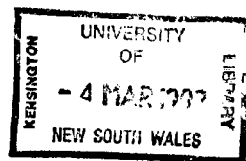SCIENTIA

MANU ET MENTE

The University of New South Wales

Professional Studies

Kensington Campus
St George Campus

1992
Faculty Handbook

The University of New South Wales

Professional Studies

1992
Faculty Handbook

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 4 November 1991, but may be amended without notice by the University Council.

Contents

Contents

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.

	1992	1993	
Session 1 (67 teaching days)	2 March to 16 March	1 March to 8 April	**Faculties other than**
Recess:	17 April to 26 April	9 April to 18 April	**Medicine**
	27 April to 12 June	19 April to 11 June	
Study Recess:	13 June to 18 June	12 June to 17 June	
Examination:	19 June to 7 July	18 June to 6 July	
Midyear Recess:	8 July to 26 July	7 July to 25 July	
Session 2 '67 teaching days)	27 July to 25 September	26 July to 24 September	
Recess:	26 September to 5 October	25 September to 4 October	
	6 October to 6 November	5 October to 5 November	
Study Recess:	7 November to 12 November	6 November to 11 November	
Examinations	13 November to 1 December	12 November to 30 November	

Important Dates for 1992

January
W	1	New Year's Day – Public Holiday
F	10	Last day for acceptance of applications by office of the Admissions Section for transfer to another undergraduate course within the University
M	13	Term 1 begins – Medicine IV
M	20	Term 1 begins– Medicine V
M	27	Australia Day – Public Holiday

February
T	4	Enrolment period begins for new undergraduate students and undergraduate students repeating first year
M	10	Re-enrolment period begins for second and later year undergraduate and graduate students enrolled in formal courses
F	28	Last day for acceptance of enrolment by new and re-enrolling students (Late fee payable thereafter if enrolment approved)

March
M	2	Session 1 begins – all courses except Medicine IV and V
Su	8	Term 1 ends – Medicine IV
M	9	Term 2 begins – Medicine IV
F	13	Last day applications are accepted from students to enrol in Session 1 or whole year subjects
Su	22	Term 1 ends – Medicine V
M	30	Term 2 begins – Medicine V
T	31	HECS Census Date for Session 1

April
F	17	Good Friday – Public Holiday Mid-session Recess begins
M	20	Easter Monday – Public Holiday
S	25	Anzac Day – Public Holiday
Su	26	Term 2 ends – Medicine IV Mid-session Recess ends

May
S	2	May Recess begins – University College, ADFA
M	4	Term 3 begins – Medicine IV
F	8	Term 1 ends – AGSM
T	12	Publication of Provisional Timetable for June examinations
Su	17	May Recess ends – University College, ADFA
W	20	Last day for students to advise of examination clashes
Su	31	Term 2 ends – Medicine V

June

M	1	Term 2 begins – AGSM
T	2	Publication of Timetable for June examination
M	8	Queen's Birthday – Public Holiday
T	9	Term 3 begins – Medicine V
F	12	Session 1 ends
S	13	Study Recess begins
		College of Fine Arts Assessment Week begins
Su	14	Term 3 ends – Medicine IV
M	15	Term 4 begins – Medicine IV
Th	18	Study Recess ends
F	19	Examinations begin
		Session 1 ends – University College, ADFA
S	20	Midyear Recess begins – University College, ADFA
		College of Fine Arts Assessment Week ends
M	22	Examinations begin – University College, ADFA

July

T	7	Examinations end
W	8	Midyear Recess begins
S	11	Examinations end – University College, ADFA
Su	19	Midyear Recess ends – University College, ADFA
M	20	Session 2 begins – University College, ADFA
Su	26	Midyear Recess ends
M	27	Session 2 begins

August

F	7	Last day applications are accepted from students to enrol in Session 2 subjects.
		Term 2 ends – AGSM
Su	9	Term 3 and 4 ends – Medicine IV and V
M	17	Term 4 and 5 begins – Medicine IV and V
M	31	HECS Census Day for Session 2.
		Term 3 begins – AGSM

September

F	25	Closing date for applications to the Universities Admission Centre
S	26	Mid-session Recess begins
		September Recess begins – University College, ADFA

October

Su	4	September Recess ends – University College, ADFA
M	5	Labour Day – Public Holiday
		Mid-session Recess ends
T	6	Publication of provisional timetable for November examinations
W	14	Last day for students to advise of examination clashes
Su	18	Term 4 ends – Medicine V
F	23	Session 2 ends – University College, ADFA
M	26	Examinations begin – University College, ADFA

November

F	6	Session 2 ends
		Term 3 ends – AGSM
S	7	Study Recess begins
		College of Fine Arts Assessment Week begins
Su	8	Term 6 ends – Medicine IV
Th	12	Study Recess ends
F	13	Examinations begin
		Examinations end – University College, ADFA
		College of Fine Arts Assessment Week ends

December

T	1	Examinations end
F	25	Christmas Day – Public Holiday
S	26	Boxing Day – Public Holiday
M	28	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

Presiding Member
Professor M. Cooper

Sub-Dean St George Campus
Mr G. Bymes

Senior Administrative Officers
Mr A. Bavaro
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.

*Conjoint appointment with the Australian Graduate School of Management

Visiting Professor
Fenton George Sharpe, BA BLitt MEdAdmin *N.E.*, PhD *Oregon*, FACE, FIEA, AFAIM

Associate Professors
Robert John Barry, BA PhD DipEd *Syd.*, MSc *Macq.*, DSc *N.S.W.*, FIOP, MAIP, MAPsS, MSPR
Robert Thomas Solman, BSc *N.S.W.*, BSc *Tas.*, PhD *A.N.U.*
John Sweller, BA PhD *Adel.*

Senior Lecturers
Robert Conners, BA DipEdAdmin *N.E.*, MEd *Calg.*,PhD *Alta.*
**Miraca Una Murdoch Gross, DipT *Moray House, Edin.*, BEd *South Australian C.A.E.*, MEd PhD *Purdue*
Neil Andrew Johnson, BBus *Swin.*, DipEd *Melb.*, MEdAdmin *N.E.*, 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*
Renae Low, Cert Ed *Sing.*, BSc PhD *LaT.*

Administrative Officer
Sheena Mary Wiard, MA *Edin.*, CertSecEd. *Moray House, Edin.*

** Conjoint appointment with the School of Teacher Education.

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.*, MEc *Syd.*, PhD *Lond.*, FCHSE, Hon.FRACMA

Senior Lecturers
Philip William Bates, BCom LLB *N.S.W.*, FCHSE, Barrister
Deborah Ann Black, BSc DipEd MStat *N.S.W.*
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.*, FCHSE
Helen Madeleine Lapsley, BA *Auck.*, MEc *Syd.*, FCHSE

Lecturers
Kerry Carrington, BAdmin *Griff.*, PhD *Macq.*
Kevin Ford, MCom *N.S.W.*
Jan Osborn, BHA *N.S.W.*, RGN, RMN
Elaine Rose Rigby, BBus *N.S.W.I.T.*, MEd *Syd.*, DipEd *Syd.C.A.E.*, CPA
Patricia Ann Spencer, BN *McG.*, MEdSt *Monash*, RN, FCNA, MACE

Administrative Officer
Juliet Wight-Boycott, BA *Nott.*

Administrative Assistants
Natasha Batianoff
Kim A. Eirth

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

School of Librarianship

Professor of Librarianship and Head of School
W. Boyd Rayward, BA *Syd.*, MS *Ill.*, PhD *Chic.*, 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 PhD *N.S.W.*, ALAA
Ann Pederson, BA *Ohio Wesleyan*, MA *Georgia State*, FSAA
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 Wellesly 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.*, DipIM-ArchivAdmin *N.S.W.*

Administrative Assistant
Raymond John Locke

School of Social Work

Head of School
Martin Scott Mowbray, BSW *N.S.W.*, MSocStud *Syd.*, PhD *N.S.W.*

Professors of Social Work
Allan Borowski, BCom MA DipSocStud *Melb.*, PhD *Brandeis*
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
Barbara Rose Ferguson, BA MSW *Hawaii*, DSW *Calif.*
Damian John Grace, BA PhD *N.S.W.*
Deirdre Thelma James, BA *Syd.*, PhD *Macq.*
Sandra Lee Regan, BA *Boston S.C.*, MSW EdM *N.Y. State*, PhD *Rutgers*
Richard John Roberts, BA DipEd *N.E.*, BSocStud *Syd.*, PhD *N.S.W.*
Betsy May Wearing, BA LittB *N.E.*, PhD *N.S.W.*, ASTC
Keith Edward Windshuttle, BA *Syd.*, MA *Macq.*

Lecturers
Rosemary Ellen Berreen, BSW PhD *N.S.W.*
Natalie Bolzan, BSW PhD *N.S.W.*
Jan Breckenridge, BSocStud *Syd.*
Gillian Calvert BA *Qld.*, BSW *Melb.*, MBA *U.T.S.*
Patricia Davies, BA *C.U.N.Y.*, MSc *Lond.*
Elizabeth Aureena Fernandez, MA *Madr.*
Carmel Petrea Flaskas, BSW *Qld.*, MA *Macq.*
Karen Susan Heycox, BSW *N.S.W.*
Lesley Hughes, BA *N.S.W.*, BSocStud MSW *Syd.*
Catherine Humpreys, BSW *Qld*, PhD *N.S.W.*
Helen Meekosha, BA *Durh.*, DipAdvSoc&EcStuds *Manc.*, MA *Brad.*
Frederick Edward Trainer, MA PhD *Syd.*
Michael John Wearing, BSW PhD *N.S.W.*
Louise Webb, BSc *Lond.*, MA *Warw.*, GradDip *U.T.S.*
Diane Maree Zulfacar, BA DipSocWk *Syd.*, MSW *Smith*, PhD *N.S.W.*

Honorary Associates
Gloria Arentz, BSW *N.S.W.*
Don Coles, BSocStud *Syd.*
John Dent, BSocStud *Syd.*, MHA *N.S.W.*
Xandra Gerritsen, BSW *N.S.W.*
Ian Harrison, BSW *N.S.W.*
Michael John Hillman, BSocStud DipLabRelations&theLaw *Syd.*
Michele Horgan, BSW *N.S.W.*
Andrew Maxwell, BSW *N.S.W.*

Administrative Officer
Natalie du Gard. BSW *N.S.W.*

St George Campus

School of Teacher Education

Senior Lecturer and Head of School
John Scheding, BSc *Syd.*, MSc *Macq.*, PhD *Colorado*, FGAA

Principal Lecturers
George Byrnes, BA *Syd.*,MLitt *N.E.*
Dennis Hewish, BA *N.E.*, MEd *Alta.*
Robert Phillips, BA *N.E.*, PhD *Syd.*

Senior Lecturers
Arthur Anderson,BSc DipEd *Syd.*, MSc PhD *N.S.W.*
George Comino, BSc(Psych) 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.*, MSc PhD *Oregon*, Dip PhysEd *Syd.Teachers Coll.*
Alan Watson, BA *N.E.*, MA PhD *Syd.*, DipRE *M.C.D.*

Lecturers
Robrt Baker, BSc DipEd *Syd.*, MSc *Macq.*, MCogSc *N.S.W.*
Garry Barbuto, BE MPhysics *N.S.W.*, DipEdStud *Syd.C.A.E.*
William Buckley, BA DipEd *N.E.*, MEd *N.S.W.*
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, MA DipEd *N.S.W.*
Neil Wesley Keast, BA *Syd.*, DipTeach *Armidale T.C.*
Kerry Mcleod, MA DipEd *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.*, MEd *N.S.W.*
Betty Schlesinger, BEd *E.C.E.*, MEd *Syd.*
Deborah Scott, BEd *Syd.*
Raymond Smith, BA *Catholic U. of America*, MA *Siena Coll.*, GradDipMedia *A.F.T.S.*
Denise Tolhurst, DipTeach BMath *W'gong.*
Claire Wille, DipT *Alexander Mackie C.A.E.*, Dip Arts *Syd. C.A.E.*, MEd *W'gong.*

Administrative Officer
Ian Douglas

School of Sport and Leisure Studies

Principal Lecturer and Head of School
Wilfrid Ewens, BA *N.E.*, MEd *Syd.*, PhD *Oregon*, DipPhysEd *Syd. Teachers Coll.*, FACHPER

Associate Professor
James Sockler, BS MS *Texas*, PhD *Maryland*

Senior Lecturers
John Schell, MS *Oregon*, DipPhysEd *Syd.TeachersColl.*
Kevin Norton, BEd(PhysEd) MA *Flin.*, PhD *Georgia*

Lecturers
Peter Abernethy, BHMS(Ed) PhD *Qld.*
Paul Batman, MS *Oregon*, ACTT *Victoria Coll.*, DipPhysEd *A.C.P.E.*
Connell Byrne, MA *Calif. State*, DipPhysEd *Syd.TeachersColl.*
Rosemary Caldwell, BA *N.S.W.*, DipPhysEd *W'gong.*
John Nolan, MA *San Diego State*
Gay Revie, BEd *Sus.*, DipPhysEd *Syd.Teachers Coll.*
Pauline Sky, BA *Kuring-gai C.A.E.*, MA *N.S.W.*
Bruce Wilson, BS *Indiana State*, MA *Northern Colorado*, PhD *Florida State*

Tutor
Elizabeth Lowe, BSc *Syd.*, DipSpSc *Cumberland*, DipEd *Syd.C.A.E.*

Honorary Associates
Peter Corcoran, OAM, ASTC Dip IAEd *Newc. Teachers Coll.*
Barbara Eden, MA *Macq.*, DipSecEd *Syd. Teachers Coll.*
Margaret Keech, BAppSc(Phty) GradDipSpSc *Cumb.Coll.*

Administrative Officer
William Baker

School of Arts and Music Education

Senior Lecturer and Head of School
Peter Thursby, BEd MA *Calif.*, PhD *Macq.*

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

Lecturers
Simplicius Cheong, BMus *W.Aust.*, 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 *Calg.*, MA *Nova Scotia Coll.*
Emma Robertson, BA *Glasgow School of Art*, MA *Manc. Poly.*
Michael Ryan, BMus *N.S.W. Con.*, PhD *Syd.*
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.TeachersColl.*
Colin Watts, BMus *Durh.*, MA *Syd.*, DipMusEd *Alexander Mackie C.A.E.*, FTCL, LMusA, MIMT

Tutor
Adrianne Reinhard, BVA *Syd.C.A.E.*, BEd *CityArtInst.*, MA *N.S.W.*

Administrative Officer
Pam Hilton, BA *N.E.*, DipEd *Syd.TeachersColl.*

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 on 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. 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 25, 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)

Professional Development Centre
Afministrative Assistant
Libi Nugent
(Hut E 15C, at the bottom of the Basser stairs)

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 530, Level 5)

School of Teacher Education
Administrative Officer
Ian Douglas
(Room 527, 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 1992*).

Faculty of Professional Studies Enrolment Procedures

Kensington Campus

All students re-enrolling in 1992 or enrolling in graduate courses should obtain a copy of the free booklet *Enrolment*

Procedures 1992 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.

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	Pam O'Brien
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

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.

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 in Building H3. 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 and Counselling Unit).

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.

Note: Students in Schools on the St George Campus
Students commencing undergraduate courses at the St George campus from 1992 must meet the requirements of the General Education Program outlined above. The precise Category A and B subjects to be offered are still to be determined. These will commence in 1993.

Students enrolled before 1992 will complete the General Studies requirements which were in effect at the time they commenced their courses.

Note: Students in Schools on the Kensington Campus.
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 G58.

The key questions addressed by the Program are:

CATEGORY A: The External Context

Course requirement: 56 hours

1. How do we, can we, generate wealth? (Australia and the Development of the World Economy) 28 hours

2. How can we, ought we, distribute wealth, status and power? (Human Inequality) 28 hours

3. What steps should we take, and what policies should we adopt, in science and technology? (Science and Civilization) 56 hours

4. What effects do our wealth generating and techno-scientific activities have on the environment? (Ecosystems, Technology and Human Habitation) 28 hours

5. What are the effects of the new mass media of communication? (Mass Media and Communication) 28 hours

6. What are the key social and cultural influences on Australia today? (Australian Society and Culture) 28 hours

CATEGORY B: The Internal Context of Assumptions and Values

Course requirement: 56 hours

1. How do we define ourselves in relation to the larger human community? (The Self and Society) 56 hours

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) 28 hours

3. What are the prevailing conceptions of and challenges to human rationality? (The Pursuit of Human Rationality) 28 hours

4. How do language, images and symbols function as means and media of communication (The Use of Language, Images and Symbols) 28 hours

5. What is the impact of the computer on human society and culture? (The Computer: Its Impact, Significance and Uses) 28 hours

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) 28 hours

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 way in which the Category C requirement of the Program will be met varies with each of the Schools and courses in the Faculty. The particular details are shown under each School's handbook entry.

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.
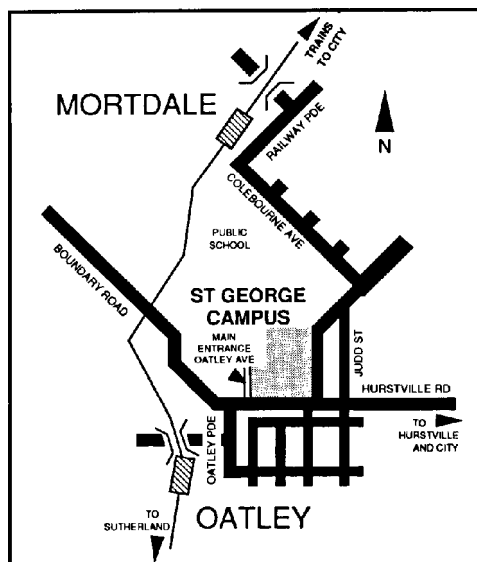
Undergraduate Study

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 music and primary education, health administration, social work, business computing, sport and leisure studies and the expressive and performing arts. In addition combined degree programs exist in mathematics, science and arts secondary education.

Kensington Campus

School of Education Studies

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 BA BEd, BMus BEd and BSc BEd.

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
BA BEd**

The concurrent Arts/Education combined degree 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 degree course at the end of Year 1 or Year 2 with credit for all subjects completed.

Pass Degree

Candidates for the award of the BA BEd pass degree are required to:

1. 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
Two elective subjects from the School of Education Studies   8

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

2. obtain at least an additional 90 credit points (including no more than 36 Level I 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 Year 4 Education subjects including curriculum studies, theory of education and teaching practice conducted at the School of Teacher Education, St George Campus.

4. satisfy the University's General Education requirements:
Year 2   1 x 56 hour or 2 x 28 hour electives (Category A)
Year 3   1 x 56 hour or 2 x 28 hour electives (Category B)
Year 4   Category C subjects (to be determined)

Approved Four-Year Programs

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

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

	Credit points
BA BEd Year 4 Program in Computer Studies	3
BA BEd Year 4 Program in Drama	3
BA BEd Year 4 Program in Economics	3
BA BEd Year 4 Program in English	3
BA BEd Year 4 Program in English as a Second Language	3
BA BEd Year 4 Program in French	3
BA BEd Year 4 Program in Geography	3
BA BEd Year 4 Program in German	3
BA BEd Year 4 Program in History	3
BA BEd Year 4 Program in Spanish	3

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

	Credit points
BA BEd Year 4 Program in Mathematics	6
BA BEd Year 4 Program in Music	6

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 combined degree of BA BEd graduate with the award of the combined degree of BA BEd(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) degree subject:

EDST1412   Advanced Education 1

Those allowed to proceed to the fifth, Honours year are required to satisfy the examiners in the BEd(Hons) degree 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 combined degree 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 combined degree course in Year 3 is permitted.

Those who decide not to proceed with the Education component of the degree are permitted to transfer to either the BMus or the BA degree 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   4
EDST1102   Social Foundations of Education   4

Year 2
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 in Music and Arts subjects including no more than 36 Level 1 credit points as listed in the BMus degree program in the Faculty of Arts handbook. These points will normally include MUSI1002 Music 1C, MUSI2002 Music 2C, MUSI3002 Music 3C, MUSI2101 History of Performance Conventions, MUSI3101 BMus Seminar in Musicology, MUSI3102 Special Project and MUSI2102 Orchestration and Arrangement.

3. satisfy requirements in Year 4 Education subjects including curriculum studies, theory of education and teachng practice conducted at the School of Teacher Education, St George Campus.

4. satisfy the University's General Education requirements:
Year 2   1 x 56 hour or 2 x 28 hour electives (Category A)
Year 3   1 x 56 hour or 2 x 28 hour electives (Category B)
Year 4   Category C subjects (to be determined)
5. Complete the Year 4 subject program in Music which includes 40 contact hours (6 credit points)

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.

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 combined degree 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) degree subject:

EDST1412 Advanced Education 1.

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

The Bachelor of Science Bachelor of Education combined degree 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 are permitted to transfer to the BSc course at the end of Year 1 or Year 2 with credit for all BSc degree 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 (or 20 in the case of Program 0158 Physics) including no more than 10 Level I units, in subjects shown in Table 1 of the Sciences Faculty Handbook (except in the case of the Mathematics program, where subjects from Table 2 and/or the BA degree 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 Year 4 Education subjects including curriculum studies, theory of education and teachng practice conducted at the School of Teacher Education, St George Campus.

4. satisfy the University's General Education requirements:
Year 2   1 x 56 hour or 2 x 28 hour electives (Category A)
Year 3   1 x 56 hour or 2 x 28 hour electives (Category B)
Year 4   Category C subjects (to be determined)

Approved Four-Year Programs

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

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

The approved programs are as follows:

0158 Physics

Year 1
PHYS1002
MATH1032
CHEM1002

Year 2
PHYS2001, 2011, 2021, 2031
MATH2510†, 2520†, 2100†, 2120†
Either BIOS1011* *or* GEOL1101*

Year 3
PHYS3010, 3050, 3021, 3030, 3041 3060
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
Either GEOL1201 *or* BIOS1021
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
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 BSc BEd combined degree graduate with the award BSc BEd(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) degree subject:

EDST1412   Advanced Education 1

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

EDST1512   Advanced Education 2
EDST1901   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, Master of Public Health 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 enrol in 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;

17

.

(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 or part-time internal course shall not normally be permitted to enrol in more than four subjects (inclusive of general education subjects) in any one year.

(2) A student enrolled in the full-time course shall not normally be permitted to enrol in more than eight subjects (inclusive of general education subjects) in any one year.

(3) 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.

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 is normally 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 are expected to complete the Honours year requirements in one academic year, terminating with the submission of the thesis. External students are 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.

General Education Program

10. The University requires that undergraduate students undertake a structured program in General Education as an integral part of their degree. For further details, please locate General Education in the Contents.

One 56 hour or two 28 hour Category A electives are taken in Year 2 of the full-time 4040 course and one 56 hour or two 28

hour Category B electives in Year 3. The subject HEAL6110 satisfies the Category C requirement.

Students who are granted six or more subject exemptions towards the BHA degree can apply to the Centre for Liberal and General Studies for exemption from one 28 hour Category A subject on the basis of advanced standing.

Students should establish their advanced standing with the School of Health Services Management *before* applying to the Centre for Liberal and General Studies. The granting of this 28 hour exemption does not preclude application for further exemptions or substitution of previous learning (except that the subjects used for advanced standing cannot form the basis of such further applications).

4040
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 1			
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*			
	General Studies cat.A	4	or	4

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.

Notes: (i) Students who wish to transfer from full-time to part-time studies after acceptance must seek approval from the course co-ordinator.

(ii) Students in full-time employment should not seek to undertake full-time studies in the BHA degree course.

4040
Health Administration Degree Course
External and Part-Time Internal Mode

Bachelor of Health Administration
BHA

(External mode offered only 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 HEAL.5200 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

1 x 56 hour or 2 x 28 hour General Studies Cat A elective/s*

Stage 5
HEAL0330	Management of Health Services (can also be taken in Stage 6)
	Elective
	Elective

1 x 56 hour or 2 x 28 hour General Studies Cat B elective/s*

Stage 6
	Elective
	Elective
	Elective

Notes: Students who wish to transfer from full-time to part-time studies after acceptance must seek approval from the course co-ordinator.
*Internal BHA part-time students complete the Category A and B General Education requirement on the Kensington campus. External students who are unable to attend the Kensington campus may undertake approved subjects by correspondence through the Context Curriculum Unit at the Royal Melbourne Institute of Technology. Contact the Centre for Liberal and General Studies for further information.

