions of the Bill of Rights for postgraduate research students.

(3) The candidate shall be enrolled either as a full-time or a part-time student.

(4) A full-time candidate will present the thesis for examination no earlier than three years and no later than five years from the date of enrolment and a part-time candidate will present the thesis for examination no earlier than four years and no later than six years from the date of enrolment, except with the approval of the Committee.

Higher Degrees Doctor of Philosophy (PhD)

Qualifications

Enrolment

(5)The candidate may undertake the research as an internal student i.e. at a campus, teaching hospital, or other research facility with which the University is associated, or as an external student not in attendance at the University except for periods as may be prescribed by the Committee.

(6)An internal candidate will normally carry out the research on a campus or at a teaching or research facility of the University except that the Committee may permit a candidate to spend a period in the field, within another institution or elsewhere away from the University provided that the work can be supervised in a manner satisfactory to the Committee. In such instances the Committee shall be satisfied that the location and period of time away from the University are necessary to the research program.

(7)The research shall be supervised by a supervisor or supervisors or under other appropriate supervision arrangements approved by the Committee. Normally an external candidate within another organisation or institution will have a co-supervisor at that institution.

Progression

4.The progress of the candidate shall be considered by the Committee following report from the School in accordance with the procedures established within the School and previously noted by the Committee.

(i)The research proposal will be reviewed as soon as feasible after enrolment. For a full-time student this will normally be during the first year of study, or immediately following a period of prescribed coursework. This review will focus on the viability of the research proposal.

(ii)Progress in the course will be reviewed within twelve months of the first review. As a result of either review the Committee may cancel enrolment or take such other action as it considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

5.(1)On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

Thesis

(2)The candidate shall give in writing to the 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.

(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.

Examination

6.(1)There shall be not fewer than three examiners of the thesis, appointed by 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 thesis merits the award of the degree.

(b)The thesis merits the award of the degree subject to minor corrections as listed being made to the satisfaction of the head of school.

(c)The thesis requires further work on matters detailed in my report. Should performance in this further work be to the satisfaction of the higher degree Committee, the thesis would merit the award of the degree.

(d) The thesis does not merit the award of the degree in its present form and further work as described in my report is required. The revised thesis should be subject to re-examination.

(e) The thesis does not merit the award of the degree and does not demonstrate that resubmission would be likely to achieve that merit.

(3) If the performance at the further work 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 work, 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.

7. A candidate shall pay such fees as may be determined from time to time by the Council.

Fees

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.

**Master of Archives
Administration
(MArchivAdmin)**

2. (1) A candidate for the degree shall:

Qualifications

(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 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 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.

* 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.

(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.

Fees

**Master of Education
(MEd) at Honours Level**

6. A candidate shall pay such fees as may be determined from time to time by the Council.

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.

Qualifications

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 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 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.

(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.

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 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.

**Enrolment and
Progression**

Thesis

	<p>(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 photostal or microfilm or other copying medium.</p>
Examination	<p>5. (1) <i>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.</i></p> <p>(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:</p> <p>(a) the candidate be awarded the degree with Honours without further examination; or</p> <p>(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</p> <p>(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</p> <p>(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</p> <p>(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.</p> <p>(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.</p> <p>(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.</p>
Fees	<p>6. A candidate shall pay such fees as may be determined from time to time by the Council.</p>
Master of Education (MEd) At Pass Level Qualifications	<p>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.</p> <p>2. (1) A candidate for the degree shall:</p> <p>(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</p> <p>(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</p> <p>(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.</p> <p>(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.</p> <p>(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.</p>
Enrolment and Progression	<p>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 Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.</p> <p>(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.</p> <p>(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.</p> <p>(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</p>

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 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.

Master of Educational Administration (MEdAdmin) 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 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 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.

*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.

(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 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 Educational
Administration
(MEdAdmin) at Pass
Level
Qualifications**

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.

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 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 qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(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 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 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
Qualifications**

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).

(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 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 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

Qualifications

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.

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 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.

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 Librarianship by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

**Master of Librarianship
(MLib) by Formal Course
Work
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 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 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.

**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 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 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.

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.

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 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;

(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.

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation or design.

Thesis

(2) The candidate shall give in writing to the 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.

**Master of Public Health
(MPH) by Formal
Course Work
Qualifications**

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.

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.

**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 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.

(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 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 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.
- Fees**
6. A candidate shall pay such fees as may be determined from time to time by the Council.

**Master of Social Work
(MSW) by Formal
Course Work
Qualifications**

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.
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 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)**

2. (1) A candidate for the degree shall:

Qualifications

(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 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

Graduate Diploma

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

**Graduate Diploma
(DipEd,
DipIM-ArchivAdmin or
DipIM-Lib)**

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).

Qualifications

(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.

Enrolment and
Progression

(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 diploma shall be made on the prescribed form which shall be lodged with the 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 the Student Centre located on the Lower Ground Floor of the Chancellery.

Unless otherwise indicated in footnotes, applications for the following scholarships should be made to the Registrar and Deputy Principal by 14 January each year. Please note that not all of these awards are available every year.

Donor	Value	Year/s of Tenure	Conditions
General			
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
General (continued)			
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.
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.

Donor	Value	Year/s of Tenure	Conditions
General			
University Postgraduate Research Scholarships	Living allowance of \$13,504 pa. Other allowances may also be paid. Tax free.	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.

