THE UNIVERSITY OF NEW SOUTH WALES

































































1994 **PROFESSIONAL STUDIES**



THE UNIVERSITY OF NEW SOUTH WALES 赐 赐 爲 赐 HANDBOOK 飂 赐 UNIVERSITY OF 1994 **PROFESSIONAL STUDIES**

Subjects, courses and any arrangements for courses including staff allocated as stated in this Handbook are an expression of intent only. The University reserves the right to discontinue or vary arrangements at any time without notice. Information has been brought up to date as at 1 November 1993, but may be amended without notice by the University Council.

The University of New South Wates Telephone: (02) 697 2222 Facsimile: (02) 662 7474 Telegraph: UNITECH, SYDNEY

Telex: AA26054

Designed and published by the Publications Section, The University of New South Wales Printed by Bridge Printery Pty Ltd, Rosebery, NSW 2018

ISSN 0312-1711

It is University policy to promote equal opportunity in education (refer to EOE Policy Statement, The University of New South Wales Calendar (Summary Volume) and Student Guide 1994).

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Introduction

The Faculty of Professional Studies offers associate diploma, undergraduate degree 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 ongoing education of members of those professions. Until 1990 the Faculty consisted of the Schools of Education Studies, Health Services Management, Information, Library and Archive Studies and Social Work. As a result of the integration of the St George Institute of Education, the Faculty now includes three additional schools: Applied and Performing Arts, Sport and Leisure Studies and Teacher 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.

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 W. Boyd Rayward Dean PROFESSIONAL STUDIES

Calendar of Dates

The Academic year is divided into two sessions each containing 14 weeks 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.

All Faculties (other than Medicine)

	1994	1995
Session 1		
(14 weeks)	28 February to 31 March	27 February to 13 April
	11 April to 10 June	24 April to 9 June
Recess:	1 April to 10 April	14 April to 23 April
Study Period:	11 June to 16 June	10 June to 15 June
Examinations:	17 June to 5 July	16 June 4 July
Midyear Recess:	6 July to 24 July	5 July to 23 July
Session 2		
(14 weeks)	25 July to 23 September	24 July to 22 September
	4 October to 4 November	3 October to 3 November
Recess:	24 September to 3 October	23 September to 2 October
Study Period:	5 November to 10 November	4 November to 9 November
Examinations:	11 November to 29 November	10 November to 28 November

Term 1 ends - Medicine IV

Important Dates for 1994

Qualification

Jai	nuary	7	М	21	Semester 1 begins - AGSM Graduate Diploma III
М	3 10 17 26	New Year's Day Public Holiday Tem 1 begins - Medicine IV Term 1 begins - Medicine V Australia Day - Public Holiday	F	25	Management Term 1 begins - AGSM MBA Program, Year 1 classes Last day for acceptance of enrolment by new and re-enrolling students. (Late fee payable thereafter if enrolment approved.)
		<u>.</u> .	M	28	Session 1 begins - all courses except Medicine IV, V, V Session 1 begins - University College, Australian
T	bruar 1	Enrolment period begins for new undergraduate students and undergraduate students repeating first			Defence Force Academy Term 1 begins - AGSM MBA Program, Year 2 classes
м	7	year. Re-enrolment period begins for second and later year	Ma	arch	
IVI	,	undergraduate and graduate students enrolled in formal courses. Students should consult the Re-enrolling 1994 leaflets applicable to their courses	М	7	Term 1 begins - Australian Graduate School of Management Term 2 begins - Medicine IV
М	14	for details. Semester 1 begins - AGSM Graduate Management Qualification	F	11	Last day applications are accepted from students to enrol in Session 1 or whole year subjects.

М	14	Term 2 begins - Medicine VI	Αu	gust	
	20	Term 1 ends - Medicine V	F	5	Last day applications are accepted from students to
M		Term 2 begins - Medicine V			enrol in Session 2 subjects.
ın	31	Last day for students to discontinue without failure subjects which extend over Session 1 only.			Last day for students to discontinue without failure
		HECS Census Date for Session 1			subjects which extend over the whole academic year. Term 2 ends - AGSM MBA Program, all classes
			Su	7	Term 4 ends - Medicine IV
Ap	ril		-	•	Term 3 ends - Medicine V
F	1	Good Friday - Public Holiday			Term 4 ends - Medicine VI
_	_	Mid-session Recess begins	М	8	Exam week begins - AGSM MBA Program, all classes
S	2	Easter Saturday - Public Holiday	М	15	Term 5 begins - Medicine IV
M	4 10	Easter Monday - Public Holiday			Term 4 begins - Medicine V
	17	Mid-session Recess ends Term 2 ends - Medicine VI			Term 5 begins - Medicine VI
	24	Term 2 ends - Medicine IV	M W	29 31	Term 3 begins - AGSM MBA Program, all classes HECS Census Date for Session 2
M	25	Anzac Day - Public Holiday	**	31	Last date for students to discontinue without failure
S	30	May Recess begins - University College			subjects which extend
					over Session 2 only.
Ma					•
М	2	Term 3 begins - Medicine IV		ptemi	
F		Term 3 begins - Medicine VI	S	24	Mid-session Recess begins
м	6 9	Term 1 ends - AGSM MBA Program, all classes	_		September Recess begins - University College
191	9	Examination week begins - AGSM MBA Program, all classes	Su	25	Term 5 ends - Medicine IV
T	10	Publication of provisional timetable for June	м	26	Term 5 ends - Medicine VI Term 6 begins - Medicine IV
•		examinations.	141	20	Term 6 begins - Medicine VI
S	14	Examination - AGSM Graduate Management	F	30	Closing date for applications to the Universities
		Qualification			Admission Centre.
Su	15	May Recess ends - University College, Australian			
		Defence Force Academy		tober	
W	18	Last day for students to advise of examination clashes.	М	3	Labour Day Public Holiday
M	29 30	Term 2 ends - Medicine V Term 2 begins - AGSM MBA Program, all classes			Mid-session Recess ends
Ť	31	Publication of timetable for June examinations.			September Recess ends - University College,
•	•	Table of the state	т	4	Australian Defence Force Academy Publication of provisional timetable for the November
Ju	ne		•	7	examinations.
S	4	Final examination - AGSM Graduate Management	w	12	Last day for students to advise of examination clashes.
		Qualification	S	15	Examination - AGSM Graduate Diploma in
		Semester 1 ends - AGSM Graduate Management			Management
	6	Qualification		16	Term 4 ends - Medicine V
M F	10	Term 3 begins - Medicine V Session 1 ends	F	21	Session 2 ends - University College, Australian Defence
	10	Semester 1 ends - AGSM Graduate Management	М	24	Force Academy Examinations begin - University College, Australian
		Qualification	IVI	24	Defence Force Academy
S	11	Study recess begins	Т	25	Publication of timetable for November examinations.
		College of Fine Arts assessment week begins			
Su	12	Term 3 ends - Medicine IV		vemb	
	40	Term 3 ends - Medicine VI	F	4	Session 2 ends
M	13 14	Queen's Birthday Public Holiday Term 4 begins - Medicine IV	_	_	Term 3 ends - AGSM MBA Program, all classes
•	14	Term 4 begins - Medicine VI	S	5	Study recess begins
Th	16	Study Recess ends			College of Fine Arts assessment week begins Final examination - AGSM Graduate Management
F	17	Examinations begin			Qualification
		Session 1 ends - University College, Australian			Semester 2 ends - AGSM Graduate Management
		Defence Force Academy			Qualification
_		College of Fine Arts assessment week ends			Examination - AGSM Graduate Diploma in
S	18	Mid-year Recess begins - University College,			Management
м	20	Australian Defence Force Academy Examinations begin - University College, Australian			Semester 2 ends - AGSM Graduate Diploma in
141	20	Defence Force Academy	Su	•	Management Term 6 ends Medicine - IV
			30		Term 6 ends Medicine - VI
Jul	ly		М	7	Exam week begins - AGSM MBA Program, all classes
S	2	Examinations end - University College	Th		Study Recess ends
T	5	Examinations end	F	11	Examinations begin
w	6	Mid-year Recess begins			College of Fine Arts assessment week ends
М	11	Semester 2 begins - AGSM Graduate Diploma in			Examinations end - University College, Australian
Su	17	Management Mid-year Recess ends - University College, Australian	-	29	Defence Force Academy
-50	• •	Defence Force Academy	T	29	Examinations end
М	18	Semester 2 begins - AGSM Graduate Management	De	cemb	er
		Qualification	Th		Last day for acceptance of applications by the
		Session 2 begins - University College, Australian	• • • • • • • • • • • • • • • • • • • •	_	Admissions Section for transfer to another
_		Defence Force Academy			undergraduate course within the University.
Su		Mid-year Recess ends	М	26	Christmas Day Holiday
М	25	Session 2 begins - all courses except Medicine	Т	27	Boxing Day Holiday
		IV, V, and VI			

Comprises Schools of Education Studies; Health Services Management; Information Library and Archive Studies and Social Work on the Kensington campus; and Schools of Teacher Education; Sport and Leisure Studies and Applied and Performing Arts on the St George campus. Also includes staff of the Professional Development Centre for postgraduate teaching purposes.

Dean

Professor W. Boyd Rayward

Presiding Member

Professor Martin Cooper

Senior Administrative Officer, Faculty Administration
Mr Brett O'Halloran

Senior Administrative Officer, St George Campus Mr Angelo Bavaro

School of Applied and Performing Arts St George Campus

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

Senior Lecturer

David Spurgeon, BA Macq., MA UNSW

Lecturers

Louise Hamby, BFA Nth. Carolina, MFA Georgia Peter Masters, BA BEd Calg., MFA Puget Sound Margaret Moore, BA DipEd Macq., GradDip(MusEd) Kuring-gai C.A.E. MEd Syd. Richard Morphew, LMus, AMusA

Vaughan Rees, DipT *Brisbane C.A.E*, BFA *Calg.*, MA *Nova Scotia Coll*.

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

Guý Sherborne, BA MA DipEd UNSW
Peta Tait, BA Monash, MA UNSW, DipEd Syd.TeachersColl.

Associate Lecturer

Arianne Reinhard, BVA Syd.C.A.E., BEd CityArtInst., MA UNSW

Administrative Officer

Diann Rodgers, BA Syd., DipEd Syd.C.A.E.

School of Education Studies Kensington Campus

Professor of Education and Head of School *Martin Cooper, BSc Manc., MA(Ed) Dal., PhD Ott., DipEd Syd.

Professor

John Sweller, BA PhD Adel.

Associate Professors

Miraca Una Murdoch Gross, DipT Moray House, Edin., BEd S.A.C.A.E., MEd PhD Purdue

Robert Thomas Solman, BSc UNSW, BSc Tas., PhD A.N.U.

Senior Lecturers

Robert Conners, BA DipEdAdmin N.E., MEd Calg., PhD Alta. Putai Jin, MEd Hangzhou, PhD LaT. Michael Robert Matthews, BSc MA MEd DipEd Syd., PhD

UNSW

Lecturers

Richard Martin Bibby, MA BD Otago, PhD Monash Renae Low, Cert Ed Sing., BSc PhD LaT.

Visiting Professor

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

Administrative Officer

Sheena Mary Wiard, MA Edin., CerlSecEd Moray House, Edin.
*Conjoint appointment with the Australian Graduate School of Management

School of Health Services Management

Kensington Campus

Head of School

Ian Forbes, BArch *Melb.*, MSc *Br. Col.*, DipAdmin *UNSW*, FRAIA. MRCIA

Professors of Health Services Management

George Rupert Palmer, BSc Melb., MEc Syd., PhD Lond., FCHSE, Hon.FRACMA
James Sutherland Lawson, MBBS, MD Melb., MHA UNSW

Senior Lecturers

Philip William Bates, BCom LLB *UNSW*, FCHSE, Barrister Deborah Ann Black, BSc DipEd MStat *UNSW*Pieter Jacob Degeling, BA *Qld.*, PhD *Syd.*Helen Madeleine Lapsley, BA *Auck.*, MEc *Syd.*, FCHSE Stephanie Doris Short, DipPhty BA *UNSW*, MSc *Lond.*, PhD *UNSW*

Lecturers

Kevin Forde, MCom *UNSW*Jan Osborn, BHA *UNSW*, RGN, RMN
Mary-Louise McLaws, DTPH MPH PhD *Syd*.
Alex Malley, BCom MCom *UNSW*, DipEd *Syd.C.A.E.*, CPA
Patricia Ann Spencer, BN *McG.*, MEdSt *Monash*, RN,
FCNA, MACE

Administrative Officer

Lyndon Arbie

Administrative Assistants

Natasha Batianoff Kim Anne Eirth

Honorary Associates

William Gingell Lawrence, BA Syd ., MHA UNSW ,FAIM, FHA

Trevor James Wood, MB BS *Melb.*, MHA *UNSW*, FRACP, FRACMA, FHA

School of Information, Library and Archive Studies

Kensington Campus

Associate Professor and Head of School Carmel Jane Maguire, BA *Qld.*, MA *A.N.U.*, FLAA

Professor of Librarianship

W. Boyd Rayward, BA Syd., MS III., PhD Chic., DipLib UNSW, AALA

Senior Lecturers

Helen Myfanwy Jarvis, BA A.N.U., PhD Syd., AALIA Jack Richard Nelson, MA Syd., MLib PhD UNSW, ALAA Ann Pederson, BA Ohio Wesleyan, MA Georgia State, FSAA

Peter Orlovich, MA DipEd Syd., MLib PhD UNSW Patricia Willard, BA N.E., MLib PhD UNSW, ALAA

Concepcion Shimizu Wilson, BA *Pomona*, MSLS *N.C.*, MLib *UNSW*, AALIA

Lecturer

William Wellesley Hood, BSc DipEd Syd., MLib UNSW, AALIA

Associate Lecturer

Paul Wilson, BA PhD LaT., DiplMArchivAdmin UNSW

Administrative Officer

Raymond John Locke

School of Social Work Kensington Campus

Head of School

Diane Maree Barnes, BA DipSocWk Syd., MSW Smith, PhD UNSW

Professors of Social Work

Allan Borowski, DipSocStud BCom MA Melb., PhD Brandeis

Tony Vinson, BA DipSocStud Syd., MA PhD DipSoc UNSW

Emeritus Professor of Social Work

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

Senior Lecturers

Barbara Rose Ferguson, BA MSW *Hawaii*, DSW *Calif.* Damian John Grace, BA PhD *UNSW*

Helen Meekosha, BA *Durh.*, DipAdvSoc&EcStuds *Manc.* MA Appl Soc Stud *Bradford*

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

Richard John Roberts, BA DipEd N.E., BSocStud Syd.,

PhD UNSW. Betsy May Wearing, BA LittB N.E., PhD UNSW, ASTC

Lecturers

Elieen Baldry, BA DipEd Syd., MWP PhD UNSW Rosemary Ellen Berreen, BSW PhD UNSW Jan Breckenridge, BSocStud Syd. Elizabeth Aureena Fernandez, MA Madr. Carmel Petrea Flaskas, BSW Qld., MA Macq. Karen Susan Heycox, BSW UNSW Michael John Hillman, BSocStud DipLabRelations&theLaw

Michael John Hillman, BSocStud DipLabHelations&the Syd.
Lesley Hughes, BA UNSW, BSocStud MSW Syd.

Frederick Edward Trainer, MA PhD Syd.
Michael John Wearing, BSW PhD UNSW
Louise Webb, BSc Lond., MA Warw., GradDip U.T.S.

Honorary Associates

Gloria Arentz, BSW UNSW
Don Coles, BSocStud Syd.
John Dent, BSocStud Syd., MHA UNSW
Andrea Duffy, BSW UNSW
Xandra Gerritsen, BSW UNSW
Aileen Goss, BSW Old.
Michele Horgan, BSW UNSW
Kim Lyle, BSW Syd.
Andrew Maxwell, BSW UNSW

Administrative Officer Natalie du Gard, BSW UNSW

School of Sport and Leisure Studies St George Campus

Head of School

Pauline Sky, BA Kuring-gai C.A.E., MA UNSW

Associate Professor

James Sockler, BS MS Texas A & M, PhD Maryland

Senior Lecturers

John Schell, BS MS *Oregon*, DipPhysEd *Syd.TeachersColl*.

Kevin Norton, BEdPE MA *Flin.*, PhD *Georgia*

Lecturers

Paul Batman, MS Oregon. ACTT Victoria Coll., DipPhysEd A.C.P.E.

Connell Byrne, MA Calif. State, DipPhysEd Syd.TeachersColl.

Rosemary Caldwell, BA MEd *UNSW*, DipPhysEd *W'gong*. Barbara Eden, MA *Macq.*, MS *W'gong*. DipSecEd *Syd*. *Teachers Coll*.

Robert Neumayer, BS MS Idaho, PhD Penn. State. John Nolan, MA San Diego State

Gay Revie, BEd MEd Sus., DipPhysEd Syd.Teachers Coll. Bruce Wilson, BS Indiana State, MA Northern Colorado, PhD Florida State

Associate Lecturer

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

Tim Olds, BSportSc UNSW, BA PhD Syd.

Honorary Associates

Peter Corcoran, OAM, ASTC, Dip IAEd Newc. Teachers Coll.

Margaret Keech, BAppSc GradDipSpSc Cumb.Coll.

Administrative Officer

William Baker

School of Teacher Education St George Campus

Head of School

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

Professor of Teacher Education

Michael Dunkin, BA Syd., PhD Qld.

Associate Professor

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

Senior Lecturers

Arthur Anderson, BSc DipEd Syd., MSc PhD UNSW Colin Fraser Gauld, BSc PhD DipEd Syd. MAIP Loretta Giorcelli, BEd Old., MEd James Cook, PhD III., MACE

James Harry Gribble, BA PhD *Melb.*, MPhil *Lond*. Kurt Marder, BA N.E., MEd *Syd.*, MACE Edward Nettle, BA DipEd *Syd.*, MA *Macq.* Ken Robinson, MEd *Syd.*, MSc PhD *Oregon*, Dip PhysEd *Syd.Teachers Coll.*

Lecturers

Con Apoifis, DipT N.S.W.I.T., Dip Ed S.C.A.E., CPA Robert Baker, BSc DipEd Syd., MSc Macq., MCogSc UNSW William Buckley, BA DipEd N.E., MEd UNSW

William Buckley, BA Diped N.E., Med UNSW Rhonda Craven, BA Syd., DipT Alexander Mackle C.A.E. Christina Davidson, DipT R.C.A.E., BEd S.A.C.A.E., GradDip(TESOL) MA TESOL UTS

Carmel Desmarchelier, BA DipEd *UNSW*, MLitt MA N.E. William Fraser, MSc *UNSW*, GradDipEdStud *Syd.C.A.E.* Rosemary Kearney, MA DipEd *UNSW*

Neil Wesley Keast, BA Syd., DipT Armidale T.C. Kerry Mcleod, MA DipEd Macq., GradDipComm Hawkesbury Aq. Coll., LTCL

John McCormick, BSc MA MEdAdmin DipEd UNSW Alan Merritt, DipEd MA UNSW

John Mitchell O'Toole, BScEd MEd UNSW

Kaye Placing, BSc DipEd Syd., GradDipEdStud Syd.C.A.E., MEd UNSW

Deborah Scott, BEd Syd.

Raymond Smith, BA Catholic U. of America, MA Siena Coll., GDipMedia A.F.T.S. AdvCertEd E.Anglia. MA Syd. Denise Tolhurst, DipT BMath W'gong., MEd Syd. Claire Wille, DipT Alexander Mackie C.A.E., Dip Arts Syd.C.A.E., MEd W'gong.

Administrative Officer

Stephen Scorse

Professional Development Centre

Associate Professor and Director

Margaret Hof Nightingale, BA Bridgeport, MA Cornell, MA PhD Macq.

Senior Lecturers

Lee Ward Andresen, BSc DipEd *Old.*, PhD *N.S.W.* Christopher Stephen Hughes, BSc DipEd *Monash*, BA *Syd.*, MCogSci *N.S.W.*

Douglas John Magin, BA MLitt N.E. Gregory Louis Ryan, BA MA(Ed) Syd. Susan Margaret Toohey, BA Qld., MLS., MA Maryland

Lecturers

Janette McLean, BSc W.Aust. MEd(Adult), UTS Catherine Danielle Sohler, BSocSc Footscray I.T., DipEd SCV Hawthorn, MEd UNSW

Administrative Assistants

Laurell Margaret Bartlett Lynette Margaret O'Brien, BA *UNSW* 8 PROFESSIONAL STUDIES

Handbook Guide

This handbook is divided into separate sections for each School/Unit, identified by a four-letter code (e.g. HEAL, School of Health Services Management). This code appears on the top right corner of each page relating to the School/Unit. Each School/Unit section is divided into Undergraduate and Graduate Study and includes course outlines and subject descriptions.

Read the opening sections of the handbook first, and then read the information contained under Course Outlines (Undergraduate or Graduate as appropriate). These sections cover all degrees and diplomas offered by the Faculty. Detailed information on each subject then appears under Subject Descriptions, which includes session/s offered, pre/corequisite details, class hours, credit/unit value, etc.

Any subject which is not a Professional Studies subject (i.e. a subject offered by another Faculty, but included in a course), appears under Servicing Subject Descriptions at the end of each subject description section.

As changes may be made to infromation provided in this Handbook, students should frequently consult the noticeboards of the schools and the official noticeboards of the University.

Information Key

The following key provides a guide to abbreviations used in this book:

С	credit points
F	full year (Session 1 plus Session 2)
HPW	hours per week
L	lecture
P/T	part-time part-time
S1	Session 1
S2	Session 2
SS	single Session, but which Session taught is not known at time of publication
Т	tutorial/laboratory
U	unit value
WKS	weeks of duration
Х	external

Prefixes

The identifying alphabetical prefixes for each organizational unit offering subjects to students in the Faculty of Professional Studies follow.

Prefix	Organizational Unit	Faculty/Board
вюм	Centre for Biomedical Engineering	Engineering
BIOS	School of Biological Science	Biological & Behavioural Sciences
CHEM	School of Chemistry	Science
CMED	School of Community Medicine	Medicine
COMP	School of Computer Science & Engineering	Engineering

Prefix	Organizational Unit	Faculty/Board
ECOH	Department of Economic History	Commerce & Economics
ECON	School of Economics, Departments of	
	Econometrics and Economics	Commerce & Economics
EDST	School of Education Studies	Professional Studies
EXPA	School of Applied and Performing Arts	Professional Studies
GENS	Centre for Liberal & General Studies	
GEOL	Department of Applied Geology	Applied Science
HEAL	School of Health Services Management	Professional Studies
INFS	School of Information Systems	Commerce & Economics
IROB	School of Industrial Relations &	
	Organizational Behaviour	Commerce & Economics
LAWS	School of Law	Law
LIBS	School of Information, Library &	
	Archive Studies	Professional Studies
MATH	School of Mathematics	Science
MEED	School of Medical Education	Medicine
PDCS	Professional Development Centre	Professional Studies
PHYS	School of Physics	Science
PROF	Faculty of Professional Studies	
PSYC	School of Psychology	Biological & Behavioural Sciences
SAFE	Department of Safety Science	Applied Science
SCTS\		
HPST	School of Science & Technology Studies	Arts & Social Sciences
SLST	School of Sport & Leisure Studies	Professional Studies
SOCI	School of Sociology	Arts & Social Sciences
socw	School of Social Work	Professional Studies
TEDG	School of Teacher Education (graduate)	Professional Studies
TEED	School of Teacher Education (undergradua	ite)Professional Studies

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)

School of Health Services Management

Administrative Officer Lyndon Arbie General Office (Room LG29A, The Chancellery)

School of Information, Library and Archive Studies

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

School of Social Work

Administrative Officer Natalie du Gard (Room 45, Building G2, Western Campus)

Professional Development Centre

Administrative Assistant Lyn O'Brien (Room 3012 Quadrangle Building)

St George Campus

School of Applied and Performing Arts

Administrative Officer Diann Rodgers (Room 422, Level 4)

School of Sport and Leisure Studies

Administrative Officer Bill Baker (Room 530, Level 5)

School of Teacher Education

Administrative Officer Stephen Scorse (Room 527, Level 5)

Faculty of Professional Studies Enrolment Procedures

All students reenrolling in 1994 or enrolling in graduate courses should obtain a copy of the free booklet Enrolment Procedures 1994 and Information for Graduate Students available from School Offices and the Student Centre. This booklet provides detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in non-award subjects, locations and hours of Cashiers and late enrolments.