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

		Hours per week		
		S1		S2
HEAL1120	Public Health and Epidemiology	4	or	4
HEAL5210	Law 1 or HEAL5200 Law 1	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 degree 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

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 (DiplM-ArchivAdmin) and the Diploma in Information Management – Librarianship (DiplM-Lib). For full information see **Graduate Study** and **Conditions for the Award of Higher Degrees** later in this handbook.

School of Social Work

Head of School
Dr Martin Mowbray

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) and the Master of Social Work (MSW) by course work or by research. 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 4-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.

General Education Requirement

General Education electives totalling 56 hours must be taken from each of Categories A and B of the General Education Program. The Category C requirement is met through discussion of relevant issues in the subjects SOCW8342 and SOCW8441.

Honours

A degree is awarded at honours level for superior performance throughout the course with greater weight being given to later years The classes and divisions of honours are: Class I; Class II, Division I; Class II, Division II.

4030
Social Work Degree Course
Full-time

Bachelor of Social Work
BSW

Year 1		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	4	4
	6 Level I credit points approved as counting towards the BA degree	4	0
	Category A General Education Elective/s	0	4

Year 2

		S1	S2
SOCW8203	Human Behaviour 1	3	2
SOCW8211	Social and Behavioural Science1	2	0
SOCW8232	Research Methods 1	0	3
SOCW8253	Social Welfare 1	2.5	2
SOCW8282	Social Work Practice – First Placement		*
SOCW8292	Social Work Practice Community Work	0	2
SOCW8293	Social Work Practice 2	3	2
	Category B General Education Elective/s	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	Socail Welfare 2 - Strand B	0	2
SOCW8381	Social Work Practice – Second Placement		*
		S1	S2
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: 60 days.

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. 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. 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.

General Education Requirement

The General Education requirement to study subjects in Category A of the General Education Program is not applicable to Law students enrolled in a course leading to the award of two degrees in different disciplines such as BSW LLB. The Category B requirement is satisfied through completion of the subjects LAWS8820 and LAWS8320. The Category C requirement is satisfied through completion of the subjects SOCW8342 and LAWS6210.

Year 1

		Hours per week	
		S1	S2
PSYC1002	Psychology 1	5	5
SOCI1230	Introduction to Australian Society	3	3
SOCW8193	Social Work Practice 1 – Bridging Course	4	0
SOCW8253	Social Welfare 1*	2	2
LAWS1120	Legal System – Torts	4	4
LAWS7410	Legal Research and Writing 1	2	2

Year 2

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 (45 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

		Hours per week	
		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	Administative Law	4	0

Year 4

SOCW8312	Social and Behavioural Science 2	0	2
SOCW8381	Social Work Practice - Second Placement (45 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

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

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

Head of School
Dr Bob Phillips

Administrative Officer
Ian Douglas

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

This revised course is offered for the first time in 1992 subject to the approval of the Academic Board. Students may enter at the Year 1 or Year 4 level. Students in the on-going Primary Course should consult the 1991 Faculty Handbook for course and subject details.

The School offers this four-year course for intending primary school teachers leading to the award of the degree of Bachelor of Education. It prepares students to teach grades Kindergarten to Year 6. The course is designed as a professional degree in two parts.

1. Years 1–3. Stage 1. Three years full-time study as pre-service preparation.This is followed by a period of relevant professional experience.
2. Year 4. This is conducted part-time over two years.

Since teaching is a practical activity, the course begins with, and builds upon, practical experience with children as the basis for learning the principles and theory of the profession.

The course seeks to provide students with opportunities to acquire the knowledge, skills and attitudes 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;

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 and 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 and 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

- specific content knowledge as may be needed to form the basis of the subject matter of school instruction;
- the capacity to make informed decisions in planning for and teaching children;
- the capacity to implement these plans with sensitivity and to evaluate their performance and that of their pupils;
- the ability to initiate, sustain and evaluate their own professional growth; and
- a general and strategic understanding of the major fields and traditions of learning beyond their professional discipline as provided by the General Education program of the University

Structure of Year 1–3

The Bachelor of Education (Primary) degree course is planned to emphasise vocational and professional issues. It is considered that a broad introduction to the range of experiences encountered in schools is appropriate early in the course to provide an overview of the requirements of the teaching role. The provision of core and elective studies is also a feature of the course.

Fieldwork Requirements

Field experience is integrated with relevant subjects studied during the academic session. It includes field visits, practical activities on campus eg microteaching and a block practicum.

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 beginner 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.

Schedule of Subjects
4100 Bachelor of Education: Primary

Each of the four years of study is broken into two 14 week sessions. Each subject is presented as a one session unit of study.

Year 1		Hours per week	
		S1	S2
Education Studies			
TEED7110	Developmental Psychology 1: The Life Span	2	

Year 1		Hours per week	
		S1	S2
Education Studies			
TEED7111	Psychology of Teaching and Learning	2	
TEED7112	Developmental Psychology 2: Children 5–12		2
Teaching and Curriculum Studies			
TEED7130	Teaching 1: Introduction Skills	2	
TEED7131	Teaching 2: Advanced Skills		2
Key Learning Areas			
TEED7150	English 1	3	
TEED7151	Mathematics 1	3	
TEED7152	Science and Technology 1	3	
TEED7153	Human Society and Environment 1		3
TEED7154	Personal Development – Health and Physical Education 1		3
TEED7155	Creative and Practical Arts 1		3
TEED7160	Practicum 1 (20 days minimum)		

Year 2		S3	S4
Education Studies			
TEED7210	Developmental Psychology 3: Children with Special Needs	2	
TEED7211	Schools and Society		2
Teaching and Curriculum Studies			
TEED7230	English as a Second Language	2	
Choose one from Group A below*			2

*Group A

Teaching & Curriculum for the:

TEED7231	Child with Disabilities
TEED7232	Gifted and Talented Child
TEED7233	Aboriginal Child
TEED7234	Child in the Western Metropolitan Region
TEED7235	Child with English as a Second Language
TEED7236	Child in a Rural Area

These subjects may also be taken in Year 3

Key Learning Areas			
TEED7250	English 2		3
TEED7251	Mathematics 2		3
TEED7252	Science and Technology 2		3
TEED7253	Human Society and Environment 2		3
TEED7254	Personal Development – Health and Physical Education 2		3
TEED7255	Creative and Practical Arts 2	3	
TEED7260	Practicum 2 (20 days minimum)		

General Education Program

Category A: Choose one 28 hour subject each session or the 56 hour full year subject. See Centre for Liberal and General Studies handbook.

Year 3		S5	S6
Education Studies			
TEED7310	Philosophy of Education		2

Year 3		S5	S6

Teaching and Curriculum Studies

| TEED7330 | Teaching 3: Programming and Evaluation | 2 | |

Choose one each session from Groups A and B below*. One must come from A — 2, 2

*Group A

Teaching & Curriculum for the:

TEED7231	Child with Disabilities
TEED7232	Gifted and Talented Child
TEED7233	Aboriginal Child
TEED7234	Child in the Western Metropolitan Region
TEED7235	Child with English as a Second Language
TEED7236	Child in a Rural Area

Group B

Teaching and Curriculum in:

TEED7331	English
TEED7332	Mathematics
TEED7333	Science and Technology
TEED7334	Human Society and Environment
TEED7335	Personal Develoment, Health and Physical Education
TEED7336	Creative and Practical Arts

Key Learning Areas

TEED7350	English 3	3	
TEED7351	Mathematics 3	3	
TEED7352	Science and Technology 3	3	
TEED7353	Human Society and Environment 3		3
TEED7354	Health and Physical Education 3		3
TEED7355	Creative and Practical Arts 3		3
TEED7360	Practicum 3 (20 days minimum)		

General Education Program

Category B: Choose one 28 hour subject each session. See Centre for Liberal and General Studies Handbook

Year 4*		S7	S8

Education Studies

TEED8110	Recent Research in Primary Education	2	
TEED8111	Educational Psychology	2	
TEED8112	Developmental Psychology 4	2	
TEED8113	Contemporary Developments in Primary Education		2
TEED8114	Sociology of Education		2

Teaching and Curriculum Studies

TEED8130	Models of Curriculum Development	2	
TEED8131	Field-based Project		2
TEED8132	Current Approaches in English as a Second Language	2	
TEED8133	Current Approaches in Education of Gifted and Talented Children	2	

Year 4*		S7	S8

| TEED8134 | Current Approaches in Education of Children with Disabilities | | 2 |
| TEED8135 | Current Approaches in Aboriginal Education | | 2 |

Key Learning Areas

TEED8150	English 4A	2	
TEED8151	English 4B	2	
TEED8152	Mathematics 4A	2	
TEED8153	Mathematics 4B	2	
TEED8154	Science and Tecnology 4A	2	
TEED8155	Science and Tecnology 4B	2	
TEED8156	Human Society and Environment 4A	2	
TEED8157	Human Society and Environment 4B	2	
TEED8158	Personal Development – Health and Physical Education 4A		2
TEED8159	Personal Development – Health and Physical Education 4B		2
TEED8160	Creative and Practical Arts 4 – Music		2
TEED8161	Creative and Practical Arts 4 – Art		2
TEED8162	Creative and Practical Arts 4 – Design		2
TEED8163	Creative and Practical Arts 4 – Drama		2

General Education Program

Category C
Contemporary Issues in Education and Social Responsibilities — 2
Professional Ethics for Teachers — 2

*In the part-time mode two subjects are studied in each of the four sessions. The two subjects of General Education are compulsory. The remaining six are chosen from the other three strands. Year 4 will initially be offered as part-time study over two years with a field experience of 120 days as prerequisite for completion.

Credit Points Requirement

The credit points allocated for successful completion of each subject over the four years of the course are shown below. Successful completion of the Bachelor of Teaching requires three years of full-time study and a total of 120 points. Successful completion of the Bachelor of Education degree course at present requires a further two years part-time study and an additional 40 credit points.

Years 1–3
Each subject = 3 points
Practice Teaching = 4 points
Total for 1 year = 12 (subjects) x 3 (points) + 4 (Prac) = 40 points

Total for years 1–3 (BTeach) = 120 points

Year 4 (full or part-time mode)
Each subject = 5 points
Total = 8 (subjects) x 5 (points) = 40 points

Structure of Year 4

Year 4 builds directly onto Years 1–3 and the professional experience gained before or during Year 4. A range of choice is offered across and within all strands except General Education. This choice permits students to pursue special interests begun in the first three years, to strengthen subject-content knowledge and study emerging issues in research and practice.

4055	BA BEd	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:

TEDG6001	Curriculum Studies 1	S1
TEDG6002	Curriculum Studies 2	S2
TEDG6003	Educational Studies	S1
TEDG6004	Educational Electives	S2
TEDG6005	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

TEDG6001 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

TEDG6002 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
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**

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: A40
Educational Electives: B20

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 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.
† These subjects satisfy the Category C General Education requirement.

School of Sport and Leisure Studies

Head of School
Dr Wilf Ewens

Administrative Officer
Bill Baker

4140
Bachelor of Leisure Studies

The School offers a course leading to the award of the degree 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

Session 1

	HPW	C
Core Professional Requirements		
Sociology or 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
	16	65

Session 2

	HPW	C
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		
	17	65

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)	4	15
AND		
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

	HPW	C
Core Professional Requirements		
Administration Studies 1	2	15
Programming for Leisure	4	15
Professional Contextual Requirements		
Servicing Specific Populations 2 (Ageing)	4	15
AND		
Dance for Recreation	4	15
OR		
Art in Society	4	15
General Education Studies		
Elective Cat B	2	5
Practicum		
Practicum 2		
	16	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)	4	15
OR		
Outdoor Recreation 3 Aquatic Based	4	15
General Education Studies		
Cat C Professional Ethics and 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		
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.

Students 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:

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

Structure Of Course

The course is structured in four related segments:

- Foundation Studies

- Major Studies

- Suportive Studies

- 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

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-Psycological Perspectives 1	3	3	Socio-Psychological 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	Exercise Programs and Prescriptions 2	4	6
Motor Skill Learning	4	6	Exercise Programs and Prescriptions 1	4	6	Assessment and 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 and Prescriptions 3	4	6	Exercise Programs and Prescriptions 4	4	6	Exercise Programs and Prescriptions 5	4	6
Assessment and Data Analysis 2A	4	6				Assessment and Data Analysis 3	4	6
						Nutrition 2	4	6
Supportive Studies								
Elective	4	6	Elective	4	6	Elective	4	6
			Elective	4	6			
Practicum								
Practicum 2			Practicum 3			Practicum 3		
	16	24		16	24		16	24

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.

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

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-Psychological			Socio-Psychological			Nutrition 1	2	3
Perspectives 1	3	3	Perspectives 2	3	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 and			Assessment and Data		
			Prescription 1	4	6	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 Methodology	4	6	Coaching the Athlete	4	6	Sports Management	4	6
Exercise Physiology 2	4	6	Exercise Programs and			Assessment and		
			Prescription 2	4	6	Data Analysis 2B	4	6
		6				Socio-Psychological		
						Perspectives 3	4	6
Supportive Studies								
Elective	4	6	Elective	4	6	Elective	4	6
			Elective	4	6			
Practicum								
Practicum 2			Practicum 3			Practicum 3		
	16	24		16	24		16	24

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 University. 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

Head of School
Dr Peter Thursby

Administrative Officer
Pam Hilton

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.

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.

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 and Development	3	Educational Psychology 1	3	Educational Psychology 2	3
Teaching and Curriculum Studies							
Teacher Development 1	3	Teacher Development 2	3	Teacher Development 3	3		
Foundations of Music Education	3	Media and Technology Music Education	3	Creative Music Workshop	3	Curriculum Studies in Music Education 1	3
Segment B Musicianship Studies							
Musicology 1		Musicology 2		Musicology 3		Musicology 4	
Harmony and Aural Perception 1	2	Harmony and Aural Perception 2	2	Harmony and Aural Perception 3	2	Harmony and Aural Perception 4	2
				Orchestration 1	2	Musicianship Electives Orchestration 2 or Ethnomusicology A	2
Practical Studies (Major) 1		Practical Studies (Major) 2		Practical Studies (Major) 3		Practical Studies (Major) 4	
Performance Studies							
Practical Studies (Minor)1		Practical Studies (Minor) 2		Practical Studies (Minor) 3		Practical Studies (Minor) 4	
Performance Elective Workshops (Choir & Vocal Ensemble 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

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 credit points)**											
Dance 1	6	8	Dance 2	4	6	*One of:*			*One of:*		
Drama 1	6	8	Drama 2	4	6	Dance 3	6		Dance 4	6	
						Drama 3	6	12	Drama 4	6	12
Supportive Studies **(30 credit points)**											
Music in the Arts 1	3	4	Music in the Arts 2	3	4				*One of:* Music in the Arts 3		
			Communication 1	3	4	Communication 2	3	4	Computer Resources for Artists		
						Drama or Dance 3A	3	4	Video	3	6
						Design for Theatre	3	4			
Interdisciplinary Studies											
Design and the Arts		4	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 credit points)**											
Art 1	6	8	Art 2	4	6	*One of:*			*One of:*		
Fibre 1	6	8	Fibre 2	4	6	Art 3	6	12	Art 4	6	12
						Fibre 3			Fibre 4		
Supportive Studies **(30 credit points)**											
Music in the Arts 1	3	4	Constructional Materials C1	3	4	Constructional Materials C2	3	4	*One of:* Music in the Arts 3 Computer Resources for Artists		
									Video	3	6
			Communication 1	3	4	Clay 1A *and either*	3	4	Fibre 4B	3	
						Art 3B *or* Fibre 3B	3	4	Art 4B	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

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 and Aural Perception 6	2	Music and 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.

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 degree 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 activies in the community;

- undertake additional studies, not necessarily career oriented, which contribute to their personal development.

Structure Of The Course

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

Segment A - Professional Teacher Education Studies

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

Segment B - Specialist Music Studies

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

Segment C - General Studies

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

Students undertake three Level 1 General Studies, two of which are studied to Level 2. Subjects are selected from the schedule printed on p.67 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 degree course is provided in the accompanying diagrams.

Practicum Requirements

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

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

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

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

Subject Descriptions

Identification of Subjects

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'.

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 *Centre for Liberal and General Studies* 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 points 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
ADSC	Australian Defence Studies Centre	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
APSC	Faculty of Applied Science	Applied Science
APSE	Faculty of Applied Science	Applied Science
ARCH	School of Architecture	Architecture
ARTS	Faculty of Arts and Social Sciences	Arts and Social Sciences
ASIA	Asian Studies	Arts and Social Sciences
ATAX	Board of Studies in Taxation	
AUST	Australian Studies	Arts and Social Sciences
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	
CEIC	School of Chemical Engineering & Industrial Chemistry	Applied Science
CHEM	School of Chemistry	Science
CHEN	Department of Chemical Engineering	Applied Science
CHIN	Chinese	Arts and Social Sciences
CIVL	School of Civil Engineering	Engineering
CMED	School of Community Medicine	Medicine
COFA	College of Fine Arts	
COMM	Faculty of Commerce and Economics	Commerce & Economics
COMP	School of Computer Science and Engineering	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

Prefix	Organizational unit	Faculty
ELEC	School of Electrical Engineering	Engineering
ENGL	School of English	Arts and Social Sciences
EURO	European Studies	Arts and Social Sciences
EXPA	School of Arts and Music Education	Professional Studies
FIBR	School of Fibre Science & Technology	Applied Science
FILM	Department of Theatre and Film Studies	Arts and Social Sciences
FINS	School of Banking & Finance	Commerce & Economics
FOOD	Department of Food Science and Technology	Applied Science
FREN	School of French	Arts and Social Sciences
FUEL	Department of Fuel Technology	Applied Science
GENS	Centre for Liberal & General Studies	
GEOG	School of Geography	Applied Science
GEOL	Department of Applied Geology	Applied Science
GERS	Department of German Studies	Arts and Social Sciences
GREK	Modern Greek	Arts and Social Sciences
GSBE	Graduate School of the Built Environment	Architecture
HEAL	School of Health Services Management	Professional Studies
HIST	School of History	Arts and Social Sciences
HOSP	School of Marketing	Commerce & Economics
IDES	Department of Industrial Design	Architecture
INDA	Industrial Arts	Architecture
INDC	Department of Industrial Chemistry	Applied Science
INDO	Indonesian	Arts and Social Sciences
INFS	School of Information Systems	Commerce & Economics
INTD	Interdisciplinary Studies	Arts and Social Sciences
IROB	School of Industrial Relations & Organizational Behaviour	Commerce & Economics
JAPN	Asian Studies Unit	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
LING	Linguistics	Arts and Social Sciences
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	Medicine Surgery Clinical Studies	Medicine
MECH	School of Mechanical and Manufacturing Engineering	Engineering
MEED	School of Medical Education	Medicine
MFAC	Medical Faculty (Administration)	Medicine

Prefix	Organizational unit	Faculty
MICR	School of Microbiology	Biological & Behavioural Sciences
MINE	Department of Mining Engineering	Applied Science
MNGT	Australian Graduate School of Management	
MSCI	Board of Studies and Mathematics	Board of Studies
MUSI	Department of Music	Arts and Social Sciences
NAVL	Naval Architecture	Engineering
OBST	School of Obstetrics & Gynaecology	Medicine
OCEA	Faculty of Science	Science
OPTM	School of Optometry	Science
PAED	School of Paediatrics	Medicine
PATH	School of Pathology	Medicine
PDCS	Professional Development Centre	Professional Studies
PHIL	School of Philosophy	Arts and Social Sciences
PHPH	School of Physiology & Pharmacology	Medicine
PHYS	School of Physics	Science
PLAN	School of Town Planning	Architecture
POLS	School of Political Science	Arts and Social Sciences
POLY	Department of Polymer Science	Applied Science
PROF	Faculty of Professional Studies	Professional Studies
PSCY	School of Psychiatry	Medicine
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 and Social Sciences
SAFE	Department of Safety Science	Applied Science
SCTS\ HPST	School of Science & Technology Studies	Arts and Social Sciences
SLSP	Department of Social Science & Policy	Arts and Social Sciences
SLST	School of Sport & Leisure Studies	Professional Studies
SOCI	School of Sociology	Arts and Social Sciences
SOCW	School of Social Work	Professional Studies
SPAN	Spanish & Latin American Studies	Arts and Social Sciences
SURG	School of Surgery	Medicine
SURV	School of Surveying	Engineering
TEDG	School of Teacher Education (graduate)	Professional Studies
TEED	School of Teacher Education (undergraduate)	Professional Studies
TESL	TESOL	Arts and Social Sciences
TEXT	Department of Textile Technology	Applied Science
THFI	Department of Theatre and Film Studies	Arts and Social Sciences
THST	Department of Theatre and Film Studies	Arts and Social Sciences
USOM	School of Mines	Applied Science
WOMS	Women Studies	Arts and Social Sciences
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.

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.

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 anaylsis. Students are required to use these and other tools in the analysis of practical situations.

HEAL0340   Management of Health Services   **L4**
            (Honours)
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.

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.

HEAL1120   Public Health and Epidemiology   **L4**
Definitions of health and disease; basic epidemiological concepts; medical terminology; body systems, classification of disease; disease cauzation. 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.

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.

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 compenzation and national superannuation.

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.

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.

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 Australian Nursing Federation. Major foci are the goals, structures, processes and control mechanisms common to nursing service departments.

HEAL3070   Special Topic in Health   L4
**   Administration**
An occasional elective dealing with some aspect of health administration, selected according to current demand and availability of local and visiting lecturers.

HEAL3080   Epidemiology for Health   L4
**   Administrators**
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.

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.

HEAL3100   Human Resource Management   L4
Prerequisite: HEAL0310.

Builds on theoretical concepts and practical skills introduced in Management of Work. The focus is on developing knowledge and skills in managing work relationships and employee relations in Australian health services. Topics include: the employment relationship; the legislative and institutional context; current issues in industrial relations in health services; discriminaion and work; EEO; participation of women in the health workforce; recruitment and selection policies and processes; employee training and development; personnel appraisal/performance review; disciplinary actions, appeal procedures, termination of employment, redundancy; occupational health and safety; new management techniques such as Total Quality Management (TQM).

HEAL3110   Computing Techniques for Health   L4
**   Service Management**
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.

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.

HEAL3130   Research and Evaluation Methods   L4
**   (Honours)**
Prerequisites: 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.

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 workforce.

HEAL4000   Field Experience 1

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.

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.

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.

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.

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.

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.

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 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.

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 and studied in more depth.

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.

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.

HEAL5420 Accounting and Financial Management 2 L4

Prerequisites: 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.

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 and selected policy issues.

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.

HEAL6110 Sociology, Ethics and Health 1

Because health, illness and death occur at different rates and from different causes associated with age, gender, class, race and ethnicity, the social distribution of health, death and illness is remarkably uneven. Thus to make effective management or health policy decisions which address these issues, our understanding of medicine, health and illness needs to be reconstructed from a sociological perspective. The subject attempts to do this by introducing students to the literature on the social factors which shape the patterning of mortality, health and illness, and the delivery of health care services. It covers such topics as Colonization and Aboriginal Health; Gender, Patriarchy and Health; Bioethics and Medical Research; and Madness and Medicine.

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.

HEAL7110 Quantitative Methods and Statistics 1

Prerequisite: HEAL5400.

Quantitative and statistical methods pertaining to the administration, planning and management of health services.

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 L2

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.

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.

Elective Subjects

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.

EDST1202 Sociological Perspectives on Education S2 L2

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.

EDST1203 The Education of Exceptional Children S1 L2
Prerequisite: EDST1101

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 and 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 S2 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.

EDST1303 Science, Philosophy and Education L2
Prerequisite: EDST1102.

Not offered in 1992.

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 sudent has fulfilled all the requirements of the previous year.

SOCW8193 Social Work Practice 1 F 4CCH
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.

SOCW8203 Human Behaviour 1 S1 L2T1, S2 L1T1
Life cycle 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, Piaget 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.

SOCW8211 Social and Behavioural Science 1   S1 L1T1
Theories and concepts in sociology of particular relevance for social work. 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.

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.

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 -   S2 T2
            Community Work**
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.

SOCW8293 Social Work Practice 2   S1T3 S2T2
Workshops to develop skills in: basic communication in a range of social work contexts; basic social work interviewing skills focussing on the beginning and ending stages, assessment of interpersonal and community situations using a variety of theoretical perspectives and integrating material from other subjects, consideration of the purposes and parameters of social work practice.