Graduate Scholarships (continued)

Donor	Value	Years of Tenure	Conditions
General (continued)			
Commonwealth Postgraduate Research Awards	\$13,504 to \$17,427	1-2 years for a Masters and 3-4 years for a PhD degree	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 Registrar by 31 October.
Commonwealth Postgraduate Course Awards	Living allowance of \$10,903 pa. Other allowances may also be paid. Tax free.	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 the Registrar by 28 September.
Overseas Postgraduate Research Scholarships	Tuition fees only	2 years for a Masters and 3 years for a PhD	Eligibility is confined to postgraduate research students who are citizens of overseas countries excluding citizens of countries which are covered by the Equity and Merit Scholarship Scheme (EMSS). Application to the Registrar by 28 September
IDP-Korea/Taiwan Research Scholarships	Tuition fees and a stipend	2 years for a Masters and 3 years for a PhD	Eligibility is confined to postgraduate research students who are citizens of Korea or Taiwan. Application to the Registrar by 31 July.
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 the Registrar in September or October each year.
The English-Speaking Union (NSW Branch)	\$7000	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

Graduate Scholarships (continued)

Donor	Value	Year/s of Tenure	Conditions
General (continued)			
Gowrie Scholarship Trust Fund	\$6000 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.
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 £4862 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.

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 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 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
General		
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 Australian College of Health Service Administrators Prize	\$100.00	The best overall performance 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

Graduate University Prizes

The following table summarizes the graduate prizes awarded by the University.

Donor/Name of Prize	Value \$	Awarded for
School of Health Services Management		
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
The 2/5 Australian General Hospital Association Prize in Health Service Management (Nursing)	\$150.00	General proficiency throughout the Master of Health Administration, Master of Health Planning, Master of Public Health or Master of Nursing Administration by a trained nurse registered in Australia.

Student's Timetable

[illegible]

Student's Timetable

[illegible]

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
 Jo 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
 Wool & Animal Sciences 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

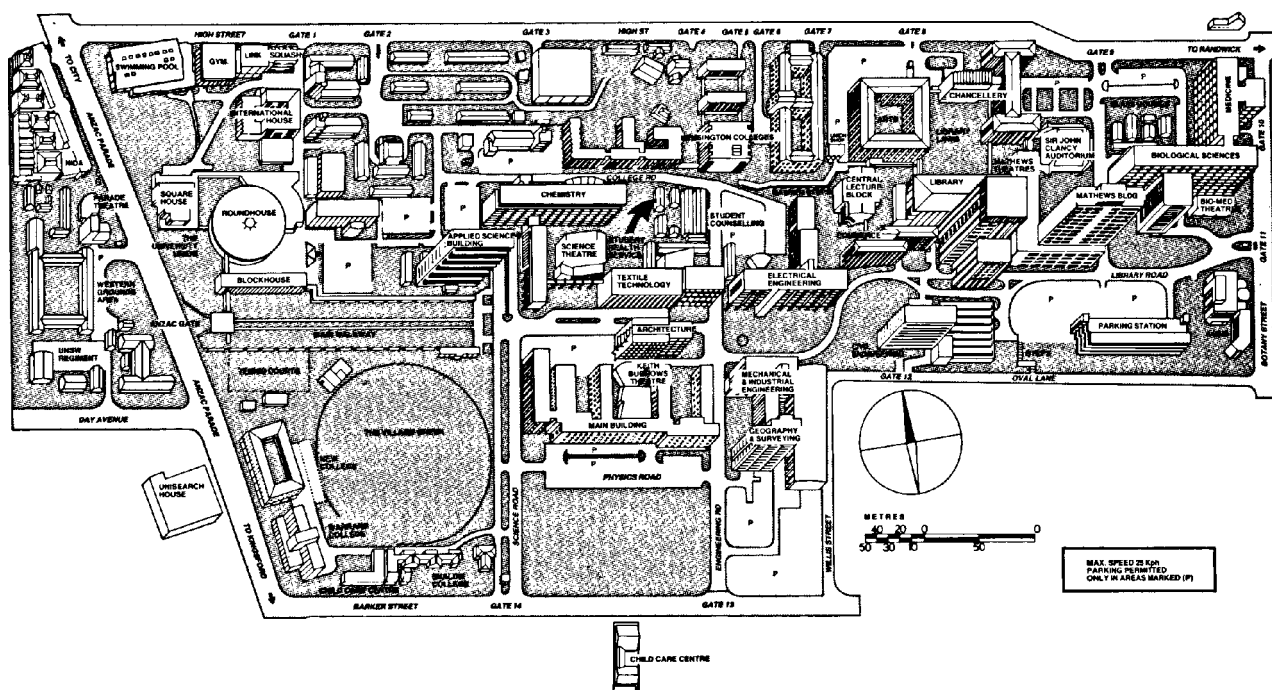
General

Accommodation (off-campus) F15
 Academic Staff Office C22
 Accounting F20
 Admissions C22
 Adviser for Prospective Students C22
 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
 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 Services Management C22
 History C20
 Industrial Arts H14
 Industrial Design G15
 Industrial Relations and Organizational Behaviour F20
 Information Systems F20
 International Student Centre F16
 IPACE F23
 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
 News Service 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
 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 B8
 University Health Services E15
 Student Records C22
 Student Services F15
 Students' Union E4 and C21
 Surveying K17
 Professional Development 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 & Animal Sciences G14

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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.