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

Faculty Enrolment Restriction

No person shall be permitted to enrol as a full-time student in any course in the Faculty of Professional Studies at the

same time as he or she is enrolled for any other diploma or degree in this University or elsewhere, except with the approval of the Head of School concerned.

Course Outlines

Undergraduate courses within the Faculty's responsibility include courses in 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, arts and dance education.

Facilities are available in each of the schools for research programs leading to the award of Doctoral or Masters degrees. 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 Public Health; Master of Librarianship; Master of Social Work; Master of Couple and Family Therapy; Master of Equity and Social Administration and Master of International Social Development. Courses for the award of a graduate diploma are available in Information Management (Librarianship or Archives Administration); Educational Administration; Education Studies; Couple and Family Therapy; Equity and Social Administration and International Social Development. A Graduate Certificate in Health Services Management and a graduate Bachelor of Education Honours degree course are also available.

At the St George Campus the following graduate coursework programs 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; Master of Sports Science and Master of Education in Teaching.

In addition to the graduate subjects offered by each school, the Faculty offers three electives that are available to students in all graduate programs. Participation in these electives provides an opportunity for crossdiscipline interaction and the chance to view one's field of specialisation 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 Master of Higher Education, Graduate Diploma in Higher Education and Certificate in Higher Education.

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, Information, Library and Archive Studies 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

Social Sciences and Humanities Librarian: Pam O'Brien Biomedical Librarian: Monica Davis

Law Librarian: Jackie Patrick

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 and Secondary Education, Computing Studies, Leisure and Sports Studies, Craft Arts, 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 in the Student Services section of the Quadrangle Building.

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.

There are differing requirements for general education for students commencing before, in, and after 1988. Students must complete a progam of general education in accordance with the requirements in effect when they commenced their degree program. Students should consult the appropriate course authority or the Centre for Liberal and General Studies in Morven Brown Building, Room G58.

The program requires students to undertake studies in three categories of the program. The key questions addressed by the Program are:

Category A: The External Context: An introduction in nonspecialist terms to an understanding of the environments in which humans function.

Course Requirement: 56 hours

- Australia and the Development of the World Economy.
 How do we, can we, generate wealth?
- 2. Human Inequality. How can we, ought we, distribute wealth, status and power?
- 3. Science and Civilization. What steps should we take, and what policies should we adopt, in science and technology?
- 4. Ecosystems, Technology and Human Habitation. What effects do our wealth generating and technoscientific activities have on the environment?
- 5. Mass Media and Communication. What are the effects of the new mass media of communication?

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

Category B: The Internal Context of Assumptions and Values: An introduction to, and a critical reflection upon, the cultural bases of knowledge, belief, language, identity and purpose.

Course Requirement: 56 hours

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

Category C: An introduction to the design and responsible management of the human and planetary future: An introduction to 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

Course Requirement: 56 hours

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:

- · in a creative and innovative way?
- to widen the circle of human participation in the benefits they bring?
- to break down the barriers of exclusion and discrimination?
- to enhance the prospects for survival of the human species?
- 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.

School of Applied and Performing Arts St George Campus

Head of School Dr Peter Thursby

Administrative Officer

Ms Diann Rodgers

The School of Applied and Performing Arts offers an Associate Diploma in Expressive and Performing Arts 7250 with specialization in Drama, minor studies in dance and supportive studies in design, music and communication. The course is two years full-time and it is appropriate for those students who want a broad arts education and an opportunity for personal development in drama in preparation for further studies, involvement in the community as a practitioner or employment in an arts related industry.

Professional preparation as a craft artist is available through study in the Bachelor of Applied Arts 4150, a three year full-time course and four years with Honours. The course is structured into three subject strands: Core Studies, Contextual Studies and General Education Studies. Within Core Studies students will complete a Foundation Studio before electing a major sequence from textiles, ceramics or jewellery. Each of the three major elective sequences will not be available each year and students are advised to contact the School for information on major electives available in any one year.

The combined degree Bachelor of Applied Arts (Dance) Bachelor of Education 4155 is a four year full-time course designed as a professional preparation for teachers of dance in the secondary school. The course is structured into four subject strands: Core Studies, Contextual Studies, Education Studies and General Education Studies. Students will be required to complete subjects on both the St George and Kensington campuses.

A Graduate Diploma of Arts (Expressive and Performing) 5630 offered by the School as advanced study in the arts for persons who have completed a first degree or diploma and who wish to further develop their knowledge, skills and understanding of the contribution of the arts to culture and extend practical skills in such areas as art, craft, music, dance and drama.

A Master of Education in Creative Arts 9330 by formal coursework is offered as a one-year full-time course or part-time over two years. The course is oriented to the continuing professional preparation of teachers involved in the Creative Arts Key Learning Area and teachers in leadership positions in the arts at primary, secondary or tertiary level.

The School also offers a Doctor of Philosophy 1935 program for persons interested in pursuing research in the creative arts. This is a research degree requiring an original investigation of a topic that is approved by the School. In addition to a thesis each candidate may be required to complete some coursework and participate in a research seminar.

Undergraduate Study

Course Outlines

7250 Associate Diploma of Arts: Expressive and Performing Arts - Drama Major*

*Not offered in 1994

The School offers the Associate Diploma in Arts: Expressive and Performing Arts as a two year full-time course. Students complete a range of Level One subjects in Drama, Dance, Design, Music and Communication that are designed to introduce essential and supportive arts knowledge, skills and understanding that will assist students to further develop their ability in second year. Second year studies will focus upon Drama and related studies and students will be expected to participate in performance works during the year.

The course is designed for students who are interested in a more active vocational, personal or community role in the arts or who intend to use the course to enhance their prospects of undertaking more advanced tertiary study in the arts.

Structure of Course

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

Major Studies: 52 credit points Supportive Studies: 30 credit points and

Interdisciplinary Studies: 14 credit points

to a total of 96 credit points

The course is structured so that students complete a major study in Drama and complete dance, design, music and communication subjects to achieve the aims of the course for breadth of experience in the arts. Students will be expected to complete three sessions of dance as their minor study. Dance is not offered in 1994 as a major study. Subjects are organised into three strands: Major Studies; Supportive Studies and Interdisciplinary Studies. Students are required to successfully complete all compulsory subjects from the three strands and the minimum number of elective subjects that are offered in order to attain 96 credit points.

Schedule of Subjects - Full-Time Attendance

Year 1		С	HPW
Session 1			
Major Studies			
EXPA4600	Dance 1	8	6
EXPA4113	Drama 1	8	6
Supportive Str EXPA4706	udies Music in the Arts 1	4	3

		С	HPW
Interdisciplinar EXPA4117	y Studies Design and the Arts	4	3
Session 2 Major Studies EXPA4601 EXPA4114 Supportive Stu EXPA4707 EXPA4350	Dance 2 Drama 2 Idies Music in the Arts 2 Communication 1	6 6 4 4	4 4 3 3
Interdisciplinar			
EXPA6600	Arts and Society in Time	4	3
Year 2 Session 1 Major Studies One of: EXPA4602 EXPA4115	Dance 3* Drama 3	12 12	6
*Note: Dance w 1994-95.	ill not be offered as a major study in	n Ye	ar 2 in
Supportive Stu			
EXPA4351	Communication 2	4	3
EXPA4126	Design for Theatre	4	3
EXPA4125 EXPA4604	Drama 3A* Dance 3A*	4	3
* Year 2 studen	its undertaking Drama as a major stu ce 3A as a minor study.	•	_
Session 2 Major Studies One of: EXPA4602	Dance 4	12	6
EXPA4116	Drama 4	12	6
Supportive Stu One of:			
EXPA4708	Music in the Arts 3	6	3
EXPA4124	Computer Resources for Artists	6	3

4150 Bachelor of Applied Arts

Interdisciplinary Studies

Video

The course leading to the degree of Bachelor of Applied Arts is programmed over three years of full-time study and four years for Honours.

Art Production/Exhibition

3

Conditions

EXPA4659

EXPA6601

Regulations governing the award of this degree are:

- 1. Candidature for the award of the degree of Bachelor of Applied Arts shall:
- comply with the requirements for admission;
- (2) follow the prescribed course of study and satisfy the examiners in the necessary subjects.
- 2. The degree shall be awarded at Pass or Honours Levels. Honours may be awarded in the following categories:

Honours Class I; Honours Class II, Division I; Honours Class II, Division II

3. Students shall be required to conform with the general rules relating to University courses.

The course provides both foundation and specialist studies appropriate for students to prepare themselves for a career in one of a variety of applied arts fields including professional practice as a craft arts practitioner, in related crafts industries, as a craftsperson within a professional design team or in a service industry where the practitioner will be required to apply specialist knowledge in the areas of design process, craft production and critical and creative responding to design craft problems and solutions.

Structure of Course

The course is structured into three subject strands:

Core Studies: 210 credit points Contextual Studies: 130 credit points General Studies: 20 credit points

The Core Studies are designed to help students explore the relationship between ideas, materials and processes. The intention in the Foundation Studio is to assist students to develop knowledge and skill in solving fundamental artistic problems through drawing, colour theory and craft design. Since drawing is basic to all artistic activity students will be encouraged to use drawing to assist them in developing their ideas and to help them improve their creative problem solving strategies using media. All students in Year 1 complete a common core of studies.

In Year 2 students will elect a major sequence in their specialist study from textiles, ceramics or jewellery. Specialist subjects are identified under the title Design Craft with each of the specialist studies focusing upon knowledge, skills and understandings that will assist students to prepare as professional craft artists. Only two of the three specialist areas will be offered in any one year. Prospective students should check with the School.

To assist students to gain knowledge and technical information about the science and technology of material and help them better understand the structure, workability and composition of materials, the School of Fibre Science and Technology and School of Materials Science and Engineering are contributing subjects to the course. The two schools will jointly offer within the Core Studies the subject Materials and Techniques in Design Craft 1 (Session 3, Year 2) as an introductory subject dealing with the science and technology of textiles, clay and associated materials and metal. A second subject, Materials and Techniques in Design Craft 2 (Session 4, Year 2) will allow students to elect one of either textiles, clay and associated materials or metal. Students will select the second subject that supports their specialist design craft study in textiles, ceramics or jewellery. Therefore students majoring in textiles will enrol in the textiles strand of Materials and Techniques in Design Craft 2.

Contextual Studies provide students with fundamental and elective studies in history and theory of the craft arts, practical studies and professional development. The history and theory subjects aim to provide students with knowledge, appreciation and critical appraisal of specified historical achievements in European and non-European cultures by studying the applied arts within the social, economic and political context of those selected cultures.

The third strand, General Education Studies, are designed to meet University requirements for a General Education Program in undergraduate courses.

Honours Component

A student who has completed the second year of the full-time course with superior performance may make written application to the Head of Applied and Performing Arts to enrol in the Honours subject in the third year, EXPA 4000 Project A (Honours), in addition to their normal program. A student who then achieves a high level of academic performance in the overall third year program may be admitted to the fourth year Honours program. The content of the Honours year subjects, EXPA 4001 Project B (Honours) and EXPA 4002 Research in the Applied Arts, will be planned in collaboration with the student's Project Supervisor.

Normally, students in the fourth year will be expected to complete the Honours year requirements in one academic year, terminating with the submission of a Project. The Project may be in the form of a thesis or exhibition or some combination as determined in consultation with the Project Supervisor and where appropriate, the Head of School.

Schedule of Subjects

	-		
Year 1		С	HPW
Session 1			
EXPA1000	Foundation Studio 1	30	9
EXPA1080	History of Applied Arts 1	15	3
EXPA1083	Applied Arts Workshop 1		
	(Technology Studies)	5	2
EXPA1082	Design Studies and the Arts	10	3
Session 2			
EXPA1100	Design Craft 1	20	6
EXPA1010	Foundation Studio 2	10	3
EXPA1081	History of Applied Arts 2	15	3
EXPA1084	Applied Arts Workshop 2		
	(Computer Technology)	10	3
Category A Ge	eneral Education Elective	5	2
Year 2			
Session 1			
One of:			
EXPA2100	Design Craft 2A Textiles	20	6
EXPA2200	Design Craft 2A Ceramics	20	6
EXPA2300	Design Craft 2A Jewellery*	20	6
and:	,		
MATS9712	Materials and Techniques in		
	Design Craft 1	10	3
EXPA2001	History and Theory of Design		-
	Craft 1	15	3
Applied Arts S	tudy Elective	10	3
	eneral Education Elective	5	2
*Note: EXPA230	0 Design Craft 2A Jewellery will not	be off	ered in

*Note: EXPA2300 Design Craft 2A Jewellery will not be offered in 1994. Specian 2

Session 2		C	HPW
One of:			
EXPA2110	Design Craft 2B Textiles	20	6
EXPA2210	Design Craft 2B Ceramics	20	6
EXPA2310	Design Craft 2B Jewellery*	20	6
and one of:			
TEXT7002	Materials and Techniques in		
	Design Craft 2A	10	3
MATS9722	Materials and Techniques in		
	Design Craft 2B	10	3
MATS9732	Materials and Techniques in		
	Design Craft 2C	10	3
and:	_		
EXPA2002	History and Theory of		
	Design Craft 2	15	3
Applied Arts S	Study Elective	10	3
	eneral Education Elective	5	2
• .	10 Design Craft 2B Jewellery will not b	e offe	ered in
1994.	to besign oran 25 develors y tim not a		
Year 3			
Session 1			
One of:			_
EXPA3100	Design Craft 3A Textiles	20	6
EXPA3200	Design Craft 3A Ceramics	20	6
EXPA3300	Design Craft 3A Jewellery	20	6
and:			
EXPA1040	Advanced Problems in Design	10	3
EXPA1050	Selected Study in Design Craft	15	3
Applied Arts S		10	3
Category B G	eneral Education Elective	5	2
Session 2			
One of:			
EXPA3110	Design Craft 3B Textiles	20	6
EXPA3210	Design Craft 3B Ceramics	20	ő
EXPA3310	Design Craft 3B Jewellery	20	6
and:	Design Clair 3B dewellery	20	U
EXPA1060	Advanced Project	10	3
EXPA1060	Professional Experience Project	10	3
	Professional Issues in Craft	10	3
EXPA3000	riviessional issues in Clair		

C HPW

15

3

Applied Arts Study Electives

Practice

Elective studies will deal in-depth with issues of a theoretical nature concerning the craft arts in historical, contemporary and future-oriented social perspectives and in the application of theory to practice. Studio-oriented electives will include a theoretical examination of the nature of practice and critical inquiry that will extend knowledge, skill and understanding. Elective studies are organised into Group A (studio-oriented studies) and Group B (theoretically-oriented studies). Students will select a total of 3 subjects from both groups of which only 2 can be selected from Group A. Elective studies will be made available in Sessions 3, 4 and 5 and it is assumed selection will be made on the basis of availability, interest, relevance to core studies, ability to connect to other arts disciplinary areas or vocational relevance. Subjects in the Elective Applied Arts Studies are not offered each year and students will need to check with the School to ascertain subject offerings in a particular year.

Group A Elec	tives	С	HPW
EXPA2011	Communication 1	10	3
EXPA2013	Computer Technology 1	10	3
EXPA2014	Computer Technology 2	10	3
EXPA2015	Photography 1	10	3
EXPA2016	Photography 2	10	3
EXPA2017	Fashion and Costume Design 1	10	3
EXPA2018	Fashion and Costume Design 2	10	3
EXPA2021	Drawing 1	10	3
EXPA2022	Drawing 2	10	3
EXPA2023	Drawing 3	10	3
EXPA2031	The Contemporary Mask	10	3
EXPA2032	Design in Performance	10	3
EXPA2033	Independent Study	10	3
EXPA2036	Design in the Theatre	10	3
EXPA2037	Professional Presentation	10	3
Group B Elec			
EXPA2012	Communication 2	10	3
EXPA2019	Design Craft and Community		
	Development	10	3
EXPA2020	Cultural and Social Issues in		
	Contemporary Crafts	10	3
EXPA2024	The Applied and Decorative Arts		
	of the Pacific	10	3
EXPA2025	The Arts in the Pacific	10	3
EXPA2026	The Applied and Decorative Arts		_
	of Asia	10	3
EXPA2027	The Arts in Asia	10	3
EXPA2028	Arts of Aboriginal People and		_
	Torres Strait Islanders	10	3
EXPA2029	Interdisciplinary Study in the Arts	10	3
Honours Con			
EXPA4000	Project A (Honours)	10	3
EXPA4001	Project B (Honours)	10	6
EXPA4002	Research in the Applied Arts	10	3

Bachelor of Applied Arts (Dance) Bachelor of Education

The course is a combined degree to be completed full-time over four years and it requires that students complete disciplinary studies in dance/dance education, education and a major study sequence in Drama/Theatre Studies or Sports Science. Students are also required to complete General Education subjects as outlined in the University requirements for a General Education Program in undergraduate courses.

Conditions

Candidates for the award of the BAppA (Dance) BEd pass degree are required to complete subjects within four strands: Core Studies, Contextual Studies, Education Studies and General Education Studies. All compulsory subjects must be completed satisfactorily and the minimum number of elective subject units in each of the strands must be completed.

The minimum number of credit points in each strand, as outlined in the course structure, are:

	C
Core	120
Contextual	36
and either 39 for a Drama Studies sequence of subje	cts
or 28 for a Sports Science sequence of subjects	

24 Education plus Education subjects in Session 7 and 8 as required for the combined degree for Method Subjects, Educational Studies and Electives and Teaching Experience.

8 General Education

Structure of the Course

- Core Studies the study and practice of dance styles, human movement studies and dance pedagogy. The intention of the Core Studies strand is to provide the essential in-depth knowledge, skills and understanding of human movement and dance styles so that students can individually perform as effective and creative dancers and prepare others to perform in environments that are physically safe at different physical developmental/age stages.
- Contextual Studies theoretical and historical studies of dance in the context of different cultural groups and the essential contribution of other art forms to dance and dance choreography. An elective studies sequence is available in this Strand to enable students to complete a theoretical and applied practice sequence in another subject field that will provide introductory (Level 1) and advanced (Upper Level) study to sufficient depth of knowledge and skill to enable the student to then complete a second teaching method subject in that subject field. Subject sequences in the elective studies sequence may be selected from one of two fields
- Performing Arts and Theatre and Film Studies subjects offered on the St George Campus and Kensington Campus
- Sport and Leisure Studies subjects offered on the St George Campus.

Students selecting subjects from one of the two fields in the elective sequence will be required to complete a minimum number of credit points as outlined in the Conditions for the Award. Availability of subjects from year-to-year is dependent upon the relevant school offering the subject. Students will be required to consult with the School on subject availability.

- Education Studies students are required to complete one subject per session for a minimum of 24 credit points in the first three years of the course. A proportion of the Education Studies subjects including compulsory subjects will be taken on the Kensington Campus with some compulsory and elective subjects offered on the St George Campus. Students will be required to complete a Special Education subject in Year 2 or 3 from EDST1203 Special Education: Exceptional Children or TEED7210 Developmental Psychology 3 -Children with Special Needs. In the fourth year of the course students are required to complete the professional teacher education program which includes:
- Teaching Method 1 (Dance-single method)
- Teaching Method 2 (double or single method depending upon elective studies sequence)
- Teaching Experience including practice teaching

Schedule of Subjects

Year 1		Ç	HPW
Session 1			
EXPA3001	Dance Styles 1	10	6
SLST3200	Human Anatomy and Physiology	5	4
EXPA3010	Dance Analysis and		
	Composition 1	4	2
EXPA3020	Performance Study 1: Dance in		
	a Socio-Cultural Context	4	2
EDST1102 and	Social Foundations of Education	4	2

Major Selection Study A*: a Level 1 subject from:

Performing Arts/Theatre & Film Studies, Sport and Leisure Studies.

*Hours per week in subject selections vary between 3-5 hours per week and credit naints vary accordingly

WCOK and Glod	n points vary accordingly.		
Session 2			
EXPA3002	Dance Styles 2	10	6
SLST1145	Functional Anatomy	5	4
EXPA3011	Dance Analysis and		
	Composition 2	4	2
EXPA3021	Performance Study 2: Dance	and	
	Performance	4	2
EDST1101	Educational Psychology 1	4	2

Major Selection Study B*: a Level 1 subject from:

Performing Arts/Theatre and Film Studies, Sport and Leisure Studies

* Hours per week in subject selections may vary between 3-5 hours per week and credit points vary accordingly.

Year 2			
Session 1			
EXPA3003	Dance Styles 3	10	6
SLST1146	Kinesiology	4	3
EXPA3012	Dance Analysis and		
	Composition 3	4	2
EXPA3022	History and Theory of Dance 1	4	2
	udies: elective subject	4	2
and			
Major Selecti	on Study*		

a second level/upper level subject that begins a subject sequence/specialisation in Years 2 and 3 and first session of Year 4. Subjects selected from Performing Arts/Theatre and Film Studies, Sport and Leisure Studies

 Hours per week for subject electives vary between 3-5 hours per week and credit points vary accordingly.

Category A General Education Elective		4	2
Session 2			
EXPA3004	Dance Styles 4	10	6
SLST2128	Exercise and Sports Injuries	4	3
EXPA3013	Dance Analysis and		
	Composition 4	4	2
EXPA3023	History and Theory of Dance 2	4	2
and	udies: elective subject	4	2

Major Selection Study*:

a second level/upper level subject that continues a subject unit sequence/ specialisation.

* Hours per week for subject electives vary between 3-5 hours per week and credit points vary accordingly.

2

Category A General Education Elective

	С	HPW
Dance Styles 5	10	6
Dance Pedagogy 1	4	2
Dance Analysis and		
Composition 5	4	2
History and Theory of Dance 3	4	2
Music for the Dancer 1	4	2
dies: elective subject	4	2
	Dance Pedagogy 1 Dance Analysis and Composition 5 History and Theory of Dance 3 Music for the Dancer 1	Dance Styles 5 10 Dance Pedagogy 1 4 Dance Analysis and Composition 5 4 History and Theory of Dance 3 4 Music for the Dancer 1 4

Major Selection Study*: an upper level/advanced subject that continues a subject unit sequence/specialisation.

* Hours per week for subject electives vary between 3-5 hours per week and credit points vary accordingly.

Session 2			
EXPA3006	Dance Styles 6	10	6
EXPA3017	Dance Pedagogy 2†	4	2
EXPA3015	Dance Analysis and		
	Composition 6	4	2
EXPA3025	History and Theory of Dance 4	4	2
EXPA3027	Music for the Dancer 2	4	2
Education Strand	udies: elective subject	4	2
	on Study*: an upper level/advance	d cubi	oct

Major Selection Study*: an upper level/advanced subject that continues a subject unit sequence/specialisation.

[†] Students will select two Category A subjects and two Category B subjects from subject offerings. Students will complete a 5-day school attachment in association with Dance Pedagogy 2.

Year 4			
Session 1			
EXPA3007	Dance Styles 7	10	6
EXPA3018	Professional Development		
	Issues in Dance Education	4	2
Major Selection	on Study*: an advanced level	subject that	

^{*} Hours per week for subject electives may vary between 3-5 hours per week and credit points vary accordingly.

continues a subject unit sequence/specialisation.

and Education St TEED1219 either	udies Number of Ho Dance Method (Single Method)†	ours 68
or or	Drama Method (Single Method) [†]	68
and	Physical Education (Double Method)†	136
anu	Education Studies Professional Issues and	48
	Responsibilities	56

† Note: Students will complete Dance Method of 4 hours per week and either a single method in Drama of 4 hours per week or double method Physical Education which is 8 hours per week.