SOCW8303 Human Behaviour 2   F L2T1
The first session deals with health and disease and social implications thereof. Students are introduced to the theories of Durkheim, interactionist and political theories. In session 2 psychiatric issues are dealt with. Mental health and illness and major theories of anxiety - Freud, Behaviourist, Existential, are dealt with.

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.

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.

SOCW8342 Social Philosophy 1   S2 L1T1
A general introduction to normative ethics, its scope and some important doctrines about morality in the Western tradition.

SOCW8352 Social Welfare 2   S2 L3 T1
The formation, nature and implications of social and economic policy. Specific consideration of the following substantive areas of public policy: social security and taxation, health, education, urban and regional planning and housing, work and leisure.

**SOCW8391 Social Work Practice - Casework,   S1T4
            Group Work**
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.

**SOCW8392 Social Work Practice - Selected   S2T4
            Studies Strand A**
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.

SOCW8441 Social Philosophy 2   S1 L1T1
A consideration of different philosophical perspectives on equality and justice, rights and obligations, freedom, human needs and punishment.

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.

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 Aboriginals will be analysed using theories and frameworks of welfare.

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. 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.

SOCW8491 Social Work Practice - Selected   S1T4
Studies Strand B

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.

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).

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).

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.

St George Campus

Teacher Education

7210
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.

TEED1137   Principles Of Programming 2   S2 4CCH
6 credit points
Prerequisite: TEED1133.

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 algorisms to the solving of simple business applications; and use computer graphics to communicate business information.

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.

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.

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.

TEED1138   Operating Systems   **S2 4CCH**
         and Communications
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 and MS/DOS. They are also introduced to computer codes and protocol associated with computer communication.

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.

TEED2117   Systems Design Project   **S2 4CCH**
6 credit points
Prerequisite: TEED2113, TEED2114.

This subject enables students to design, produce and implement a small computer-based business project.

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

TEED1135   Small Systems Software: **S1 4CCH**
         Word Processing
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.

TEED1139   Software Applications 1:   **S2 4CCH**
         Spreadsheets
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.

TEED2114   Software Applications 2:   **S1 4CCH**
         Databases
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.

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.

TEED1136   Business Mathematics   **S1 4CCH**
         and Communication
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 com munication and correspondence, and learn to apply mathematics, statistics and graphics to business settings.

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.

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.

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.

Bachelor of Education: Primary

Year One Subjects

TEED 7110   Developmental Psychology 1   S1 2CCH
**   – The Life Span**

3 credit points

An introduction to the principles and methodology of developmental psychology will be provided by the study of human development across the life span. Particular focus on early childhood language and cognition and on the techniques of child study will prepare for a detailed examination of the primary school child in Developmental Psychology 2.

TEED7111   Psychology of Teaching   S1 2CCH
**   and Learning**

3 credit points

This subject introduces students to the ways in which school aged children learn and to the ways in which the teachers' behaviour can contribute to this process. Students will have opportunities to work with individuals and small groups of children to observe their learning patterns and to plan teaching and learning activities for them. Students will gain insights into the ways children at different ages think and feel about different subjects and the influences which peers, teachers, educational resources and the school and community context have upon the child's subsequent learning.

TEED7112   Development Psychology 2   S2 2CCH
**   – Children 5 to 12 years**

3 credit points

The development of children aged five to twelve years will be studied. Attention will be given to physical, cognitive, social, moral and spiritual development. An historical perspective on child development and developmental problems associated with family breakdown and child abuse will be considered. Emphasis will be given to the further use of child study techniques and to the relationship of development to primary school education.

TEED7130 Teaching 1: Basic Skill   S1 2CCH
3 credit points

This subject introduces students to the basic principles of teaching in primary classrooms. Students will have an opportunity to plan, to teach and to evaluate their teaching in a carefully controlled classroom setting. This subject also serves as a preparation for the students' first block practice teaching experience. Students will focus on teacher behaviours which have been shown through extensive research on teaching to contribute positively to student learning.

TEED 7131 Teaching 2: Advanced Skills   S2 2CCH
3 credit points
Prerequisite: TEED7130.

This subject aims to provide opportunities for students to further develop the teaching skills introduced in Teaching 1: Basic Skills, but with a specific focus on classroom relations and management strategies. Positive discipline practices will be explored as a function of teacher leadership that fosters maximum self control in students. Disruptive behaviour will be studied as a phenomenon occurring in the group as well as by the individual. Some essential protocols of effective conflict resolution will be included.

TEED7132   Technology in Education   S2 2CCH
3 credit points

This subject will focus on the use of computers and other technology as classroom tools. Students will be introduced to a variety of resources and issues that affect the implementation of technology in the teaching/learning environment.

TEED7150 English 1   S1 3CCH
3 credit points

This subject is designed to enable students to read and evaluate a wide range of children's books suitable for use within a K-6 context. It aims to provide a basis in theory and practice, from which to consider the role of literature in the primary curriculum. Students will learn how to encourage children to read both extensively and intensively. A number of theoretical perspectives from which selected books can be studied will be presented, with a focus on strategies for classroom practice. The development of students' own analytical and teaching skills will be emphasised, in order to enrich children's learning through literature.

TEED7151   Mathematics 1   S1 3CCH
3 credit points

This subject introduces the student to the K-6 Mathematics curriculum. An overview of the syllabus is provided. The role of the teacher as an active classroom researcher and reflective practitioner focussing on how children learn Mathematics is emphasised. In particular, this subject concentrates on how the child develops an understanding of Mathematical concepts. Appropriate early experiences in problem solving are explored. The skills and understanding required to teach the curriculum strand, Space, are given specific attention.

TEED7152   Science and Technology 1   S1 3CCH
3 credit points

The subject aims to introduce students to K-6 Science/Technology teaching and basic Computer skills. Emphasis will be placed on the processes of Investigating, Designing and Making, the Cognitive Development of K-6 children and appropriate lesson types for Primary Science and Technology classes. Subject content will include lesson planning, Science processes skills, Science and Technlogy lesson types, pupil-centred teachig and the needs of special groups using Living Things, Information and Service as topics. Students will engage in Science Microteaching in schools. Computer skills will be Word Processing and Databse with emphasis on their use in writing Science and Technology assignments.

TEED7153 Human Society and Environment 1 S2 3CCH
3 credit points

This subjects aims to familiarise students with expectations associated with the teaching of Human Society and Environment at the primary level. It will focus on expandin students' knowledge and understanding of Aboriginal history to assist students to critically scrutinise their own attitudes. Students will study departmental guidelines in Human Society and Environment and analyse perpsective documents. Students will gain a greater understanding of the complexity of traditional Aboriginal society, the history of Aboriginal and European contact, and the consequences of European invasion on Aboriginal society.

TEED7154 Personal Development - Health S2 3CCH and Physical Education 1
3 credit points

This subject aims to introduce students to the Key Learning Area of Personal Development, Health and Physical Education through the study of the selocted and intertelated content strands of Sports and Games, Fitness and Lifestyle, and Safety. The emphasis will be placed upon developing the appropriate skills, knowledge and teaching strategies nocessary to teach these selected content strands within the primary school. Motor development of the primary school child and developing the skills of observing and analysing movement will be given particular attention.

TEED7155 Creative and Practical Arts 1 S2 3CCH
3 credit points

There are two strands in this subject. The first strand is common to all students, the second is elected.

STRAND 1. The Arts and Human Development

The subject will introduce students to the value of the arts to human development and help to clarify the nature of artistic skills. The development of artistic capacities will be studied in relation to specific media, to actions and to symbol systems-utilized in various art forms. Educational aims and objectives in the creative and practical arts will also be examined as part of the investigation of the nature of artistic skills.

STRAND 2. Choose one of the following:

(i) Art and Design

The subject will introduce students to visual arts education through the development of knowledge and skills in art making, criticism and art history. Practical studio activities will focus upon two dimensional studies in drawing and design and students will develop their language in the study of visual art forms. Practical activities in art making, criticism and history study will be linked to the K-6 Creative and Practical Arts Syllabus.

(ii) Music

This subject will provide an introduction to teaching music in the primary school (K-6). The subject will be practically-based in making music, using a range of simple music making instruments and it is intended to build skills and assist students to become more confidtent in teaching music to primary aged children. The music component of the Creative and Practical Arts syllabus will be introduced and students will explore the nature and aims of music education and ways to achieve the aims in practice.

TEED7160 Practicum 1 S1
4 credit points

The aim of the Practicum shall be to integrate relevant sujocts studied during the academic year with their application during the Practicum in schools or other educational settings. The field experience shall be graduated in regard to its difficulty so that students can begin with exercises they can manage and progress to more difficult teaching procedures in a systematic way. One day a week is to be designated for field experiences throughout the three years. This day can be used for a range of field experiences relevant to subject knowledge. It can also be used to strengthen skill competences as required. In third year the students will be attached one day a week to the classes in which they are to do the practicum.

Year Two Subjects

TEED7210 Developmental Psychology 3 – S1 2CCH Children with Special Needs
3 credit points

The course extends students' knowledge to the psychology and pedagogy of children with special needs in the regular classroom. An exploration of the nature of the problems which inhibit learning and academic progress will provide a theoretical and practical framework for the selection of teaching strategies and techniques for these children. Issues covered will include understanding of individual differences, the scope of exceptionality, integration, specialist resources of the New South Wales Department of School Education, the major groupings of handicapping conditions and educational approaches. The impact of the disabled child on the family, the role of the interdisciplinary team and Special Education technology will be covered.

TEED7211 Schools and Society S2 2CCH

The subject introduces the student to the feld of sociology with an emphasis upon the major concepts and theories relevant to education and schooling in contemporary society. The subject is designed so that students will develop skill in critically analyzing the place of education in society and the part they play as active social participants - whether as students, teachers, administrators or concerned citizens - in the process of education. Students are expected to demonstrate their competence in the subject in both written and oral form.

TEED7230 English as a Second Language S1 2CCH
3 credit points

This subject will introduce students to current theory, research and practice in second language learning and teaching. Participants will examine current thinking in communicative and functional approaches to second language learning to understand their application to classroom practice. In particular, students will develop skills in preparing student profiles by observing children in the classroom and identifying the range of strategies second language learners use to learn oral and spoken English across the curriculum.

TEED7231 Curriculum and Teaching for the S2 2CCH Child with Disabilities

3 credit points
Prerequisite: TEED7210.

Students will acquire appropriate and specifiic teaching and curriculum skills which can operate regardless of a pupil's or a group of pupils' learning deficits and strengths. Instruction on the use of appropriate assessment procedures and developing individualized educational and or management programs, will give emphasis to the complex and inter-related nature of childien's learnng disabilities. The students will develop an ecological perspective of professional roles and responsibilities which teachers must assume in order to best serve childien with special needs in the regular classroom.

Using a decision making model and linking assessment and evaluation to curriculum and instruction provide the foundation topics. Other topics focus on the modification of insructional modalities and conditions; effective strategies for instruction, teaching basic thinking skills, developments in Computer Technology and their implications for the special needs child. Students will have opponunity to work with a special needs child(ren) and are expected to assess the learning disability, develop an appropriate Individual Education Program (I.E.P.) and provide ongoing evaluations as part of the monitoring process. Computer assisted instruction (BBC Blue File and Systems 80) will form part of the intervention program.

TEED7232 Teaching and Curriculum for S2 2CCH the Gifted and Talented Child

3 credit points

The aim is to assist young teachers to identify gifted and talented children and differentiate the curriculum to respond more appropriately to their academic and social needs. The subject will introduce students to the concepts of giftedness and talent, and the subjective and objective procedures by which children of high intellectual potential can be recognised in the primary classroom. We will examine and practise ways of enriching and differentiating the curriculum to cater for gifted students in the regular classroom and in special programs. The effects of special groupings on the social and emotional development of gifted students will be carefully examined

TEED7233 Teaching and Curriculum for S2 2CCH the Aboriginal Child

3 credit points

This subject is designed to develop student skills and knowledge in planning, teaching and evaluating a relevant curriculum, for Aboriginal children. Students are introduced to the Aboriginal Education Policy and develop strategies for effective implementation of this policy. The subject traces the major approaches to educational provision for Aborigines and Torres Strait Islanders through study of the period of initial contact, missionary activity in education, protective segregation, Assimilation and Multiculturalism. Examination of Contemporary approaches to education of Aboriginal people will include study of Aboriginal and Islander initiatives and innovations.

TEED7234 Teaching and Curriculum for S2 2CCH the Child in the Western Metropolitan Region

3 credit points

Students examine significant characteristics of communities in the western and south-western regions of Sydney and strategies for identifying and meeting the educational needs of the children and the community in school settings. A particular focus is on positive responses made by schools, for example, by building onto community strengths and by working through shared goals. The subject prepares students for a practicum in these "difficult to staff" regions through examining the impact on schools of cultural diversity and major social changes and through exploring some effective teaching strategies.

TEED7235 Teaching and Curriculum for S2 2CCH the Child with English as a Second Language

3 credit points

The subject is designed to introduce students to a variety of forms for structuring ESL programs in schools and to examine ways of programming to accommodate the range of organisational options using second language teaching and learning principles. Students will gather information from schools, research data from case studies, and examine school policy documents to identify the range of options for organising ESL in schools. Students will learn to apply principles of second language learning to selected topics from the Key Learning Areas as a basis for planning, implementing and evaluating units of work to meet the varying levels of English language development of second language learners.

TEED7236 Teaching and Curriculum for the S2 2CCH Child in a Rural Area

3 credit points

The aim of this subject is to prepare students for some of the common and distinguishing features of teaching in rural schools. The characteristics of rural schools and their communities will be considered along with strategies for identifying and meeting the needs of children in such settings. Special attention will be paid to case studies of schools and the government policies associated with the betterment of education in both contexts. The subject prepares students for a practicum in these "difficult to staff" regions.

TEED7250 English 2 S2 3CCH

3 credit points
Prerequisites: TEED7150, TEED7160.

This course seeks to provide a theoretical basis and practical experiences through which opportunities for developing young children's early literacy may be implemented withing a K-2 classroom context. Particular emphasis will be placed on students becoming familiar with a range of observational strategies for literacy to determine what children can do and are attempting to do. These observations will form the basis of planning and implementing programs of literacy instruction that are literature-based and supportive of individual literacy needs, including remediation.

TEED7251 Mathematics 2 S1 3CCH

3 credit points
Prerequisites: TEED7151, TEED7160.

This subject deals in depth with the K-6 Mathematics curriculum. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics is emphasised. In particular, the subject concentrates on how children develop the concepts associated with numeration and the skills and understanding necessary for computational manipulation. The calculator as a useful aid to learning is explored. The importance of problem solving in Mathematics is reinforced.

TEED7252   Science and Technology 2   S2 3CCH
3 credit points
Prerequisites: TEED7152, TEED7160.

This subject aims to introduce students to the advanced process skills, guided discovery lessons and the transition to Formal Operations. Program sequences and integrated units are treated. Students teach guided discovery micro-lessons in schools. Content emphasis is on the Physical Sciences and Technological aspects with special attention to Natural phenomena, Products and Services. Students will develop their own program sequences and integraed units of work. Computer emphasis will be on Database, Spreadsheets (applied to Unit flowsheets), Simulation Adventure Games and Control Systems (with "Control LegoLogo").

TEED7253   Human Society and   S2 3CCH
**   Environment 2**
3 credit points
Prerequisites: TEED7153, TEED7160.

This subject aims to provide students with skills associated with the teaching of active citizenship at the primary level. It will focus on expanding students' knowledge and understanding of Australia's parliamentary system to assist students to critically examine the benefits of democratic society. Students will be taught the skills of program planning, unit writing and evaluation in the area of Human Society and Environment. Students will gain a greater understanding of the evolution of parliament, the structure and function of parliament, and the role of parliament in maintaining our democratic society.

TEED7254   Personal Development -   S1 3CCH
**   Health and Physical Education 2**
3 credit points
Prerequisite: TEED7160.

This subject aims to expand te concepts developed in Personal Development, Health and Physical Education through the study of the selected and interrelated content strands of Movement Exploration, Fitness and LIfestyle, and Health Decisions. The emphasis will be upon developing the appropriate skills and teaching strategies necessary to teach these selected content strands within primary schools.

TEED7255   Practical and Creative Arts 2   S1 3CCH
3 credit points
Prerequisite: TEED7160.
Choose one

(i) *Art and Design Education*

The subject aims to assist students to further develop their individual skills in art and design education and assist in their understanding of suitable art and design education activities for children at the primary school level. Studio activities focus on colour and design. Curriculum planning focuses upon a thematic approach that includes art making, art criticism and art history. Teaching methods suitable to the development of practical and critical skills are covered through class activities and field trips to schools.

(ii) *Music in the Classroom*

This subject aims to give students further opportunities to refine their own personal music skills and develop successful music programs for K-6 pupils. The subject is designed to explore the nature and aims of music education and to develop an understanding of musical concepts through a variety of practical skills and musical instruments.

(iii) *Foundation Principles of Drama Education*

The practise of drama is related to current theories of learning. Conceptual frameworks, language development and dramatic forms will be explored. Practical activities focus on small group dynamics, and the media of drama. Students will develop skills in the development of narrative form, improvisational techniques; with social studies and literature being examined and interpreted through a variety of dramatic/performance modes of representation.

TEED7260   Practicum 2   S1 3CCH
3 credit points
Prerequisite: TEED7160.
See Practicum 1

Year Three Subjects

TEED7310   Philosophy of Education   S2 2CCH
3 credit points

Philosophy of Education involves critical examination of the aims of education. In particular, the pursuit of wisdom is examined in contrast with other processes such as vocational training, socialisation, self-realisation and the fostering of creativity. This subject focuses upon Plato's Republic as an introduction to broad scope of philosophical inquiry concerning the good life. Education and ethics, politics, aesthetics, religion, social harmony and security are examined in the light of Plato's treatment of the perennial questions of philosophy.

TEED7330   Teaching 3 – Programming   S1 2CCH
**   and Evaluation**
3 credit points

This subject assists students to gain a practical knowledge of factors involved in curriculum programming and evaluation. They are required to apply various evaluation theories and measurement techniques relevant to the educational context. The subject is linked to the third year practicum. It requires students to plan, implement and evaluate units of work spanning a sequence of lessons for children in their practicum class within particular Key Learning Areas.

TEED7331   Teaching and Curriculum   S1 or S2 2CCH
**   In English**
3 credit points
Prerequisite: TEED7250.

This course provides an introduction to the theoretical basis and practical experiences for observational assessment of individual children's reading and writing development within a K-6 context. Particular emphasis will be placed on literacy assessment procedures that include the identification of problems in reading, writing and spelling and strategies to help children overcome these difficulties.

TEED7332   Curriculum and Teaching In   S1 or 2 2CCH
**   Mathematics**
3 credit points
Prerequisite: TEED7251.

This subject is designed for the student who has a special interest in the teaching and learning of Mathematics in the primary school. In particular, current research into exemplary classroom practice is investigated. Various strategies for the enhancement of the teaching of Mathematics in primary schools are considered in terms of the student, teacher and general school community.

TEED7333 Teaching and Curriculum in S1 or S2 2CCH Science and Technology

3 credit points

This subject is designed for the student who has a special interest in the use of the computer as a teaching/learning resource. In particular, the role of the computer in developing problem-solving skills is investigated. Recent developments in educational software and their application to the teaching/learning process are studied.

TEED7334 Teaching and Curriculum in S1 or S2 2CCH Human Society and Environment

3 credit points

This optional subject aims to familiarise students with school-based approaches for curriculum and teaching in Human Society and Environment at the primary level. It focuses on expanding student's knowledge and understanding of the implementation of school-based curriculum. Students will identify recent initiatives in schools that meet the demands of new directions in this key learning areas. Students will accept responsibility for teaching all or part of a unit within the school-based curriculum, undertake a self-evaluation of their teaching and analyse the components of school-devised curriculum.

TEED7335 Teaching and Curriculum in S1 or S2 2CCH Personal Development, Health and Physical Education

3 credit points

This subject aims to provide students with the opportunity to work with children who have poor coordination. The emphasis will be placed upon a movement analysis of the childrens' movement patterns and the development of an individualised program aimed at providing the child with efficient basic skills. Skills include body awareness, transfer of weight and landing which are incorporated into walking, running, skipping, throwing, catching and striking.

TEED7336 Teaching and Curriculum in S1 or S2 2CCH Practical and Creative Arts

3 credit points

Choose one

(i) Art and Design Education

This subject is intended to provide students with curriculum planning activities and pracical studio experiences that will be of assistance to them in planning art and design education curriculum for specific age groups (K-6). Students are introduced to the scope and sequence of a variety of art and design programs that are especially designed to encourage creative responding and they will be expected to plan a unit of work in art or design education for a specific student population.

(ii) Music

The subject provides students with an introduction to music teaching for the age K-6. It is a very practical subject designed to improve and build skills in music making as well as preparing students to teach music effectively in the classroom. The subject is designed to explore the nature and aims of music education and to develop understanding through a variety of practical activities.

(iii) Drama and Play

This subject introduces students to the fundamental processes of Drama Education through the acquisition of knowledge and skills in the development of drama, based upon applied methods, with group work a feature of the course approach.

TEED7350 English 3 S1 3CCH

3 credit points

The subject is designed to enable students to plan and evaluate for literacy within a 3-6 Primary classroom. It aims to provide a theoretical base and practice from which to consider children's developing literacy needs. Particular emphasis is placed on the various genres and purpose of text that children in the primary school are likely to encounter during reading and writing experiences. Emphasis is made on how teachers are able to provide demonstration of reading and writing processes so that information, organization and associated conventions of particular genres are taught. Evaluation and monitoring of children's progress is stressed as the source of teacher planning for programs of literacy instruction.

TEED7351 Mathematics 3 S1 3CCH

3 credit points
Prerequisites: TEED7251, TEED7260.

This subject deals in depth with the K-6 Mathematics curriculum. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics, is emphasised. In particular, this subject explores the curriculum strand: Measurement, incorporating extensive use of the environment. The various techniques for evaluation, assessment and programming are examined. The central nature of problem solving in Mathematics is reinforced. Current issues in Mathematics education are considered.

TEED7352 Science and Technology 3 S1 3CCH

3 credit points
Prerequisites: TEED7132, TEED7260.

The subject aims to introduce students to scientific and technological aspects of natural and built environments which can be learned by K-6 pupils. Content centres about ecological considerations of the earth and its surroundings in space, the natural and the built enviroment. Natural resources, products and services and the means of production are considered from a standpoint of ecologically sustainable utilisation of resources. Pollution, waste disposal and controversial issues such as 'greenhouse effect' and ozone depletion will be considered from a Media Resources of some aspect of the natural/built environment and examine the use of electronic control systems, information processing and electronic communication. The Interactive teaching approach is explored. Excursions are a source for some of the information. Computer simulations and computer mail are utilised.

TEED7353 Human Society and Environment S2 3CCH

3 credit points
Prerequisites: TEED7253, TEED7260.

This subject aims to familiarise students with expectations associated with teaching about our rapidly changing Australian and global society at the primary level. It focusesd on expanding students' knowledge and understanding of Australian history to assist in analysing contemporary concerns in Australian society. Student knowledge of environmental issues of concern are also expanded to empower students to understand the importance of environmental education. Students study curriculum documents such as on Australian Studies, Global Educational and Environmental Education; and school-devised policy documents. Students are taught the

skills of curriculum planning and integrated unit development incorporating Australian history, global education and environmental education. Students gain a greater understanding of local and global environmental concerns.

TEED7354   Personal Development, Health and Physical Education 3   S2 3CCH
3 credit points
Prerequisite: TEED7260.

This subject aims to review and consolidate the concepts developed by Personal Development, Health and Physical Education and through the study of the selected content strands of Dance, Interpersonal Relationships and Growth and Development. The emphasis is upon developing the appropriate skills and teaching strategies necessary to teach these selected content strands within primary schools.

TEED7355   Practical and Creative Arts 3   S2 3CCH
3 credit points
Prerequisites: TEED7255, TEED7260.
Choose one

(i) *Art and Design Education*

This subject continues to extend students' abilities in art and design education. Whole school planning in art and design education (K-6) are studied and practical experience are provided in three-dimensional studies. Teaching methods appropriate to the development of practical and critical skills in art and design education teaching are covered through classroom activities and field trips to schools.

(ii) *Music Across the School*

This subject aims to continue the curriculum development and practical music making activities from the previous two subjects in Music. The subject reviews suitable music activities from the previous two subjects in Music. The subject reviews suitable music activities for K-6 children and plan a basic music program for K-6 that could be implemented in a school. Musical skills and teaching methods continue to be identified and practised so that students are more able to initiate an effective music program.