Session 2

Method Subjects in Dance and Drama or Physical Education

Cadadation	
TEED1221	Education Elective A (16 hrs)
TEED1223	Education Elective C (16 hrs)
TEED1225	Teaching Experience (238 hrs **)

^{**}equivalent of 5 single days and 7 week block.

Approved Four-Year Program

Before enrolment each year students must seek advice from the School of Applied and Performing Arts about approved combinations of teaching subjects in addition to dance as some combinations of subjects do not lead to satisfactory employment opportunities.

Subject Descriptions

For descriptions of subjects offered by the School of Applied and Performing Arts see the appropriate section later in this Handbook. For descriptions of subjects offered by other schools of the Faculty refer to the relevant section in the Handbook. For subject descriptions offered by the School of Theatre and Film Studies refer to the Faculty of Arts and Social Sciences Handbook.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Associate Diploma of Arts (Expressive and Performing Arts)

EXPA4600
Dance 1
Staff Contact: Mr David Spurgeon
C8 S1 HPW6

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 AfroLatin, and to present an overview of relevant dance history. Body conditioning and alignment exercises will be introduced.

EXPA4601

Dance 2

Staff Contact: Mr David Spurgeon

C6 S2 HPW4

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.

^{*} Hours per week for subject electives vary between 3-5 hours per week and credit points vary accordingly.

EXPA4602

Dance 3

Staff Contact: Mr David Spurgeon

C12 S1 HPW6

This subject provides further technical and repertoire development in Modern Jazz and Afro-Latin. It also introduces them to the vocabulary of creative dance and to the basic skills of demonstrating and teaching dance.

EXPA4603

Dance 4

Staff Contact: Mr David Spurgeon

C12 S2 HPW6

Prerequisite: EXPA 4602

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

Staff Contact: Mr Guy Sherborne

C8 S1 HPW6

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

Staff Contact: Mr Guy Sherborne

C6 S1 HPW6

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

Staff Contact: Mr Guy Sherborne

C12 S1 HPW6

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

Staff Contact: Mr Guy Sherborne

C12 S2 HPW6

Prerequisite: EXPA 4115

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.

FXPA4350

Communication 1

Staff Contact: Mr Guy Sherborne C3 S2 HPW3

This subject is an introduction to basic communication. 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. Journal writing and creative writing exercises and projects are included.

EXPA4351

Communication 2

Staff Contact: Mr Guy Sherborne

C6 S1 HPW3

This subject establishes a theoretical foundation for communication based upon a model which views communication studies as a multidisciplinary 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

Staff Contact: Mr Richard Morphew

C4 S1 HPW3

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

Staff Contact: Mr Richard Morphew

C4 S2 HPW3

Development of music performance skills and aural awareness and to extend knowledge of musical theory and musical history of the contemporary period. Techniques of musical composition and relationship of music to other art forms.

EXPA4708

Music In The Arts 3

Staff Contact: Mr Richard Morphew

C6 S2 HPW3

This subject is designed to develop students' voice control and singing ability and to develop an appreciation of music in drama and theatre including musical theatre. At the discretion of the Course Coordinator students under taking Major Studies in Drama may be required to do this subject as part of their program.

EXDA4124

Computer Resources For Artists

Staff Contact: Ms Kave Placing

C6 S2 HPM/3

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

EXPA6590

Video

Staff Contact: Mr Guy Sherborne

C6 S2 HPW3

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 onsite and studio production projects

EXPA4126

Design for Theatre

Staff Contact: Mr Guy Sherborne

C4 S1 HPW3

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 smallscale theatrical events

EXPA4125

Drama 3A

Staff Contact: Mr Guy Sherborne

C4 S1 HPW3

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

Staff Contact: Mr David Spurgeon

C4 S1 HPW3

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

Staff Contact: Ms Emma Robertson C4 S1 HPW3

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

Staff Contact: Ms Margaret Moore

C4 S2 HPW3

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.

EXPASSO1

Arts Production/Exhibition

Staff Contact: Mr Guy Sherborne

C6 S2 HPW4

This subject involves students in applying their creative skills and conceptual understandings to the planning and presentation of a multiarts 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 Applied Arts

Core Studies

EXPA1000

Foundation Studio 1

Staff Contact: Mr Vaughan Rees

C30 S1 HPW9

This subject introduces students to basic skills, processes and media used in visual problem solving. Studio practice will examine: a wide range of wet (ink, dve, acrylic paint, watercolours, stains) and dry (graphite, chargoal, coloured pencils, oxide and pigment, pastel, conte) mediums and their individual properties; tonality, and various theories of colour; formal design theories (Western and Eastern); high and low technologies; implications of functional design: purposes and forms of decoration; design processes; translation of ideas through to finished forms of design craft,

EXPA1010

Foundation Studio 2

Staff Contact: Ms Emma Robertson

C10 S2 HPW3

This subject will build upon studies in Foundation Studio I with a greater emphasis on visual problem solving through tonal colour and design studies. Contemporary themes, particularly Australian will be investigated.

MATS9712

Materials and Techniques in Design Craft 1

Staff Contact: Dr Peter Thursby

C10 S1 HPW3

An introduction to the science and technology of materials, emphasizing relationships between structure, composition and properties. Introduction to processing of metallic, ceramic and fibrous materials. Materials recognition and design possibilities are discussed.

TEXT7002

Materials and Techniques in Design Craft 2A

Staff Contact: Dr Peter Thursby C10 S2 HPW3

The conversion of fibres to yarns. Properties of yarn. The conversion of yarn to fabric including weaving, knitting, feltmaking. The application of colour to textile materials. Introduction to Industrial textile manufacture.

MATS9722

Materials and Techniques in Design Craft 2B

Staff Contact: Dr Peter Thursby

C10 S2 HPW3

Casting, working and surface finishing of metals and alloys. Soldering, brazing and welding. Joining metals to glasses, ceramics and gemstones.

MATS9732

Materials and Techniques in Design Craft 2C

Staff Contact: Dr Peter Thursby

C10 S2 HPW3

Structures and properties of clays, non-clays, cements, porcelains, glazes, glasses and other ceramics. Optical properties and colours of glasses, glazes and gemstones. Forming and firing of ceramic bodies, reactions during firing. Kilns and oxidation/reduction effects.

EXPA1040

Advanced Problems in Design

Staff Contact: Ms Emma Robertson

C10 S1 HPW3

This subject will encourage and assist students to develop advanced individual projects in their area of specialisation. Opportunities for group discussions and tutorials will enable students to share their work with staff and other students. Projects in textiles, ceramics or metal will require a design craft problem, identification of the process and strategies to assist the solution and completion of craft work. Presentation will require submission of documentation of process as well as completed work.

EXPA1050

Selected Study in Design Craft

Staff Contact: Ms Louise Hamby

C15 S1 HPW3

This subject will assist students to gain aesthetic insight and a better appreciation of design problems by working to a specific design brief for an arts group/organisation or industry. Students will be assisted to make contact with an outside organisation involved in design craft or the arts and so gain a better appreciation of the professional life of a designer-craftsperson. It is anticipated that this experience will assist students in determining a placement for the subject EXPA 1070 Professional Experience Project.

EXPA1060

Advanced Project

Staff Contact: Dr Peter Thursby

C10 S2 HPW3

The identification of an individual project in the students area of specialisation that will be based on the study of a craft art form or creative process. The project will require both an historical inquiry and studioproduction program to produce an individual work or series of works for exhibition. The work will be located within one of the specialisations: textiles, ceramics or jewellery and may extend the inquiry and development of form into newer craft arts areas by the use of technology and other processes and materials.

EXPA1070

Professional Experience Project

Staff Contact: Dr Peter Thursby

C15 S2 HPW3

Prerequisites: EXPA 3100, EXPA 3200 or EXPA 3300

Corequisite: EXPA 3110, EXPA 3210 or EXPA 3310

Students will be placed in the field to work with an organisation or industry in order to work alongside professionals in the field of craft arts. It is expected that students may undertake either a regular involvement each week over the session or complete their attachment in a more intensive block of time by working on a specific project. Students will be undertaking their workrelated activities under the general supervision of a professional colleague in the organisation which will be followed up by a School supervisor.

EXPA1100

Design Craft 1

Staff Contact: Mr Peter Masters

C20 S2 HPW6

Introduction to craft arts practice with special attention given to two and three dimensional studio activities that will prepare students for studies in textiles, jewellery and ceramics. Major areas of investigation through studio activity: Constructing three dimensional forms using both flexible and rigid materials from the craft areas (textiles clay, metal and wood). Investigation of natural and geometric forms, surface treatment emphasizing texture on relief and 3D forms using natural and artificial light. Translation of three dimensional forms into two dimensional images using different design strategies.

EXPA2100

Design Craft 2A Textiles

Staff Contact: Ms Louise Hamby

C20 S1 HPW6

An introduction to the processes involved in working with fibre. Practical exercises in the construction of fibre structures: thread construction, wrapping, coiling, twining. Manipulation of fibre structure: pleats, tucks, folds, smocking, quilting, applique, patchwork. Mark making in surface and structural work: drawn and painted images with textile markers, dyes and pastels.

EXPA2200

Design Craft 2A Ceramics

Staff Contact: Mr Peter Masters

C20 S1, S2 HPW6

This subject provides an overview of the processes involved in creating objects from clay. Studio practice examines: types of clay bodies, stages of drying process,

building and forming techniques, surface decoration, traditional attitudes to ceramics, and firing technology.

EXPA2300 Design Craft 2A Jewellery Staff Contact: Dr Peter Thursby

C20 S1 HPW6

An overview of traditional and contemporary perceptions of jewellery. Studio activity: tools and techniques of cold joining and forming (hammering, sawing and filing, riveting, drilling); exploration of materials (nonferrous metals and plastic); translation of ideas into wearable and nonwearable iewellerv.

EXPA2110

Design Craft 2B Textiles

Staff Contact: Ms Louise Hamby C20 S2 HPW6

Processes in designing and working with dyes and fabric. Dye technology: napthol, fibre reactive and pigments. Use in long dye baths, short applications, spot applications and monoprinting. Techniques and principles: direct painting with dves on various fibre surfaces, resists with wax and gutta and shibori (Japanese resist shaped dyeing). Use of the Elements and Principles of Design to explore concepts and methods of repeat relevant to this subject.

EXPA2210

Design Craft 2B Ceramics

Staff Contact: Mr Peter Masters

C20 S1, S2 HPW6

This subject critically analyses the aesthetics and function of clay objects. Studio practice will examine: function and domestic purpose, contemporary perspectives of clay objects, wheelthrowing techniques, lowfire and mediumfire glazing, glaze technology and varieties of handbuilding techniques. Students will be expected to produce objects ready for exhibiting.

EXPA2310

Design Craft 2B Jewellery

Staff Contact: Dr Peter Thursby

C20 S2 HPW6

Examines the technology of metal and its transformation through heat to create three dimensional lewellery objects. Studio activity: experimentation of three dimensional forms and their relationship to the human body: techniques (soldering, welding, casting, fabrication); materials (ferrous and nonferrous); translating two dimensional drawn designs to three dimensional jewellery objects.

EXPA3100

Design Craft 3A Textiles

Staff Contact: Ms Emma Robertson

C20 S1 HPW6

Processes involved in the surface decoration of fabric. Altered surfaces such as machine embroidery, relief printing. Mixed media techniques incorporating materials other than fibre. Drawing and design inspiration. Presentation of work: mounting, framing, stretching construction.

EXPA3200

Design Craft 3A Ceramics Staff Contact: Mr Peter Masters C20 S1 HPW6

This subject examines sculptural ceramic forms. Studio practice will examine: relief and three dimensional forms. surface treatment, scale, mixed media, mass, stress, factors, personal and public sculpture, cultural, religious and political icons.

EXPA3300

Design Craft 3A Jewellery

Staff Contact: Dr Peter Thursby C20 S1 HPW6

The role of the contemporary jeweller and the aesthetics of iewellery-making within a commercial context. Studio activity: stone-setting, metal alloying, etching, patternation: setting a design based on consumer research; one-off designs and multiple production; linking studio capabilities with industries (electroplating, metal spinning, die-forming): visual problems involved with aesthetics, jewellery and mass production.

EXPA3110

Design Craft 3B Textiles

Staff Contact: Ms Emma Robertson

C20 S2 HPW6

Self initiated project using concepts and the design process in formulation of work. Use of techniques and skills based on earlier foundation and textile subjects. Development of research skills for historical and contemporary textiles. issues and concepts related to proposed work. Professional work practices: organization, quality control and presentation of work.

EXPA3210

Design Craft 3B Ceramics

Staff Contact: Mr Peter Masters

C20 S2 HPW6

This subject provides an opportunity for the individual production of a major body of work which must contain elements of ceramic material and ceramic process. Studio practice will involve a student initiated design craft brief (approved by subject lecturer).

EXPA3310

Design Craft 3B Jewellery

Staff Contact: Dr Peter Thursby

C20 S2 HPW6

Advanced studio practice that requires the student to: initiate a jewellery design proposal; research and investigate appropriate technology, materials and audience; place the design within a conceptual framework; and construct a body of work that relates to the jewellery process.

Contextual Studies

EXPA1080

History of Applied Arts 1

Staff Contact: Ms Arianne Reinhard

C15 S1 HPW3

Prehistory to High Renaissance An introduction to exploring the role of the artist/craftsperson within the framework of society and related arts, with reference to the evolution of craft design from early utilitarian objects to the more sophisticated crafts of the guild system. Examining the expertise, design and workmanship required to produce these decorative and functional items, and the ideas and

philosophy behind the production of artifacts within a historical context.

EXPA1081

History of Applied Arts 2

Staff Contact: Ms Arianne Reinhard C15 S2 HPW3

Enlightenment to 21st Century An introduction to the emergence of a technical and commercial society, examining the crafts and artefacts produced within the framework of society and the related arts. Developing an understanding of the ideas and philosophy behind the Art and Craft movement and subsequent revivals in the 20th Century. With reference to individual artist/craft persons style, technique, use of media and presentation...

EXPA1082

Design Studies in the Arts

Staff Contact: Ms Louise Hamby

C10 S1 HPW3

Theory and practice of design in the arts from different cultures. Presentation and layout of visual materials used in assignments. Translation of a literary mode into a visual form. Research of cultural artefacts. Link between design and technological development within different cultures. Significance of particular cultural artefacts within their social context.

EXPA1083

Applied Arts Workshop 1 (Technology Studies)

Staff Contact: Mr Peter Masters

C5 S1 HPW2

This subject will not deal with aesthetic concerns but with simple "how to" technical information and practice. At least three workshop areas will be completed in the semester with individual workshop areas of four weeks duration. Various areas will be offered from the following list: wood, metal, sewing, photography, video, computers, sound production, mouldmaking.

EXPA1084

Applied Arts Workshop 2 (Computer Technology)

Staff Contact: Ms Louise Hamby

C10 S2 HPW3

Introduction to the micro computer. Use of general purpose software applications including word processing, spreadsheets and graphics. Applications for design projects, presentations of layouts combining text and imagery. Use of computer for symbiotics specific to clay, metals and fibre. Preparation of design briefs and resumes.

EXPA2001

History and Theory of Design Craft 1

Staff Contact: Dr Peter Thursby

C15 S1 HPW3

To develop a historical, cultural and theoretical base for the study of the design and production of craft and Applied Arts through a series of thematic studies in Textiles. Ceramics. Jeweilery and other related Arts. Concepts such as the role of the crafts person and their immediate environment as a theme, commercial and economic factors and fashions, historical significance and cultural influences as well as aesthetic considerations will all be examined in detail.

EXPA2002

History and Theory of Design Craft 2

Staff Contact: Dr Peter Thursby

C15 S2 HPW3

Current issues that directly affect Australian contemporary crafts practice will be studied in detail. Reference will be made to Australian and non Australian historical, cultural. environmental, political and social issues that influence decisions on design factors, techniques and subject matter. This knowledge will be related to exhibitions and the student's studio workshops to develop an understanding and appreciation of the applied arts.

EXPA3000

Professional Issues in Craft Practice

Staff Contact: Ms Emma Robertson

C15 S2 HPW3

This subject introduces students to issues related to professional craft practice in order to educate and prepare them for a range of possible career options. Relevant topics such as arts law, copyright, craft/art/design in industry, exhibiting and photographing work, writing curriculum vitaes and public and private commissions will be examined.

Group A Electives

FXPA2011

Communication 1

Staff Contact: Dr Peter Thursby

C10 S1, S2 HPW3

The subject is intended to assist students in understanding key aspects of effective communication. The main focus of this subject is on human relationships and learning communication and problem-solving skills that will maintain these relationships successfully. As part of the communication process students are required to develop their oral and written skills in a variety of appropriate contexts including working as part of a team, in the community and in business.

EXPA2013

Computer Technology 1

Staff Contact: Ms Louise Hamby

C10 S1, S2 HPW3

Graphic software packages, such as MacDraw Pro and Adobe Illustrator, used to learn basic computer drawing and painting. Drawing from traditional medium altered and reinterpreted. Creation of new style work.

EXPA2014

Computer Technology 2

Staff Contact: Ms Louise Hamby

C10 S1, S2 HPW3

Varied input devices examined: scanners, frame grabbing. Output from different devices; ink jet printers, plotters. The use of desktop publishing programs in the production of art related activities. Existing flat art works to be scanned and manipluated. Adjusted works to be incorporated into promotional material created in desktop publishing program.

EXPA2015

Photography 1

Staff Contact: Dr Peter Thursby C10 S1, S2 HPW3

This subject introduces students to photography as a means of personal expression and as a medium for recording and communicating to others. Technical processes in using the camera and operating a darkroom will be covered as will techniques in framing and composing photographs. Individual projects in black and white photography.

EXPA2016 Photography 2

Staff Contact: Dr Peter Thursby

C10 S1, S2 HPW3

This subject will extend student ability in using black and white techniques to prepare a portfolio of black and white prints and introduce students to basic skills in colour work. Colour photography working with prints and slides. Exhibition of worked based on theme or idea.

EXPA2017

Fashion and Costume Design 1

Staff Contact: Ms Emma Robertson

C10 S1, S2 HPW3

This subject will introduce students to the contemporary and commercial applications of fashion and costume design. Students will learn pattern making, basic garment construction, fashion drawing and design, and they will study applied decoration, embroidery and the uses of fashion accessories. The history of costume and fashion will be explored through the study of museum objects and artworks, and this will be supported by contact with the contemporary fashion industry in Australia.

EXPA2018

Fashion and Costume Design 2

Staff Contact: Ms Emma Robertson

C10 S1, S2 HPW3

This subject will explore the scope of costume design in a theatrical context, building on the skills gained by students in Level I. Students will study historical and contemporary costume in theatre, film and television. Cutting, decoration and the construction of theatrical costumes will be explored in order to allow students to develop individual skills and designs from set briefs. Theatrical venues and museum collections will be investigated in order to support the practical component of the subject.

EXPA2021 Drawing 1

Staff Contact: Mr Vaughan Rees C10 S1, S2 HPW3

This subject investigates the historical and contemporary treatment of the nude in the visual arts. Through practical exercises using basic dry media in tone and colour (eg. graphite and pastel) students will examine the human form in terms of structure, proportion, movement and surface qualities.

EXPA2022

Drawing 2

Staff Contact: Mr Vaughan Rees

C10 S1, S2 HPW3

Drawing practice will involve: traditional processes and techniques associated with rendering recognizable forms, altering images through replicating processes (eg. photocopying, printing, collage). Traditional themes including: landscape, still-life and portraiture will be investigated through the process of drawing.

EXPA2023

Drawing 3

Staff Contact: Mr Vaughan Rees

C10 S1, S2 HPW3

Concepts and techniques used in contemporary Australian and International drawing will be critically reviewed. Students will explore the figurative and non-figurative. Studio practice will involve personal and visual, problem solving through a broad range of drawing media and techniques; creating mood and atmosphere through lavered images.

EXPA2031

The Contemporary Mask

Staff Contact: Ms Emma Robertson

C10 S1, S2 HPW3

This subject aims to develop students knowledge and understanding of the uses of masks in contemporary society. Different mask styles and types of mask making will be studied. The role of the mask in art, performance and film will be explored and specific themes will be examined in depth. Students will develop personal concepts and designs and create thematic masks using paper mache in addition to their written research.

EXPA2032

Design in Performance

Staff Contact: Ms Emma Robertson

C10 S1, S2 HPW3

This subject will introduce students to design and performance in various contexts. Design in theatre will be the major focus of this subject and students will systematically examine design needs and the crafts of the theatre and participate in practical workshops intended to provide technical and construction experiences. A design craft brief will be set for students to complete.

EXPA2033

Independent Study

Staff Contact: Dr Peter Thursby

C10 S1, S2 HPW3

This subject is a directed study in a discipline or multidisciplinary area of interest and of relevance to the professional and vocational interests of the student. It should extend the knowledge and understanding of the subject through a systematic investigation and development of a project in association with a supervisor. Permission of the Head of School may be sought to determine the suitability of undertaking an independent study.

EXPA2036

Design in Theatre

Staff Contact: Ms Emma Robertson

C10 S1, S2 HPW3

Fundamentals of stage design including technical drawing, plans, renderings and model construction. Scene design, painting and perspective, special effects using colour and synthetic materials. Costume design, patterns and pattern

making, cutting and construction. Historical and social research in theatre design.

EXPA2037

Professional Presentation

Staff Contact: Mr Vaughan Rees

C10 S1, S2 HPW3

Investigation and creation of ways of presenting design craft work to a variety of clients, including public and business agencies. Studio activity: typography, layout, border designs and logos; creation of personalized graphic package (business cards, stationary); designing content specific portfolio; photographing art works; ways of presenting two dimensional and three dimensional art work.

Group B Electives

EXPA2012

Communication 2

Staff Contact: Dr Peter Thursby

C10 S1, S2 HPW3

This subject examines the relationship between communication and culture in the context of contemporary communications media. It provides an introduction to communication theories and models, concepts of culture and ideology, and semiotic analysis of cultural products. A practical component in the subject includes planning and production using photographic and video media, script writing and preparation of graphics material.

EXPA2019

Design Craft and Community Development

Staff Contact: Dr Peter Thursby

C10 S1, S2 HPW3

This subject will explore issues involved in the history, theory and practice of community arts with emphasis upon the role and place of the designer-crafts person and how the contribution of the designer-craftsperson can enhance the community and community groups. Case studies of community action through the arts will be studied and field trips organised to investigate community groups aims, funding, craft arts achievements and affect in the community.

EXPA2020

Cultural and Social Issues in Contemporary Crafts

Staff Contact: Dr Peter Thursby

C10 S1, S2 HPW3

This subject will examine the cultural and social context within which crafts are produced, the role of the contemporary craftsperson as an individual, as a link in the community and in contribution in industry. Criticism, theory and models of professional practice in craft arts will be examined as part of an inquiry into the future for craft artists. Guest craft artists will be invited to share their work through presentations and discussion.

EXPA2024

The Applied and Decorative Arts of the Pacific Staff Contact: Dr Peter Thursby

C10 S1 S2 HPW3

Examination of stylistic and aesthetic characteristics of the applied and decorative arts of Oceania and the application of technical knowledge to the design and creation of forms. Design and pattern: origins and structures; motifs. Form

and function. Materials and technical methods. Symbols and meaning. Use of artefacts in social contexts.

EXPA2025

The Arts in the Pacific

Staff Contact: Dr Peter Thursby

C10 S1 S2 HPW3

Pacific Arts since the Second World War: the effect of contact with colonial and military powers upon the visual arts in Melanesian cultures. The visual arts examined within the contexts of tradition, cultural change and economic development. Emergence of tourist art. Case studies of Melanesian visual artists. The influence of western art forms, media and style on contemporary artistic practices in Pacific arts.

EXPA2026

The Applied and Decorative Arts of Asia

Staff Contact: Dr Peter Thursby

C10 S1, S2 HPW3

The subject will examine stylistic and aesthetic characteristics of the applied and decorative arts of Asia with particular attention given to specific or selected cultures that would allow for closer examination of the application of technical and material knowledge to the design and manufacture of crafts. Craft arts practised in Indonesia including craft arts associated with performance.

EXPA2027

The Arts in Asia

Staff Contact: Dr Peter Thursby

C10 S1, S2 HPW3

The subject will concentrate on contemporary developments in the arts of Asia and emphasis upon visual arts and craft developments. Specific examples and case studies of contemporary artistic developments in specific countries/cultural groups will allow students to develop their knowledge, understanding of technical achievement and critical abilities in appraising the contemporary arts in Asia. Visits to galleries and museums will be included in assisting students to develop their critical appreciation of craft arts. Recent craft arts contacts between Australia and Asia through craft arts and visual arts organisations will be reviewed to determine aims, form of contacts and results. Where appropriate guest lecturers will be included in program.

EXPA2028

The Arts of Aboriginal People and Torres Strait Islanders

Staff Contact: Ms Louise Hamby

C10 S1, S2 HPW3

The subject will concentrate on one form of visual art, such as textiles, from the range of media utilized from the Aboriginal and Torres Strait Islander people. It will examine the subject from a traditional and contemporary viewpoint with emphasis placed on its relationship to other art forms. The interconnectedness of the art forms with the culture will be studied. Visits to museum and gallery collections will be included. A studio component will be incorporated to complement the art and problem solving activities based on stylistic qualities of various art forms.

Interdisciplinary Study in the Arts

Staff Contact: Dr Peter Thursby C3 S1, S2 HPW3

This subject is intended as either a group or individually study that investigates designed theoretically/historically or creatively the craft arts as part of the larger contribution of the arts in culture and society. This study will allow students to examine and develop a design process that includes investigation of other arts forms in the development of a group or individual project that can be presented to staff and students.

EXPA4000

Project A (Honours)

Staff Contact: Dr Peter Thursby

C10 S2 HPW3

Honours program: investigation of theoretical and practical issues that focus upon the students major area of specialisation. Each student will be required to identify a topic, area of interest, design problem that can be researched, documented and reported in a major illustrated paper of 5000 words. An alternative presentation of an equivalent standard may be individually negotiated.

EXPA4001

Project B (Honours) Full Year

Staff Contact: Dr Peter Thursby

C10 S1, S2 HPW6

Students accepted into the fourth year of the course (Honours) will be required to complete a research and development project in their specialist craft art area leading to a major presentation/exhibition. The project will need to be fully documented (words/visuals) and the documentation presented as an additional record. This record should identify a research area, methods for investigating the particular creative process and findings. The project will include regular meetings/discussions with a supervisor. At regular periods over the academic year members of the School will be invited to participate in some of these discussions to provide feedback. The project must be approved by the Head of School or the Head of School nominee.

EXPA4002

Research in the Applied Arts

Staff Contact: Dr Peter Thursby C10 S1 HPW3

This subject will be taken in the first session of Year 4 by students enrolled in the Honours component and it will look at topics of interest in contemporary arts theory and practice that are relevant to craft arts development. Methods of research and planning a special project will also be discussed. Topics for examination will include: the historical perspective within which an examination and critical appraisal of contemporary crafts may be conducted, the relevance of contemporary craft arts within the broader visual arts field: the handmade object: critical writing in the craft arts and the changing role of the craft artist in society.

Bachelor of Applied Arts (Dance) Bachelor of Education

Core Strand

EXPA 3001

Dance Styles 1

Staff Contact: Mr David Spurgeon C10 S1 HPW6

This subject establishes the basis by which students acquire a technical mastery over their bodies. Dance Styles One will involve the study of three essential dance styles, Classical Ballet, Modern Dance and Jazz Dance. In the study and practice of each of these styles students will learn correct postural alignment and practice axial movements designed to improve strength, flexibility, coordination and balance. Classes will include locomotor movements designed to improve the body's ability to travel. turn, elevate, fall and balance. The styles classes will conclude with sequencing and phrasing designed to improve rhythm skills, kinaesthetic memory, stamina and endurance. All of the exercises and movements are intended to assist students acquire an articulate body and a heightened anatomical capability.

EXPA 3002

Dance Styles 2

Staff Contact: Mr David Spurgeon

C10 S2 HPW6

This subject continues the student's acquisition of technical mastery over their bodies begun in Dance Styles One. Classes will be given in Classical Ballet, Modern Dance and Jazz Dance. Emphasis on postural alignment, strength, flexibility, coordination and balance. Locomotor movements will build competence in student's ability to travel, turn, elevate, fall and balance. Sequencing and phrasing exercises will be more lengthy and complicated than in Dance Styles 1. Students will be expected to be able to demonstrate some essential movements and phrases that characterise each of the three styles.

EXPA 3003

Dance Styles 3

Staff Contact: Mr David Spurgeon

C10 S1 HPW6

Students in Dance Styles Three will be expected to demonstrate skill and competence in Classical Ballet. Modern Dance and Jazz Dance. Exercises will place an increased demand on the students' strength, flexibility and balance. Spatial and lateral inversion exercises will assist coordination skills. Locomotor exercises will feature locomotive skills particular to each style. For example: 'grande jet' in Classical Ballet, 'triplet' in Modern Dance and 'step kick' in Jazz Dance. Phrasing and sequencing exercises will increase in difficulty and length.

EXPA 3004

Dance Styles 4

Staff Contact: Mr David Spurgeon

C10 S2 HPW6

This subject is the last in a carefully sequenced and graded series involving Classical Ballet, Modern Dance and Jazz Dance. Students will be expected to display a high level of technical mastery over their bodies. Their thoroughly articulate bodies and their advanced anatomical ability will ensure that complicated and demanding axial, locomotor and sequencing exercises are performed with confidence and skill. Emphasis will be placed on increasing kinaesthetic memory and on a high level of visual motor transference skills. At the conclusion of Dance Styles Four students will be expected to demonstrate the same lengthy phrases and small dance sequences in each of the three different styles.

EXPA 3005 Dance Styles 5

Staff Contact: Mr David Sourgeon

C10 S1 HPW6

Dance Styles Five will introduce students to four different styles that are relevant to teaching dance in schools. Students will have regular classes in Tap, AfroCaribbean, LatinAmerican and Aboriginal and Torres Strait Islander Dance Styles. Having already acquired a high level of technical mastery of their bodies students will acquire style specific skills in the above four ways of moving. A different emphasis will be placed on axial, locomotor and sequencing stages of the class dependent upon the specific style studied.

EXPA 3006 Dance Styles 6

Staff Contact: Mr David Spurgeon

C10 S2 HPW6

Prerequisite: EXPA 3005

This subject continues the study of the four styles introduced in Dance Styles Five. Students will be expected to acquire and master the specific features of each style. In Tap Dance longer rhythmic sequences will be learned. AfroCaribbean classes will feature the isolation and coordination of specific body parts and an increase in aerobic capacity. LatinAmérican classes will teach a variety of dances - Cha Cha, Jive, Samba, Rumba. Aboriginal and Torres Strait Islander classes will deal with the relationship between dance and story/narrative and dance and song.

EXPA 3007 Dance Styles 7

Staff Contact: Mr David Spurgeon

C10 S1 HPW6

Prerequisite: EXPA 3006

In this subject students will be expected to display a high level of technical mastery and physical competence in the four specified styles. The focus of the classes will be on kinaesthetic memory and an accurate representation in movement of the specific features of each style. These would include lengthy and complicated time sequences in Tap Dance; a highly articulate torso in Afro-Caribbean and a wide variety of specific Dances in LatinAmerican and Aboriginal and Torres Strait Islander Styles. In Dance Styles Seven students will possess an advanced level of anatomical capability and will demonstrate a thoroughly articulate body well able to master complicated sequences in any of the seven styles studied.

EXPA 3010

Dance Analysis and Composition 1

Staff Contact: Mr David Spurgeon

C4 S1 HPW2

This subject forms the basis for students' understanding of the nature and role of movement in Dance. The subject will include the essentials of nonverbal communication and the issues involved with the body as a source of meaning. The subject includes research into contemporary theories of play and their relationship to spontaneity. Students will commence both theoretical and practical work on movement improvization. The importance of movement improvization to dance will be investigated through textual analysis, kinaesthetic understanding and informed discussion. Examination of various approaches to the study of movement and space; Hall's proxemics, Lamb's posture and gesture and Birdwhistell's Kinesics.

EXPA 3011

Dance Analysis and Composition 2 Staff Contact: Mr David Sourgeon C4 S2 HPW2

This subject will focus on the analytical and descriptive movement work of Rudolf Laban. Students will commence their studies in Laban Movement Analysis with a theoretical and practical examination of the parameters of movement. Beginning with the body itself and the articulation in movement of all of its parts this study will continue with an analysis of the five essential actions; gesture, step. locomotor iump and turn. Spatial analysis will demonstrate to students the difference between general space and personal space (the kinesphere). An investigation into the dynamics of movement will enable students to be familiar with time, weight, space use and their contribution to the nature of movement effort. Students will examine the relationship between objects, individuals and groups in movement.

EXPA 3012

Dance Analysis and Composition 3 Staff Contact: Mr David Spurgeon

C4 S1 HPW2

This subject continues and consolidates the Laban Movement Analysis commenced in Dance Analysis and Composition 2. Students apply this knowledge to live and recorded dance by describing the components and discerning the form of the dance. This will involve both spoken and written analysis of viewed examples. A study of the compositional process, the role of Laban's Analysis as an essential component in composition and choreography. Laban's system as a teaching tool, ie. as a means whereby individuals may acquire an increased body vocabulary and movement knowledge. Students will consolidate their improvizational skills by learning how to structure improvizations with the intention of learning a body vocabulary.

EXPA 3013

Dance Analysis and Composition 4 Staff Contact: Mr David Spurgeon

C4 S2 HPW2

In this subject a detailed study is made of the nature and role of composition in dance and of the relationship between composition and the process and product of choreography. This subject consolidates that of the previous one by requiring students to apply their knowledge of Laban's Movement Analysis to groups of people and to a specified space and time. A detailed examination will then be made of the elements of construction in dance. Beginning with a practical and theoretical examination of

style and its various meanings in dance, students will continue by investigating motifs and phrases and the way in which phrases are manipulated and developed in dance. The role of abstraction in art in general and dance in particular will be analysed and the nature of form will be studied. Students will also be required to consider the perspective of dance as a visual art by examining design in movement and the implications that a viewing audience has for composition and choreography. Part of this subject will require students to examine choreographic intent and the consequent role of stimuli in dance composition.

EXPA 3014 Dance Analysis and Composition 5 Staff Contact: Mr David Spurgeon C4 S1 HPW2

The recording of dance movement is an integral part of dance analysis. This subject focuses on the methods by which dance movement and its structures can be recorded in print and thus made available for reflection and analysis. The subject commences with an examination of symbol systems in general leading to an understanding of the fundamental requirements of a notation system. The course will provide a solid understanding of the principles and conceptual framework of a major notation system (Labanotation) whilst acknowledging that expertise in dance notation is a detailed and comprehensive study in itself.

EXPA 3015

Dance Analysis and Composition 6 Staff Contact: Mr David Spurgeon C4 S2 HPW2

This subject requires students to use advanced skills of dance analysis. Students consolidate their skills of discerning, describing and naming perceptible components and forms of dance by interpreting and evaluating specific dances. A detailed study will be made of the context, genre, style, theme and cultural background of a variety of live and recorded dances. Students will also consolidate their compositional skills by being required to make a complete. short dance. This requirement will include the documentation of the compositional process and the description of the finished product in such a way that the students' skills of analysis and skills of composition are brought together. At the conclusion of this subject students will be able to make, describe, interpret and evaluate a dance

EXPA 3016 Dance Pedagogy 1

Staff Contact: Mr David Spurgeon C4 S1 HPW2

This subject will commence with a study of the fundamentals of the teaching-learning process as they apply to dance. The focus of the subject is upon those selected aspects of classroom interaction that have particular relevance to the dance teacher. Students will consolidate their introduction to proxemics by a detailed examination of dance studio space and how this space may be most efficiently managed in a dance styles class. Students will investigate teacher behaviour and classroom climate and the relationship between these and the extent of student creativity in a dance improvization class. A study will be made of the principles of the classroom as a social system, the particular features of public learning and the

social, cultural and gender implications of physical/kinaesthetic subject material. Students will be required to participate in micro-teaching classroom episodes as part of this subject.

EXPA 3017 Dance Pedagogy 2

Staff Contact: Mr David Spurgeon C4 S2 HPW2

This subject extends and consolidates the work began in Dance Pedagogy 1. Students will be required to further participate in a variety of micro-teaching situations. This subject investigates classroom management and control and focuses on micro teaching skills including planning, classroom relations and management strategies. Included in this investigation will be a sequence of personal organisational strategies that function to make classroom interaction more efficient. An examination will be made of the NSW Board of Studies Dance Syllabus. A study will be made of a range of assessment and evaluation techniques and consideration will be given to the specific features of evaluating student dance process and product. Associated with Dance Pedagogy is a 5-day school attachment in a selected secondary school to work alongside an experienced dance teacher.

Core subjects offered by the School of Sport and Leisure Studies are:

SLST3200 Human Anatomy and Physiology

SLST1145 Functional Anatomy

SLST1146 Kinesiology

SLST2128 Exercise and Sports Injuries

Contextual Studies

EXPA 3018

Professional Development Issues in Dance

Staff Contact: Mr David Spurgeon

C4 S1 HPW2

This subject will be taught in modules and will be concerned with specific issues that are of importance to dance educators. The subject will commence with a study of the current copyright laws and the legal aspects of ownership of audio, video print and kinaesthetic material. Of particular importance to dance educators today is the issue of 'Safe Dance' ie, the appropriateness of specific dance styles to the physical health and safety of school students. In a related issue the course will examine the necessity for the provision of the optimum mental and social well being of the students with regard to dress, space and behaviour. The subject will investigate current Department of Education and NSW State EEO policy and the consequences of these policies on a subject which is seen. by some, to have an implicit gender bias.

EXPA 3020

Performance Study 1: Dance and Performance Staff Contact: Mr David Spurgeon

C4 S1 HPW2

This subject will introduce dance in relation to cultural values, belief systems, socio-economic and political conditions that exist in society. An examination will be made of the purpose and meaning of dance in Western and non-Western societies and Aboriginal and Western dance forms in the Australian context. The subject will investigate how different cultural values and aesthetic values affect our

perception and appreciation of dance. The effect of social change on dance will also be investigated.

EXPA 3021

Performance Study 2: Dance and Performance Staff Contact: Mr David Spurgeon C4 S2 HPW2

This subject consolidates the study of socio-cultural incidences of dance given in Performance Studies One by focussing upon specific examples of dance as an art form and dance as musical theatre. An essential question to be investigated is 'What are people doing when they dance?' The intention of this subject is to provide students with a historical framework which will give relevance and meaning to the wide variety of examples of dance as an art form and dance as musical theatre in Australia today. Examples, current and past, from other countries and cultures will be used to illustrate the context and rationale behind much of today's Australian Performance Dance.

EXPA 3022

History and Theory of Dance 1

Staff Contact: Mr David Spurgeon

C4 S1 HPW2

C4 S2 HPW2

The focus question for this subject is 'What kind of dances are being danced and what kind of dance events are occurring in Australia now?' The subject functions to give a contemporary context to Performance Studies 1 and 2 and also serves as an introduction to the following three History and Theory of Dance courses. The subject will study the repertoire and significance of a range of contemporary choreographers. The overview will lead on to an examination of the main works of our major dance companies. The subject will consider the work and role of leading Australian independent dance artists and will investigate selected Dance in Education companies. Individual case studies will illuminate a range of dances as sociocultural events.

EXPA 3023 History and Theory of Dance 2 Staff Contact: Mr David Spargeon

The focus question for this subject is 'How are dances presented and produced?' The subject gives students the comprehensive theoretical basis involved in staging a successful dance production. The subject will be taught in three modules. The first will examine lighting theory, the technicalities involved in lighting a dance production and the role of a lighting designer. The next module will investigate the wide range of electronic music equipment available today and will study sound design and its relationship to dance. The third module concentrates on the role of various personnel associated with a dance production: producer, stage manager, box office and front of house staff and publicity personnel. Students will be expected to mount a complete production as part of this subject.

EXPA 3024 History and Theory of Dance 3 Staff Contact: Mr David Spurgeon C4 S1 HPW2

This subject is an introduction to dance video. Its focus question is 'how are dances preserved?' It complements Analysis and Composition 5 which introduces students to

written notation. Students will become familiar with using a video camera to make recordings of choreographed work that demonstrate the function of video as a tool of reconstruction and an artistic medium in its own right. The subject will include an overview of basic video production techniques.

EXPA 3025

History and Theory of Dance 4
Staff Contact: Mr David Spurgeon

C4 S2 HPW2

This subject is concerned with staged productions of dance, their context as examples of contemporary performance culture and their relationship with other art forms particularly music, visual art and drama. This subject will examine in detail incidences of how performance dance uses music, the extent to which dance is a visual art and examples of dance as performance art. Students will be encouraged to question the role of the body as a determinant in performance art and provide theoretical and practical evidence to support their prospective.

EXPA 3026

Music for the Dancer 1

Staff Contact: Mr David Spurgeon

C4 \$1 HPW2

Music for the Dancer 1 introduces students to the language and terminology of music in general and to those aspects of the art form of music that have particular relevance for dancers. The subject will assist students in their interpretation and understanding of music terminology and help them develop skills in musical oracy and literacy.

EXPA 3027 Music for the Dancer 2 Staff Contact: Mr David Spurgeon C4 S2 HPW2

This subject continues the groundwork established in Music for the Dancer 1 by concentrating on rhythm skills and a classification of music by style and period. Students will be introduced to a wide range of both live and recorded music. The course aims to greatly extend the students' music appreciation and knowledge of styles and genres.

Contextual Studies Major Selection Study Electives

Level 1

EXPA 3031

Drama Works in the Community Staff Contact: Mr David Spurgeon

C6 S1, S2 HPW3

Theoretical approaches to the production of theatre will be contrasted with different styles of experimental drama. Students will develop conceptual frameworks for understanding examples of drama work which relocate the performance space and change the nature of the audience/performer relationship. The capacity of drama and theatre to reflect diverse social experience will be explored through practical workshops.

EXDV 3035

Theatre Forms and Belief Staff Contact: Mr David Spurgeon

C6 S1, S2 HPW3

The impact of ideological belief on twentieth century theatre practice will be investigated through an analysis of playtexts and writings on theatre, and demonstrated within the workshop process. The significance of Brechtian forms will be traced in the recent work of Churchill, Hare, Romerill, and Hewett who are indicative of a theatre which establishes a dialogue between art and politics. Students will investigate how theatrical form and content are intergrated and convey meaning to an audience.

Other elective subjects at Level 1 and Upper/Advanced Level are offered by the School of Applied and Performing Arts and School of Sport and Leisure Studies on the St George Campus and by the School of Theatre and Film Studies, Faculty of Arts and Social Sciences on the Kensington Campus. Students will need to consult with their Course Coordinator and/or Head of School of Applied and Performing Arts to determine the availability of subjects in specialist areas. Subjects offered by the School of Applied and Performing Arts include:

EXPA 3033

Gender Studies and Performance Staff Contact: Mr David Spurgeon C6 S1 S2 HPW3

Historical differences within the representation of gender in theatre provide an interpretative field for understanding the social construction of gender. The enactment of gender

codes through cross-gender dressing in performance reveals how societal power relations are manifest. Students will explore how categories of gender can be reinterpreted within styles of theatre, through practical work and theoretical studies

EXPA 3034

Chekhov and the Moscow Art Theatre

Staff Contact: Mr David Spurgeon

C6 S1 S2 HPW3

Approaches to acting used by the Moscow Art Theatre in the production of Chekhov's plays will be investigated in workshops and seminars. Students will explore play texts using modern interpretations of acting and characterisation derived from Stanislavski's theories. The tradition of naturalism in theatre will be looked at from both historical and contemporary perspectives.

EXPA 3035

The Director in Theatre

Staff Contact: Mr David Spurgeon

C6 S1, S2 HPW3

The importance of the director to developments in modern theatre will be highlighted and examined with reference to historical and contemporary productions. The work of Meyerhold, Littlewood, Brook, Grotowski and Munchkine provide examples of different styles and approaches by directors to theatre. Through the practical experience of interpreting play texts, students will develop an understanding of the function of the director in production.

Graduate Study

Course Outlines

1935 Doctor of Philosophy

PhD

This is a research degree requiring an original and significant contribution to knowledge in an approved subject. Candidates interested in pursuing research in the creative arts should discuss a possible topic with the Head of School. In addition to a thesis a candidate may be required to complete some coursework and participate in a research seminar.

5630

Graduate Diploma of Arts: Expressive and Performing Arts

The School offers a course leading to the award of Graduate Diploma of Arts: Expressive and Performing Arts (GradDipArts). The course is available to candidates with a professional interest and involvement in the arts who wish to develop their knowledge and skills further in the history and theory of the arts and in practical arts making/production/performance. The course is particularly suited to candidates with a first degree or diploma who wish to develop their professional expertise as arts practitioners.

The Course presents students with formal and informal learning experiences 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;
- synthesise perceptual knowledge and conceptual understandings of the arts; and
- apply evaluative criteria to the assessment of arts forms.

Structure Of Course

The content of the Graduate Diploma of 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.

Practical Studies are offered in a variety of expressive and performing arts areas designed to provide students with knowledge and skills in the processes and practices of various art forms. In their fourth session students complete a Combined Arts Production. Practical electives are limited in their availability each year and intending applicants should check with the School when applying to determine what Practical Studies are available. Practical subjects will be offered from the following:

EXPA6021	Art 1
EXPA6022	Art 2
EXPA6031	Craft 1
EXPA6032	Craft 2
EXPA6041	Dance 1
EXPA6042	Dance 2
EXPA6051	Drama 1
EXPA6052	Drama 2
EXPA6061	Music 1
EXPA6062	Music 2
EXPA6071	Photography 1
EXPA6072	Photography 2
EXPA6081	Video 1 (Not offered in 1994)
EXPA6082	Video 2 (Not offered in 1994)
EXPA6091	Writing 1 (Not offered in 1994)
EXPA6092	Writing 2 (Not offered in 1994)

TVD 4 0004

Session Progress Pattern - Part-time Study Over Four Sessions

012. 1 04. 0000.	05		
Year 1 Session 1	diaa/Amba Chudiaa	С	HPW
Interdisciplinary Stu EXPA6001 Arts Practical Studies*	and Society in Time	4	3
Elective		4	2
Elective		4	2
Session 2 Interdisciplinary Stu EXPA6002 Mod Practical Studies Elective Elective		4 4 4	3 2 2
Year 2 Session 1 Interdisciplinary Stu	dies/Arts Studies		
	thetic Education	4	2
EXPASONS The	Arte in Education	4	2

Practical Stud Elective Elective	ies	C 4 4	HPW 2 2
Session 2			
Interdisciplina	ry Studies/Arts Studies		
One of:			
EXPA6004	Independent Study	4	2
EXPA6006	The Arts and Education		
EXPA6007	Craft in Society	4	2
Practical Stud	lies		
EXPA6450	Combined Arts Production	8	4
Total 48 Cred	it Points		

^{*}Students undertake six elective Practical Studies, including at least two sequences of Level 1 and Level 2 subjects.

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 educators 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 two subject electives in the one arts area. Subject to the discretion of the Head of School students may choose an elective subject from those offered in other courses of the School or from other Schools of the Faculty.