(iii) *The Dramatic Curriculum*

Students will develop an understanding of how the aesthetic art experience can be integrated into classroom learning. Teaching skills of students will be developed through a range of dramatic methodologies; to include the afflication of specific forms such as Readers Theatre, Documentary narrative structures, Playbuilding and other forms. Programming, course development and evaluation procedures are basic elements in the Dramatic Curriculum.

TEED7360   Practicum 3   S1
4 credit points
Prerequisite: TEED7260.
See Practicum 1.

Year Four Subjects

TEED8110   Recent Research in   S1or S2 2CCH Primary Education
5 credit points

This 'shelf' subject aims to familiarise students with recent research in a particular aspect of primary education and to subject the literature in an area to critical scrutiny, students

trace the theoretical roots of the research and indicate ways in which the research has effected practice or might have the potential to change the way things are done in the class room. Irrespective of the particular area of research in primary education dealt with through this subject there is consideration of the rationale for the research and of the design features of selected studies. The descriptive, normative and pragmatic dimensions of the research is subjected to analysis and critical scrutiny. Particular attention is given to the implications of the research for the development of strategies to improve the delivery of education.

TEED8111   Educational Psychology   S1 or S2 2CCH
5 credit points

This subject will focus on recent developments in educational psychology as they inform decision making in education. Themes studied include learning, memory, classroom management, motivation and instruction within a framework of providing for individual differences in the setting of a primary school class.

TEED8112   Developmental Psychology 4 S1 or S2 2CCH
5 credit points

This subject will extend students' knowledge of human development, particularly middle childhood, in relation to school education. In building the earlier study of this subject, attention is given to congitive and affective development and the relationship of the two, to process change as it effects school learning in subjects such as English, Mathematics and Social Studies, and to influences on the individual which are mediated by societal and family change. Practical exercises extend research skills of observation and interpretation.

TEED8113 Contemporary Developments   S1 or S2 2CCH In Primary Education
5 credit points

This 'shelf' subject aoims to familiarise students with contemporary developments in a particular aspect of primary education, to trace the evolution of the development, to indicate some of the positive and negative aspects of the developments and examine problems and issues which have arisen, or might arise, as a result of the developments. Irrespective of the particular area of contemporary developments dealt with through this subject there is consideration of the political, economic, social or educational basis for the developments. The nature and scope of the developments are studied as are the implications for the education system and the teachers and children within it.

TEED8114   Sociology of Education   S1 or S2 2CCH
5 credit points

This subject extends the student's understanding of the sociology of education with a focus on educational concerns of particular relevance to Australian society. It provides an in-depth examination of such topics as sexism in the classroom, the effects of societal racism upon schools, students and teachers and the relationship between policies of the state and regimentation in the school. Students are expected to identify critical education issues, develop relevant research skills and write a professionally complete report. In addition, students are expected to demonstrate their subject competence through a class presentation.

**TEED8130 Models of Curriculum   S1 or S2 2CCH
Development**

5 credit points

This subject examines curriculum design processes at the level of the classroom, the whole school and the cluster of schools. Models and theories of curriculum development, planning and evaluation strategies and factors which facilitate and inhibit the curriculum's effectiveness will be studied. Practical work requiring implementation and evaluation in educational settings is required.

TEED8131   Field Based Project   S1 or S2 2CCH

5 credit points

This subject offers students the opportunity to extend knowledge and skills gained in earlier courses. Students undertake action research in planning, monitoring and evaluating a school or field based project. The project may be curriculum based or involve aspects of school organization and administration, welfare and management topics, staff development and inservice or action research in the field of teaching/learning. Students are select a topic in a field of education related to their interests and professional involvement. The subject provides an opportunity for students to integrate their project with their overall professional development. It also provides students with opportunities to use advanced skills in project planning, construction and analysis.

**TEED8132   Current Approaches in   S1 or S2 2CCH
English as a Second Language**

5 credit points

This subject deals with the teaching and learning of English as a second language across the six Key Learning Areas. The emphasis of the subject is to review and critique research on second language acquisition and learning, explor the potential of a functional approach to language to ESL teaching and learning, consider the range of differences in the spoken and written English language proficiency of the learner, and bring this knowledge together to make informaed decisions about teaching English as a second language. Participants investigate the social, psychological and cultural context of learning English as a second language in primary schools, examine assumptions about first and second language learning and literacy and apply principles of second language learning to classroom practice.

**TEED8133   Current Approaches in   S1 or S2 2CCH
Education for Gifted and
Talented Children**

5 credit points

The aim is to assist teachers to identify contexts which facilitate or impede the full development of high intellectual potential in children. The subject critically examines the theories of giftedness and talent which currently influence Australian schools and education systems. Current research on the cognitive and affective development of gifted and talented children will be examined for its applicability to the development of programs and curricula for gifted students both in the regular classroom and in special settings such as withdrawal programs, opportunity classes, interest clubs and mentor programs.

**TEED8134   Current Approaches in   S1 or S2 2CCH
Education for Children
with Disabilities**

5 credit points

This subject promotes understanding and develop critical appreciation of the main educational, paramedical, medical, administrative and social problems and issues of concern to children, parents, practising teachers and other professionals comprising the multidisciplinary team. It develops insights into the nature and diversity of Special Education and the psychological, physical and sociological factors which affect teaching and learning in an ever changing technological environment.

Generic components include knowing the child and the range of factors which influence development, learning characteristics and performance, identifying and assessing special educational needs and meeting individual needs. *Specialised compenents* may include the education of children with sever, profound and multiple disabilities, the education of pupils with emotional and behavioural difficulties, curriculum development for pupils with moderate learning difficulties, pupils with special needs in the regular school. Both components are treated in context of the prevailing educational policies, the available specialized personnel, resources and service units within the NSW Department of School Education. State, National and International procedures, policies and practices will provide a comparative perspective.

TEED8150   English 4A   S1 or S2 2CCH
5 credit points

This subject provides students with opportunities to review current research findings and publications on children's television decoding skills and viewing habits. As well, it deals with the processes of how the medium of television constructs realities. Included in this treatment are cultural practices and values, how audiences develop meanings and the agents and techniques which are employed.

TEED8151   English 4B   S1 or S2 2CCH
5 credit points

This course seeks to provide a theoretical basis and practical experiences for developing observational assessments of individual children's reading and writing development within a K-6 Primary context. Particular emphasis is placed on literacy assessment procedures that include the functions of writing and spelling which have been shown to affect and be affected by children's ability to read. Assessment procedures will include those that monitor handwriting, writing, spelling, silent and oral reading. From these observations, planned programs of literacy instruction can be designed to suit learners needs in the next step of their development.

TEED8152   Mathematics 4A   S1 or S2 2CCH
5 credit points

This subject is designed to take students beyond the detail of the K-6 Mathematics syllabus. The role of the teacher as an active classroom researcher and reflective practitioner, focusing on how children learn Mathematics is emphasised. In particular, methods, strategies and resources which enhance the teaching and learning of Mathematics and support the principles and philosophy of the K-6 syllabus are carefully considered. Diagnostic remediation and extension work in the classroom are also covered.

TEED8153   Mathematics 4B   **S1 or S2 2CCH**
5 credit points

This subject focuses on research in Mathematics education and its application in the classroom. Particular attention is paid to relating, theoretical considerations of the literature to classroom practice.

TEED8154   Science and Technology 4A   S1 or S2 2CCH
5 credit points

The subject aims to introduce students to new developments in Science and Technology K-6 Syllabus. Students construct a substantial teaching unit and appropriate resources for Science and Technology K-6 teaching, formulate and communicate their teaching philosophy and teaching strategies and carry out a review of some aspect of their School's Science and Technology K-6 Policy or Program.

TEED8155   Science and Technology 4B   S1 or S2 2CCH
5 credit points

This subject focuses on recent developments in computer education and their application in the classroom. In this subject, students critically investigate areas of the literature in computer education. Students are required to pursue areas of computer implementation at depth. Such areas might include Logo, Special education, courseware development and computers in educational administration.

TEED8156   Human Society and   S1 or S2 2CCH
            Environment 4A
5 credit points

This optional subject aims to familiarise students with new directions in the key learning area of Human Society and Environment. It will focus on expanding students' knowledge of current research findings in Social Education so that they will be better able to implement current research findings in Social Education so that they will be better able to implement current innovations in the classroom context. Students critically analyse the Social Education research literature, departmental documents, school-devised policy documents and newly developed curriculum resources. Students gain a greater knowledge and understanding of new teaching strategies and subject matter in the key learning area of Human Society and Environment. Current innovations are examined in the classroom context.

TEED8157   Human Society and   S1 or S2 2CCH
            Environment 4B
5 credit points

This subject aims to familiarise students with expectations associated with teaching about contemporary issues. It focuses on expanding students' knowledge and understanding of current issues of interest in Australian and global society. Students study the causes and consequences of current concerns and critically evaluate proposed solutions to social problems.

Significant issues are explored utilising historical, current and futures perspectives. Teaching principles and skills are applied to develop teaching resources.

TEED8158   Personal Development,   S1 or S2 2CCH
            Health and Physical
            Education 4A
5 credit points

This subject aims to provide the student with an an opportunity to examine the implementation process of planning, programming, teaching and evaluating in selected content strands of Personal Development, Health and Physical Education in the primary school. The focus of the subject involves specialization in two or three content strands; Fitness and Lifestyle (Fitness Programming and Evaluation); Games and Sport ('Aussie Sports') Growth and Development.

TEED8159   Personal Development   S1 or S2 2CCH
            – Health and Physical
            Education 4B
5 credit points

This subject aims to involve students in the examination, evaluation and development of health promotion in the primary school. In this subject, students critically examine current policies and programs in NSW for the promotion of health in schools within the context of the Personal Development, Health and Physical Education Syllabus. Students will identify specific health needs of children in a particular school, determine priority areas for action and design a program based on these needs and the availability of local resources.

TEED8160   Creative and Practical   S1 or S2 2CCH
            Arts 4: Music
5 credit points

This subject has been designed for the practising classroom teacher. It promotes strategies and ideas for teaching music in their classroom. It is based on practical activities, and provide the opportunity to learn, or have further study of, classroom instruments. It assists with programmming and designing successful music programs from K-6 and in integrating music with other curriculum areas. It examines the different approaches to Music Education with particular attention to the Orff and Kodaly approaches.

TEED8161   Creative and Practical   S1 or S2 2CCH
            Arts 4: Art
5 credit points

The subject introduces contemporary issues affecting visual arts education from both a national and international perspective. Issues such as discipline-based art education, art programs for the gifted and talented and art and technology are assessed within the context of developing school policies, the syllabus and educational initiatives in various school systems. A program of practical studies in art is designed to assist students to better understand the importance of sequenced art activities that specify activities in art making, art criticism and art history study.

TEED8162   Creative and Practical   S1 or S2 2CCH
            Arts 4: Design
The subject is intended to review the development of design education nationally and internationally and to clarify the scope and opportunities for the development of design education in the primary school. Design technologies ranging from simple technical processes to the more sophisticated high technology processes, including computer technology are studied and practical workshops in a selected range of technologies will assist students to better understand the process of design.

Students are required to study the significance of design to culture and there will be opportunities to investigate case studies of design technology in different cultural groups that may be introduced into the syllabus.

TEED8163   Creative and Practical   S1 or S2 2CCH
**   Arts 4: Drama**
5 credit points

Students will be involved in the creative development of a theatre performance project for schools, with levels appropriate to the K-6 child. The work is an original, group devised performance text relating to aspects of the Primary Curriculum. The K-6 Performance Unit is part of a developmental programme which requires a high degree of commitment, with students required to demonstrate the skills of writer director, performer, designer, production manager, with some technical expertise in sound an advantage. The course involves attendance at the work of current Theatre in Education companies in the K-6 field. Students are expected to participate in all aspects of the Performance Unit.

Sport and Leisure Studies

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 is 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 is 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 develope 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 is stressed.

SLST1142   Administration Studies 1   S2 2CCH
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 and variables associated with administrator behaviour. Decision making and communication networking are also considered.

SLST4155   Administration and Management   S1 3CCH
**   Studies**
15 credit points
Prerequisite: SLST4144

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

SLST4166   Applied Business Studies in   S2 4CCH
**   Recreation**
15 credit points
Prerequisite: SLST4155

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 is 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 recreastion 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**   **S1 4CCH**
            and Marketing
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**   **S2 4CCH**
            for Recreation
15 credit points

This subject provides an introduction to the structure, use and operation of computers in the small business and recreational environments. Students are exposed to selected word processing packages, spreadsheets and graphic programs used to communicate and summarise information in the commerical environment.

Professional Contextual Requirements

SLST1141   **Communication Skills**   **S1 3CCH**
15 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 are introduced to aspects of communication theory and be given wide practical experience in a range of communication modes. Content focusses on interpersonal communicative skills, effective oral presentation and non-verbal communication techniques, together with writing techniques related to recent developments in Sports Technology.

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
Prerequisite: SLST6322

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
Prerequisite: SLST6322

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
Prerequisite: SLST6333

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
Prerequisite: SLST6344

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**   **S2 4CCH**
15 credit points

This subject is designed to provide students with an understanding and appreciation of land based outdoor recreation activities. It differentiates 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**
15 credit points
Prerequisite: SLST6411, SLST6422

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
Prerequisite: SLST6453, approval of the Head of School of Sport and Leisure Studies

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 develops 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   S1 4CCH

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.

SLST6543   Dance for Recreation   S2 4CCH

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.

SLST6544   Art in Society   S2 4CCH

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 have the opportunity to gain theoretical and practical experiences in the fields of drawing and painting or drawing and sculpture.

General Education Studies

Subjects are selected from those offered under the heading of General Studies on the St George Campus. One subject is undertaken each session in accordance with the regulations

pertaining to General Studies. The completion of these subjects is deemed to have met the requirements for Categories A and B of the General Education Program.

Subject	Session	CCH	CrP
Elective Category A	S1	2	5
Elective Category A	S2	2	5
Elective Category B	S1	2	5
Elective Category B	S2	2	5

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

SLST7651   Professional Ethics and   S1 5CCH
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 questions and alternative research strategies in relation to identified issues.

SLST7662   Professional Issues in   S2 5CCH
Leisure Seminar

20 credit points

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

Practicum

SLST7721   Practicum 1   S2

No credit points 80 hours per year

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 familar 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.

SLST7742   Practicum 2   F

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.

SLST7763   Practicum 3   F
No credit points 80 hours per year

This final practicum of 80 hours, requires students to participate in programs associated with the delivery of leisure services to the special population or major studied. 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 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.

Bachelor of Sports Science
Foundation Studies And Major Studies

SLST1141   Communication Skills   S1 3CCH
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 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.

SLST1142   Administration Studies 1   S2 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 beheviour. The decision making process and communication networking are considered.

SLST2125   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 involves students in the organization of a seminar/workshop for professionals in the industry.

SLST1143   Socio-psychological   S2 2CCH
              Perspectives 1

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 examines sport as a social institution and a social process. These concepts are addressed in the context of current issues of education, communication, professionalism and politics.

SLST1144   Socio-psychological   S2 4CCH
              Perspectives 2

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 is considered in terms of the sporting and exercise environment, coaching techniques and performance.

SLST3186   Socio-psychological   S2 4CCH
              Perspectives 3

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 explore a range of diagnostic techniques that will provide valuable data for behaviour modification. Each student is required to undertake a research project.

SLST2126   Nutrition 1   S1 2CCH
3 credit points

This subject is designed as an introduction into the complex study of Nutrition. It provides a basis on which students can develop further understanding of the relationship between nutrition and health and fitness. Students study the importance of correct food selection in order to obtain the desired essential nutrients while avoiding or minimising foods which are related to obesity or which are considered detrimental to good health. Dietary guidelines related to specific community groups are examined.

SLST3182   Nutrition 2   S2 4CCH
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 study in detail, various dietary regimens related to weight control, athlete training and sports competition.

SLST1145   Functional Anatomy   S1 4CCH
6 credit points

This subject is designed to provide the students with an in depth knowledge of the structure and function of the major systems of the human body and their role in exercise. Students are introduced to the cells, tissues and systems of the human body, examining structure and function with respect to effective and efficient movement.

SLST1146   Kinesiology   S2 4CCH
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.

SLST2127 Biomechanics   S2 4CCH
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 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.

SLST2128 Exercise and Sports Injuries   S2 4CCH
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 are introduced to various types of injuries arising from activity and the correct management techniques involved. Students also study principles of injury prevention.

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 study the role of the neuro-muscular system and cardio-respiratory system in the performance of work and exercise. Emphasis is placed on the importance of the body's energy systems in optimal human performance.

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 study the effects of environmental conditions, prescribed drugs and common ergogenic substances on exercise performance.

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 study topics related to electrocardiography, anaerobic threshold, prolonged exercise involvement and body composition. Also students are required to study a specific topic of interest in exercise physiology and present their findings in class.

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 are applied to appropriate exercise programming.

Students study the general principles of exercise prescription and programming, as they relate to aerobic fitness performance and flexibility. Students are involved in the performance of a wide variety of activities and exercise programs designed to enhance aerobic fitness.

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 subject focuses on resistance training and physiological training regimens designed to enhance sports performance.

Students study and are actively involved in a wide variety of strength training programs and relate these programs to specific sports conditioning requirements.

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

This subject is designed to extend the student's knowledge of exercise programming and prescription. Specifically the subject focuses on training programs for special populations.

Students are 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.

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 subject focuses on training of the elite sporting populations.

Students 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.

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 complete detailed work in one specific area relating to programming in exercise science.

Students are 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 are studied and applied in the analysis of data and the writing of a report for publication.

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 are introduced to components of physical

fitness and will become proficient in administering a range of physical fitness testing procedures. Fitness assessment data is subjected to basic statistical analysis.

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 are introduced to more complex statistical procedures. They study and become proficient in conducting more sophisticaed tests of physical fitness utilising technologically advanced testing equipment.

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 investigate sports assessment techniques.

Students study and become proficient in administering a wide range of fitness assessment procedures related to sports performance.

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 are responsible for the analysis of data and the writing of the assessment reports.

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.

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.

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 develop an understanding of the coach's role. Tactical drill patterns and team play strategies are major activities undertaken.

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 complements the National Coaching Accreditation Scheme Program. Development of individual and group practices; analysis and remediation techniques are treated in some detail.

SLST3183   Coaching the Elite Athlete   S1 4CCH
6 credit points
Prerequisite: SLST2125

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.

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.

SLST9896   Computers in Sports Administration
6 credit points

This subject is to give an overview of the use of the computer as an information processing tool within the administration of sport and coaching. Word processing, spread sheets, data base, graphics will be applied to sports specific administrative processes.

SLST9898   Computers in Exercise Science
6 credit points
Prerequisite: SLST9896

This subject is designed to extend the students' knowledge of computers and their application in Sports Administration and Research. The course focuses on spreadsheets, databases and special purpose software. Practical experiences will involve the development of computer based resources on a variety of personal computers.

SLST9897   Independent Study
6 credit points

This subject offers students the opportunity to extend knowledge and skills gained in the study of earlier courses and in practical studies. Students study in depth a particular aspect of sports science or leisure and present their work in the form of a major essay or practical project.

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 are 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.

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 are conducted on campus and 20 hours in a health centre.

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.

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 NCAS (National Coaching Accreditation Scheme) accreditation for their particular sport.

SLST0809   Practicum 2 (Sports Coaching)

Prerequisite: SLST0808 including a current NCAS Level 1 Coaching Accrediation 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 are campus and field based with students expected to develop, organise, implement and evaluate coaching sequences for all participants. Twenty hours are conducted on campus with the remaining 60 hours being in the field with a supervising coach.

SLST0810   Practicum 3 (Sports Coaching)

Prerequisite: SLST0809

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. Students must complete a NCAS Level 2 Accrediation or its equivalent in their chosen sport to satisfy requirements for Practicum 3.

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.

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.

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.

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.

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, improvization and non-verbal communication. Students analyse parts of scripts for use with exercises.

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.

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.

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 improvization workshops, seminars presented by guest artists, technical workshops and rehearsals for public performances.

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.

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 have the opportunity to gain theoretical and practical experiences in the fields of drawing and painting or drawing and sculpture.

EXPA4103   Art 3   **S1 6CCH**
12 credit points

This subject introduces 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 con temporary works of art.

EXPA4104   Art 4   **S2 6CCH**
12 credit points

This subject provides the student with the opportunity to develop advanced skills by selecting and specializing 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.

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.

EXPA4106   Fibre 2   **S1 4CCH**
6 credit points

This subject is an introduction to fabric printing techniques. The development of skills in textile design are explored through mono printing, block printing and silk screen printing.

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 are 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 is the basis for the production of a batik major work.

EXPA4108   Fibre 4   **S2 6CCH**
12 credit points

This subject provides opportunities for the development of concepts and designs through the investigation of materials. Comparative size of works and the relationship of threads will be explored.

Students will create woven pieces, miniatures and large-scale mixed media works, use stitching and sewing processes applied to traditional and contemporary fibre art, and study the work of contemporary craftspersons.

EXPA4109   Clay 1*   **S1 6CCH**
8 credit points

This subject investigates the nature of clay as an expressive medium and develops practical skills in using a variety of handbuilding techniques to create clay forms.

Students 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.

EXPA4110   Clay 2*   **S2 4CCH**
6 credit points

This subject extends students' practical skills and in vestigates sculptural form through clay. Students are 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 focus upon developing functional and expressive ceramic forms and investigating ways of creating sculptural forms.

EXPA4111   Clay 3*   **S1 6CCH**
12 credit points

This subject introduces students to wheel throwing techniques and continues the investigation of the development and evolution of ceramic form using traditional and experimental clay forming processes. Experimental and normal commercial glazes are tried to achieve particular effects and students are introduced to building and firing of a simple wood-fired kiln.

EXPA4112   Clay 4*   S1 6CCH
12 credit points

This subject allows students to apply the practical skills and knowledge they have gained from Clay 1-3 to the planning and implementing of a personal clay project, to continue the investigation and creation of clay forms, and practical classes in glaze and firing techniques. The subject also investigates professional opportunities for craftspersons working with clay in Australia.

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

Supportive Studies

EXPA4350   Communication 1   S2 3CCH
3 credit points

This subject is an introduction to basic communications. Participants take part in activities which explore various communication modes. The relationship of communication (both oral and written) within and between Arts modes and other areas of experience is given special attention.

EXPA4351   Communication 2   S1 3CCH
6 credit points

This subject establishes a theoretical foundation for communication based upon a model which views communication studies as a multi-disciplinary area of study. Students are introduced to key concepts in communications and extend some of the skills and awareness developed in Communication 1.

The practical component of the subject includes planning and production using photographic and video media; script writing for a variety of purposes related to simple production work; and preparation of graphics material.

EXPA4706   Music In The Arts 1   S1 3CCH
4 credit points

This introductory subject examines the roles of music in contemporary Australian and selected non-western societies and relationships between music and other art forms.

The subject examines elements of music, functions of music in traditional cultures and the multicultural society of contemporary Australia, roles and training of musicians in different cultures, and practical music making activities using simple musical instruments.

EXPA4707   Music In The Arts 2   S2 3CCH
4 credit points

This subject deals with acoustic and electronic sound media. It is designed to give students with a minimum of musical background, an opportunity to create sound utilizing these media and to interact in a creative way with other art forms.

EXPA4708   Music In The Arts 3   S2 3CCH
6 credit points

This subject is designed to develop students' voice control and singing ability and to develop an appreciation of music in drama and theatre.

At the discretion of the Course Co-ordinator students under taking Major Studies in Drama may be required to do this subject as part of their program.

EXPA4118   Constructional Materials A   S2 3CCH
              (wood) 1
4 credit points

This subject introduces the basic techniques used in the shaping, forming and fabrication of timber.

Students 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.

EXPA4119   Constructional Materials A   S1 3CCH
              (wood) 2
4 credit points

This subject extends techniques and processes introduced in Wood 1. Students construct light cabinets and use timber decoration techniques.

EXPA4120   Constructional Materials B   S2 3CCH
              (leather) 1
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.

EXPA4121   Constructional Materials B   S1 3CCH
              (leather) 2
4 credit points

This subject is aimed at the development and extension of leather-craft techniques, in the production of advanced leather projects.

Students investigate and practise forming, joining and decorative processes used in contemporary leather craft.

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 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.