Full-time Study

Full-time St	uay	
Year 1	HP	w
Core Strand - Session 1	School Education and the Arts	
EXPA5000	Contemporary Issues in School Education	2
EXPA5010	Aesthetic Education in Schools	2
EXPA5020	Introduction to Research in Arts Education	2
Session 2 EXPA5030	Applied Research in Arts Education	2
	• •	_
Elective Stran Session 1 Select from:	d - Arts Studies	
EXPA5040	Human Development and Art Education: Theory and Practice	2
EXPA5070	Human Development and Dance Education: Theory and Practice	
EVO15400	in Schools	2
EXPA5100	Drama in Education: Theory and Methodology	2
EXPA5130	Contemporary Studies in Music Education: Jazz Studies	
EXPA5170	Youth Arts and Education	2
		_
Session 2 Select from:		
EXPASOSO	Teaching Art: Contemporary Issues	
2711 710000	that Influence Classroom Practice	2
EXPA5060	Studio Practice in Context of	
	Contemporary Art Theory and Criticism	2
EXPA5080	Improvization and Composition	2
EXPA5090	Dance Styles: Historical Antecedents	
	and Modern Developments	2
EXPA5110	Drama Curriculum: Implementation in Schools	2
EXPA5120	The Influence of Modern Theories of Performance and Theatre on Drama Education	2
EXPA5140	Contemporary Studies in Music Education: Popular Music/Rock and Roll	
EXPA5150	Performance Studies: Jazz Ensemble	2
EXPA5150	Performance Studies: Studio Production	2
EXPA5171	Special Project	2
EXPA5162	Professional Issues in Creative Arts	2
Part-time St	tudy	

Part-time Study

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

Year 1 (Two s	subjects in each Session) ore Strand	
EXPA5010	Aesthetic Education in Schools	2
Session 1 - El	ective Strand (Select One)	
EXPA5040	Human Development and Art	
	Education: Theory and Practice	2
EXPA5070	Human Development and Dance	
	Education: Theory and Practice	
	in Schools	2
EXPA5100	Drama in Education: Theory and	
	Methodology	2
EXPA5130	Contemporary Studies in Music	
	Education: Jazz Studies	2
EXPA5170	Youth Arts and Education	2

	ubjects in each Session)	HPW
Session 2 - Co		
EXPA5000	Contemporary Issues in School	
	Education	2
Session 2 - Ele	ective Strand (Select One)	
EXPA5050	Teaching Art: Contemporary Issues	
	that Influence Classroom Practice.	2
EXPA5080	Teaching Dance: Dance Improvization	n
	and Composition	2
EXPA5110	Drama Curriculum: Implementation in	1
	Schools	2
EXPA5140	Contemporary Studies in Music	
	Education: Popular Music/Rock & Ro	11 2
Year 2 (Two s	ubjects in each Session)	
Session 1 - Co		
EXPA5020	Introduction to Research in	
	Arts Education	2
Session 1 - Ele	ective Strand (Select One)	
EXPA5170	Youth Arts and Education	2
EXPA5171	Special Project	2
EXPA5172	Professional Issues in Creative	
	Arts Education	2

An elective subject that is available from those offered in art, dance, drama or music education as determined by the School.

Year 2 (Two st	ubjects in each Session)	W
Session 2 - Co	re Strand	
EXPA5030	Applied Research in Arts Education	2
Session 2 - Ele	ective Strand (Select One)	
EXPA5060	Studio Practice in Context of	
	Contemporary Art Theory and Criticism	2
EXPA5090	Dance Styles: Historical Antecedents	
	and Modern Developments	2
EXPA5120	The Influence of Modern Theories of	
	Performance and Theatre on	
	Drama Education	2
EXPA5150	Performance Studies: Jazz Ensemble	2
EXPA5160	Performance Studies: Studio Production	12
and the second second		

Note: Elective subjects may vary from session to session. Students are advised to consult with the Course Coordinator prior to enrolment to check on subjects available in any one session.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Graduate Diploma of Arts

EXPA6001

or

Arts and Society in Time Staff Contact: Mr Richard Morphew C4 S1 HPW3

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.

EXPA6002 Modernism in the Arts

Staff Contact: Mr Richard Morphew

C4 S2 HPW3

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.

EXPA6003

Aesthetic Education

Staff Contact: Mr Richard Morphew C4 S1 HPW2

This subject examines theories of aesthetic education. Questions concerning aesthetic experience and aesthetic valuing in the arts will be considered. Topics will include theory and practice in aesthetic education, aims of aesthetic education, arts and knowing, planning programs in schools.

EXPA6004

Independent Study

Staff Contact: Mr Richard Morphew

C4 S2 HPW2

This subject is intended as an individually designed study that investigates (historically or creatively), a topic in one or more art forms. Students develop their studies in consultation with an academic adviser. The final presentation may be in a print format or combination of print with a performance, exhibition or visual media.

EXPA6006

The Arts and Education

Staff Contact: Mr Richard Morphew

C4 S1,2 HPW2

This subject assists students to examine contemporary issues in the arts and education, arts advocacy as part of the promotion of the arts in education and eview national and international developments in arts education that will affect the teaching of the arts in school. Topics will include the value of the arts to child development, national and state

initiatives in arts education, education links with TAFE; past and present arts education programs in art galleries and museums, the Australian Opera and Australian Broadcasting Corporation with the potential to extend arts education programs. For effective planning and evaluation of curriculum in the arts, students will be required to review arts policy documents and develop a rationale for the teaching of the arts in school.

EXPA6007

Craft in Society

Staff Contact: Mr Richard Morphew

C4 S1.2 HPW2

This subject examines theory, criticism and practice of the crafts in society. Introduction and analysis of different critical perspectives in the study of craft: anthropological, historical, interdisciplinary, artefact analysis, personal ideology/narrative, philosophical. Society and political context of craft, role of craftsperson, technology and effect of technology on craft practice. Core studies of craft practice in different cultural groups.

EXPA6008

Special Project

Staff Contact: Mr Richard Morphew

C4 S1,2 HPW2

The Special Project is an individualized project of a theoretical or practical nature in one of the expressive operforming arts fields. It is intended to extend skills and knowledge leading to a written project, exhibition or performance. Students will be required to submit a proposal and obtain permission of the Course Coordinator and/or Head of School.

EXPA6021

Art 1

Staff Contact: Mr Vaughan Rees

C4 S1 or S2 HPW2

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.

EXPA6022

Art 2

Staff Contact: Mr Vaughan Rees

C4 S1 or S2 HPW2

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.

EXPA6031

Craft 1

Staff Contact: Ms Louise Hamby

C4 S1 or S2 HPW2

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 are selected from textiles, paper

construction and ceramics are undertaken as part of craft work.

EXPA6032

Craft 2

Staff Contact: Mr Peter Masters

C4 S1 or S2 HPW2

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 associated with production. Extensive documentation of the process is required.

EXPA6041

Dance 1

Staff Contact: Mr David Spurgeon

C4 S1 or S2 HPW2

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.

EXPA6042

Dance 2

Staff Contact: Mr David Spurgeon

C4 S1 or S2 HPW2

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.

EXPA6051

Drama 1

Staff Contact: Ms Peta Tait

C4 S1 or S2 HPW2

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.

EXPA6052

Drama 2

Staff Contact: Ms Peta Tait

C4 S1 or S2 HPW2

This subject is a sequel to Drama 1, and is designed to extend the knowledge and skills required in acting, producing and evaluating drama.

EXPA6061

Music 1

Staff Contact: Mr Richard Morphew

C4 S1 or S2 HPW2

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.

EXPA6062

Music 2

Staff Contact: Mr Richard Morphew

C4 S1 or S2 HPW2

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.

EXPA6071

Photography 1

Staff Contact: Mr Richard Morphew

C4 S1 or S2 HPW2

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 are reviewed and applied to individual projects in black and white ohotography.

EXPA6072

Photography 2

Staff Contact: Mr Richard Morphew

C4 S1 or S2 HPW2

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 aain basic skills in processing colour film.

EXPA6081

Video 1

Staff Contact: Mr Richard Morphew

C4 S1 or S2 HPW2

This subject enables students to investigate the creative potential of video and gain technical skills in the production of short experimental works from onsite and studio projects.

EXPA6082

Video 2

Staff Contact: Mr Richard Morphew

C4 S1 or S2 HPW2

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.

EXPA6091

Writing 1

Staff Contact: Mr Richard Morphew

C4 S1 or S2 HPW2

This subject is designed to involve students in literary criticism, creative writing and preparing material for publication.

EXPA6092

Writing 2

Staff Contact: Mr Richard Morphew

C4 S1 or S2 HPW2

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.

EXPA6005

Combined Arts Production

Staff Contact: Mr Richard Morphew

C8 S2 HPW4

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 and/or 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

Staff Contact: Dr Peter Thursby

S1 or S2 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 are 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 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.

EXPASO10

Aesthetic Education in Schools

Staff Contact: Dr Peter Thursby

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 are 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

Staff Contact: Dr Peter Thursby

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.

EXPASO30

Applied Research in Arts Education

Staff Contact: Dr Peter Thursby

Prerequisites or Corequisites: EXPA5000, EXPA5010 and EXPASO20

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

Staff Contact: Dr Peter Thursby

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 introduced and examined to assist students to understand the factors involved in creative practice and aesthetic experiencing.

EXPASOSO

Teaching Art: Contemporary Issues that Influence Classroom Practice

Staff Contact: Dr Peter Thursby

S2 | 2

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 education and technology. Australian art syllabi and visual arts program documents are also reviewed.

EXPASO60

Studio Practice in Context of Contemporary Art Theory and Criticism

Staff Contact: Mr Vaughan Rees S1 or S2 L2

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

Staff Contact: Mr David Spurgeon

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 in 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

Staff Contact: Mr David Spurgeon

S2 L2

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.

Dance Styles: Historical Antecedents and Modern Developments

Staff Contact: Mr David Spurgeon

St or S212

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

Staff Contact: Ms Peta Tait

\$1 or \$212

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 Staff Contact: Ms Peta Tait S2 L2

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

Staff Contact: Ms Peta Tait \$1 or \$2 L2

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

Staff Contact: Dr Peter Thursby

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 performance 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

Staff Contact: Dr Peter Thursby S1 or S2 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

Staff Contact: Dr Peter Thursby

S1 or S2 L2

Prerequisites and Corequisites: 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

Staff Contact: Dr Peter Thursby

S1 or S2 L2

Prerequisites and Corequisites: 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.

EXPA5170

Youth Arts and Education
Staff Contact: Dr Peter Thursby
S1 or S2 L2

This subject will examine the issues that affect the development and support of a youth policy in the arts and the planning and policy initiatives being undertaken in education to address youth arts. National policy documents on the arts in education, state and regional arts programs, federally funded priority education programs and international youth arts developments will be investigated and assessed in terms of their aims, implementation strategies and results. The subject will review the

implications for education and education in the arts

particularly the impact youth arts policies will have on

EXPA5171 Special Project Staff Contact: Dr Peter Thursby

curriculum development in the arts.

Starr Contact: Dr Peter Thurs

The Special Project is an intensive and individualized project of a theoretical or practical nature in the creative arts that is intended to extend skills and or knowledge in a field of the creative arts. Students electing the Special Project will be required to submit a proposal and obtain permission of the Course Coordinator and/or Head of School and that of the Special Project Supervisor.

EXPA5172

Professional Issues in Creative Arts Education

Staff Contact: Dr Peter Thursby St or \$212

Examination of the creative arts in school culture. Focus on content and aims of creative arts education in primary and secondary schools. Integration, collaboration, discipline-based arts education, personal cherishing examined. The pedagogy of arts education, developments in curriculum and instruction in specific arts strands. The role of research in arts education. Policy developments in arts education. Case studies and analysis of creative arts methods and strategies to promote and further develop arts. education practice in school context.

Faculty Electives

PROF0001 Professional Ethics

Staff Contact: Dr Martin Bibby S1 HPW2

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, metaethics. 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

Staff Contact: A/Prof Jim Sockler HPW2

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 Staff Contact: Prof Allan Borowski

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research. participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

School of Education Studies Kensington Campus

Head of School Professor Martin Cooper

Administrative Officer

Ms Sheena Wiard

The School of Education Studies offers teacher education courses jointly with several other schools of the University. These courses lead to the award of the degrees of BA 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 offers graduate study programs leading to the award of the degrees Doctor of Philosophy (PhD), Doctor of Education (EdD), Master of Education awarded at Pass and Honours levels (MEd), Master of Educational Administration awarded at Pass and Honours levels (MEdAdmin) and Bachelor of Education with Honours (BEd Hons). See Graduate Study later in this handbook.

Undergraduate Study

Course Outlines

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.

Pass Degree

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

- obtain 24 compulsory credit points in the Education subjects offered in Years 1, 2 and 3.
- 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 and Social Sciences, including either:

approved four-year programs including major sequences of at least 36 credit points in areas corresponding to each of two teaching subjects selected from the following list:

Chinese Drama English ESL French History Japanese Spanish

or

an approved four-year program, including a major sequence of at least 42 credit points in Mathematics together with suitable complementary subjects from other areas as approved by the School of Education Studies.

- satisfy requirements in Year 4 Education subjects including one double method subject (in Mathematics) or two single method subjects, educational electives and teaching experience conducted at the School of Teacher Education, St George Campus.
- 4. satisfy the University's General Education requirements as specified in the following program.

Note: Where students transfer to the degree of BA only it will be necessary to complete an additional 56 hours of Category B General Education subjects.

BA BEd Course Outline

Year 1

EDST1101	Educational Psychology 1	4	2
EDST1102	Social Foundations of Education	4	2
Major Subject		12	4
Major Subject	2 (or Level 1 elective/s if		
	Mathematics)*	12	4
Arts elective s	ubject/s*	12	4
Year 2			
	n Studies electives (2 x 4)	8	2
Major subject		12	4
	2 (or Upper Level electives	12	4
major dabjoor	if Mathematics major)*		
General Educ	ation Category A subject/s (28 hrs	}	
		•	
Year 3	Or the about an inch		_
	n Studies electives (2 x 4)	8	2
Major Subject		12	4
Major Subject	2 (or Upper Level elective/s if Mathematics Major)*	12	4
General Educ	ation Category A subject/s (28 hrs)	
Year 4			
Session 1			
EDST1203	Special Education: Exceptional		
ED311203	Children		2
TEED1224	Professional Issues and		-
16601224			
	Responsibilities (56 hrs)	-1	8
	eaching Method Subject/s (112 hrs		4
Additional poli	nts from major subject/s	6	2
Session 2			
TEED1221	Education Elective A (16 hrs)		4
TEED1223	Education Elective C (16 hrs)		4
Appropriate T	eaching Method Subject/s (24 hrs)	ı	
TEED1225	Teaching Experience (238 hrs)		6

Approved Programs

*Average HPW shown. Varies between 3-6 hpw.

Before enrolment each year, students must seek advice from the School of Education Studies about approved combinations of teaching subjects (see list in 2 above). Not all teaching method subjects are offered each year in Year 4 and some combinations of subjects do not lead to satisfactory employment opportunities. The Arts subjects to be included in the program must be approved by the appropriate schools of the Faculty of Arts and Social Sciences before enrolment.

In Year 4 students will complete 6 Upper Level credit points in Arts and Social Sciences subjects. These credit points must be drawn from at least one of the Schools where the student has completed a major sequence.

Subject Descriptions

For descriptions of Education Studies and Teacher Education subjects see later in this handbook. For descriptions of Arts subjects see the Faculty handbook for Arts and Social Sciences.

Honours Degree

C HPW

At the conclusion of Year 4 (or Year 3 if appropriate) 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 (Hons).

Honours in an Arts Discipline

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

- 1, any additional requirements as prerequisites for entry to the Honours Level program in the school or department concerned (normally in Years 2 and 3) and
- 2. in their Honours year of study, an approved Honours Level program in the school concerned.

Honours in Education

V--- 2

Students with at least a Credit average in their four best subjects in Education Studies will be invited to enrol in the subject EDST 1511 Advanced Education Studies 1 during Year 3 and must complete this satisfactorily before proceeding to the Honours Year. The Honours Year is normally taken between the Year 3 and Year 4 segments of the combined degree course, but may be delayed until the completion of Year 4.

The structure of the Honours program in Education is as follows:

LIDIA

rear 3		LIL AA
Session 2		
EDST1511	Advanced Education Studies 1	
	Unit 1	2
Honours Yea	ır	
EDST1512	Advanced Education Studies 2	
	Unit 1	2
	Unit 2	2
	Unit 3	2
EDST1901	Thesis	

During the Honours year, students are expected to take part in the weekly Research Seminars conducted by the School of Education Studies.

Every student proceeding to Honours Year is assigned a Supervisor (and Co-supervisor if necessary). The Supervisor normally recommends the choice of units of

study in the Advanced Education Studies 2 subject after consultation with the student and the Education Honours Co-ordinator.

Conditions for the award

Enrolment and progression

Satisfactory performance in the subject EDST1511 Advanced Education Studies 1 is a prerequisite for admission to the Education Honours year.

Assessment

The four units of the subjects EDST1511 Advanced Education Studies 1 and EDST1512 Advanced Education Studies 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 Education Honours Coordinator and the Head of School from a list of names of two or more potential Examiners, provided by the Supervisor. The thesis is awarded a single final mark based on the Examiners' reports.

A final 'Honours mark' will be calculated; this is one-fifth of the combined marks awarded for the subjects EDST1511 Advanced Education Studies 1 and EDST1512 Advanced Education Studies 2 and four-fifths of the mark awarded for EDST1901 Thesis. On the basis of this mark, the degree of Bachelor of Arts Bachelor of Education with Honours in Education is awarded with one of the following classes: Class I, Class II Division I, Class III.

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.

Pass Degree

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

- 1. satisfy requirements in the Education subjects offered in Years 1, 2 and 3, as specified in the programs below.
- 2. obtain at least 21 units including no more than 10 Level I units, in Science subjects (except in the case of the Mathematics program, where elective subjects from 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) the Year 4 subject HPST2106 The Scientific Theory
- 3. satisfy requirements in Year 4 Education subjects including either Mathematics Method or Science method

plus educational electives and teaching experience conducted at the School of Teacher Education, St George Campus.

Approved Programs

Each student must select one of the programs of study approved for the course by the Board of Studies in Science and Mathematics.

Subject descriptions for Education Studies and Teacher Education subjects appear later in this handbook. For descriptions of all Science and Mathematics subjects see the Science handbook.

The approved programs are as follows:

0158 Physics

Year 1		11	HPW
EDST1101	Educational Psychology 1	٠	2
EDST1102	Social Foundations of Education		2
CHEM1002	Chemistry 1	2	6
MATH1032	Mathematics 1	2 2	6
PHYS1002	Physics 1	2	6
or	,		
PHYS1022	Introductory Physics	2	6
Year 2			
	Studies elective subjects		2
MATH2510‡,	MATH2520‡, MATH2100‡,		
	MATH2120‡,	2	*5
PHYS2001, PI	HYS2011, PHYS2021,		
E::: 0:0040	PHYS2031	4	*9
Either BIOS10	11† or GEOL1101†	1	6
Year 3			
Two Education	Studies Elective subjects		2
PHYS3010, PI	HYS3021, PHYS3030,		
	HYS3050, PHYS3060†	4	*9
3 units from Bl	OS1011, BIOS1021,		
	GEOL1101, GEOL1201‡	3	*10
Year 4			
Session 1			
EDST1203	Special Education: Exceptional Children		_
HPST2106	The Scientific Theory	1	2
TEED1218	Science Method (168 hrs)	,	12
TEED1210	Professional Issues and		12
ILLDIZZ	Responsibilities (56 hrs)		4
	responsibilities (50 ms)		•
Session 2			
TEED1218	Science Method (36 hrs)		9
TEED1221	Education Elective A (16 hrs)		4
TEED1223	Education Elective C (16 hrs)		4
TEED1225	Teaching Experience (238 hrs)		
† Students prop	osing to proceed to Year 5 (Honours) :	shou	ld read

- † Students proposing to proceed to Year 5 (Honours) should read carefully the note accompanying program 0100 Physics in the Science Handbook. Advice must be obtained from the School of Physics before enrolling in these units, as alternative units may be prescribed.
- ‡ Students are encouraged to select higher level Mathematics units where applicable.
- *Average HPW in each Session for all subjects in this group.

HPW Students proposing to proceed to Year 5 (Honours) in Year 1 U Physics must complete 6 Level III units COMP1811 Computing 1 Procedural 6 EDST1101 Educational Psychology 1 2 Year 5 (Honours) 2 EDST1102 Social Foundations of Education PHYS4103 or PHYS4113 MATH1032 Mathematics 1 6 MATH1081 Discrete Mathematics 1 ß Two units from Level I Science electives 2 ค 0258 Chemistry Year 2 Two Education Studies elective subjects 2 2 U HPW MATH2501, MATH2510, MATH2120 Year 1 At least one unit from Level II Statistics CHEM1002 Chemistry 1 2 6 1 At least one unit from MATH2520, MATH2400. EDST1101 Educational Psychology 1 2 MATH2410, MATH2100, MATH2301 1 3 EDST1102 Social Foundations of Education 2 Further units from the above list, or Science PHYS1002 Physics 1 or 2 ñ electives, or electives from the BA course. Introductory Physics 2 6 PHYS1021 *15 3 giving a total of 7 units for the year Either MATH1032 Mathematics 1 or both MATH1011 General Mathematics B Year 3 and MATH1021 General Mathematics C 2 6 2 Two Education Studies elective subjects MATH3560 and MATH3570 2 1 Year 2 3 units from Level III Mathematics 3 *6 Two Education Studies elective subjects 2 3 units from Science electives or from BA 1 6 BIOS1011 3 *6 course electives. CHEM2011, CHEM2021, CHEM2031, CHEM2041 4 12 Vear 4 GEOL1101 1 6 Session 1 Fither GEOL1201 or BIOS1021 6 EDST1203 Special Education: Exceptional Children 2 Vear 3 HPST2106 The Scientific Theory 1 3 2 Two Education Studies elective subjects TEED1216 Mathematics Method (112 hrs) 8 4 Level III Chemistry units including at least Professional Issues and TEED1224 three of CHEM3011, CHEM3021, CHEM3031, Responsibilities (56 hrs) 4 *12 CHEM3041 3 Science elective units *8 Session 2 TFFD1216 6 Mathematics Method (24 hours) Year 4 TEED1221 Education Elective A (16 hours) 4 Session 1 4 TEED1223 Education Elective C (16 hours) EDST1203 Special Education: Exceptional Teaching Experience (238 hrs) TEED1225 Children 2 3 1 HPST2106 The Scientific Theory Students proposing to proceed to Year 5 (Honours) in TEED1218 Science Method (168 hrs) 12 Mathematics must complete 6 Level III units some of which TEED1224 Professional Issues and should be at the Higher Level. Responsibilities (56 hrs) Year 5 (Honours) Session 2 MATH4003 or MATH4103 or MATH4603 or MATH4903 Science Method (36 hrs) **TEED1218** * Average HPW in each session Education Elective A (16 hrs) TEED1221 Education Elective C (16 hrs) TEED1223 1758 TEED1225 Teaching Experience (238 hrs) Biology Students proposing to proceed to Year 5 (Honours) in (with majors in one of the Schools of Biological Science) Chemistry must complete 7 Level III units. Year 5 (Honours) II HPW Vaar 1 CHEM4003 * Average HPW in each session

1058 Mathematics

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

I Çai I		•	
BIOS1011	Biology A	1	6
BIOS1021	Biology B	1	6
CHEM1002	Chemistry 1	2	6
EDST1101	Educational Psychology 1		2
EDST1102	Social Foundations of Education		2
Either			
MATH1032	Mathematics 1		
or both			
MATH1011	General Mathematics B and		
MATH1021	General Mathematics C	2	6

II HDW

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.

3 *9

U HPW

Year 4

Session 1			
EDST1203	Special Education: Exceptional		
	Children		2
HPST2106	The Scientific Theory	1	3
TEED1218	Science Method (168 hrs)		12
TEED1224	Professional Issues and		
	Responsibilities (56 hrs)		4
Session 2			
TEED1221	Education Elective A (16 hrs)		4
TEED1223	Education Elective C (16 hrs)		4
TEED1218	Science Method (36 hrs)		9
TEED1225	Teaching Experience (238 hrs)		

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)

The Honours program in the School in which the major seguence was undertaken.

Three Science elective units

2558 Geology

Vaar 1

	rear i		•	IIIE 44
	EDST1101	Educational Psychology 1		2
	EDST1102	Social Foundations of Education		2
	GEOL1101	Geological Processes	1	6
	GEOL1201 Either	Geological Environments	1	6
	MATH1032 or both	Mathematics 1		
	MATH1011	General Mathematics B and		
	MATH1021	General Mathematics C	2	6
	PHYS1002	Physics 1	2	6
	or			
	PHY\$1022	Introductory Physics	2	6
	Year 2			
Two Education Studies elective subjects			2	
BIOS1011			1	6
CHEM1002		2	6	
GEOL2011 and GEOL2031 and GEOL2022		3	*9	
One Science elective unit			1	6

rear 3		u	ULAA
GEOL3011 an	d GEOL3021	2	
Two Level III A	pplied Geology units from		
GEOL3031, G	EOL3052, GEOL3072, GEOL3082	,	
GEOL3092, G	EOL3101, GEOL3102,	2	*9
Two Education	Studies elective subjects		2
Three Science	elective units	3	*9
* Average HPW	in each Session.		
Year 4			
Session 1			
EDST1203	Special Education: Exceptional		
	Children		2
HPST2106	The Scientific Theory	1	3
TEED1218	Science Method (168 hrs)		12
TEED1224	Professional Issues and		
	Responsibilities (56 hrs)		4
Session 2			
TEED1218	Science Method (36 hrs)		9
TEED1221	Education Elective A (16 hrs)		4

Teaching Experience (238 hrs) Students proposing to proceed to Year 5 (Honours) in Geology must complete 7 Level III units.

Education Elective C (16 hrs)

Year 5 (Honours)

GEOL4303

TEED1223

TEED1225

Voor 3

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 with at least a Credit average in their four best subjects in Education Studies will be invited to enrol in the subject EDST1511 Advanced Education Studies 1 during Year 3 and must complete this satisfactorily before proceeding to the Honours Year. The Honours Year is normally taken between the Year 3 and Year 4 segments of the combined degree course, but may be delayed until the completion of Year 4.

The structure of the Honours program in Education is as follows:

^{*} Average HPW in each Session.

Year 3		HPW
EDST1511	Advanced Education Studies 1 Unit 1	2
Honours Ye	ar	
EDST1512	Advanced Education Studies 2	
	Unit 1	2
	Unit 2	2
	Unit 3	2
EDST1901	Thesis	

During the Honours year, students are expected to take part in the weekly Research Seminars conducted by the School of Education Studies.

Every student proceeding to the Honours year is assigned a Supervisor, and a Cosupervisor if necessary. The Supervisor normally recommends the choice of units of study in the Advanced Education Studies 2 subject after consultation with the student and the Education Honours Coordinator.

Conditions for the award

Enrolment and progression

Satisfactory performance in the subject EDST1511 Advanced Education Studies 1 is a prerequisite for admission to the Education Honours year.

Assessment

The four units of the subjects EDST1511 Advanced Education Studies 1 and EDST1512 Advanced Education Studies 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 Education Honours Coordinator and the Head of School from a list of names of two or more potential Examiners, provided by the Supervisor. The thesis is awarded a single final mark based on the Examiners' reports.

A final 'Honours mark' will be calculated; this is one-fifth of the combined marks awarded for the subjects EDST1511 Advanced Education Studies 1 and EDST1512 Advanced Education Studies 2 and four-fifths of the mark awarded for EDST1901 Thesis. On the basis of this mark, the degree of Bachelor of Science Bachelor of Education with Honours in Education is awarded with one of the following classes: Class I, Class II Division I, Class III.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Core Subjects

EDST1101

Educational Psychology 1
Staff Contact: Prof John Sweller

C4 S1 HPW2

Begins the study of Educational Psychology by examining some aspects of development and of learning and instruction. Topics include: cognitive development; development of memory, reading fluency and comprehension processes involved in meaningful prose construction; an introduction to instructional methods.

EDST1102

Social Foundations of Education Staff Contact: Dr Michael Matthews

C4 S2 HPW2

Examines sociological and philosophical aspects of Australian education: different forms of school systems; structure and evolution of NSW schooling; 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 programs and their putative justifications; the educational influence of both schools and families. Philosophical matters: ethics of affirmative action

proposals; justice in the distribution of educational resources; justification of curriculum decisions.

Elective Subjects

EDST1201

Educational Psychology 2

Staff Contact: Dr Renae Low

Prerequisite: EDST1101

Continues the examination of instructional methods. Includes development of learning strategies, basic learning and motivational processes; instructional methods for tutorial learning and classroom processes.

EDST1204

Ability Testing in Schools: Practice and Theory

Staff Contact: Dr Renae Low C4 S1 HPW2

Prerequisite: EDST1101

Studies the history and practice of intelligence testing (basic skills test, selective high school entrance test, School Certificate exams) in Australian schools. The evolution of intelligence tests is examined with emphasis on the criticisms that have resulted in the changing of tests. Arguments for and against the use of ability tests in an educational context.

EDST1301

Student Learning, Thinking and Problem Solving

Staff Contact: Prof John Sweller

C4 S1 HPW2

Prerequisite: EDST1101

Examines detailed procedures for designing instruction in a manner that accords with students' cognitive processes and that facilitates learning, thinking and problem solving. Considers cognitive theories relevant to instruction. Discusses suitable instructional methods for all curriculum areas.

EDST1302

Ethics and Education

Staff Contact: Dr Martin Bibby

C4 S2 HPW2

Prerequisite: EDST1102

Discusses the following topics in educational theory: 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

Staff Contact: Dr Michael Matthews

C4 S1 HPW2

Prerequisite: EDST1102

Examines ways in which the history and philosophy of cience can be incorporated into school science, history and and English courses; includes the study of the history and nature of science and its relations with other aspects of human culture philosophy, religion, art, poetry; demonstrates how science has been one of the greatest influences in the development of the western world.

EDST1304

Stress and Anxiety in Students and Teachers

Staff Contact: Dr Putai Jin

C4 S2 HPW2

Prerequisite: EDST1101

Examines the concepts of emotion, stress and anxiety and their effects in both students and teachers. Discusses a range of physiological and psychological aspects, and the impact of the individual's state on performance outcomes. Includes possible management procedures.

EDST1401

Education Systems

Staff Contact: Prof Fenton Sharpe

C4 S2 HPW2

Prerequisites: EDST1101 and EDST1102

Organizational structures of units within schools and of schools within systems, both governmental and non-governmental. Systemic differences among the Australian states. Comparisons with schools systems overseas. Comparison of curriculum and assessment practices, both locally and internationally.

Year 4 Subjects

EDST1203

Special Education: Exceptional Children

Staff Contact: Dr Miraca Gross, A/Prof Robert Solman

C4 S1 HPW2

Prerequisite: EDST1101

Note: Students in Year 4 who have already completed subject EDST1203 should discuss alternatives with the Undergraduate Coordinator in the School of Education Studies. Criteria and tests used for the identification of exceptional children both learning disabled and intellectually gifted are examined, and programs of remediation and extension are described. The nature of exceptionality and relevant psychological theories to account for it are examined.

TEED1203

Drama Method

Staff Contact: Ms Rosemary Kearney

Н

Students are assisted with conceptual structures and practical approaches in the teaching of drama in the secondary school. Planning for an elective drama and theatre arts curriculum Years 712 includes consideration 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 subject also encourages students to develop workshop techniques for teaching theatre arts and to identify 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. e.g. mime, movement or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, direction.

TEED1204

English Method

Staff Contact: Ms Rosemary Kearney

F

This subject provides practical ideas for properly implementing the junior and senior English syllabuses. The junior syllabus emphasises the value of studentcentred learning, wide reading, small group discussion, process writing and peer and student self assessment. Strategies are developed for managing the classroom and planning units of work to achieve these syllabus aims. In this subject students will participate in the same kind of learning activities they will be using with secondary pupils, activities such as working in small groups to prepare resources they can use in teaching.

TEED1206 Chinese Method

TEED1207 French Method

TEED1208 Japanese Method

TEED1209 Spanish Method

F.

Staff Contact: Ms Rosemary Kearney

These language method subjects involve the study of a variety of methodological approaches to the teaching of these subjects in secondary schools. Some attention is also given to the historical development of these methods and to linguistics as a discipline. Current syllabuses and means for implementing them are discussed. Issues such as motivational problems, assessment procedures and management issues are also considered. Practical

sessions involving different audiovisual approaches are provided.

TEED1213 History Method

Staff Contact: Ms Rosemary Kearney

A workshop approach using group work is adopted in History Method classes. Students thus play an active part in interpreting the junior and senior History syllabuses, in understanding the scope and content of those syllabuses, and in methods of evaluation.

The practical orientation of the course aims to show students how to develop childcentred enquiry based learning techniques and how to encourage the development of important skills in knowledge, communication and empathy through creative and imaginative activities.

The program is closely related to practice teaching experiences, to the latest developments in teaching the academically gifted and the less able student, and to teaching mixed ability classes.

Opportunities are given to students to prepare units of work, to evaluate commercially produced resources, to develop their own personal resources in readiness for teaching and to participate in excursions.

TEED1216

Mathematics Method (Double)

Staff Contact: Ms Rosemary Kearney

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 method 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.

TEED1218

Science Method (Double)

Staff Contact: Ms Rosemary Kearney

F

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

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

In addition to assisting students to develop skills in planning lessons, units or work and programs, presenting demonstrations, managing science classrooms, using school science equipment and developing audiovisual aids, students learn in workshop sessions 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, individualisation, 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.

TEED1221

Educational Elective A

Staff Contact: Ms Rosemary Kearney

S2

Prerequisite: TEED1224

Corequisite: TEED1223, TEED1225, Two single or one

double Method Subject(s)

TEED1223

Educational Elective C

Staff Contact: Ms Rosemary Kearney

S2

Prerequisite: TEED1224

Corequisite: TEED1221, TEED1225, Two single or one

double Method Subject(s)

For this subject one elective is chosen from a group which may involve: a project involving a community service to schools; instruction in the rules and coaching of particular sports; instruction in drama and musical productions; preparation of excursions suitable for school students; acquisition of computer literacy.

The electives offered depend upon staff availability and student demand.

TEED1224

Professional Issues and Responsibilities

Staff Contact: Ms Rosemary Kearney

S1

Corequisites: Two single or one double method subject(s)

The focus is upon contexts in which secondary education takes place in Australia and especially in New South Wales. An examination is made of some of the political, economic, historical, social, legal and ethical factors that influence the professional roles and responsibilities of teachers in secondary schools. An analysis is made of the structure and function of selected organizations, interest groups and other variables that currently influence secondary school systems in New South Wales. The interaction of education institutions and society and the teacher's role in mediating this interaction is examined.

Education policy documents are examined and strategies for implementing them in the school and classroom are discussed. Topics dealt with include student welfare, personal development, antidiscrimination and human rights policies, environmental education policies, language across the curriculum, special needs education and schools' management directives such as the school attendance policy.

The special educational needs of exceptional secondary school children with intellectual and/or physical and/or emotional and/or sensory disabilities are discussed. Teaching and intervention strategies will incorporate those aspects of special education technology as well as current computer technology which may facilitate communication and learning.

TEED1225

Teaching Experience

Staff Contact: Ms Rosemary Kearney

S2

Prerequisite: TEED1224

Corequisite: Two single or one double Method subject(s)

Two strands: Microteaching and School Experience

Microteaching:

Microteaching involves instruction in a number of teaching techniques and strategies by observation of teaching models and the participation in the teaching of small groups of students for short periods of time, using videorecording, playback and analysis to assist in evaluation and remediation. Success in this strand is a prerequisite to placement in a school for the seven week block of teaching practice (see below).

Teaching Practice:

Teaching practice consists of five single days over two weeks in a secondary school and a seven week block in the same school. During the five single days, students are expected to observe a number of lessons conducted by experienced teachers, familiarise themselves with the classes they are to teach, carry out interviews with some of the pupils they are to teach, familiarise themselves with school policies and procedures, become acquainted with roles adopted by school personnel and begin to teach segments of lessons and complete lessons initially prepared by their supervising teachers. Over this period students also prepare units of work for teaching during the seven week block to follow.

Throughout the seven week block students are required to teach a number of classes on a full time basis, working in close association with their supervising teachers.

Graduate Study

Course Outlines

5562

Graduate Diploma in Educational Administration

Graduate Diploma GradDip

This is a six-month, full-time (or equivalent part-time) course normally open to those who have completed an appropriate Bachelor degree. Other applicants with suitable professional qualifications are, however, encouraged to apply.

Students are required to study four units including core educational administration subjects as follows:

EDST4101Organisation and Administration of Education in Australia

and either

EDST4102Administrative and Organisational Behaviour in Education

EDST4103Organisation Theory in Education

plus two elective subjects from those offered in the Master of Educational Administration course.

Those who have qualified for the award of the Certificate of School Management offered by the Faculty of Professional Studies may receive two units of credit for subject EDST4050 School Management in place of the two elective subjects.

5563 Graduate Diploma in Education Studies

Graduate Diploma GradDip

This is a six-month full-time (or equivalent part-time) course normally open to those who have completed an appropriate Bachelor degree. Other applicants with suitable professional experience are, however, encouraged to apoly.

Students are required to study any four subjects from those offered in the Master of Education course.

Those who have qualified for the award of the Certificate of Gifted Education offered by the Faculty of Professional Studies may receive two units of credit in this diploma course for subject EDST2050 Gifted Education. They would then complete two further MEd units.

8905

Summer or Winter Session

FDST1901

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 or winter (ie three hours attendance daily at seminars over a two-week period in January or July). In the following two sessions students enrol in a further four seminars and undertake research for and writing of the thesis.†

FDST1412	Advanced Education 1	*30
Two Further		
	Advanced Education 2 (F)	
	Unit 1	2
	Unit 2	2
	Unit 3	2
	Linit 4	2

HPW

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.

* Total hours taken over a 2-week period.

Thesis (F)

† Arrangement of seminars currently under review. Consult 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

of 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

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 twounit 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.

Students may choose up to four units from subjects in the Master of Educational Administration course if places are available in classes. Prerequisite and corequisite requirements, as listed, are not to apply to students enrolled in the Master of Education course (8910).

Subject to the discretion of the Head of School, students may choose up to two of their electives from subjects offered by other Schools in the Faculty or by 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

mea aog. oo e	, ab joo to
EDST2101	Introducation to Design and Analysis
EDST2102	Experimental Design and Analysis
EDST2103	Survey Design and Analysis
EDST2104	Educational Assessment and Measurement
EDST2201	Philosophical Issues in Education
EDST2201	The Nature of Intelligence
EDST2203	Social Philosophy and Education
EDST2204	History and Philosophy in Science Education
EDST2303	Human Problem Solving
EDST2304	Psychology of Reading
EDST2305	Learning Disabilities
EDST2306	Child Growth and Development
EDST2307	Mental Processes and Instructional
	Procedures in Mathematics and Science
EDST2308	Learning: Theory and Practice
EDST2309	Issues in Mathematical Problem Solving
	Research
EDST2401	Social Aspects of Education
EDST2403	Organisational Analysis and Diagnosis
EDST2602	Values in Teaching and Reading Literature
EDST2603	The Filming of Literature: Implications for
	Teaching
EDST2607	Research on the Learning and Teaching of
200.200.	Mathematics
EDST2608	Computers and the TeachingLearning
250.2000	Process
EDST2610	Personal Development Programs in Schools
EDST2702	Distance Education
EDST2704	Contemporary Issues in Education
EDST2800	Current Issues in the Education of
LDG12000	Intellectually Gifted Children
EDST2801	Social and Emotional Development of
LD312001	Intellectually Gifted Children
EDST2802	Introduction to the Identification of
ED312002	Intellectually Gifted Children
EDST2803	Educational Programs and Curricula for
ED312003	Intellectually Gifted Children
EDCT0004	
EDST3801	One-unit Project
EDST3802	Two-unit Project

Notes:

- 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 approval of the Faculty Higher Degree Committee to transfer from the Pass Level to the Honours Level in the Master of Education (MEd) degree course after the completion 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)

Master of Educational Administration (Honours) MEdAdmin (Hons)

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 three compulsory core units. A minimum of three elective subjects must be chosen from those offered in the Master of Educational Administration program.

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.

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

Core Subjects

EDST4103

EDST4205

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

,	
EDST4101	Organization and Administration of Education in Australia
EDST4102	Administrative and Organizational Behaviour in Education

Organization Theory in Education

Supervision and Development of Educational

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

Elective Subjects

	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	Gender Issues in Educational Administration
EDST4211	Financial Issues in Educational Administration
EDST4212	Policy Making in Education
EDST4214	Social Issues and Educational Policy
EDST4215	Supervised Fieldwork in Educational
	Administration
EDST4216	Selected Aspects of Educational
	Administration 1
EDST4217	Selected Aspects of Educational
	Administration 2
EDST3801	One-unit Project
EDST3802	Two-unit Project

8915/1975 Doctor of Education

Doctor of Education EdD

This degree course involves both formal coursework and a significant research thesis. It is intended to serve the needs of toplevel educational professionals who wish to consolidate, refine and expand their theoretical bases for the benefit of educational practitioners in general. The orientation of the course is towards the improvement of professional practice by the application of research findings to the problems, issues and development of teaching, learning, educational management and politics.

The EdD degree course may be completed over 3 1/2 years full-time or 7 years part-time for students who have previously completed a Bachelor degree at pass level.

For those who have acquired the degree of Bachelor with Honours or the degree of Master advanced standing may be granted.

Academic Program (Full time) Duration			
Part 1	Eight subjects selected from		
	the MEd and/or MEd Admin		
	courses	2 sessions	
Part 2	Four EdD subjects	2 sessions	
Part 3	EdD Project	1 session	
Part 4	EdD Thesis	2 sessions	

It should be noted that progression to Part 2 will be permitted only if students are able to demonstrate a high νĥο he ful

standard of performance in Part 1 subjects. Students who do not proceed to Part 2 will be entitled to graduate with the appropriate degree of Master after the successful completion of 8 units in Part 1.			
Part 2 Subjects			
EDST5011	Issues in Educational Management		
EDST5012	Theory and Practice of Organizational and		
	Program Evaluation		
EDST5013	Education Policy Analysis		
EDST5014	Science and Humanities: Bridging the Two		
	Cultures		
EDST5015	Modes of Thought and their Instructional		
	Implications		
EDST5016	Knowledge Structures in Mathematical		
======	Problem Solving		
EDST5018	Reading Acquisition and Reading Failure		
EDST5020	Education of Intellectually Gifted Children		
EDST5021	Directions for Leadership		
EDST5026	Analysis of Nominal and Ordinal		
	Research Data		
EDST5027	Advanced Educational Measurement in		
	the Social Sciences		
EDST5028	Administrator and Teacher Effectiveness		

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.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide'. appearing earlier in this book.

Master of Education Degree Course

EDST2101

Introduction to Design and Analysis Staff Contact: Dr Putai Jin, Prof Martin Cooper St HPW2

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

EDST2102

Experimental Design and Analysis Staff Contact: A/Prof Robert Solman S1 HPW2

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 SPSSX packages.

EDST2103

Survey Design and Analysis

Staff Contact: Dr Putai Jin S2 HPW2

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 of variance designs to include many dependent variables. Analysis of data in non-orthogonal designs, both univariate and multivariate. 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 Measurement

Staff Contact: Dr James Tognolini

S1 HPW2

Prerequisite: EDST2101

Purpose of assessment and measurement; educational objectives and the validity of assessment. Construction and administration of achievement tests: essay tests, objective tests, other tests (eg psychomotor, attitude, aptitude and personality tests). Cognitive levels; tables of specification. Characteristics of different types of objective test items. Brief review of descriptive statistics. Coefficients of correlation. Test validity and reliability. Improvement of test quality through item analysis including the validity and reliability of test scores, norms and profiles. Norm-referenced and criterion-referenced assessment. Descriptive factor analysis and its use in test construction. Likert scales; semantic differential technique.

Personality, "intelligence", "achievement", attitude, leadership-style, 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 Staff Contact: Dr Michael Matthews

S1 HPW2

Philosophical views underlying educational practices and debates. Examines 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 is examined.

EDST2202

The Nature of Intelligence

Staff Contact: Dr Jim Gribble

S1 S2 HPW2

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 Education

Staff Contact: Dr Martin Bibby

S2 HPW2

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.

History and Philosophy in Science Education

Staff Contact: Dr Michael Matthews

S2 HPW2

Examines 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. Examines the extent to which individual learning recapitulates the history of science.

EDST2303

Human Problem Solving

Staff Contact: Prof John Sweller

S1 HPW2

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

Staff Contact: A/Prof Robert Solman

S2 HPW2

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

Staff Contact: A/Prof Robert Solman

S2 HPW2

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

EDST2306

Child Growth and Development

Staff Contact: Dr Renae Low

S1 HPW2

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

Mental Processes and Instructional Procedures in Mathematics and Science

Staff Contact: Prof John Sweller

S2 HPW2

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.

FDST2308

Learning: Theory and Practice

Staff Contact: Dr Renae Low

HPW2

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

EDST2309

Issues in Mathematical Problem Solving Research

Staff Contact: Dr Renae Low

S1 HPW2

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 "textediting" technique. Analysis of the research on gender differences in performance on mathematics tests.

EDST2401

Social Aspects of Education

Staff Contact: To be advised

Note/s: Subject not offered in 1994

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

Organisational Analysis and Diagnosis

Staff Contact: Dr Putai Jin

S1 HPW2

Impartial analysis of multifaceted organisational issues through psycho-social models and a set of tools. Aims at discussing organisational diagnosis and action perspectives. Emphasis on the problems of organisational, group and individual behaviour identified at different levels of an education system. Includes an overview of current macro and micro organisational research, organisational assessment and methodology. political dynamics, determinants of self-efficacy, cognitive traps, decision-making processes and dilemmas, organisational stress and developing new frames of reference.

EDST2602

Values in Teaching and Reading Literature

Staff Contact: Dr Jim Gribble

S1 HPW2

Philosophical and psychological considerations in analysis of the aims and nature of literary education, eq 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.

The Filming of Literature: Implications for Teaching Staff Contact: Dr Jim Gribble

\$2 HPW2

Use of films of novels and plays as stimuli to children's interest in and comprehension of literary works. 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 designed to alert students to such issues and to develop a discriminating approach to the use of film in teaching literature.

EDST2607

Research on the Learning and Teaching of Mathematics

Staff Contact: Prof Martin Cooper

HPW2

Note/s: Subject not offered in 1994.

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. Encouragement for students to engage in research of their own

EDST2608

Computers and the Teaching-Learning Process

Staff Contact: Dr Arthur Anderson

S1 HPW2

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

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 and the teaching-learning process, models for using computers in the classroom, research evidence on the effectiveness of using computers in teaching, evaluation and use of computer courseware in education, use of computers in specific subject areas.

EDST2610

Personal Development Programs in Schools Staff Contact: Dr Michael Matthews

S2 HPW2

Personal Development as a compulsory part of the school curriculum in NSW. 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, and educational issues raised in the teaching and evaluation of the program, in particular the issues raised by the teaching about controversial issues such as AIDS, contraception, and the teaching of ethics. Research on the effectiveness of sex education programs.

EDST2702

Distance Education

Staff Contact: To be advised

HPW2

Note/s: Subject not offered in 1994.

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

Staff Contact: Administrative Officer

S1 or S2 HPW2

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.

EDST2800

Current Issues in the Education of Intellectually Gifted Children

Ginea Chilaren

Staff Contact: Dr Miraca Gross

S1 and S2 HPW2

Focuses on current philosophic and social attitudes within Australia and internationally, to the education of children of high intellectual potential. Explores the concept of giftedness 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. Current research evidence of the academic, social and emotional needs of gifted children is explored and teaching strategies and school organizational structures which have been shown to facilitate or impede the full development of high potential are investigated. Examines strategies by which teachers and administrators can facilitate school change to meet the needs of gifted students.