EXPA4123   Constructional Materials C   S1 3CCH
              (metal) 2
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 work with a range of decorative metals and silver solder, and surface treatment techniques that include enamelling, colouring and etching of metal.

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.

EXPA659 Video S2 3CCH
6 credit points

The subject assists 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.

EXPA4131 Clay 1A S1 3CCH
4 credit points

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

EXPA4127 Art 3B S1 3CCH
4 credit points

The subject introduces 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 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 assists students to develop individual studio projects that extend their knowledge and skills in drawing and painting. Students are required to show evidence of their development through portfolio and exhibition pieces.

EXPA4133 Fibre 3B S1 3CCH
4 credit points

The subject introduces 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 encourages 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 include embossing, relief, sculpturing form, embedding, layering and composing.

EXPA4134 Fibre 4B S2 3CCH
4 credit points

The subject provides 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 is undertaken.

EXPA4126 Design for Theatre S1 3CCH
4 credit points

The subject introduces 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 enable students to develop very practical skills for small-scale theatrical events.

EXPA4125 Drama 3A S1 3CCH
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.

EXPA4604 Dance 3A S1 3CCH
4 credit points

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

Interdisciplinary Studies

EXPA4117 Design And The Arts S1 3CCH
4 credit points

This subject is concerned with introducing students to the theory and practice of design in the arts. Practical exercises in design will present the principles of design and assists students to develop technical skills in a range of design-related arts problems.

EXPA 6600 Arts And Society In Time S2 3CCH
4 credit points

This subject involves students in historical investigation of the expressive and performing arts.

Students 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 assist students to examine the generation of ideas and the contribution of the arts • to cultural identity.

EXPA6601 Arts Production/Exhibition S2 4CCH
6 credit points

This subject involves students in applying their creative skills and conceptual understandings to the planning and presentation of a multi-arts production/exhibition. The arts works invented by individuals or groups investigate and express a response to a common theme, idea or concept.

The subject may take the form of a series of workshops related to technical aspects of production such as lighting and/or stage management and exhibition developments including layout, brochures and presentation.

Bachelor of Music Education
Education Studies

EXPA3271　Human Development　　　S1 3CCH
4 credit points

The subject is designed to give an overview of develop ment during the total life span. Students are introduced to techniques for behavioural study, and to some representative theories of development.

EXPA3272　Adolescent Growth And Development　　　S2 3CCH
4 credit points

This subject introduces the student to the principles and processes of adolescent development, in particular the physical changes, social requirements and personal needs of adolescent development. Practical work involves gathering data by interview of adolescents and relating these data to various theories of adolescent development.

EXPA3273　Educational Psychology 1　　　S1 3CCH
4 credit points

This subject provides 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.

EXPA3274　Educational Psychology 2　　　S2 3CCH
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.

EXPA3275　Sociology of Education　　　S2 3CCH
3 credit points

The subject aims to introduce students to the study of the sociology of education and to develop an understanding of how society impinges upon and affects schooling.

EXPA3277　Philosophy of Education　　　S2 3CCH
4 credit points

This subject is concerned with students' ability to think logically about concepts and problems in education. Study is made of some important philosophies of education with their implications for educational practice in the secondary school.

EXPA3281　Education of Atypical Children　　　S2 6CCH (6 weeks)
4 credit points

This subject develops students' knowledge of learner differences and extends their understanding of the psychology of disabilities and aspects of the special needs of exceptional children.

Teaching And Curriculum Studies

EXPA9071　Teacher Development 1　　　S1 3CCH
3 credit points

This subject is designed to introduce students to basic teaching skills with opportunities to put the skills into practice through micro teaching experiences.

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.

EXPA9073　Teacher Development 3　　　S1 3CCH
3 credit points
Prerequisite: EXPA9072 Co-requisite: 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.

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.

EXPA9075　Teacher Development 5 S2 6CCH (Intensive)
5 credit points)
Prerequisite: EXPA9074 Corequisite: EXPA0414.

This subject is directly associated with the extended practice teaching period. It consists of an intensive period of preparation for the EPT normally taught before Session 2 commences, and a short session of review following the EPT.

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.

EXPA9076　Media and Technology in Music Education　　　S2 3CCH
3 credit points

This subject is the first of two dealing with electronic and computer music. It examines performance keyboards, multi-track tape recording and computer software in music education.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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

This subject broadens students' knowledge in the disciplines of harmony and counterpoint writing, and to extend aural awareness in ways that relate aural skills with practical media.

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

This subject examines further chromatic chordal vocabulary and advanced counterpoint.

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.

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.

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.

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.

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.

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.

**EXPA7760   Music And Contemporary   S1 2CCH
            Society**

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.

**EXPA7761   Musical Aesthetics and   S2 2CCH
            Philosophy 1**

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.

**EXPA7762   Musical Aesthetics and   S1 2CCH
            Philosophy 2**

3 credit points
Prerequisite:EXPA7761.

This subject will focus on current issues in aesthetics raised by seminal contemporary philosophers of music and fine arts.

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.

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.

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.

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.

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.

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.

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 with in the limitations of the various instruments, and in scoring for a variety of combinations of instruments.

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.

**EXPA7791 Specialist Studies – Performance   S1 .5CCH
            Practical Studies (Major) 1**

3 credit points

EXPA7792   Practical Studies (Major) 2   S2 .5CCH

3 credit points

These subjects are designed to enable students to under take 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.

EXPA7793   Practical Studies (Major) 3   S1 1CCH

3 credit points
Prerequisite:EXPA7792.

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.

EXPA7795   Practical Studies (Major) 5   S1 1CCH

3 credit points
Prerequisite:EXPA7794.

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.

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.

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 study of guitar is designed to give students the opportunity to develop technical skills in guitar accompaniment for use in the classroom.

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 study of guitar is designed to develop further technical facility in guitar for use in the classroom.

EXPA7703   Practical Studies (Minor) 3   S1 2CCH
2 credit points
Prerequisite: EXPA7702.

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 study of applied keyboard is concerned with the development of skills of special application to the needs of the classroom music teacher.

EXPA7705   Practical Studies (Minor) 5   S1 2CCH
2 credit points
Prerequisite: EXPA7704.

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.

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.

EXPA7711   Opera Workshop

EXPA7712   Opera Workshop

EXPA7713   Opera Workshop

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.

EXPA7721   Orchestra and Instrumental Ensemble Workshop

EXPA7722   Orchestra and Instrumental Ensemble Workshop

EXPA7723   Orchestra and Instrumental Ensemble Workshop

EXPA7724   Orchestra and Instrumental   S2 2CCH Ensemble Workshop
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.

EXPA7731   Chamber Music Workshop

EXPA7732   Chamber Music Workshop

EXPA7733   Chamber Music Workshop

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.

EXPA7764   Jazz Workshop

EXPA7765   Jazz Workshop

EXPA7766   Jazz Workshop   S1 or S2 2CCH
2 credit points

These workshops enable students with appropriate performance skills to gain experience in the jazz idiom in various instrumental combinations.

EXPA7774   Conducting Workshop

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.

EXPA7781   Choir And Vocal Ensemble

EXPA7782   Choir And Vocal Ensemble

EXPA7783   Choir And Vocal Ensemble

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.   •

EXPA7769   Electronic Music Workshop   S1 2CCH
This subject is designed to broaden the students' knowledge of electronic and computer music and serves as a follow-on to Media and Technology in Music Education. The theory of sound synthesis is examined together with a range of computer software and hardware pertaining to music education, music composition and music printing.

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.

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.

EXPA0413   Practice Teaching – Year 3

3 week block
Prerequisite:s 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.

EXPA0414   Extended Practice Teaching   S2

16 credit points   *10 week block*
Prerequisites: EXPA0413, EXPA9078, EXPA7796, EXPA7760,
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.

General Studies

St George Campus

The General Studies Subjects described in this section are common to the following programs:

- Bachelor of Education (Primary) – Years 2-3 of superseded course
- Bachelor of Leisure Studies
- Bachelor of Sports Science
- Bachelor of Music Education

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.

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 archaelogical research, students focus on anthropological inquiry into traditional Aboriginal society. Aspects such as languages, kinship, religion, and the nature of the Dreaming is investigated so as to illustrate the complexity and distinctiveness of traditional Aboriginal life.

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, is viewed in an historical context.

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 familiarized with some contemporary writers, musicians, artists anad dancers.

GENS9014   Art 1   S1 or S2 2CCH

3 credit points

This subject gives 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.

GENS9015   Art 2   S1 or S2 2CCH

3 credit points

This subject provides students with disciplined experiences, practical and conceptual, aimed to 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.

GENS9016 Art 3 S1 2CCH
3 credit points

Students explore at an intensive level ways of developing images in their field of specialization. There are 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.

GENS9017 Art 4 S1 2CCH
3 credit points

This subject allows 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.

GENS9018 Australian Studies 1 S1 or S2 2CCH
The Development of
Australian Society
3 credit points

This subject presents an overview of significant events and trends which hsve 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 first focuses on the geographical environment, and its earliest inhabitants; then, on several major influences after 1788 which have helped reshape that environment.

GENS9019 Australian Studies 2 S1 or S2 2CCH
The Nineteenth Century Story
3 credit points

The subject is designed to help students assess the contributions of Aborigines, convicts and migrants to Australia's growth in the colonial period.

This subject focuses 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.

GENS9020 Australian Studies 3 S1 or S2 2CCH
Australia in the Twentieth Century -
Federation to 1950
3 credit points

This subject looks at the evolution of Australia, the nation state. It focuses on the political, economic and social characteristics of Australian Society and examine the events, internal and external, which have influenced its growth.

This subject focuses 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.

GENS9021 Australian Studies 4 S2 2CCH
Post War Development in Australia
- 1950-1984
3 credit points

This subject identifies the main characteristics of modern Australian society, in order to highlight some of the significant issues which have come to the fore within the Australian experience in the period since 1950.

This subject focuses 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.

GENS9022 Design Crafts 1 S1 or S2 2CCH
3 credit points

This subject is an introduction to Design Crafts. It aims to make students aware of basic design principles and understand the importance of individual expression. Workshop experiences introduce students to materials, tools and techniques related to at least two areas of craft.

Students 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.

GENS9023 Design Crafts 2 S1 or S2 2CCH
3 credit points

This subject allows students to select one area of specialist studies from Graphics, Fibres, Ceramics or Constructional Crafts. The students explore materials, develop design and workshop skills and investigate techniques in graphic communication.

Students formulate and apply design methods in the selected craft area, using a problem solving approach in examining the relationship of form and function.

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 undertake a workshop in a related craft area, which will broaden their knowledge and skills preparatory to their advanced craft project in Semester 6.

GENS9025 Design Crafts 4 S2 2CCH
3 credit points

This subject provides for an advanced workshop in the selected craft area. Implicit is 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 are applied to design, construct and evaluate a major craft project.

GENS9026 Drama 1 S1 or S2 2CCH
3 credit points

This subject is designed to provide students with the basic expertise which enables 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.

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.

GENS9028 Drama 3 — S1 or S2 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.

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.

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 is included.

Students study some specific ecosystems in the Australian environment as well as making a study of a local natural area.

GENS9031 Environmental Studies 2 — S1 or S2 2CCH
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 emphasises 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.

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 concentrates on particular species or groups of plants or animals to help students develop an empathy with other living organisms.

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 is on developing informed and balanced decisions based on scientific fact and social responsibility. A detailed case study is undertaken.

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 interpret selected poems and short works of fiction and drama.

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 encourages greater appreciation of modern literature.

The class studies major modern works of prose fiction, poetry and drama, against a background of contemporaneous political, philosophical and artistic events.

GENS9036 Literature 3 — S1 2CCH
3 credit points

Following on th 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 depper understanding of it.

The class will study major pre-modern works of prose fiction, petry and drama, against a background of contemporaneous political, philosophical and artistic events.

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 subject aims to encourage a lasting appreciation of literature in its richness and variety.

The class interprets major works of literature not encountered earlier in the subject and compares major works of prose fiction, poetry and drama, attending closely to both form and content.

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.

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.

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.

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.

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

Second, the students explore the various opportunities the computer presents for the creation of problem solving environments through special software and content free software.

GENS9042   Moral Studies 1   S1 or S2 2CCH
Contemporary Moral Dilemmas

3 credit points

This subject introduces students to the discipline of ethnical 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.

GENS9043   Moral Studies 2   S1 or S2 2CCH
Theories of Ethics

3 credit points

This subject expands the scope of ethics to embrace more than life and death choices (eg honesty, caring, respect for persons, authority, government), and considers various comprehensive ethical theories in comparision with utilitarianism.

Students learn to relate general principles to specific uses: Utilitarianism as a naturalistic theory; other naturalistic theories; the natural fallacy.

GENS9044   Moral Studies 3   S1 2CCH
Freedom and Determinism

3 credit points

This subject examines various notions of human freedom as the basis for morality, and considers 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.

GENS9045   Moral Studies 4   S2 2CC
Existentialist Ethics

3 credit points

Students consider the existentialist movement as a response to pervasiv 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.

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.

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 study the style and structure of specific musical works.

GENS9048   Music 3   S1 2CCH
3 credit points

Students 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.

GENS9049   Music 4   S1 2CCH
3 credit points

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

Students develop and bring to conclusion major projects in their fields of specialization.

GENS9050   Religion Studies 1   S1 or S2 2CCH
Religion in Australia

3 credit points

Students are 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.

GENS9051   Religion Studies 2   S1 or S2 2CCH+
Judaic, Christian and
Islamic Traditions

3 credit points

This subject assists 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.

GENS9052   Religion Studies 3   S1 2CCH
Asian Religions

3 credit points

Students are assisted in developing an understanding of Hinduism, Buddhism and Japanese religion, the contexts from which they arose, and the menaing 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.

GENS9053   Religion Studies 4   S2 2CCH
Philosophy of Religion

3 credit points

This subject aims to assist students to critically appraise the knowledge acquired in previous units. Students are 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.

GENS9054   Sports Studies 1   S1 or S2 2CCH
Physiology of Human Peformance

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 also experience a wide range of assessment procedures in relation to human performance parameters.

Students study areas of human physical performance and review the physiological responses to physical stress and exercise, and how they are assessed.

GENS9055   Sports Studies 2   S1 or S2 2CCH
Motor Skill Acquisition

3 credit points

This subject develops the understanding of skilled performance covered in the previous level by looking at factors which contribute to the learning of motor skills.

Students study how people effectively acquire the skills required for participation in a variety of sports.

GENS9056   Sports Studies 3   S1 2CCH
Sport and Society

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 encompasses an overview of contemporary issues in sports in Australian society.

GENS9057   Sports Studies 4   S2 2CCH
Integrated Sports Studies

3 credit points

This subject is designed to allow students to integrate the theories, concepts and principles of the previous courses in a number of modes and situations.

This subject enables students to study and attempt to put into practice the theories in exercise physiology, motor learning and social participation developed in the preceding subjects.

Servicing Subjects

PSYC1002   Psychology 1   F 5CCH
An introduction to the content and methods of psychology as a basic science, with emphasis on the biological and social bases of behaviour, relationship to the environment, and individual differences. Training in the methods of psychological enquiry, and in the use of elementary statistical procedures.

SOCI1230   Introduction to Australian   3CCH C12
Society
Excluded: SOCI1130, SOCI1330
Not offered in 1992.

Graduate Study

Graduate Enrolment Procedures

All students enrolling in graduate courses should obtain copies of the free leaflets *Re-enrolling 1992 for Postgraduate 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 the award of doctoral or Masters degrees. In addition the following formal coursework Masters 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 and Master of Social Work. A course for the award of a graduate diploma is available in Information Management (Librarianship or

Archives Administration). A graduate Bachelor of Education Honours degree course is also available.

At the St George Campus the following graduate courses are offered: Graduate Diploma in Education; Graduate Diploma in Educational Studies – Computer Education, Graduate Diploma in Arts – Expressive and Performing Arts, Master of Education in Creative Arts, and the Master of Sports Science.

In addition to the graduate subjects offered by each school, the Faculty offers three electives that will be available to students in Education Studies, Teacher Education, Health Services Management, Librarianship and Social Work. Participation in these electives provides 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.

Finally, the Faculty offers graduate qualifications in the study of higher education through programs conducted by the Professional Development Centre of the University: these include doctoral study, Master of Higher Education, Graduate Diploma in Higher Education and Certificate in Higher Education.

Kensington Campus

School of Education Studies

The School of Education Studies offers a three-session extension of the DipEd program leading to the award of 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)

The School of Education Studies at the Kensington Campus offers a three-session extension of the graduate Diploma in Education to complete the BEd (Honours) degree course. Usually, the first of these sessions is completed by study in an intensive mode in summer (ie three hours attendance daily at seminars over a two-week period in January). In the following two sessions students enrol in a further four seminars and undertake research for and writing of the thesis.

Session 1 (Summer)

EDST1412	Advanced Education 1	30 hours

Sessions 2 and 3

EDST1512	Advanced Education 2	(F)
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 is assigned a supervisor and co-supervisor if necessary. The supervisor normally recommends the choice of units of study in Advanced Education 2 after consultation with the student and the BEd(Hons) degree Adviser in the School.

Conditions for the Award

Enrolment and Progression
A completed Bachelor degree and a graduate Diploma in Education are normally required for entrance to the course. Performance in these courses must be of sufficiently high standard, in the judgement of the BEd(Hons) committee, to warrant admission.

Students normally enrol in the subject Advanced Education 1 in Summer session and must complete this satisfactorily before proceeding to Advanced Education 2 and the thesis in the following 2 sessions.

Assessment
The four units of Advanced Education 2 are combined to provide a single mark. The thesis is examined by two Examiners, one of whom is normally the Supervisor. The second Examiner is selected by the Bachelor of Education Honours Course Committee from two or more whose names have been provided by the Supervisor. The thesis is awarded a single final mark.

A final 'honours mark' will be calculated; this is one-fifth the mark for EDST1512 Advanced Education 2 and four-fifths the mark for EDST1901 Thesis. Based on this mark the Bachelor of Education Degree is awarded with a class of Honours of one of:
Class I,
Class II, Division I,
Class II, Division II
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 (or other relevant subject) and are expected to complete 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 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 co-requisite 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 any faculty 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. In addition the Faculty offers three interdisciplinary subjects which may be counted towards the award of the MEd degree (see under *Faculty Electives* in the **Subject Descriptions** Section of this handbook.)

MEd degree subjects

EDST2101	Introduction to Design and Analysis
EDST2102	Experimental Design and Analysis
EDST2103	Survey Design and Analysis
EDST2104	Educational Assessment and Measurement
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	Introduction to Psychophysiology
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
EDST2402	Socialization and Education
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
EDST2610	Personal Development Programs in Schools*
EDST2611	Research on Teaching**
EDST2612	Teacher Education and Professional Development**
EDST2702	Distance Education
EDST2704	Contemporary Issues in Education*
EDST2706	Introduction to Computer Assisted Instruction
EDST2801	Social and Emotional Development of Intellectually Gifted Children*
EDST2802	Introduction to the Identification of Intellectually Gifted Children*
EDST2803	Educational Programs and Curricula for Intellectually Gifted Children
EDST2804	Current Issues in the Education of Intellectually Gifted Children*
EDST3801	One-unit Project
EDST3802	Two-unit Project
PDCS1001	An Introduction to University Teaching
PDCS2007	Professional Expertise

* Not offered in 1992
** Offered subject to approval

Notes:

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 are offered in any one year.

2945
Master of Educational Administration Course (Honours)

The degree of Master of Educational Administration may be taken at Honours Level, and selected students have the opportunity to proceed to the award of 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 bachelor 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 project 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.

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 1992. One subject may be taken full time during the academic/school vacation in July 1992.

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
PROF0002	Understanding Research

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

Elective Subjects

EDST4205	Supervision and Development of Educational Personnel
EDST4206	Development and Evaluation of Educational Programs
EDST4207	Planned Change in Education
EDST4208	Leadership Theory, Research 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.

Professional Development Centre

The Professional Development Centre offers graduate courses leading to the award of the degrees of Doctor of Philosophy*, and Master of Higher Education (MHEd), the Graduate Diploma in Higher Education (GradDipHEd), and the Certificate in Higher Education (CertHEd). The conditions for the award of these degrees, the diploma and the certificate are set out later in this handbook under Conditions for the Award of Higher Degrees.
* Subject to Faculty and Council approval.

Doctor of Philosophy
PhD

A PhD program is currently being developed by the Professional Development Centre and is awaiting approval. It will be a research degree requiring an original and significant contribution to knowledge in an approved area of the study of higher education. Intending applicants should contact the Centre directly for further information regarding its availability in 1992.

8911
Master of Higher Education Course

Master of Higher Education
MHEd

The conditions for the award of the Master of Higher Education degree are set out under the Conditions for the Award of Higher Degrees later in this handbook. The degree course is designed for university academics who wish to increase their understanding of student learning in higher education and to improve their own teaching through development of their professional expertise.

The degree is studied by taking subjects to the value of eight units. Each unit represents the equivalent of 28 contact hours distributed over a 14-week session. Within each subject candidates undertake projects within the context of teaching their own discipline. The first unit, PDCS1001 Introduction to University Teaching, is a prerequisite for all subsequent subjects. (This requirement may be waived in some circumstances.) The second unit is to be chosen from either PDCS1002 or PDCS1003. Students may then complete the Masters degree course by studying four more subjects and completing a 2-unit project, or studying two more subjects and completing a 4-unit project.

Applicants must be in full or part-time academic employment in Higher Education. Their qualifications or experience must be appropriate for teaching in an Australian university and they must be currently engaged in some kind of teaching at university level. (Tutors are welcome to join the program.)

Subject to the discretion of the Director of the Centre, students may choose up to two of their electives from the following UNSW programs: Master of Education, Master of Health Personnel Education, Master of Educational Administration. Appropriate subjects at Masters level offered by other schools, faculties or universities may also be approved.

Students may enter the program with advanced standing or may receive credit 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 recognized intsitution.

7300
Certificate in Higher Education Course

Certificate in Higher Education
CertHEd

5561
Graduate Diploma in Higher Education Course

Graduate Diploma in Higher Education
GradDipHEd

A special feature of the Master in Higher Education program is that students may choose to enrol in a Certificate of Higher Education (Program 7300) which is completed by studying the first two units in the Masters degree program, or in a Graduate Diploma in Higher Education (Program 5561) which is

completetd by studying the two Certificate units plus two more units. The three programs are fully articulated and students may transfer between them.

Certificate Subjects

PDCS1001   Introduction to University Teaching
PDCS1002   Communication and Knowledge
PDCS1003   Facilitating Student Learning

Graduate Diploma/Masters Degree Subjects

PDCS2001   Designing and Developing Curricula
PDCS2002   Assessment and Feedback
PDCS2003   The Context of Teaching and Learning
PDCS2004   Varieties of Teaching and Learning Process
PDCS2005   Information Technology for Teaching and
            Learning
PDCS2006   Professional Expertise
PDCS2007   Researching Educational Practice
PDCS3001   2-unit project
PDCS3002   4-unit project

Note: 1. Each subject has a unit value of one unit except for the two-unit and four-unit project. 2. Consult the Professional Development Centre for information about which subjects are available in any particular year.

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 degree 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 degree 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 degree 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 degree 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 degree course leading to the award of 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 an external basis (correspondence plus compulsory residential schools). External studies are not offered to students resident in the Sydney region.

The normal time for completion of the course 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 degree 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).

Students are to undertake 12 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.)

1. 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.

2. 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).

3. 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. Preparation of a project proposal should commence at the completion of six subjects. The project must be completed by the end of the course, that is after three academic sessions by full-time students. Provisional topics for the major project are determined by consultation early in the course. Tutorial sessions on project preparation are provided.

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	Epidemiololgy
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 course work, the Diploma in Information Management – Archives Administration (DipIM-ArchivAdmin) and the Diploma in Information Management – Librarianship (DipIM-Lib). The conditions for the award of these degrees and diplomas are set out later in this handbook under **Conditions for the Award of Higher Degrees.**

1990
Doctor of Philosophy

Doctor of Philosophy
PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject.

Master of Archives Administration

The conditions governing the award of the degree of Master of Archives Administration by research are set out under **Conditions for the Award of Higher Degrees** later in this handbook. As the University's facilities are limited, admission may be competitive.

2985
Master of Archives Administration
(by Research)

Master of Archives Administration
MArchivAdmin

In addition to the thesis which represents 75 percent of the requirements, each candidate must complete the following two subjects to be taken in one year.

| | | Hours per session | |
		S1	S2
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 must 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 award of the degree of MLib may be taken in one year of full-time study or a longer period of part-time study. Candidates must complete a

minimum course work requirement of the equivalent of eight 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. Students may choose to undertake a major or minor project in lieu of two 42-hour subject or one 42-hour subject respectively.

Candidates electing to undertake a project, 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 or two 42-hour subjects.

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
LIBS0833	Seminar in the History of the Book	42
LIBS0836	Seminar in Bibliometric and Scientometric Indicators	42
LIBS0838	Preservation Administration	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
LIBS0846	Information Sources and Online Searching	42
LIBS0847	Marketing of Library and Information Services	42
LIBS0902	Project Report (Minor)	42 (S1 & S2)
LIBS0901	Project Report (Major)	84

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

		Hours per session	
		S1	S2
LIBS0815	Economics of Information Systems	28	0
LIBS0816	Information Processing Technology	0	28
LIBS0901	Project Report (Major) or Electives††	42	42

§ One year program.
* This subject is undertaken within the Master of Commerce degree program.
† Prerequisite LIBS0811.
†† Students may choose as electives other MLib degree 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‡	42	42

* This subject is undertaken within the Master of Commerce degree program.
† Prerequisite LIBS0811.

Year 2			
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 (Major)‡	42	42

‡ Students choose either LIBS0901 or two 42-hour electives that can be other MLib degree 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.

8922
Master of Librarianship
(by Formal Course Work) Part-time

Master of Librarianship
MLib

Information Science

This degree 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
LIBS0823	Files and Database Systems	42	0
	Electives*	42	42

Year 2			
LIBS0817	Information Storage and Retrieval Systems	0	42
LIBS0820	Diffusion and Dissemination of Information	28	0
LIBS0821	Human Computer Interface Design†	42	0
LIBS0822	Operations Research	0	42
LIBS0901	Project Report (Major)*		

† Prerequisite LIBS0823.
* Students choose either LIBS0901 or two 42 hour electives that can be other MLib degree 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 School in which the other subjects are offered.

Graduate Diploma Courses

The School's two graduate diploma courses both share a compulsory basic common core of three subjects, collectively called Information Management, which then branch into separate specialist strands – Librarianship and Archives Administration respectively.

Progression in the School's Graduate Diploma Courses

A candidate who fails in half or more of his or her subjects will not be permitted to re-enrol unless the Higher Degree Committee of the Faculty of Professional Studies grants permission because it considers the circumstances to be exceptional

5591

Diploma in Information Management – Librarianship (Full-time) †

Diploma in Information Management – Librarianship
DipIM-Lib

The graduate diploma course leading to the award of the Diploma in Information Management – Librarianship is designed to provide university graduates with a basic

education in librarianship and the opportunity to specialize. The University is unable at this stage to provide facilities for all eligible applicants and admission is, therefore, competitive.

Candidates must hold a degree, other than in librarianship, from The University of New South Wales or other approved university 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

		Hours per session	
		S1	S2
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		Hours per session	
		S1	S2
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
LIBS0646	Archives Field Work	50	70
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
DipIM-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

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 Social Work (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 Social Policy Analysis and SOCW7726 Social Work Research Methods A or SOCW7727 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 SOCW7726 Social Work Research Methods A or SOCW7727 Social Work Research Methods B, normally in the first year of registration.

8930
Master of Social Work
(by Formal Course Work)

Master of Social Work
MSW

- In 2½ years part-time
- In 1 year full-time and 6 months part-time

This degree course aims to provide experienced social workers and others with learning opportunities which enables them to function at advanced levels of practice from a social work perspective

The professional ethics subject aims to develop capacity for ethically justified professional conduct. Subjects on recent developments in the social and behavioural sciences, the analysis of social policy, social planning and management, and research methods, concentrate on the common knowledge base for all forms of advanced social work practice. The advanced social work practice subjects concentrate on contemporary practice theories, drawing on the common knowledge base.

To provide for some degree of specialisation in education for advanced practice, and to conserve teaching resources, there are two set programs for the degree. It is intended that each year there is an intake of students who undertake a program emphasising social work intervention at the interpersonal levels of social organization and interventions with individuals, groups and families. In addition, beginning in 1993 and in alternate years thereafter, there will be an intake of students who will undertake a program emphasising social work at the organizational, community, societal, and inter-societal levels. These differences in emphasis are reflected in the contents of the advanced social work practice subjects, the research subjects, and the project with which each student completes the course.

The project is an original but limited investigation related to social work practice, and is expected to draw on all the subjects studied in the degree program. In the course of the research methods subjects, a student is expected to develop a project proposal.

This course is planned as a part-time program extending over two and a half years. Classes for the requisite subjects are usually scheduled on one afternoon and evening each week.

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

Those students without a prior social work qualification are required to successfully complete a qualifying program which consists of the subject, 'The Nature and Scope of Social Work' (SOCW7002) before entering the program. This subject (21 hours) is offered in a concentrated time form immediately prior to Session I, using guided readings, seminars and distance education techniques.

This, together with the graduate degree does not, however, constitute a professional practice degree recognized by the Australian Association of Social Workers.

Year 1		Hours per week	
		S1	S2
SOCW7713	Social and Behavioural Science	1.5	1.5
SOCW7741	Social Policy Analysis	2	
SOCW7726	Social Work Research Methods A		1.5
SOCW7733	Advanced Social Work Practice 1	2	2
Year 2			
PROF0001	Professional Ethics	2	
SOCW7742	Social Planning and Management		2
SOCW7727	Social Work Research Methods B	1.5	
SOCW7753	Advanced Social Work Practice 2	2	4
Year 3			
SOCW7761	Project	12*	

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

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 the next year of this program until the student has fulfilled all the requirements of the previous year.

St George Campus

School of Teacher Education

5560
Graduate Diploma in Education Course

Diploma in Education
DipEd

A course leading to the award of the Diploma in Education (DipEd) is available to graduates of The University of New South Wales or other approved universities. The Graduate Diploma course is designed to give professional training in education to graduate students.

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 are not 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 Curricuulum Studies 1.

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

TEDG6003 Educational Studies	**48**

This subject consists of three strands, each one occupying approximately the same number of hours:
Learning and Development
Reflecting on Teaching
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
Curriculum Studies 1		
Special Methods	*6	12
Curriculum, Policy and Management	2	12
Educational Studies		
Learning and Development	4	4
Reflecting on 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

	HPW	C
Applied Computer Studies		
Information Processing 2: SS and DB	3	4
		12

Session 3

Education Studies		
Computers and Teaching 3: Applications	2	4
Curriculum Project	3	
or		
Computer Studies		
Programming Techniques	3	4
Applied Computer Studies		
Information Processing 3: Hardware	3	4
		12

Session 4

Education Studies		
Elective Study	3	6
Elective Study	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.

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 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 enable them to provide leadership in the development of computing policy in their educational setting.

Structure of The Course

The following diagram summarizes 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: Courseware	3	4
Information Technology and Society	2	4
Applied Computer Studies		
Information Processing 1: Word Processing	3	4
		12

Session 2		
Education Studies		
Computers and Teaching 2: Curriculum	2	4
Computer Studies		
Programming and Problem Solving	3	4

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 has a value of two units.

To qualify for the degree, candidates are required to 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 recognized 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 is offered on a full and part time basis. Full-time students 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 each of one unit value in this strand or undertake other subjects conditional on the approval of the Head of School.

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

Major Project 2 Units
SLST9400   Major Project

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

Alternative Subjects – Master of Sports Science

Subject to the approval of the Head School of Sport and Leisure Studies and the Head of the appropriate School, students in the Master of Sports Science may enrol in the following subjects:

Centre for Safety Science
Principles of Ergonomics (47.061G)

School of Psychology
Psychology 1, Experimental Psychology in Cognitive Science (12.710G)

School of Information Services
Information Systems A (19.988G)
Data Management (19.992G)

School of Industrial Relations and Organizational Behaviour
Industrial Relations A (IROB5701)
Industrial Relations B (IROB5902)
Organizational Behaviour A (IROB5901)
Organizational Behaviour B (IROB5902)
Human Resource Management A (IROB5906)
Human Resource Management B (IROB5907)

School of Economics]
Economics A (15.114G)
The Modern Business Corporation (ECOH5352)
International Economic Relations since the Nineteenth Century (ECOH5357)
Aspects of Australian Economic Development (ECOH 5355)

Centre for Biomedical Engineering
Introductory Biomechanics (BIOM9510)
Mechanics of the Human Body (BIOM9541)

School of Medical Education
Understanding and Working in Communities (78.010G)
Influencing Health Beliefs and Health Behaviours (78.013G)
Organisation and Management of Health Personnel Education (78.104G)
Program Evaluation and Planned Change (78.108G)
Management of Human Resources (78.112G)
Educational Planning (78.105G)

School of Librarianship and School of Social Work
Appropriate subjects in these Schools may be substituted for prescribed subjects.

The subjects have been made available on the understanding that they could complement the specific Sports Science discipline area the student wished to follow.

It is expected that students would select no more than two subjects outside the mainstream of Sports Science subjects.

9341
Master of Sports Science (Hons)

Master of Sports Science (Hons)
MSpSc (Hons)

A candidate for the award of the degree of 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 leading to the award of the MSpSc pass degree, may be invited to transfer to enrol in the MSpSc(Hons) degree course. Permission to transfer requires the approval of the Head of School and the Higher Degree Committee of the Faculty of Professional Studies.

Students selected to transfer to honours level before completing requirements for the award of 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.

Students transferring to the honours degree will be required to complete two additional subjects at credit level or better in the Human Peformance strand and a thesis.

School of Arts and Music Education

5630
Graduate Diploma of Arts:
Expressive And Performing Arts

The School offers a course leading to the award of Graduate Diploma in Arts: Expressive and Performing Arts (GradDipArts). 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 session 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 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, graduate 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, graduate 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 are 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
EXPA5070	Human Development and Dance Education: Theory and Practice in Schools	2	0

		Hours per week	
		S1	S2
EXPA5110	Drama Curriculum: Implement-		
EXPA5080	Teaching Dance: Dance Improvization and Composition	0	2
EXPA5090	Dance Styles: Historical Antecedents and Modern Developments	0	2
EXPA5100	Drama in Education: Theory and Methodology	2	0
	ation in Schools	0	2
EXPA5120	The Influence of Modern Theories of Performance and Theatre on Drama Education	0	2
EXPA5130	Contemporary Studies in Music Education: Jazz Studies	2	0
EXPA5140	Contemporary Studies in Music Education: Popular Music/Rock and Roll	0	2
EXPA5150	Performance Studies: Jazz Ensemble	0	2
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

Year Two (Two subjects in each Session)

EXPA5020	Introduction to Research in Arts Education	2	0
EXPA5030	Applied Research in Arts Education	0	2

Professional Studies

Year 2		Hours per week	
		S1	S2
EXPA5060	Studio Practice in Context of Contemporary Art Theory and Criticism, or	2	0
EXPA5090	Dance Styles: Historical Antecedents and Modern Developments, or	2	0
EXPA5120	The Influence of Modern Theories of Performance and Theatre on Drama Education, or	2	0
EXPA5150	Performance Studies: Jazz Ensemble, or	2	0
EXPA5160	Performance Studies: Studio Production	2	0
	Elective subject*	0	2

* A second elective in Session 2 must be selected from another arts area or, with approval from the Head of School, from subjects offered in other graduate courses of the School or Faculty.

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'.

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 *Centre for Liberal and General Studies* 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
ADSC	Australian Defence Studies Centre	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
APSC	Faculty of Applied Science	Applied Science
APSE	Faculty of Applied Science	Applied Science
ARCH	School of Architecture	Architecture
ARTS	Faculty of Arts and Social Sciences	Arts and Social Sciences
ASIA	Asian Studies	Arts and Social Sciences
ATAX	Board of Studies in Taxation	
AUST	Australian Studies	Arts and Social Sciences
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	
CEIC	School of Chemical Engineering & Industrial Chemistry	Applied Science
CHEM	School of Chemistry	Science
CHEN	Department of Chemical Engineering	Applied Science
CHIN	Chinese	Arts and Social Sciences
CIVL	School of Civil Engineering	Engineering
CMED	School of Community Medicine	Medicine
COFA	College of Fine Arts	
COMM	Faculty of Commerce and Economics	Commerce & Economics
COMP	School of Computer Science and Engineering	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

Prefix	Organizational unit	Faculty
ELEC	School of Electrical Engineering	Engineering
ENGL	School of English	Arts and Social Sciences
EURO	European Studies	Arts and Social Sciences
EXPA	School of Arts and Music Education	Professional Studies
FIBR	School of Fibre Science & Technology	Applied Science
FILM	Department of Theatre and Film Studies	Arts and Social Sciences
FINS	School of Banking & Finance	Commerce & Economics
FOOD	Department of Food Science and Technology	Applied Science
FREN	School of French	Arts and Social Sciences
FUEL	Department of Fuel Technology	Applied Science
GENS	Centre for Liberal & General Studies	
GEOG	School of Geography	Applied Science
GEOL	Department of Applied Geology	Applied Science
GERS	Department of German Studies	Arts and Social Sciences
GREK	Modern Greek	Arts and Social Sciences
GSBE	Graduate School of the Built Environment	Architecture
HEAL	School of Health Services Management	Professional Studies
HIST	School of History	Arts and Social Sciences
HOSP	School of Marketing	Commerce & Economics
IDES	Department of Industrial Design	Architecture
INDA	Industrial Arts	Architecture
INDC	Department of Industrial Chemistry	Applied Science
INDO	Indonesian	Arts and Social Sciences
INFS	School of Information Systems	Commerce & Economics
INTD	Interdisciplinary Studies	Arts and Social Sciences
IROB	School of Industrial Relations & Organizational Behaviour	Commerce & Economics
JAPN	Asian Studies Unit	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
LING	Linguistics	Arts and Social Sciences
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	Medicine Surgery Clinical Studies	Medicine
MECH	School of Mechanical and Manufacturing Engineering	Engineering
MEED	School of Medical Education	Medicine
MFAC	Medical Faculty (Administration)	Medicine

Prefix	Organizational unit	Faculty
MICR	School of Microbiology	Biological & Behavioural Sciences
MINE	Department of Mining Engineering	Applied Science
MNGT	Australian Graduate School of Management	
MSCI	Board of Studies and Mathematics	Board of Studies
MUSI	Department of Music	Arts and Social Sciences
NAVL	Naval Architecture	Engineering
OBST	School of Obstetrics & Gynaecology	Medicine
OCEA	Faculty of Science	Science
OPTM	School of Optometry	Science
PAED	School of Paediatrics	Medicine
PATH	School of Pathology	Medicine
PDCS	Professional Development Centre	Professional Studies
PHIL	School of Philosophy	Arts and Social Sciences
PHPH	School of Physiology & Pharmacology	Medicine
PHYS	School of Physics	Science
PLAN	School of Town Planning	Architecture
POLS	School of Political Science	Arts and Social Sciences
POLY	Department of Polymer Science	Applied Science
PROF	Faculty of Professional Studies	Professional Studies
PSCY	School of Psychiatry	Medicine
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 and Social Sciences
SAFE	Department of Safety Science	Applied Science
SCTS\ HPST	School of Science & Technology Studies	Arts and Social Sciences
SLSP	Department of Social Science & Policy	Arts and Social Sciences
SLST	School of Sport & Leisure Studies	Professional Studies
SOCI	School of Sociology	Arts and Social Sciences
SOCW	School of Social Work	Professional Studies
SPAN	Spanish & Latin American Studies	Arts and Social Sciences
SURG	School of Surgery	Medicine
SURV	School of Surveying	Engineering
TEDG	School of Teacher Education (graduate)	Professional Studies
TEED	School of Teacher Education (undergraduate)	Professional Studies
TESL	TESOL	Arts and Social Sciences
TEXT	Department of Textile Technology	Applied Science
THFI	Department of Theatre and Film Studies	Arts and Social Sciences
THST	Department of Theatre and Film Studies	Arts and Social Sciences
USOM	School of Mines	Applied Science
WOMS	Women Studies	Arts and Social Sciences
WOOL	Department of Wool & Animal Science	Applied Science

Kensington Campus

Faculty Electives

PROF0001   Professional Ethics   2CCH
The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, meta-ethics. The need for prescriptive ethics. Levels of moral reasoning – particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

PROF0002   Understanding Research   2CCH
This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

PROF0003   Qualitative Research Procedures   L2
Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, 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, focus groups, analysis and reporting of qualitative research, choice 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 enviroments, 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.

HEAL9011   Quantitative Methods and   L2
Statistics 1
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.

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.

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.

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.

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   L2
Management 1
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 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.

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.

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.

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.

HEAL9331   Health Services Law 1   L2
Overview of the main features of the structure of the legal systems which are based on the English 'common law' model; brief comparisons with some of the other major types of legal systems 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, legal philosphy, 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.

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 compenzation, 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.

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, ethics of resource allocation, economic planning of health services, cost benefit evaluation, cost effectiveness analysis, economics of hospitals and economic impact of health insurance.

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.

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.

HEAL9381   Policy Studies   L2
Prerequisites: HEAL9041, HEAL9711. Co-requisite: HEAL9351

Contemporary health policy issues including the politics of health care; principles of policy formation and analysis. Seminar topics and class presentations 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; health policy issues in developing countries.

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.

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.

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.

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.

HEAL9431   Interpersonal Communication in   L2
Organizations
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.

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.

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.

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.

HEAL9471   Comparative Health Care Systems   L2
Prerequisite: HEAL9041 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.

HEAL9481   Operations Research for Health   L2
Planning and Administration
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.

HEAL9491   Organizational Analysis in Health   L2
Services
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.

HEAL9501   Computing Techniques for Health   L2
Services Management
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.

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.

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.

HEAL9611 Nursing Theory L2
This subject focuses on contemporary theoretical frameworks for nursing practice. The development, implementation and evaluation of theories are analysed and critiqued in their application to the Australian health care system. Emphasis is placed on the nurse administrator's role in incorporating theoretical perspectives into the work setting.

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 a range of topics; practical application of skills.

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.

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.

HEAL9651 Historical Trends In Nursing L2
The view of 'history as progress' in nursing is examined to enable the student to understand the past as a guide to present and future action. A variety of underlying theoretical positions originating from different perspectives are studied in an attempt to challenge the conventional broad-brush approach to nursing history. The influence of the Women's Movement and changing ideologies of nursing on nursing practice are discussed. Comparative analyses are made of trends overseas. Opportunities are provided for the student to gain practical experience in the processes of conducting historical research.

HEAL9661 Current Issues In Nursing L2
Controversial issues involving the nursing profession are critically examined. Topics addressed include: minimal

educational preparation, mandatory continuing education, nontraditional education, unionism vs professionalism, political action in the health arena, government involvement, clinical specialization, cost effectiveness, consumer's rights, factors affecting nurses participation in the workforce, ethics in practice.

HEAL9671 Politics, Policies and Power In Nursing L2
The concept of power is examined as it relates to the nursing profession's increasing involvement in health policy-making and politics. The impact of professional nursing organizations and representative nursing groups on government decision-making bodies in Australia is discussed. Strategies which promote the policitial acumen among nurses at various organizational levels are examined.

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 current theories of organization and management, and evaluates their recommendations for managerial work; examines the relationship between theory and practice in the management of organizations; fosters an appreciation of the dynamics of managerial behaviour and extends understanding of what is entailed in the constitution and maintenance of managerial control; develops a model of management which will facilitate conceptualization of the nature of managers' involvement in organizational adaptation and change; and the accomplishment of managerial control.

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.

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.

HEAL9811 Sociology, Ethics and Health **L2**
Because health, illness and death occur at different rates and from different causes associated with age, gender, class, race and ethnicity the social distribution of health, death and illness is remarkably uneven. Thus to make effective management or health policy decisions which address these issues, our understanding of medicine, health and illness needs to be reconstructed from a sociological perspective. The subject attempts to do this by introducing students to the literature on the social factors which shape the patterning of mortality, health and illness, and the delivery of health care services. It covers such topics as Racism & Migrant Health, Colonization & Aboriginal Health; Gender & Health; Bioethics, IVF & Medical Research; Medical Dominance; The Body in Medical Discourse; and Madness & Medicine.

HEAL9821 Health and Society **L2**
Prerequisite: HEAL9811 or equivalent.
This subject provides students with the opportunity to enhance their understanding of social research methodology, to learn about the social research process and to develop some specific social research skills. Students who chose the research project option offered in the prerequisite subject may wish to continue researching the same topic, or they may wish to move on to a related research avenue or an entirely different one.

HEAL9921 Project **S1 or S2**
28 hours.

HEAL9931 Project **F**
56 hours.

HEAL9941 Project **F**
28 hours.

HEAL9951 Research Project A **F**
28 hours.

HEAL9961 Research Project B **S1 or S2**
28 hours.

HEAL9971 Dissertation (MPH) **S1 or S2 or F**
84 hours.

Librarianship

Diploma in Information Management – Librarianship

Diploma in Information Management – Archives Administration

Common core subjects

LIBS0400 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.

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.

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 clienteles. 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.

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.

**LIBS0504   Information Sources: Selection   S1
Collection and Use**

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.

**LIBS0505   Role of Libraries and   S1 W1-6
Librarians**

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.

**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.

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.

**LIBS0508   Information Needs in Educational   S2
Environments**

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.

**LIBS0509   Information Needs in the   S2
Community**

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.

**LIBS0510   Information Needs in Industry,   S2
Business and Government**

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.

**LIBS0511   Health Science: Literature,   S2
Information Needs and Services**

Identification of information needs of health sciences practitioners. The role of health sciences libraries and librarians in the provision of information. Generation, flow and documentation of information in the professional and allied fields of health sciences. The structure and characteristics of the health sciences literature, with special emphasis on the major information sources available in print and machine form. Manipulation of major biomedical machine files, such as MEDLINE, CATLINE, BIOSIS and EXCERPTA MEDICA.

**LIBS0512   Literature of the Pure and   S2
Applied Sciences**

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.

**LIBS0513   Literature of the Arts and   S2
Humanities**

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.

**LIBS0514   Law: Literature, Information   S2
Needs and Services**

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.

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.

**LIBS0516   Children's and Young Adults'   S2
Materials**
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.

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.

**LIBS0518   Marketing and Promotion   S2
of Information Services**
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.

**LIBS0519   Staff Management and Staff   S2
Development in Libraries**
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.

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.

**LIBS0521   Computer Programming for   S2
Bibliographic Systems**
Introduction to programming principles and practice, with emphasis on text-processing capabilities of languages. Applications and procedures on mainframe and microcomputers.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

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.

**LIBS0811   Library and Information Services   S1
    Management 1**
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.

**LIBS0812   Library and Information Services   S2
    Management 2**
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.

LIBS0815   Economics of Information Systems   S1
Information as a resource. Effects of information technology on work and the distribution of wealth. Copyright, patents, licences and other systems aimed at ensuring appropriability of economic benefits from information. Market research and the pricing and distribution of information products and services.

LIBS0816   Information Processing Technology   S2
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.

**LIBS0817   Information Storage and Retrieval   F
    Systems**
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.

**LIBS0820   Diffusion and Dissemination of   S1
    Information**
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.

LIBS0821   Human Computer Interface Design   S2
Includes discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the requesting, assimilation and presentation of information. The incorporation of these factors into the design of computer interfaces and the development of expert systems.

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.

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.

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.

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.

LIBS0836   Seminar in Bibliometrics   S1 or S2
and Scientometric Indicators
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.

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.

LIBS0842   Evaluation and Performance   S1 or S2
Measurement in Information Agencies
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.

LIBS0843   Special Topic in Library and   S1 or S2
Information Science
An occasional elective dealing with some aspect of library and information science, selected according to current demand and availability of local visiting lecturers.

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.

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 verses 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.

LIBS0846   Information Sources and   S1 or S2
Online Searching
Explores the availability of, searching for, retrieval of, and transfer of information sources in electronic format (commercial databanks, library catalogues, CD-ROMs, EMAIL etc). Examines the theory of information storage and retrieval. Looks at the repackaging of electronic information and creation of in-house databases. (Recommended as background subject for LIBS0817 Information Storage and REtrieval Systems).

LIBS847   Marketing of Library and   S1 or S2
Information Services
This subject considers the relevance and applicability of marketing theory to library and information services. Product life cycle; product planning, promotion, pricing and distribution; marketing strategy and its relation to organizational strategy.

LIBS0901   Project Report (Major)   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.

LIBS0902   Project Report (Minor)   S1 or S2
Each student undertaking a minor project in the Master of Librarianship (by Formal Course Work) General Program is required to submit a project report involving individual study and investigation.