EDST2801

Social and Emotional Development of Intellectually Gifted Children

Staff Contact: Dr Miraca Gross

\$2 HPW2

Prerequisite, EDST2800

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 are examined. Implications of these concerns for educators and parents of gifted students. Influence of personalogical variables, including motivation, selfesteem, 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 and edvelopment of positive social attitudes and supportive peer relationships in gifted children are critically analysed.

EDST2802

Introduction to the Identification of Intellectually

Gifted Children

Staff Contact: Dr Miraca Gross HPW2

Prerequisite: EDST2800

Note/s: Subject not offered in 1994

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 including: 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. Emphasizes the use of a combination of approaches rather than a single measure. Attention 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 for Intellectually Gifted Children

Staff Contact: Dr Miraca Gross S1 HPW2

Prerequisite: EDST2800

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

EDST3801

One-Unit Project

Staff Contact: Various, depending on supervision. S1 S2 F

EDST3802

Two-Unit Project

Staff Contact: Various, depending on supervision. \$1 \$2 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 of Education in Australia

Staff Contact: Prof Fenton Sharpe X1 S2 HPW2

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 Behaviour in Education

Staff Contact: Dr Bob Conners \$1.52 HPW2

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 Education

Staff Contact: Prof Fenton Sharpe

X1 S2 HPW2

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.

Elective Subjects

EDST4205

Supervision and Development of Educational Personnel

Staff Contact: Dr Bob Conners

X1 S2 HPW2

Note/s: Excluded EDST2611 and TEDG1202.

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. Models, strategies and processes of supervision. Establishing supervisory programs.

EDST4206

Development and Evaluation of Educational Programs

Staff Contact: Dr Bob Conners

\$1 S2 HPW2

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

Staff Contact: Dr Bob Conners

S1 HPW

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. Considers each issue in the light of the current educational situation in Australia.

EDST4208

Leadership Theory, Research and Development

Staff Contact: Dr Bob Conners

S1 HPW2

A study of leadership theory and of leadership training and development programs. The first and major component spans such topics as classical theoretical perspectives; autocratic and democratic concepts; leadership dimensions; contingency and situational theories of leadership. The second component considers the instruments used to assess leadership style; the research literature on designing and evaluating leadership development programs; and current trends in the field.

EDST4209

Legal Aspects of Educational Administration

Staff Contact: Dr Bob Conners

S1 S2 HPW2

Sources of law in the context of a historical overview of the evolution of State and Commonwealth responsibility for education; analysis of current New South Wales statutory responsibility for education; legal rights, obligations and duties of students and parents/guardians with emphasis on litigious areas such as negligence, discipline and privacy; review of administrative decisions by educators by the Supreme Court generally and in specific areas such as the Ombudsman, anti-discrimination, copyright and freedom of information; the interplay of State/Commonwealth education funding; overview of employer/employee relationships, both common law and statutory appointments, promotions, transfers, professional misconduct.

EDST4210

Gender Issues in Educational Administration

Staff Contact: Dr Bob Conners

S2 HPW2

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 Administration

Staff Contact: Dr Bob Conners

S1 S2 HPW2

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

Staff Contact: Prof Fenton Sharpe

X1 HPW2

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.

EDS | 4213

Communication and Human Relations

Staff Contact: Dr Bob Connors

S2 HPW2

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 Policy

Staff Contact: Dr Martin Bibby

S1 HPW2

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 Educational Administration

Staff Contact: Dr Bob Conners

S1 or S2

Note/s: 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 Educational Administration 1 Staff Contact: Administrative Officer

S1 or S2 HPW2

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 Educational Administration 2 Staff Contact: Administrative Officer

S1 or S2 HPW2

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

Staff Contact: Various, depending on supervision. S1 S2 F

FDST3802

Two-Unit Prolect

Staff Contact: Various, depending on supervision.

On a topic approved by the Head of School, with appropriate consultation and supervision.

Doctor of Education Degree Course

Part 2 subjects

EDST5011

Issues in Educational Management Staff Contact: Prof Fenton Sharpe

S1 HPW4

Several issues and problems facing managers at all levels of education in Australia are examined in depth. Content in any year will depend on current issues and the backgrounds and interests of students, but may include topics such as the following: controls on managerial decision making; managerialism and politicization of educational management; centralization/decentralization of educational management; job satisfaction and stress/burnout of educational managers; organizational effectiveness in education; impact of educational research on policy and practice; induction and staff development programs; preparation and development of educational managers; culture and climate in educational organizations; planned organizational change in education; competing theories and metaphors of educational organization and administration; performance appraisal and performance indicators in education. Each student is required to present and defend two papers on topics of interest and relevance to educational management. In addition each student is expected to write two extended research papers, each involving a critical review of literature and possibly a small-scale survey or interview investigation.

FDST5012

Theory and Practice of Organizational and Program Evaluation

Staff Contact: Dr Bob Conners

S2 HPW4

The role of evaluation in improving educational organizations and programs is explored and analysed. The theory and research underpinning evaluation practices is studied in order for students to gain knowledge and skills relating to conventional and alternative approaches to educational evaluation, guidelines for planning and conducting evaluations, dealing with political, ethical and interpersonal aspects of evaluation, collecting evaluation information, reporting and using evaluation information and evaluating evaluations.

During the second half of the subject, students are to plan and carry out an evaluation study.

EDST5013

Education Policy Analysis

Staff Contact: Dr Martin Bibby

HPW4

Note/s: Subject not offered in 1994.

An examination of existing and proposed Australian educational policies (federal and various states) and of policies being proposed or implemented in other countries which are likely to influence Australian policy. Students are required to determine the desirability of these policies in relation to their theoretical and practical background, to improve on them where possible, and to examine and develop solutions for the problems of implementation and evaluation

EDST5014

Science and Humanities: Bridging the Two Cultures Staff Contact: Dr Michael Matthews

S1 HPW4

Examination of the practice and theory of some major curriculum reforms in Britain, the US and Denmark that are attempting to bridge the traditional gap between the sciences and humanities. The present crisis in science education in all western countries is considered. A tradition of theoretical debates and curriculum programs that have emphasised a contextual approach to the teaching of science whereby the social, cultural, historical, technological and philosophical dimensions of science are interwoven into the teaching of science will be detailed. Major episodes in the history of science and culture such as Galileo's new physics and Darwin's new biology are investigated. Such basic questions as scientific method, the differences between scientific and non-scientific ways of knowing, science and religion, and the place of history of science in the formulation of a philosophy of science are also considered.

Modes of Thought and their instructional implications Staff Contact: A Prof John Sweller

S2 HPW4

Cognition and instruction. The manner in which instructional material is designed and taught can be guided usefully by cognitive theory. Current findings based on schema theory and cognitive load theory suggest that many

commonly used instructional techniques are ineffective. The same theories and findings provide alternatives structured to facilitate learning, thinking and problem solving. Procedures for designing instruction that accords with our mental processes, and research techniques to test the effectiveness of novel instructional methods are central issues that are discussed.

EDST5016

Knowledge Structures in Mathematical Problem Solving

Staff Contact: Dr Renae Low

S1 HPW4

The traditional emphasis in learning and teaching mathematics has been on practice in computational and calculational skills. However, it has become increasingly recognised that although computation and calculation are necessary steps in achieving a solution, they are by no means sufficient. Cognitive processing at the presolution stage, particularly in relation to an understanding of the structure of the problem to be solved, is important. This subject surveys the research on knowledge structures that are necessary for effective problem solving. Topics include the role of schematic knowledge in problem solving, expert-novice differences, and measures of schematic knowledge. Application of research findings to classroom teaching and learning is also discussed.

EDST5018

Reading Acquisition and Reading Failure Staff Contact: A/Prof Robert Solman

S2 HPW4

Reviews the research on reading acquisition and reading failure. The importance of phonological awareness and synthesizing the speech stream, is detailed. This skill is crucially related to the ability to decode words by phonological recoding, it probably contributes to poor performance on short-term memory tasks, and, because reading comprehension relies on access to rapidly formed and maintained phonological codes in short-term memory, it results in poor comprehension. This skills-based theory of reading is compared and contrasted with other theories of reading acquisition and reading failure, and its implications for reading instruction are discussed.

EDST5020

Education of Intellectually Gifted Children Staff Contact: Dr Miraca Gross S2 HPW4

The development of the concept of giftedness and the extent to which it is culturally determined is traced. The rationale, selection procedures and structure of programs established for students gifted in music, sport and athletics are compared with those for intellectually and academically gifted students. The development and influence of policies on gifted and talented education are examined, including federal and state government policies and the policies of the political parties, education authorities, teacher unions and parent groups. Students review the research on the traits and competencies of successful teachers of gifted students, and the effects of teaching training and inservice in gifted education. Identification procedures, teaching strategies and program structures which facilitate or impede the full development of high potential are critically examined. Specific attention is paid to the research on the needs and characteristics of gifted students in minority and disadvantaged groups.

EDST5021

Directions for Leadership

Staff Contact: Dr Martin Bibby

S2 HPW4

Determining the directions in which an education institution or a division (region, cluster, school) of it will develop is the most obvious function of an educational leader. This subject is concerned with evaluating the procedures which can be used to set directions and the principles which are called upon for guidance.

EDST5023

Research Methods

Staff Contact: Dr Martin Bibby

S1 or S2 or F HPW4

A program of study prescribed to meet individual needs which takes account of the student's background in research methods. Unless prescribed, enrolment in this subject requires the permission of the Head of School.

EDST5025

Organizational Learning and Research

Staff Contact Dr P. Jin

\$1 HPW4

The concept of organizational learning as a dimension of organizational survival, evolution, and transformation; research-based methods for inquiry into, assistance with. and evaluation or organizational learning. Investigates the stance and technique of the researcher in relation to the conceptualization of where, how and why learning occurs in organizations. Topics include: criteria of organizational effectiveness; identifying an organization's learning disability; single-loop and double-loop learning; methods of enhancing the learning capacity of an organization; principles of holographics design for self-regulating organizations; organizational restructuring and transformation; learning to use different leadership styles; team learning; and organizational creativity. Examines organizational learning issues in the educational context so that feasible intervention projects based on diagnosis and evaluation can be formed.

EDST5026

Analysis of Nominal and Ordinal Research Data Staff Contact: Prof Martin Cooper

S1 4HPW

Construction and properties of distributions and their use in determining exact probabilities. Correlation of ordinally-measured variables: Spearman's formula, Kendall's index, coefficient of concordance. The normal distribution; large-sample 'approximate' tests. Binomial distributions, the Cox-Stuart tests. Chi-squared distributions; goodness-of-fit: chi-squared and Kolmogorov-Smirnov tests. Tests for change: McNemar test, McNemar-Bowker test, Cochran's Q test. Correlation of categorical variables: phi, Cramer's index, chi-squared test of independence. Goodman's index of association. Hypergeometric distributions: Fisher's exact test, Overall's and Tochter's modifications; median test. Tests of homogeneity of proportions in K populations: a priori, and overall and post hoc tests; use of arcsine transformation; K-population multinomial model. Interaction in multiple 2x2 tables and post hoc tests. Two-group tests; Mann-Whitney and normal-scores tests for independent samples; sign, Wilcoxon and normal-scores tests for matched pairs. K-group tests: Kruskal-Wallis, and normal-scores univariate tests; Katz-McSweeney multivariate test with univariate and multivariate Scheffé-like post hoc procedures. K-group repeated-measures and blocked designs: Friedman test (including use of normal scores), combined Wilcoxon tests. Hodges-Lehmann test and its extension to K-groups. Quade's analysis of covariance test: extension to multivariate, multicovariate designs.

EDST5027

Advanced Educational Measurement in the Social Sciences

Staff Contact: Dr James Tognolini S2 HPW4

Prerequisites: EDST2104

Construction of measurement variables. Modern test theory, in particular, the single logistic (Rasch) model. Topics include: Rasch models for dichotomous data; unidimensionality; objectivity: person-and-item-fit parameters; person measures; and Rasch models for multi-category data (extended logistic model). Use of micro-computer programs to analyse data via these methods. Examination of a range of practical applications facilitated by the use of these models: item banking; scaling; test equating; computer assisted testing.

EDST5028

Administrator and Teacher Effectiveness

Staff Contact: Dr Bob Conners S1 HPW4 Note/s: Offered subject to approval.

This subject has two interrelated sections. The first section examines: Dimensions of the school administrator's role: administrator competencies; evidence used in administrator evaluation; barriers to administrator effectiveness. The second section examines teacher effectiveness. Topics include: Assumptions underlying teacher evaluation; underlying beliefs about effective teaching; models of teaching; current approaches to measuring teacher effectiveness; data collection and scoring; issues of validity and reliability; analysis of existing administrator and teacher assessment programs.

Faculty Electives

PROF0001

Professional Ethics

Staff Contact: Dr Martin Bibby S1 HPW2

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, metaethics. 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 AngloAmerican 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

Staff Contact: A/Prof Jim Sockler

HPW2

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 Staff Contact: Prof Allan Borowski

S2 HPW2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

School of Health Services Management Kensington Campus

Head of School
Mr Ian Forbes

Administrative Officer Mr Lyndon Arbie

Administrative Assistants Ms Natasha Batianoff

Ms Kim Firth

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 of Health Services Management currently offers both undergraduate and graduate programs, however from 1994 the school will offer postgraduate 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 (BHA). No new students have been admitted into the BHA since 1990 and the BHA qualification will no longer be offered or conferred after the current group of students have completed their studies. The School will focus exclusively on postgraduate programs.

The School also offers four formal courses in health services management leading to the awards of the degree of Master of Health Planning, Master of Health Administration, the Master of Public Health and the Graduate Certificate in Health Services. These courses may be undertaken by coursework on a full-time or part-time basis, (with the exception of the Master of Public Health) they may also be undertaken 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 management.

Undergraduate Study

Course Outlines

Bachelor of Health Administration

Note: No new enrolments in 1994 or thereafter.

Health administrators work in settings and roles which vary widely. For this reason the Bachelor of Health Administration degree course is essentially multidisciplinary, 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 postmatriculation qualifications, e.g. nursing, radiography. Exemptions will be considered once the student has been accepted into the course, not before.

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

- The degree of Bachelor of Health Administration may be awarded as a Pass degree or as an Honours degree. Three classes of Honours are awarded: Class 1, Class 2 in two divisions and Class 3.
- 2. A candidate for the degree of the Bachelor of Health Administration (Pass or Honours) shall:
- (1) comply with the requirements for admission;
- (2) follow the prescribed course of study in the School of Health Services Management and satisfy the examiners in the necessary subjects.
- 3. A student who is in the later stages of the course as an external student shall in each year attend the residential school conducted by the School of Health Services Management in the middle of the academic year.
- 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 structural 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 one 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) Internal Mode

Bachelor of Health Administration † BHA

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Year 1 Session 1	н	IPW
HEAL0310 HEAL1110	Management of Work Health Care Systems	4
HEAL5400	Health Information Systems	4
Session 2 HEAL1120 HEAL4000	Public Health and Epidemiology Field Experience 1*	4
HEAL4210 HEAL5210	Health Planning 1 Law 1 or HEAL5200 Law 1T	4
Year 2 Session 1		
HEAL0320 HEAL4010	Management of Organizations Field Experience 2*	4
HEAL5410 HEAL6110 General Studie	Accounting and Financial Managemen Sociology, Ethics and Health 1 es Cat.A	t 14 4 4
Session 2 HEAL5510 HEAL7110 Elective	Health Economics 1 Quantitative Methods and Statistics 1	4 4 4
Year 3 Session 1 HEAL0330 Elective Elective	Management of Health Services	4 4 4
Session 2 Elective		4
Elective Elective		4
General Studie	es Cat.B	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.

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

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

4040 Health Administration Degree Course Part-time Internal Mode

Bachelor of Health Administration†

Year 1	ı	HPW
Session 1 HEAL1110 HEAL5400	Health Care Systems Health Information Systems	4 4
Session 2 HEAL1120 HEAL5210 Session 1	Public Health and Epidemiology Law 1 or HEAL5200 Law 1T	4 4
HEAL0310 HEAL5410	Management of Work Accounting and Financial Management	4 1114
Session 2 HEAL6110 HEAL7110	Sociology, Ethics and Health 1 Quantitative Methods and Statistics 1	4
Year 3 Session 1 HEAL0320 HEAL4210	Management of Organizations Health Planning 1	4
Session 2 HEAL5510 General Studie	Health Economics 1 as Cat A	4
Year 4 Session 1 HEAL0330 Elective	Management of Health Services	4 4
Session 2 Elective General Studie	es Cat B	4
Year 5 Session 1 Elective Elective		4 4
Session 2 Elective Elective		4 4

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

4040

Health Administration Degree Course External Mode

Bachelor of Health Administration † BHA

(External mode offered only to continuing students; no new enrolments after 1989)

[†] 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.

Year 1		IPW
HEAL0310	Management of Work	4
HEAL1110	Health Care Systems	4
HEAL5400	Health Information Systems	4
Year 2		
HEAL1120	Public Health and Epidemiology	4
HEAL5210	Law 1 or HEAL5200 Law 1T	4
HEAL5410	Accounting and Financial Managemen	it 1 4
Year 3		
HEAL0320	Management of Organizations	4
HEAL6110	Sociology, Ethics and Health 1	4
HEAL7110	Quantitative Methods and Statistics 1	4
Year 4		
HEAL4210	Health Planning 1	4
HEAL5510	Health Economics 1	4
Elective		4
General Studie	es Cat A *	4
Year 5		
HEAL0330	Management of Health Services	4
Elective	•	4
Elective		4
General Studie	es Cat B *	4
Year 6		
Elective		4
Elective		4
Elective		4
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*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

Year 1

Health Administration Degree Course Full-time (Honours) Internal Mode

Bachelor of Health Administration †

Session 1 HEAL0310 HEAL1110 HEAL5400	Management of Work Health Care Systems Health Information Systems	4 4 4
Session 2 HEAL1120 HEAL4000 HEAL4210 HEAL5210	Public Health and Epidemiology Field Experience 1* Health Planning 1 Law 1 or HEAL5200 Law 1T	4 4
Year 2 Session 1 HEAL0320 HEAL4010 HEAL5410 HEAL6110 General Stud	Management of Organizations Field Experience 2* Accounting and Financial Management Sociology, Ethics and Health 1 lies Cat.A	4 114 4 4

		HPW
Session 2 HEAL5510 HEAL7110 Elective	Health Economics 1 Quantitative Methods and Statistics 1	4 4
Year 3 Session 1 HEAL0340	Management of Health Services (Honours)	4
Elective Elective	,	4 4
Session 2 HEAL3130	Research and Evaluation Methods (Honours)	4
General Studio Elective Elective	es Cat B	4 4 4
Year 4 HEAL8900 HEAL8910 HEAL8920	Thesis Advanced Studies in Health Administration A Advanced Studies in Health	
	HEAL5510 HEAL7110 Elective Year 3 Session 1 HEAL0340 Elective Elective Session 2 HEAL3130 General Studic Elective Year 4 HEAL8900 HEAL8910	HEAL5510 Health Economics 1 HEAL7110 Quantitative Methods and Statistics 1 Flective Year 3 Flective F

* 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 coordinator.

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

Elective Subjects

HPW

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

Non-Award Students

NonAward 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.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

HEAL0310

Management of Work

Staff Contact: Ms Jan Osborn

\$1 L4

Note/s: Not offered in 1994

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. 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 analytical abilities and practical skills and interpersonal skills.

HEAL0320

Management of Organizations

Staff Contact: Dr Pieter Degeling

S1 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 microperspective of HEAL0310.

HEAL0330

Management of Health Services

Staff Contact: To be advised

S1 L4

Prerequisites: HEAL0310, HEAL0320

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 development; concepts of microstructure and social analysis. Students are required to use these and other tools in the analysis of practical situations.

HEAL0340

Management of Health Services (Honours)

Staff Contact: To be advised

S1 L4

Prerequisites: HEAL0310, HEAL0320

Includes and extends the theoretical and practical studies in HEAL0340. 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

Staff Contact: To be advised

S1 L4

Note/s: Not offered in 1994

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. Main characteristics of public and private hospitals, nursing homes and other institutions. Community health and other

noninstitutional services. The financing of health services. 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

Staff Contact: Prof James Lawson S2 L4

Note/s: Not offered in 1994

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

HEAL3010

Political Science

Staff Contact: Dr Pieter Degeling

S1 or S2 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

Staff Contact: To be advised

S1 or S2 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, health insurance, poverty, social security; systems of income guarantee, national compensation and national superannuation.

HEAL3030

Research and Evaluation Methods

Staff Contact: Dr Mary-Lou McLaws

S1 or S2 L4

Prerequisites: HEAL5400, HEAL7110

The need for and special problems of health services research and evaluation:the nature of 'scientific' knowledge; identifying appropriate research areas; statements of objectives and formulation of hypotheses; experimental and quasiexperimental designs; nonexperimental models; sample selection; means of acquiring data; introduction to analysis of data; methods of presenting findings; research and decision making policy issues.

HEAL3040

Management Skills

Staff Contact: Ms Jan Osborn

S1 or S2 L4

Note/s: Not offered in 1994

An opportunity for students to extend their theoretical knowledge and to develop practical skills in communication, including consulting, negotiating and bargaining, conflict management, interviewing, conducting meetings, giving instructions and making requests, writing

reports, submissions and memos, public speaking and dealing with the media.

HEAL3060

Administration of Nursing Services

Staff Contact: Ms Patricia Spencer

S1 or S2 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 Administration

Staff Contact: To be advised

S1 or S2 I 4

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 Administrators

Staff Contact: Dr Mary-Lou McLaws

S1 or S2 L4

Note/s: Not offered in 1994

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

Staff Contact: Prof James Lawson

S1 or S2 L4

Note/s: Not offered in 1994

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation. administration and planning of long term care institutions and nonresidential agencies and programs. Topics include: patient assessment and rehabilitation; psychiatric care; social factors; financial and economic aspects; quality measurement and control.

Human Resource Management

Staff Contact: Ms J Osborn

S1 L4

Prerequisite: HEAL0310

Note/s: Not offered in 1994

Topics include: the employment relationship; the leglislative 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 Service

Management

Staff Contact: Ms Deborah Black

S1 or S2 L4

Prerequisite: HEAL7110
Note/s: Not offered in 1994.

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.

HEAL3120

Industrial Relations: A Health Sector View

Staff Contact: Ms Jan Osborn

S1 or S2 L4

Note/s: Not offered in 1994

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.

HEAL3130

Research and Evaluation Methods (Honours)

Staff Contact: Dr Mary-Lou McLaws

S1 or S2 L4

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

Staff Contact: Ms Patricia Spencer

S1 or S2 L4

Controversial aspects of the nursing profession of particular interest to nursing and health administrators. 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

Staff Contact: Prof James Lawson

Note/s: 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.

HEAL4010

Field Experience 2

Staff Contact: Prof James Lawson

S1 or S2

Note/s: 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.

In order to relate theoretical instruction to practical experience, first and second year full-time students are attached to a number of health service agencies. 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

Staff Contact: Mr Ian Forbes

S1 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

Staff Contact: Mr Ian Forbes

S1 or S2 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

Staff Contact: Mr Ian Forbes

S1 or S2 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

Staff Contact: Mr Ian Forbes

\$1 or \$2 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

Staff Contact: Mr Phillip Bates

S2 L4

This is a compulsory terminating subject for eligible students who have previously studied Law subjects at tertiary level in other courses which did not have a health services law component. Eligible students should 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.

HEAL5210

Law 1

Staff Contact: Mr Phillip Bates S2 I 4

Note/s: Not offered in 1994

General introduction to law with health service applications, designed for students who have not previously studied law subjects. Topics: how to study law; the role of law in health administration and planning; Australia's legal origins and the role of English law; federalism and the constitutional framework; types of legal 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

Staff Contact: Mr Phillip Bates

S1 or S2 L4

Prerequisite: HEAL5210

An elective subject. 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 expectations. Health law topics introduced in HEALS210 also studied in more death.