Education Studies

Master of Education Degree Course

EDST2101   Introduction to Design and   S1 or S2 L2
Analysis
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   S1 or S2 L2
Analysis
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 and use of the SPSS-X packages.

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.

EDST2104   Educational Assessment and   S1 or S2 L2
Measurement

Purposes of assessment 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.

EDST2201   Philosophical Issues in Education
Not offered in 1992.

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.

EDST2203   Social Philosophy and   S1 or S2 L2
Education

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.

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   S1 or S2 L2
Instruction

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.

EDST2302   Introduction to   S1 or S2 L2
Psychophysiology

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.

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.

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.

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   S1 or S2 L2
Development

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.

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

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.

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   S1 or S2L2
Solving Research**
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.

**EDST2602   Values in Teaching and   S1 or S2 L2
Reading Literature**
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.

**EDST2603   The Filming of Literature: S1 or S2 L2
Implications for Teaching**
English teachers frequently use films of novels and plays as stimuli to children's interest in and comprehension of literary works. The subject examines the complexities involved in transposing literature into film, eg the problem of transposing the narrative voice and tone of a novel into the film's mis-en-scene, camera positioning, montage, music, actors' appearances, movements, gestures, etc. A detailed examination of several novels and films is designed to alert students to such issues and to develop a discriminating approach to the use of film in teaching literature.

**EDST2604   The Development of   S1 or S2 L2
Scientific Concepts**
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.

EDST2605 Evaluation in Science Education   S1 or S2 L2
Prerequisite: EDST2606 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.

**EDST2606   Selected Issues in Science   S1 or S2 L2
Education**
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.

**EDST2607   Research on the Learning   S1 or S2 L2
and Teaching of Mathematics**
A study of recent and current research in Mathematics Education, including problems in the areas of arithmetic, algebra, geometry, representation, computers and mathematics learning, teaching and the training of teachers. Emphasis is placed on experimental designs and methodologies as well as on findings and underpinning resulting theory. Students are encouraged to engage in research of their own.

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 usng 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.

EDST2610   Personal Development Programs in Schools
Not offered in 1992.

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 arangements, 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.

EDST2611   Research on Teaching   S1 L2

This subject is conducted at the School of Teacher Education, St George Campus, Oatley. It will be offered in 1992 subject to final approval.

Teachers, teaching and instruction. Primary components of classroom instruction, including subject matter, task demands, instructional format, grouping arrangements, pacing, classroom behaviour and interaction. Paradigms for conceptualizing classroom research. Designing classroom reaaarch; epistemological issues; the nature and interpretation of evidence concerning theoretical ideas about teaching. Examples of research on teaching. Generalisations about the effects of teachers, teaching and instruction.

EDST2612   Teacher Education and   S2 L2
Professional Develpment

This subject is conducted at the School of Teacher Education, St George Campus, Oatley. It will be offered in 1992 subject to final approval.
Exclusion: EDST4205

Pre-service teacher education; the curriculum; the practicum; supervision; microteaching; organizational patterns of pre-service teacher education. In-service teacher education; concepts of professional development, teacher development and teacher evaluation; the reflective teacher; distance education in teacher development, teaching, teacher thinking and knowledge and teacher development; government policy and teacher development.

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.

EDST2704   Contemporary Issues in Education S1 or S2 L2
Not offered in 1992.

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.

EDST2706   Introduction to Computer-   S1 or S21 L2
Assisted Instruction

Introduces students to the mechanics of computer-assisted instruction via a simple computer language commonly implemented in microcomputers (BASIC). Evaluation of this component of the subject involves regular problem-solving activities using BASIC, and a small project in the student's teaching area. In addition, a selected range of recent literature, illustrating the effects of computer-assisted instruction on performance measures and attitude changes, is discussed in seminars. Students are required to submit an evaluative summary of an agreed topic in this component of the subject.

Note: No previous computer experience is expected. Students with previous programming experience may be admitted but will be required to present a more advanced project.

EDST2801   Social and Emotional Development S1 or S2
of Intellectually Gifted Children   L2
Not offered in 1992.

This subject focuses on past and current research on the social, emotional and moral development of children of high intellectual potential. Current educational and psychological concerns regarding the incidence of underachievement, lack of motivation, depression and dropping out among gifted children will be examined, as will the implications of these concerns for educators and parents of gifted students. The subject will examine the influence of personalogical variables, including motivation, self-esteem, friendship choices and attitudes towards school and study, on the translation of high potential into high performance. Teaching strategies and class and school structures which facilitate or impede the development of positive social attitudes and supportive peer relationships in gifted children will be critically analysed.

EDST2802   Introduction to the Identification S1 or S2 L2
of Intellectually Gifted Children

This subject provides an introduction to some of the subjective and objective measures by which children of high intellectual potential can be identified and their abilities and achievements accurately assessed. Methods of identification covered will include: traits and characteristics of gifted students; classroom behaviours which indicate possible giftedness; developmental indicators such as early speech, mobility and reading; teacher, parent, peer and self nomination; and standardized tests of aptitude and achievement. The subject will emphasize the use of a combination of approaches rather than a single measure. Attention will be given to the recognition of different levels of giftedness, and to the identification of high potential in minority and disadvantaged groups including the physically handicapped, geographically isolated, Aboriginal children, and girls.

EDST2803   Educational Programs and Curricula S1 or S2
for Intellectually Gifted Children   L2

This subject focuses on current research on appropriate curriculum design, teaching methodologies and program development for gifted and talented children. Program models and enrichment paradigms currently used in Australia and internationally are critically evaluated. Students are required to develop differentiated curricula appropriate for use with academically gifted students in the regular classroom or in special settings. Research on the effectiveness of in-class enrichment, acceleration, and various forms of ability, achievement and interest grouping is closely examined, with particular attention to the effects of these strategies on the students' academic and social development.

EDST2804   Current Issues in the Education S1 or S2 L2
of Intellectually Gifted Children
Not offered in 1992.

This subject focuses on current philosophic and social attitudes within Australia and internationally, to the education of children of high intellectual potential. The concept of giftedness is explored, beginning with an analysis of its historical and cultural roots and leading through to an examination of the current focus on different domains and levels of giftedness. Students analyse and evaluate a range of techniques for identifying giftedness and high ability in both primary and secondary students, with particular focus on strategies to identify gifted children in disadvantaged and minority groups. The subject explores current research evidence of the academic, social and emotional needs of gifted children, and investigates teaching strategies and school organizational structures which have been shown to facilitate or impede the full development of high

potential. Strategies by which teachers and administrators can facilitate school change to meet the needs of gifted students are investigated.

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.

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.

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.

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.

PROF0002   Understanding Research   S1 or S2 L2

This subject introduces students to the nature of the research process and develops skills to enable them to read research reports, analyse research findings and utilize the results of research in an informed manner. The subject explores the purposes of research, steps to be followed in carrying out a research project, the variety of research methods, sources of data and the collection of data, the analysis and interpretation of data and the preparation and evaluation of reports.

Elective Subjects

EDST4205   Supervision and Development   S1 or S2 L2 of Educational Personnel

Excluded: EDST2611

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.

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.

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.

EDST4208   Leadership Theory, Research   S1 or S2 L2 and 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   S1 or S2 L2 Administration

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 to 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.

EDST4210   Women in Educational   S1 or S2 L2
**   Administration**
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.

EDST4211   Financial Issues in Educational   S1 or S2 L2
**   Administration**
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.

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.

EDST4213   Communication and   S1 or S2 L2
**   Human Relations**
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.

EDST4214   Social Issues and Educational   S1 or S2 L2
**   Policy**
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.

EDST4215   Supervised Fieldwork in   S1 or S2 L2
**   Educational Administration**
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.

EDST4216   Selected Aspects of   S1 or S2 L2
**   Educational Administration 1**
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.

EDST4217   Selected Aspects of   S1 or S2 L2
**   Educational Administration 2**
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.

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.

Professional Development Centre

Master of Higher Education Degree Course
Graduate Diploma in Higher Education
Certificate in Higher Education

PDCS1001   Introduction to University Teaching S1 or S2
The principles and practice of regular classroom teaching in higher education, through the study of current views of 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.

PDCS1002   Communication and Knowledge   S1
Prerequisite: PDCS1001 or equivalent.
An introduction to some of the relationships between learning and the communication between teachers and students. How the teachers' choice of language, media and structuring and presentation of information may help or hinder student learning. How encouraging students to produce spoken and written language can help them learn content. Consideration of the different ways disciplines are presented in journals and texts, and how to help students develop the style required by the subject area. To be studied through a practicum project supported by independent reading and participation in workshops.

PDCS1003   Facilitating Student Learning   S2
Prerequisite: PDCS1001 or equivalent.
Research on student learning, concept learning, deep, surface and instrumental approaches, adult learning principles, the influence of teaching and assessment on learning strategies, motivations for learning, the needs of students from overseas and non-traditional backgrounds, what students learn, students' understanding of subject matter and subject-related skills, application to different subject matter. Role of the emotions in learning; forms of ethical development. To be studied through a practicum project supported by independent reading and participation in workshops.

PDCS2001 Designing and Developing Curricula S1
Prerequisite: two units at 1000 level.

An introduction to some of the philosophical and theoretical bases for formal education. This may include: views of the nature of knowledge; the role of learning theory; some influential curriculum models and conceptual frameworks. Examination of practical aspects of curriculum planning and implementation including: institutional aspects, staffing and strategies; ways of defining course and subject goals in different disciplinary and transdisciplinary areas; methods for achieving structure and sequencing within and among subjects; relationships between curriculum and teaching methods, technology and media, student assessment; systems for accreditation of courses within and across institutions. Introduction to theory and methodology for the evaluation of programs and of the subjects they comprise.

PDCS2002 Assessment and Feedback SS
Prerequisite: Two units at 1000 level.

Formative and summative assessment, the effect of assessment on learning, methods of assessment, constructing appropriate tools for assessment, issues in continuous assessment, self and peer assessment, ways of giving feedback, dealing with assessment data for accreditation, departmental policy on marking and grading.

PDCS2003 The Context of Teaching and Learning SS
Prerequisite: Two units at 1000 level.

Includes such topics as background to the Australian system of higher education, purpose and nature of universities, social change and higher education, the management and organization of universities, student expectations and characteristics, current issues of public policy including access and equity, characteristics of staff, nature of academic work, relation between education and government, the use of performance indicators and the implications for teaching and learning.

PDCS2004 Varieties of Teaching and SS
Learning Process
Prerequisite: Two units at 1000 level.

A study of both the traditional and some alternative ways of organizing the teaching-learning process, within typical university settings. This may include: organizational and institutional factors influencing teaching and learning effectiveness; the nature, history, and role of lectures, tutorials, seminars, laboratory/studio/field experiences, approaches such as open learning, independent study, projects, problem-based learning, case methods, peer learning, group and collaborative learning, mastery learning, co-operative learning with business/industry; research into relative strengths and weaknesses of these methods, and disciplinary differences in applicability of different approaches; implications of choice of teaching/learning approach for staff selection and development, for student selection, orientation and accreditation, and for institutional management and administration.

PDCS2005 Information Technology for Teaching SS
and Learning
Prerequisite: Two units at 1000 level.

Introduction to the principles of information management systems, and application of these to the use of the computer in the various settings of higher education (teaching, learning,

research, administration) with particular emphasis on: computer-assisted learning and expert systems, computer-enhanced learning, the computer as productivity tool for teachers, learners and administrators, and computer-mediated communications. Study of the possible implications of computer use for, *inter alia*, curriculum design, teaching methods, the quality of student learning, institutional management.

PDCS2006 Professional Expertise SS
Prerequisite: Two units at 1000 level.

Surveys current perspectives on the nature of professional knowledge, particularly the expertise involved in competent professional practice, emphasizing the experiential roots and the place of experience in professional training programs. Close study of the formation of expertise among those who teach others (includes 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.

PDCS2007 Research in Educational Practice SS
Prerequisite: Two units at 1000 level.

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 interpretive and critical educational research traditions, qualitative and quantitative approaches, facilitating classroom research, processes of self-appraisal.

PDCS3001 Two-Unit Project S1 or S2
Pre- or Co-requisite: At least two units at 1000 level and two units at 2000 level.

On a topic approved by the Program Coordinator, with appropriate consultation and supervision. Involves students in an investigation of teaching and student learning within their own discipline or professional area. Work load equivalent to that of 56 subject contact hours.

PDCS3002 Four-Unit Project S1 or S2
Pre or Co-requisite: At least two units at 1000 level and two units at 2000 level

On a topic approved by the Program Coordinator, with appropriate consultation and supervision. Will involve students in an investigation of teaching and student learning within their own discipline or professional area. Work load equivalent to that of 112 subject contact hours.

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.

SOCW7733 Advanced Social Work Practice 1   FL/T2

**SOCW7753 Advanced Social Work   S1L/T2, S2L/T4
Practice 2**

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

SOCW7713 Social and Behavioural Science   Fl/T1.5

Recent developments in the social and behavioural sciences, which have implications for the various forms of social work intervention at different levels of social organization - intra-personal, family, group, organization, community, societal, and intersocietal. Examination of concepts, theories, ideology, evidence, stage of development and implications for social work practice.

SOCW7726 Social Work Research Methods A   S2L/T1.5

Quantitative research methods using mainframe and micro computer program packages to give students experience in statistical manipulation of data and introduction to a range of multivariate techniques appropriate to social work research.

SOCW7727 Social Work Research Methods B   S1L/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. By the end of the research sequence, each student must have completed a formal project proposal, to be implemented in the Project subject.

SOCW7741 Social Policy Analysis   S1L/T2

An overview of the current stage of development of the analysis of social policy. The scope and nature of social policy choices. Frameworks and models. Important topics in social policy analysis – such as values, research, political economy, economics, fiscal welfare, the welfare state, the voluntary sector, religion, families, consumer interests, geographic location, social class, gender, race, ethnicity and the Third World are examined through student presentations.

SOCW7742 Social Planning and Management   S2L/T2

This subject will examine the fields of social planning and management, dealing with perspectives, directions, issues, techniques and debates. It will review approaches to policy and program design, analysis of organizations and program objectives, developments in planning and management techniques and concepts and the limits of social planning. Topics such as information technology, financial management and budgeting, accountability, cost-benefit analysis, social impact assessment, directions in industrial relations, human resource management and equal opportunity will receive some special attention. The subject is oriented towards developing a critical appreciation of the field of planning and management. Specific practice considerations and skills development are the concern of subjects in the practice stream.

PROF0001 Professional Ethics   2CCH

The aim is to develop a capacity for ethically justified professional conduct on the part of individual professionals and their profession as a whole. The nature of ethics: descriptive, prescriptive, meta-ethics. The need for prescriptive ethics. Levels of moral reasoning – particular judgements and actions, relevant rules, general principles, ethical theories. Moral ideals. Virtue ethics. The nature and scope of professional conduct. The Anglo-American concept of 'profession'. Formal codes of professional conduct. The application of moral reasoning and virtue ethics to professional practice in relationships with clients, third parties, employers, colleagues, society.

SOCW7761 Project

A study project undertaken by each candidate. It is an original but limited investigation which is related to social work practice or social welfare policy, depending on the course the student is enrolled in. Each candidate has a project supervisor.

SOCW7002 The Nature and Scope of Social Work

The subject is designed for experienced and qualified people working in the human services field, but who do not possess a social work qualification. The purpose is to help students gain an understanding of the professional basis of social work, prior to engaging in the MSW program. The subject covers the following topics: The development of social work as an organized occupation - in Australia, and elsewhere in the world.; social work's characteristic values and purposes, its concerns and its clientele, its knowledge base, skill repertoire, educational bodies, employing agencies, industrial circumstances, the professional association, codes of ethics, specializations, and relationships to other occupations, issues and current debates.

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

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   S1 or S2 2CCH
Studies B**

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   S1 or S2 2CCH
Studies C**

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   S1 or S2 2CCH
Studies D**

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   S1 or S2 2CCH
Studies E**

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   S1 or S2 2CCH
Studies F**

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 examine the impact of Information Technology in a broad variety of fields in modern society. They develop a critical awareness of the social and philosophical implications of the use of computers in society, industry and education.

TEDG2022   Computers and Teaching 1: Courseware   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.

TEDG0011   Computers and Teaching 2: Curriculum   S2 2CCH
4 credit points
Prerequisite: TEDG2022

This subject builds on Computers and Teaching 1. It is designed to provide students with a broad view of how computers can be used across the curriculum, and to continue to develop their understanding of how computers can be applied in their own teaching specialty (ie infants, primary, secondary geography, TAFE accountancy etc)

The curriculum process is reviewed and theories of curriculum development are examined. Students 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.

TEDG0022   Computers and Teaching 3: Applications   S2 2CCH
4 credit points
Prerequisite: TEDG0011.

This subject is designed to focus in detail on the applications of the computer in teaching specific subject areas.

Students examine the rationale for employing computers in specific teaching fields, and will critically examine applications of computers in the chosen field.

Applied Computer Studies

TEDG5646   Information Processing 1: Word Processing   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 is 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.

TEDG5657   Information Processing 2: SS and DB   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 is undertaken in this subject, and integrated packages are examined.

TEDG5668   Information Processing 3: Hardware   S1 3CCH
4 credit points
Prerequisite: TEDG5657

This subject is designed to extend the study of microcomputer equipment introduced in Information Processing 1.

Students 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 learn simple routine maintenance procedures and basic fault finding procedures for educational microcomputer equipment.

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 leads to the introduction of programming techniques and software engineering principles. Students design, write and test simple structured computer programs. Examples may be given from a variety of computer languages, one of which is selected as the main vehicle of instruction.

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 learn searching and sorting techniques. They develop an understanding of the handling of lists and arrays, records and fields, and sequential and random access files.

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.

TEDG2031 Computers in Educational   S2 3CCH
Administration
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 applied to educational administration tasks. Students develop their skills using a particular package which meets their administrative needs.

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 specify an educational design for such material, formulate a logical procedure flow for this design, outline the hardware and programming implications of the design, specify an appropriate validation procedure for the package, and produce complete user documentation.

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 learn how expert systems work and study samples of expert systems in use. Students use expert system shells to gain practice in building expert systems in their area of specialization.

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.

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 examine Logo as a list processing language, problem solving in Logo, and the philosophy of Logo.

TEDG5715 Machine Language Applications S2 3CCH
6 credit points
Prerequisites: TEDG5668, TEDG5613.

This elective subject is designed to build on Programming and Problem Solving and Information Processing 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.

TEDG5704 Programming Applications   S2 3CCH
6 credit points
Prerequisite: TEDG5613.

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 learn a structured form of Basic and apply this to the development of program modules using a variety of computing techniques.

TEDG5602 Teaching Curriculum Courses   S2 3CCH
in Computing
6 credit points
Prerequisites: All session 1, 2 & 3 course units including Programming Techniques as the session 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 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.

Graduate Diploma in 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 in 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 such as management directives - school attendance policy.

Special Methods

Students are allocated to teaching method classes according to subjects studied in their undergraduate courses and according to their preference where a choice is available. The subject matter of the special method 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

In this strand, the student is acquainted with various aspects of language and language theory. Students are introduced to various teaching skills and strategies, different lesson types an the fundamentals of planning units of work. Attention is given to principles for the evaluation of teaching materials and possible strategies for their use. Students are made familiar with principles and procedures associated with student assessment and classroom management.

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, Chinese 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 designd 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   S2
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   S1

Three strands: Learning and Development, Reflecting on 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 on 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 based on one's previous experience of teachers and schools. These attitudes are sometimes deeply entrenched and difficult to modify. The objective of the course is to bring each student's attitudes into the open.

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.

113

TEDG6004   Educational Electives   **S2**
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   **S1 and S2**
Co-requisites: 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. 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, partipant 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 is tailored to the neds of students enrolled in the subject and will include research designs which enables students to apply empirical and inferential research techniques appropriate to their research interests and needs. Students become familiar with computer based statistical packages and their use.

SLST9100   Sports Administration - Theory and Practice
This subject examines 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 are considered.

SLST9110   Current Issues in Sport Administration
This subject addresses 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 are 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 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 develop techniques in the areas of: blood, skeletal muscle and gas analysis.

SLST9210   Scientific Principles of Human Performance
Designed to extend the students knowledge in assesssment and programming for exercise prescriptions and sports performance. Focuses 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 are encouraged to apply the theories and practices examined to their own specific sporting and exercise interests.

SLST9220   Exercise Testing and Fitness Evaluation
Students are 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 are also introduced to electrocardiogram use at rest and during exercise. Students are 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 exemplifies these aspects. This subject also provides the student with skills to assist in the provision of nutrition information and the guidance and successful changes in nutrition behaviour. Each student is 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 increse 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 enhacement strategies.

SLST9360   Applied Sport Psychology

Study and development of specific enhacement techniques in the manipulation of performance. The elite athlete and mental preparation, relaxation, imagery, positive mental attitude, biofeedback, affirmations and organization (self discipline) porceudres. Students are 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 are 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.

SLST9450   Thesis

The student wil be required to submit a thesis embodying the results of an original investigation on a topic relevant to the area of Sports Science and approved by the Head of School. Such work to be carried out under the direction of a supervisor appointed from the full-time academic members of the School of Sport and Leisure Studies.

Arts and Music Education

Graduate Diploma of Arts

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.

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.

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.

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 subjects.

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 for 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.

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.

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.

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.

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.

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 crafts projects in textiles, paper construction and ceramics are undertaken as part of craft work.

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.

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.

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.

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.

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.

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 must reviewed and applied to individual projects in black and white photography.

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.

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.

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.

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.

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. It also explores the foundation techniques of musical composition.

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.

Master of Education in Creative Arts

Core Strand Subjects

EXPA5000 Contemporary Issues in School Education   S1 L2

This subject assists teachers to examine contemporary issues in school education and review national and international developments in education that affect school education in the 1990s and into the 21st Century. Government reports on policy and priorities at state and federal level and close up critically examined and issues bearing on school curricula are studied. Education issues are examined in terms of broad impact upon school curriculum and more specifically upon the arts in education. Topics are 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 introduces 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 considered with reference to school curriculum. Readings, discussion and experiencing of the arts are directed towards cultivating a sense and understanding of aesthetic education and the arts and how aesthetic education contributes to a formal school education. Topics 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 introduces students to educational research. Topics 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 are assisted in reading and evaluating research reports.

EXPA5030 Applied Research in Arts Education   S2 L2

Prerequisites or corequisites: EXPA5000, EXPA5010 and EXPA5020.

This subject assists 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 is 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 examines the major phases or stages of individual development through art and the appearance, meaning and function of art at each stage. Alternate theories are 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 is 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 co-requisites: EXPA5040.

The subject assists students to become familiar with contemporary writing in Australia and overseas on issues concerned with art education. There are 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 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 eduation and technology. Australian art syllabi and visual arts program documents are also reviewed.

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

Prequisites or co-requisites: EXPA5040, EXPA5050.

This subject examines 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 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 Education Theory and Practice in Schools   S1 or S2 L2

The subject studies the development of dance in education during the Twentieth Century. The philosophical bases of dance for young people are reviewed and analysed and students are 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 is 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 assists students in constructing their own dance program.

EXPA5080 Teaching Dance: Dance Improvization and Composition   S2 L2

Prerequisites and co-requisites: EXPA5070.

The focus of the subject is upon the nature and role of improvization in dance and ways to encourage and assist

students to create dance compositions. Improvization and composition will be examined in terms of their relevance to dance in education and to performance dance. Participation in practical dance classes is required of students taking this subject.

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

Prerequisites and co-requisites: 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 is investigated and compared with the influence of both classical ballet and Australia's ethnic diversity.

This subject is 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 and Methodology
S1 or S2 L2

Theoretical approaches to the teaching of drama is analysed in the context of historical and social developments which have influenced educational practice this century. Students 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 contrasts 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 is examined against the background of the contentious debate over 'product versus process'.

EXPA5110 Drama Curriculum: Implementation in Schools
S2 L2

Prerequisites and co-requisites: EXPA5100.

This subject examines the process of curriculum development for Years K-6, 7-10 and 11-12. Practical work involves structuring units of drama around the framework of the syllabus to create programs that are suitable for particular schools. Areas of knowledge and skills needed are identified and implementation strategies and evaluation procedures explored. Current suggested strategies for curriculum development in drama in education are critically examined and drama documents and practice in educational systems in Australia provide comparative studies. Syllabus and support documents from the NSW Department of School Education are investigated in conjunction with North American practices in drama and recent applications of curriculum in British schools.

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

Prerequisites and co-requisites: 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 Education: Jazz Studies
S1 or S2 L2

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 involves students in some practical preformance work and includes an investigation of teaching strategies for the introduction of jazz to schools.

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

This subject traces the development of popular/rock music from the 1950s to the present day. The study includes 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 need to become familiar with basic synthesizer and recording technology. Some studio production work required.

EXPA5150 Performance Studies: Jazz Ensemble
S1 or S2 L2

Prerequisites and co-requisites: EXPA5130.

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

EXPA5160 Performance Studies: Studio Production
S1 or S2 L2

Prerequisites and co-requisites: EXPA5140.

This subject involves students in composing and recording at least two works in a specified popular/rock style. Students are 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) in the Calendar

The following is the list of *higher degrees, graduate diplomas and graduate certificates* 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 Art	MArt	College of Fine Arts
Master of Arts Administration	MArtAdmin	College of Fine Arts
Master of Art Education	MArtEd	College of Fine Arts
Master of Arts	MA	Arts and Social Sciences University College
Master of Art Theory	MArtTh	College of Fine Arts

Higher Degrees

Title	Abbreviation	Calender/Handbook
Master of Biomedical Engineering	MBiomedE	Engineering
Master of Building	MBuild	Architecture
Master of the Built Environment	MBEnv	Architecture
Master of the Built Environment (Building Conservation)	MBEnv	Architecture
Master of Business Administration	MBA	AGSM
Master of Chemistry	MChem	Science*
Master of Clinical Education	MClinEd	Medicine
Master of Cognitive Science	MCogSc	Arts and Social Sciences
Master of Commerce (Honours)	MCom(Hons)	Commerce and Economics
Master of Commerce	MCom	Commerce and Economics
Master of Community Health	MCH	Medicine
Master of Computer Science	MCompSc	Engineering
Master of Construction Management	MConstMgt	Architecture
Master of Education	MEd	Professional Studies
Master of Education in Creative Arts	MEdCA	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 Fine Arts	MFA	College of Fine Arts
Master of Health Administration	MHA	Professional Studies
Master of Health Personnel Education	MHPEd	Medicine
Master of Health Planning	MHP	Professional Studies
Master of Higher Education	MHEd	Professional Studies
Master of Industrial Design	MID	Architecture
Master of Information Science	MInfSc	Engineering
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	Science*
Master of Music	MMus	Arts and Social Science
Master of Nursing Administration	MNA	Professional Studies
Master of Optometry	MOptom	Science*
Master of Paediatrics	MPaed	Medicine
Master of Physics	MPhysics	Science*
Master of Project Management	MPM	Architecture
Master of Public Health	MPH	Medicine Professional Studies
Master of Psychology (Applied)	MPsychol	Science†

Title	Abbreviation	Calender/Handbook	Higher Degrees (continued)
Master of Psychology (Applied)	MPsychol	Science†	
Master of Psychology (Clinical)	MPsychol	Science†	
Master of Psychotherapy	MPsychotherapy	Medicine	
Master of Safety Science	MSafetySc	Applied Science	
Master of Science	MSc	Applied Science Architecture Engineering Medicine Science*† University College	
Master of Science *without supervision*	MSc	Applied Science Architecture Engineering	
Master of Science (Acoustics)	MSc(Acoustics)	Architecture	
Master of Science (Industrial Design)	MSc(IndDes)	Architecture	
Master of Science and Society	MScSoc	Arts and Social Sciences	
Master of Social Work	MSW	Professional Studies	
Master of Sports Science	MSpSc	Professional Studies	
Master of Statistics	MStats	Science*	
Master of Surgery	MS	Medicine	
Master of Surveying	MSurv	Engineering	
Master of Surveying *without supervision*	MSurv	Engineering	
Master of Surveying Science	MSurvSc	Engineering	
Master of Town Planning	MTP	Architecture	
Graduate Diploma	GradDip	Applied Science Architecture Arts and Social Sciences Engineering Science*†	Graduate Diploma
	DipClinEd	Medicine	
	DipPaed	Medicine	
	DipEd DipHEd DipIM-ArchivAdmin DipIM-Lib	Professional Studies	
	DipFDA	Science*	
Graduate Certificate	GradCertPhilT GradCertHEd	Arts and Social Sciences Professional Studies	Graduate Certificate

*Faculty of Science.
†Faculty of Biological and Behavioural Sciences.

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.

**Higher Degrees
Doctor of Philosophy
(PhD)**

Qualifications

(2)In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3)If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment as a candidate for the degree.

Enrolment   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 initial 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 guidelines for promoting postgraduate study within the University.

(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.

(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 and where possible a co-supervisor who are members of the academic staff of the School 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.

Thesis   5.(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 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;

*"School' is used here and elsewhere in these conditions to mean any teaching unit authorised to enrol research students and includes a department where that department is not within a school, a centre given approval by the Academic Board to enrol students, and an interdisciplinary unit within a faculty and under the control of the Dean of the Faculty. Enrolment is permitted in more than one such teaching unit.

(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.

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.

Examination

(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 one of the following:

(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.

Enrolment and Progression

(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.

(2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external – not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and undertake such formal subjects and pass such assessment as prescribed. The candidate is also required to undergo such examination and perform such other work as is prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation.

(2) The candidate shall give in writing two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree without further examination; or

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

6. A candidate shall pay such fees as may be determined from time to time by the Council.   Fees

1. The degree of Master of Education at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.   **Master of Education (MEd) at Honours Level**

2. (1) A candidate for the degree shall: Qualifications

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the units prescribed for the degree at Pass level including a two unit project at a standard acceptable to the Committee; and

(b)(i) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

(4) An applicant who had been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.   Enrolment and Progression

(2) In every case, before permitting a candidate to enrol, the Head of the School of Education (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external - not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of four units provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or six academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at Pass level. In special cases an extension of these times may be granted by the Committee.

Thesis
4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.

(3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may also submit any work previously published whether or not such work is related to the thesis.

(5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

(6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination
5. (1) There shall be not fewer than two examiners of the thesis, appointed by the Academic Board on the recommendation of the Committee, at least one of whom shall be external to the University unless the Committee is satisfied that this is not practicable.

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:

(a) the candidate be awarded the degree with Honours without further examination; or

(b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees
6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Education (MEd)
At Pass Level
Qualifications
1. The degree of Master of Education at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.
2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b)(i) have been awarded a Graduate Diploma in education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or

(ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the 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 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.

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 Education (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external – not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of four units provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or six academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at pass level. In special cases an extension of these times may be granted by the Committee.

Thesis

4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.

(2) The candidate shall give in writing to the 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

*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.

128

(c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

6. A candidate shall pay such fees as may be determined from time to time by the Council. | Fees

1. The degree of Master of Educational Administration at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Master of Educational Administration (MEdAdmin) at Pass Level

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 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 three 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 Education in Creative Arts by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Master of Education in Creative Arts (MEdCA)

2. (1) A candidate for the degree shall:

Qualifications

129

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification or qualifications considered equivalent from the University of New South Wale or 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) or

(b) have been awarded undergraduate and postgraduate qualifications from the University of New South Wales from another university or tertiary institution at a level acceptable to the Committee, and

(c) have had at least one year's practical experience in an area relevant to the study of the creative arts and of a kind acceptable to the Committee.

(2) Applicants may be required to attend an interview/audition to determine their suitability to meet performance requirements in selected elective sequences.

(3) 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.

(4) 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 such 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.

Fees   4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Health Administration (MHA) by Research   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.

Qualifications   2. (1) A candidate for the degree shall:

(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.

(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.

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.

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.

Enrolment and Progression

Thesis

Examination

131

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

(4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees 6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Health Administration (MHA) by Formal Course Work

Qualifications 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.

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.

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 Health Planning (MHP)

Qualifications 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.

2. (1) A candidate for the degree shall:

(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.

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 Higher Education by course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.   **Master of Higher Education (MHEd)**

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) be concurrently employed in teaching in higher education, in a position acceptable to the Committee.

(2) 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 three 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 six 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**

Master of Librarianship (MLib) by Research	**1.** The degree of Master of Librarianship by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.
Qualifications	**2.** (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(b) have been awarded a Diploma in Information Management - Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

Enrolment and Progression   **3.** (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the 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.

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.

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**

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 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.

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. 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.

Master of Public Health by Research (MPH)

Qualifications

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.

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualifications considered equivalent from another university or tertiary institution at a level acceptable to the Committee and

(ii) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such examination or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin. — Enrolment and Progression

(2) In every case, before permitting a candidate to enrol, the Head of the School in which the candidate intends to enrol shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:

(a) full-time attendance at the University;

(b) part-time attendance at the University;

(c) external – not in regular attendance at the University and using research facilities external to the University.

(4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.

(5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate. In the case of a candidate who has been awarded the degree of Bachelor with honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

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.

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 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

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.

Qualifications 2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee), or

(b) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.

(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

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.

Fees 4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Social Work (MSW) by Research

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.

Qualifications 2. (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have had at least two years' professional experience of a kind acceptable to the Committee; or

(a) have been awarded an appropriate degree at a level acceptable to the Committee;

(b) have had at least two years' work experiences in the human services of a kind acceptable to the Committee; and

(c) have successfully completed a prescribed qualifying program.

(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.

4. (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 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 **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.

Qualifications **2.** (1) A candidate for the degree shall:

(a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and
or

(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.

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 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 determine from time to time by the Council.   Fee

1. The degree of Master of Sports Science 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 Sports Science (MSpSc) at Honours Level**

2. (1) A candidate for the degree shall: Qualifications

(a) 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

(b) students with a creditable academic record in the pass degree may be invited to transfer to a MSpSc(Hons). Permission to transfer will need the approval of the Head of School and 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 the two subjects in the Human Performance strand.

Students transferring to the honours degree shall be required to complete two additional subjects at credit level or better in the Human Performance strands and a thesis.

(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 Sport and Leisure Studies (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 two 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.

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 Sports Science by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.   **Master of Sports Science (MSpSc) at Pass Level**

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 or qualifications considered equivalent from the University of New South Wales or another university or tertiary institution at a level acceptable to the Higher Degree Committee for the Faculty of Professional Studies (hereinafter referred to as the Committee).

141

(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 candidates 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.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Graduate Diploma

Graduate Diploma (DipEd, Grad Dip, DipIM-ArchivAdmin or DipIM-Lib)

Qualifications

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the diploma shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee).

(2) In the case of a candidate for the Graduate Diploma of Educational Studies (Computer Education), an equivalent qualification shall be either:

(a) an approved three or four year teacher education course for early childhood, primary, secondary or technical teachers or adult educators and at least one year full-time teaching or its equivalent, or

(b) an approved degree and graduate diploma in education course and at least one year full-time teaching or its equivalent.

(3) 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.

(4) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the diploma shall be made on the prescribed form which shall be lodged with the 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.

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the diploma shall:

(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).

(b) be concurrently employed in teaching in higher education in a position acceptable to the Committee.

(2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for 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. 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.

Graduate Diploma (DipHEd)
Qualifications

Enrolment and Progression

Fees

1. A certificate may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Graduate Certificate
Graduate Certificate in
Higher Education
(GradCertHEd)
Qualifications

2. (1) A candidate for the diploma 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).

(b) be concurrently employed in teaching in higher education in a position acceptable to the Committee.

(2) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

(3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

3. (1) An application to enrol as a candidate for 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.

Enrolment and Progression

(2) A candidate for the certificate 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.

*Those candidates for the award of the Graduate Diploma of Educational Studies: Computer Education, and the Graduate Diploma of 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.

(4) No candidate shall be awarded the certificate until the lapse of one academic sessions from the date of enrolment. The maximum period of candidature shall be three academic sessions from the date of enrolment. 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.

Scholarships and Prizes

The scholarships and prizes listed below are available to students whose courses are listed in this book. 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 scholarhips 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			
Australian Development Cooperation Scholarship	Tuition fees only	1992 and 1993 only	Applicants must complete their studies by the end of the 1993 academic year. Scholarships may only be offered in 1992. Only students from specified countries and in certain fields of study can apply. Applications from the Student Centre. The closing date is well before 1 October 1991.
Equity and Merit Scholarship Scheme	Tuition fees. Some students may be eligible for air fares and a stipend.	Determined by normal course duration	Information should be obtained from Australian Diplomatic Posts. Conditions and entitlements vary depending on the home country.
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.

Undergraduate Scholarships (continued)

Donor	Value	Year/s of Tenure	Conditions
General (continued)			
Girls Realm Guild	Up to $1500 pa	1 year with the prospect of renewal 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.
W.S. and L.B. Robinson*	Up to $6500 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.
Sporting Scholarships	$2000 pa	1 year with possibility of renewal	Available to students who are accepted into a course of at least two years duration. Prospective applicants should have an outstanding ability in a particular sport and are expected to be an active member of a UNSW Sports Club. Apply directly to Sport and Recreation Section, PO Box 1, Kensington 2033.

*Applications close 30 September each year. Apply directly to PO Box 460 Broken Hill NSW 2880

The UNSW Co-op Program

The University of New South Wales has industry-linked education scholarships to the value of $9300 per annum in the following areas: Accounting (and Economics, Finance, Information Systems or Japanese Studies); Business Information Technology, Aeronautical, Ceramic, Chemical, Civil, Computer, Electrical, Environmental, Materials, Mechanical, Metallurgical, Mineral, Mining and Petroleum Engineering; Applied Geology, Industrial Chemistry, Manufacturing Management, Textile Management, Textile Technology, and Wool and Pastoral Science.

Graduate Scholarships

Application forms and further information are available from the Student Centre, located on the Ground Floor of the Chancellery unless an alternative contact address is provided. Information is also available on additional scholarships which may become available from time to time, mainly from funds provided by organizations sponsoring research projects.

The following publications may also be of assistance: **1.** *Awards for Postgraduate Study in Australia and Awards for Postgraduate Study Overseas*, published by the Graduate Careers Council of Australia. PO Box 28, Parkville, Victoria 3052;* **2.** *Study Abroad*, published by UNESCO;* **3.** *Scholarships Guide for Commonwealth Postgraduate Students, published by the Association of Commonwealth Universities.*

Details of overseas awards and exchanges administered by the Department of Employment, Education and Training can be obtained from: Awards and Exchanges Section, Department of Employment, Education and Training, PO Box 826, Woden, ACT 2606.

Where possible, the scholarships are listed in order of faculty.

*Available for reference in the University Library.

Graduate Scholarships (continued)

Donor	Value	Year/s of Tenure	Conditions

General

Donor	Value	Year/s of Tenure	Conditions
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 PhD degree	Applicants must be honours graduates or equivalent. A limited number of scholarships are offered subject to the availbility of funds. Information should be obtained from the Faculty office.
Australian Postgraduate Research Awards	$13,504 to $17,427		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.
Australian 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 Postgraduate Award. Applicants must be domiciled in Australia. Preference is given to applicants with employment experience. Applications to the Registrar by 28 September.
Australian Development Cooperation Scholarship	Tuition fees only	1992 and 1993 only	Applicants must complete their studies by the end of the 1993 academic year. Scholarships may only be offered in 1992. Only students from specified countries and in certain fields of study can apply. Applications from the Student Centre. The closing date is well before 1 October 1991.
Equity and Merit Scholarship Scheme	Tuition fees. Some students may be eligible for air fares and a stipend.	Determined by normal course duration	Information should be obtained from Australian Diplomatic Posts. Conditions and entitlements vary depending on the home country.
Overseas Postgraduate Research Scholarships	Tuition fees only	2 years for a Masters and 3 years for a PhD degree	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). Applications to the Registrar by 28 September.
Special Overseas Postgraduate Fund	Tuition fees only	1 year for a Post-graduate Diploma, 2 years for Masters degree and 3 years for Doctorate	Eligibility is confined to postgraduate students who are citizens of overseas countries excluding citizens of countries which are covered by the Equity and Merit Scholarhsip Scheme (EMSS). Applications to the Registrar by 28 September.
Australian American Educational Foundation Fulbright Award	Travel expenses and $A2000 as establishment allowance	1 year, renewable	Applicants must be graduates who are domiciled in Australia and wish to undertake research or study for a higher degree in America. Applications close 30 September with The Secretary, DEET, AAEF Travel Grants, PO Box 826, Woden, ACT 2606.
Australian Federation of University Women	Amount varies, depending on award	Up to 1 year	Applicants must be female graduates who are members of the Australian Federation of University Women
Commonwealth Scholarship and Fellowship Plan	Varies for each country. Generally covers travel, living, tuition fees, books and equipment, approved medical	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.

Graduate Scholarships (continued)

Donor	Value	Year/s of Tenure	Conditions
General (continued)			
Commonwealth Scholarship and Fellowship Plan (continued)	expenses. Marriage allowance may be payable.		
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
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 ITZ, 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

Donor	Value	Year/s of Tenure	Conditions
Australian Optometrical Association	$1500 pa	1-2 years	To enable a Bachelor of Optometry graduate to undertake the degree course in .Master of Health Administration. Applications close with the Registrar 1 December.

Graduate Scholarships (continued)

Donor	Value	Year/s of Tenure	Conditions

Professional Studies (continued)

Donor	Value	Year/s of Tenure	Conditions
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

Donor/Name of Prize	Value $	Awarded for
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

Donor/Name of Prize	Value $	Awarded for
The best performance in German Studies		
The Australian College of Health Service Administrators Prize	$100.00	The best overall performance in the Bachelor of Health Administration degree 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 degree 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 degree 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 Education Studies

Donor/name of Prize	Value $	Awarded for
The Australasian Institute of Tertiary Education Administrators Prize	$250.00	The best performance in EDST4102 Administration and Organizational Behaviour by a student in the Master of Educational Administration degree course

Graduate University Prizes (continued)

Donor/name of Prize	Value $	Awarded for

School of Education Studies (continued)

Donor/name of Prize	Value $	Awarded for
The Australian Council for Educational Administration Meta Computing Pty Limited Prize	$250.00 + 1 years membership of ACEA	The best performance in EDST4101 Organization and Administration of Education in Australia by a student proceeding to the award of the degree of Master of Educational Administration
The Sydney Association for Educational Administration Prize	$100.00	The best performance in EDST4103 Organization Theory in Education by a student proceeding to the award of the degree of Master of Educational Administration

School of Health Services Management

Donor/name of Prize	Value $	Awarded for
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 degree 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 degree courses by a trained nurse registered in Australia

School of Librarianship

Donor/name of Prize	Value $	Awarded for
The Law Foundation of New South Wales Prize in Librarianship	$100.00	The best performance in LIBS0514 Law: Literature, Information Needs and Services

NOTES

NOTES

NOTES

The University of New South Wales   Kensington Campus

Theatres

Biomedical Theatres **E27**
Central Lecture Block **E19**
Chemistry Theatres *(Dwyer, Mellor, Murphy, Nyholm, Smith)* **E12**
Classroom Block *(Western Grounds)* **H3**
Fig Tree Theatre **B14**
Io Myers Studio **D9**
Keith Burrows Theatre **J14**
Mathews Theatres **D23**
Parade Theatre **E3**
Physics Theatre *(Main Building)* **K14**
Rex Vowels Theatre **F17**
Science Theatre **F13**
Sir John Clancy Auditorium **C24**

Buildings

Barker Street Gatehouse **N11**
Basser College *(Kensington)* **C18**
Central Store **B13**
Chancellery **C22**
Dalton *(Chemistry)* **F12**
Goldstein College *(Kensington)* **D16**
Golf House **A27**
Gymnasium **B5**
International House **C6**
John Goodsell *(Commerce and Economics)* **F20**
Kensington Colleges *(Office)* **C17**
Library *(University)* **E21**
Link **B6**
Maintenance Workshop **B13**
Mathews **F23**
Menzies Library **E21**
Morven Brown *(Arts)* **C20**
New College **L5**
Newton **J12**
NIDA **D2**
Parking Station **H25**
Philip Baxter College *(Kensington)* **D14**
Robert Heffron *(Chemistry)* **E12**
Sam Cracknell Pavilion **H8**
Samuels Building **F26**
Shalom College **N9**
Sir Robert Webster **G14**
Unisearch House **L5**

University Regiment **J2**
University Union *(Roundhouse)* **E6**
University Union *(Blockhouse)* **G6**
University Union *(Squarehouse)* **E4**
Wallace Wurth School of Medicine **C27**
Warrane College **M7**

General

Aboriginal Student Centre
   47 Botany St, Randwick
Accommodation *(off-campus)* **F15**
Accounting **F20**
Admissions **C22**
Adviser for Prospective Students **C22**
Anatomy **C27**
Applied Bioscience **D26**
Applied Economic Research **G14**
Applied Geology **F10**
Applied Science *(Faculty Office)* **F10**
Architecture *(Faculty Office)* **H14**
Archives, University **E21**
Arts and Social Sciences
   (Faculty Office) **C20**
Asia-Australia Institute
   34 Botany St, Randwick
Audio Visual Unit **F20**
Australian Graduate School
   of Management **G27**
Banking and Finance **F20**
Biochemistry and Molecular Genetics **D26**
Biological and Behavioural Sciences
   (Faculty Office) **D26**
Biomedical Engineering **F26**,
Biomedical Library **F23**
Biotechnology **F26**
Cashier's Office **C22**
Chaplains **E15**
Chemical Engineering and
   Industrial Chemistry **F10**
Chemistry **E12**
Civil Engineering **H20**
Co-op Bookshop **G17**
Commerce and Economics
   (Faculty Office) **F20**
Communications Law Centre **C15**
Community Medicine **D26**
Computer Science and Engineering **G17**

Computing Services Department **F26**
Cornea and Contact Lens Research Unit
   22-32 King St, Randwick
Counselling and Careers/Loans **F15**
Economics **F20**
Education Studies **G2**
Educational Testing Centre **E15D**
Electrical Engineering **G17**
Energy Research, Development &
   Information Centre **F10**
Engineering *(Faculty Office)* **K17**
English **C20**
Examinations **C22**
Fees Office **C22**
Fibre Science and Technology **G14**
Food Science and Technology **B8**
French **C20**
Geography **K17**
German and Russian Studies **C20**
Graduate Office and Alumni Centre **E4**
Graduate School of the Built Environment **H14**
Groundwater Management and
   Hydrogeology **F10**
Health Service, University **E15**
Health Services Management **C22**
History **C20**
House at Pooh Corner *(Child Care)* **N8**
Industrial Design **G14**
Industrial Relations and
   Organizational Behaviour **F20**
Information Systems **F20**
Institute of Languages
   14 Francis St, Randwick
International Student Centre **F16**
IPACE **F23**
Japanese Economic and
   Management Studies **F20**
Kanga's House *(Child Care)* **O14**
Landscape Architecture **K15**
Law *(Faculty Office)* **F21**
Law Library **F21**
Legal Studies & Taxation **F20**
Liberal and General Studies **C20**
Librarianship **F23**
Lost Property **C22**
Marine Science **D26**
Marketing **F20**
Materials Science and Engineering **E8**
Mathematics **F23**

Mechanical and Manufacturing
   Engineering **J17**
Medical Education **C27**
Medicine *(Faculty Office)* **B27**
Membrane and Separation Technology **F10**
Microbiology and Immunology **D26**
Mines **K15**
Minor Works and Maintenance **B14A**
Music **B11**
News Service **C22**
New South Wales University Press
   22-32 King St, Randwick
Optometry **J12**
Pathology **C27**
Patrol and Cleaning Services **C22**
Performing Arts **B10**
Petroleum Engineering **D12**
Philosophy **C20**
Physics **K15**
Physiology and Pharmacology **C27**
Political Science **C20**
Printing Section **C22**
Professional Development Centre **E15**
Professional Studies *(Faculty Office)* **G2**
Property and Works **C22**
Psychology **F23**
Publications Section **C22**
Remote Sensing **K17**
Safety Science
   32 Botany Street, Randwick
Science *(Faculty Office)* **F23**
Science and Technology Studies **C20**
Social Science and Policy **C20**
Social Policy Research Centre **F26**
Social Work **G2**
Sociology **C20**
Spanish and Latin American Studies **C20**
Sport and Recreation Centre **B6**
Squash Courts **B7**
Staff Office **C22**
Student Centre *(off Library Lawn)* **C22**
Swimming Pool **B4**
Students' Union **E4, C21**
Surveying **K17**
Textile Technology **G14**
Theatre and Film Studies **B10**
Town Planning **K15**
WHO Regional Training Centre **C27**
Wool and Animal Sciences **G14**