HEAL5400

Health Information Systems

Staff Contact: Ms Deborah Black

S1 L4

Note/s: Not offered in 1994

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

Staff Contact: Mr Kevin Forde

S1 L4

Prerequisite: HEAL5400

Introduction to accounting with particular reference to hospitals and health services institutions: basic accounting concepts; doctrines and conventions of accounting, analysis and interpretation of accounting data; Governmental budgeting and accounting systems; introduction to the theory and practice of hospital fund accounting; FederalState financial relations and their implications.

HEAL5420

Accounting and Financial Management 2

Staff Contact: Mr Kevin Forde

S1 or S2 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.

HEAL5510

Health Economics 1

Staff Contact: Mr Kevin Forde

S2 L4

Prerequisite: HEAL 5400

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 economic approach; demand for and supply of medical services; the impact of insurance on the health care market; the efficient production and distribution of health services; the operation of the price system; the theory of costs and production; monetary and fiscal policy.

HEΔI 5520

Health Economics 2

Staff Contact: Mr Kevin Forde

S1 or S2 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

Staff Contact: Dr Stephanie Short

\$1 L4

This subject introduces students to the social factors which shape the patterning of health and illness, and the delivery of health care services. Topics include: colonization and Aboriginal health; gender, patriarchy and health; bioethics and medical research; madness and medicine.

HEAL6120

Sociology Ethics and Health 2

Staff Contact: Dr Stephanie Short

S1 or S2 L4

Prerequisite: HEAL6110

Extension of HEAL6110. In this subject health sociology issues are analysed with increasing theoretical and methodological rigour.

HFAI 7110

Quantitative Methods and Statistics 1

Staff Contact: Ms Deborah Black

S2 L4

Prerequisite: HEAL5400

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

HEAL7120

Quantitative Methods and Statistics 2

Staff Contact: Ms Deborah Black

S1 or S2 L4

Prerequisite: HEAL7110

More advanced examination of quantitative and statistical methods.

Graduate Study

Course Outlines

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 Master of Public Health (by Research)

Master of Public Health MPH

The Master of Public Health course has been developed in response to changing health needs in the community. The program combines studies in management, development and education, in addition to the necessary knowledge of epidemiology, quantitative methods and health issues. The course integrates development of health programs with development of the people who run the programs. It embraces the skills necessary for successful change through planning, interpersonal 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 Coordinator.

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 structure, organization and financing of health care systems, 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 fouryear undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field. The maximum time for completion of the 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

Full time Internal Mode

Year 1		С	HPW
Session 1 HEAL9011	Quantitative Methods and		
	Statistics 1	2	2
HEAL9041	Health Care Systems	2	2
HEAL9421	Public Health	2	2
HEAL9711	Management of Organizations	2	2
Session 2			
HEAL9071	Accounting and Financial		
	Management 1	2	2
HEAL9351	Health Economics 1	2	2
HEAL9701	Management of Work	2	2
HEAL9811	Sociology, Ethics and Health	2	2
Year 2 Session 1 HEAL9331	Health Service Law 1	2	2
HEAL9411	Epidemiology	2	2
Elective	Epidemiology	2	2
Elective		2	2

Part-time and External Mode

Year 1 Session 1 HEAL9041 HEAL9711	Health Care Systems Management of Organizations	2 2	2 2
Session 2 HEAL9351 HEAL9701	Health Economics 1 Management of Work	2	2
Year 2 Session 1 HEAL9421 HEAL9011	Public Health Quantitative Methods and Statistics 1	2	2
Session 2 HEAL9071 HEAL9811	Accounting and Financial Management 1 Sociology, Ethics and Health	2 2	2 2
Year 3 Session 1 HEAL9331 HEAL9411	Health Services Law 1 Epidemiology	2 2	2 2
Session 2 Elective		2 2	2 2

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 for completion of the course is eight academic sessions (four years). Students may be allowed to complete the degree in two academic sessions provided they have a fouryear 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.)

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Master of Health Planning **Full time Internal Mode**

Year 1		С	HPW
Session 1			
HEAL9011	Quantitative Methods and		
	Statistics 1	2	2
HEAL9041	Health Care Systems	2	2
HEAL9711	Management of Organizations	2	2
HEAL9411	Epidemiology	2	2
Session 2			
HEAL9351	Health Economics 1	2	2
HEAL9371	Research and Evaluation		
	Methods	2	2
HEAL9381	Policy Studies	2	2
HEAL9811	Sociology, Ethics and Health	2	2
Year 2 Session 1			
HEAL9301	Health Services Planning 1	2	2
HEAL9421	Public Health	2	2
Elective		2	2
Elective		2	2

Part-time and External Mode

Year 1 Session 1	Lincolth Core Contains		HPW
HEAL9041 HEAL9711	Health Care Systems Management of Organizations	2	2 2
Session 2 HEAL9351 Elective	Health Economics 1	2	2
Year 2 Session 1			
HEAL9421 HEAL9011	Public Health Quantitative Methods and	2	2
	Statistics 1	2	2
Session 2 HEAL9811 Elective	Sociology, Ethics and Health	2	2 2
Year 3 Session 1			
HEAL9411 HEAL9301	Epidemiology Health Services Planning 1	2	2 2
Session 2 HEAL9371	Research and Evaluation		
HEAL9381	Methods Policy Studies	2	2

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.

9045 Master of Public Health (by Formal Course Work)

MPH

The backgrounds of persons who undertake a Master of Public Health degree course are diverse and their needs varied. In response, the proposed course is generally needs and problem oriented. The programs for students can be, within limits, tailor-made in terms of their disciplinary and workforce backgrounds, and their current and future interests. 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 knowledge and skills areas, and theoretical and conceptual bases are, however, considered necessary as a foundation for public health planning, program operation and evaluation. These are nominated for all students unless previous formal education at an acceptable level can be

demonstrated. 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.

Duration

Full-time: Three academic sessions, two of which must be spent in formal course work within the University.

Part-time: A minimum of four academic sessions of formal work, although the normal expectation would be 5-6 sessions plus one session to complete the major project component.

External: The course is available to a limited number of external students working in remote areas. External enrolment must be negotiated with the Course Coordinator. Attendance at a residential school of one week per session is compulsory.

Outline

Students are to undertake 12 two credit point subjects, which may include independent studies, and a major project of 12 credit points, equivalent to 6 subjects, to a total of 36 credit points. Each credit point is equivalent to one class contact hour per week.

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 must complete courses in Epidemiology, Quantative Methods and Management.

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.

The remaining six subjects will normally 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. MEED9900. HEAL9921).

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. It must be completed by the end of the course, that is, after three academic sessions by full-time students. Provisional topics will be determined by consultation early in the course.

The following subjects are offered at present by the respective schools.

74 PROFES	SIONAL STUDIES
CMED	School of Community Medicine
MEED	School of Medical Education
HEAL	School of Health Services Management
1. Population	and Methodological Studies
HEAL9011	Quantitative Methods and Statistics 1
HEAL9411	Epidemiology
MEED9127	Research in Education for the
	Health Professions 1
HEAL9371	Research and Evaluation Methods
HEAL9461	Management Information Systems
MEED9128	Research in Education for the Health
	Professions 2
MEED9108	Program Evaluation and Planned Change
CMED9514	Biostatistics 1
CMED9519	Demography
CMED9500	Epidemiology
CMED9513 CMED9517	Applied Epidemiology Advanced Biostatistics and Statistical
CMED9517	Computing
CMED9518	Core Studies in Epidemiology
CMED9520	Introductory Statistical Computing and
OWILDOOLO	Statistics in Epidemiology
CMED9614	Genetic Epidemiology
0 1114-1	,
2. Health Issu	
MEED9129 MEED9012	PHC: Issues in Implementation Current Approaches to Health Promotion
MEED9122	Introduction to Primary Health Care
CMED9600	Disability
CMED9605	Health in Developing Countries
CMED9608	Rural Health Studies 1 (External)
CMED9617	Community Paediatrics
CMED9621	HIV/AIDS: Challenging and Changing
	Health Care Systems
CMED9611	Health for the Elderly
CMED9604	Alcohol and Drug Related Problems
CMED9602	Health and Illness Behaviour
HEAL9421	Public Health
CMED9606	Women and Health
CMED9607	Researching Women's Health Environmental Health
CMED9612 CMED9609	Community Genetics
CMED9610	Community Nutrition
CMED9615	Primary Health Care (General Practice)
CMED9620	Health Promotion in Rural Areas
CMED9622	Prevention
3. Manageme	nt Studies
HEAL9381	Policy Studies
HEAL9111	Quality Assurance
HEAL9041	Health Care Systems
HEAL9331	Health Services Law 1
HEAL9341	Health Services Law 2
HEAL9711	Management of Organisations
HEAL9701	Management of Work
HEAL9741	Management of Health Services
HEAL9071	Accounting and Financial Management 1
HEAL9301	Health Services Planning 1
HEAL9511	Current Issues in Health Care Finance
HEAL9351	Health Economics 1
MEED9104	Organisation and Management Consultation Process
MEED9111	Management of Human Deceurage in

Management of Human Resources in

MEED9112

Health

4. Educational, Social and Developmental Studies		
MEED9126	Self-Directed Learning	
MEED9105	Educational Planning	
MEED9106	Teaching Skills	
MEED9107	Assessment of Students	
MEED9101	Learning and Teaching	
MEED9013	Influencing Health Beliefs and Health	
	Behaviour	
MEED9103	Instructional Design	
MEED9010	Understanding and Working in Communities	
MEED9102	Education Processes in Small Groups	
MEED9125	Planning, Conducting and Evaluating	
	Educational Workshops	
MEED9113	Evaluation of Instructors	
MEED9123	Production of Audio-Visual Material	

MEED9123 Production of Audio-Visual Material
CMED9618 Ethics in Medicine and Community Health
CMED9603 Communication and Writing in Health
Health and Public Policy
Community Health Practitioners

7360 Graduate Certificate In Health Services Management

The Graduate Certificate provides recognition to students who are limited to study for one session or one year only. It will be awarded to a candidate who has satisfactorily completed the program of study outlined below. If students make satisfactory progress they may apply. on a competitive basis, to enter the MHA or MHP. Should students be successful in obtaining entry to the MHA or MHP program they will be expected to complete the remaining 8 Masters' subjects successfully before they can be awarded a Masters' degree. In this case students will not be awarded the certificate, that is you cannot be awarded both the Graduate Certificate in Health Services Management and an MHP or MHA degree.

The Graduate Certificate is available on an internal and external basis (compulsory residential schools plus correspondence and it may be undertaken on a part-time (2 academic sessions or one year) or full-time (one academic session) basis.

Sequence And Duration Of Course

Candidates are required to satisfactorily complete 4 subjects. One subject must normally be taken from each of the 4 groups of subjects listed below, however, subject to the approval of Head of School or delegate, alternative programs of study may be considered.

1. Management Studies

HEAL 9701	Management of Work (Session 2)
HEAL 9711	Management of Organisations (Session 1)
HEAL 9741	Management of Health Services
	(either Session 1 or 2)

HEAL 9621 Nursing Administration (either Session 1 or 2)

2. Health Related Studies

HEAL 9421 Public Health (Session 1)
HEAL 9041 Health Care Systems (Session 1)

HEAL 9411 Epidemiology (Session 1)

HEAL 9811 Sociology, Ethics and Health (Session 2)

HEAL 9381 Policy Studies (Session 2)

3. Quantitative and Financial Studies

HEAL 9011 Quantitative Methods and Statistics

(Session 1)
HEAL 9071 Accounting a

Accounting and Financial Management 1

(Session 2)

HEAL 9351 Health Economics 1 (Session 2)

4. Health Service Studies

HEAL 9331 Health Services Law 1 (Session 1)
HEAL 9301 Health Services Planning 1 (Session 2)
HEAL 9371 Research and Evaluation Methods

Research and Evaluation Methods (subject to successful completion of

HEAL 9111 Quality Assurance for Health

Administrators (either Session 1 or2)

Qualifications For Admission

- Candidates will have been awarded a Bachelor's degree in an appropriate discipline from a recognised tertiary institution, and
- Candidates will have at least 3 years experience in health services of a kind acceptable to the School Admission Committee.

In exceptional cases an applicant who submits evidence of such other academic and professional qualifications may be admitted.

No credits, exemptions or advanced standing will be granted for the Graduate Certificate.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

HEAL3091

Long Term Care Administration

Staff Contact: To be advised

\$1 or \$2 L2

Note/s: Not offered in 1994

Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions and nonresidential agencies and programs.

HEAL9011

Quantitative Methods and Statistics 1

Staff Contact: Ms Deborah Black

S1 L2

Collection, collation and analysis of data and the interpretation of statistical information for the purposes of health services management. The use of computers for these purposes. An introduction to statistical methods. The application of statistical methods to health planning and administration problems.

HEAL9021

Health Services Statistics

Staff Contact: Ms Deborah Black

S1 or S2 L2

Prerequisite: HEAL9011 or equivalent

Note/s: Not offered in 1994

The application of statistical methods to health planning and administration problems and other problems of direct relevance to the health care field.

HEAL9031

Ethics of Resource Allocation Staff Contact: Ms Helen Lapsley

S1 or S2 L2

Prerequisites: HEAL9351 and HEAL9811, or equivalents

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, by whom and for whom resource allocation decisions are made within the health care system. A review of the most significant ethical issues. Case studies which demonstrate value judgements, ethical and economic conflicts and the determination of priorities.

HEAL9041

Health Care Systems

Staff Contact: Ms Helen Lapsley

S1 L2

Examination of the structure and function of health care systems with special reference to the Australian health care system: constitutional, economic and political environments within which health care systems operate; characteristics of institutional and noninstitutional care; expenditure, funding arrangements and systems of health insurance and the health workforce; current policy issues are reviewed.

HEAL9051

Health Services Accounting

Staff Contact: Mr Kevin Forde

S1 or S2 L2

Note/s: Not offered in 1994

Basic accounting theory with particular reference to hospitals and health service institutions; cash and accrual accounting systems, hospital fund accounting in theory and practice; 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.

HEAL 9071

Accounting and Financial Management 1

Staff Contact: Mr Kevin Forde

S2 L2

Introduction to doubleentry accounting including the underlying conventions and doctrines to provide a working knowledge of both accrual and cashbased accounting systems, 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 hospitalspecific fund accounting.

HEAL9081

Accounting and Financial Management 2

Staff Contact: Mr Kevin Forde

S1 or S2 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; cost analysis and control; investment evaluation and discounted cash flow techniques; accounting for investment; cost allocation procedures. An overview of the 'subjectivity' of accounting numbers; political and financial pressures placed upon reporting and report formats. Alternative valuation techniques.

HEAL9111

Quality Assurance for Health Administrators

Staff Contact: Ms Helen Lapsley

S1 or S2 L2

Prerequisite: HEAL9041 or equivalent

An overview of quality assurance within the health care system, and of the development of quality assurance programs. 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 service managers.

HEAL9301

Health Services Planning 1

S1 L2

Staff Contact: Mr Ian Forbes

Examination of the major concepts used in planning health services systems within a context of resources allocation, at a community, regional and national level. Techniques used in data collection, analysis and modelling for health planning. Analysis of environments external to health service organizations of a societal, political and health status nature. Assessment of organizations within service areas. Management skills appropriate for policy making, program evaluation and health services resource distribution.

HEAL9311

Introduction to Organization Behaviour

Staff Contact:Ms Jan Osborn

S1 or S2 L2

Note/s: Not offered in 1994

Aims to encourage students to develop a greater understanding and analysis of behaviour in health organizations. Microlevel 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 decisionmaking.

HEAL9331

Health Services Law 1

Staff Contact: Mr Phillip Bates

S1 or S2 L2

Review of the role of law in the professional practice of health services management administration, planning and public health; relationships and interactions between law, ethics and morality in the regulation of health services; study of selected areas of legal doctrinal rules and court procedure of special relevance to the health services including relevant material from the fields of international, public and private law.

HEAL9341

Health Services Law 2

Staff Contact: Mr Phillip Bates

S1 or S2 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.

HEAL9351

Health Economics 1

Staff Contact: Ms Helen Lapsley

S2 L2

Economic analysis as applied to resource allocation, planning and evaluation in health services. Topics: basic concepts and methods of economic analysis, economics of the public and private sector, decision making, supply and demand, pricing and nonpricing 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

Staff Contact: Mr Ian Forbes

S1 or S2 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

Staff Contact: Dr Mary-Lou McLaws

S2 L2

Special problems of health services research and evaluation; identifying research areas; reviewing the

literature; statements of objectives and formulation of hypotheses; experimental and quasiexperimental designs; nonexperimental models; sample selection; questionnaire design and problems of measurement; introduction to analysis of data; methods of presenting findings; reliability of research evidence; research ethics; research and decisionmaking; policy issues. A knowledge of epidemiology and statistics is desirable prior to the commencement of this subject.

HEAL9381

Policy Studies

Staff Contact: Dr Pieter Degeling

S2 L2

Prerequisites: HEAL9041, HEAL9711

Corequisite: HEAL9351

Contemporary health policy issues including the politics of health care; principles of policy formation and analysis. Past topics have included: health care technology; 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

Staff Contact: Mr Ian Forbes

S1 or S2 L2

Prerequisite: HEAL9301 or equivalent

Note/s: Not offered in 1994

The application of health planning concepts and techniques to the formulation and evaluation of plans for the provision of communitybased and institutional health services.

HEAL9401

Medical Care Organization

Staff Contact: To be advised

S1 or S2 L2

Prerequisite: HEAL9311 or equivalent

Note/s: Not offered in 1994

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

Staff Contact: Dr Mary-Lou McLaws

S1 L2

Principles and methods of epidemiologic investigation of both communicable and noncommunicable 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 casecontrol studies, etc. The uses of epidemiology in planning, operation and evaluation of health services.

HEAL9421

Public Health

Staff Contact: Prof James Lawson

\$1 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 Organizations

Staff Contact: Prof James Lawson

S1 or S2 L2

Note/s: Not offered in 1994

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 checklist developed for the course.

HEAL9441

Health Economics 2

Staff Contact: Ms Helen Lapsley

S1 or S2 L2

Prerequisite: HEAL9351 or equivalent

Note/s: Not offered in 1994

Builds on Health Economics 1 with greater emphasis on planning. Topics include: demand and utilization analysis and prediction, costbenefit 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

Staff Contact: Prof James Lawson

S1 or S2 L2

Prerequisites: HEAL9301 and HEAL9351, or equivalents

Note/s: Not offered in 1994

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.

HEAL9461

Management Information Systems

Staff Contact: Ms Deborah Black

S1 or S2 L2

Introduction to information systems. Use of information systems in the health system. Positive patient identification, clinical decisionmaking 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

HFAI 9471

Comparative Health Care Systems

Staff Contact: Ms Helen Lapsley

S1 or S2 L2

Prerequisite: HEAL9041 or equivalent

Note/s: Not offered in 1994

A comparative study of personal, public and hospital health services in US, USSR, Britain and selected Asian. European and developing countries. The course discusses the respective roles of government and private enterprise. health workforce, organizational structures, financing, regionalization and legislation.

HEAL GART

Operations Research for Health Planning and Administration

Staff Contact: Ms Deborah Black

St or S2 | 2

Prerequisite: HEAL 9011 or equivalent Note/s: Not offered in 1994

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 HEAL9491

Organizational Analysis in Health Services

Staff Contact: Dr Pieter Degeling

S1 or S2 | 2

Prerequisite: HEAL9311 or equivalent

Note/s: Not offered in 1994

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 Services Management

Staff Contact: Ms Deborah Black

S1 or S2 L2

Prerequisite: HEAL9011 or equivalent

Note/s: Not offered in 1994

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.

HFAI 9511

Special Topic in Health Administration or Planning

Staff Contact: To be advised

S1 or S212

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

HFAI 9531

Fieldwork in Health Service Organization

Staff Contact: To be advised

S1 or S212

Supervised placement in health service organization. Emphasis on students acquiring knowledge of organization and departmental functioning, daytoday problems faced by health service managers.

HEAL9611

Nursing Theory

Staff Contact: Ms Patricia Spencer

S1 or S2 L2

Analysis of extant nursing theories for the purpose of synthesising coherent statements of philosophy of nursing services.

HFAI 9621

Nursing Administration

Staff Contact: Ms Patricia Spencer

S1 or S212

The relationship and interdependence of the structural and control aspects of nursing management is explored. 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.

HEAL 9631

The Nurse Executive Role

Staff Contact: Ms Patricia Spencer

S1 or S2 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

Staff Contact: Ms Patricia Spencer

S1 or S2 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

Staff Contact: Ms Patricia Spencer

S1 or S2 L2

The view of 'history as progress' in nursing is examined to enable the student to understand the past as a quide to present and future action. Theoretical positions originating from different perspectives are studied in an attempt to challenge the conventional broadbrush approach to nursing history. Topics include: the influence of the Women's Movement and changing ideologies of nursing: comparative analyses of trends overseas.

HEAL9661

Current Issues in Nursing

Staff Contact: Ms Patricia Spencer S1 or S2 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

Staff Contact: Ms Patricia Spencer

S1 or S2 L2

The concept of power is examined as it relates to the nursing profession's increasing involvement in health policymaking and politics. The impact of professional nursing organizations and representative nursing groups on government decisionmaking bodies in Australia is discussed. Strategies which promote the policital acumen among nurses at various organizational levels are examined.

HEAL9701

Management of Work

Staff Contact: Ms. Jan Osborn

S2 L2

Identifies the range of social, economic, political, industrial and technological factors which may influence the organization of both work and workers. Analyses the interrelationships between the forms of work organization 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 organizing work and for managing responses of workers, including improving and assessing worker performance, designing work, introducing technology, and new management techniques such as Total Quality Management (TQM).

HEAL9711

Management of Organizations

Staff Contact: Dr Pieter Degeling

S1 L2

Examines current theories of organization and management, and evaluates their applicability to management work in health care settings. Examines the relationship between theory and practice in managing organizations; fosters an appreciation of the dynamics of managerial behaviour and extends understanding of what is entailed in accomplishing organizational change and in constituting management control.

HEAL9731

Industrial Relations in the Health Services

Staff Contact: Ms Jan Osborn

S1 or S2 L2

Note/s: Not offered in 1994

Employeremployee 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.

HFA1 9741

Management of Health Services

Staff Contact: To be advised

S1 or S2 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, relemodelling and valuecritical analysis in the health service context.

HEAL9811

Sociology, Ethics and Health

Staff Contact: Dr Stephanie Short

S2 L2

This subject introduces students to the social factors which shape the patterning of health and illness, and the delivery of health care services. Topics include racism and migrant health, colonization and Aboriginal health; gender and health; bioethics, medical research; medical dominance; the body in medical discourse; madness and psychiatry.

HEAL9821

Health and Society

Staff Contact: Dr Stephanie Short

S1 or S2 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.

HEAL9921

Project

Staff Contact: Dependent on the subject chosen S1 or S2 28 hours

HEAL9931

Project

Staff Contact: Dependent on the subject chosen S1 or S2 F 56 hours

HEAL9941

Project

Staff Contact: Dependent on the subject chosen F 28 hours

HEAL9951

Research Project A

Staff Contact: Dependent on the subject chosen F 28 hours

HEAL9961

Research Project B

Staff Contact: Dependent on the subject chosen

\$1 or \$2 28 hours

HEAL9971

Dissertation (MPH)

Staff Contact: Dependent on the subject chosen

S1 or S2 or F 84 hours

Faculty Electives

PROF0001

Professional Ethics

Staff Contact: Dr Martin Bibby

S1 HPW2

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, metaethics. 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 AngloAmerican 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

Staff Contact: A/Prof Jim Sockler

HPW2

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

Staff Contact: Prof Allan Borowski

L2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

Servicing Subjects

CMED9100

Independent Studies

Staff Contact: Dr Lawrence Lai C2

Independent studies are designed to provide opportunities for candidates to pursue interests and areas not adequately addressed in existing subjects. They are recommended particularly for candidates who wish to explore specific

community health problems within their own communities or areas.

CMED9500

Epidemiology

Staff Contact: Dr MaryLou McLaws, A/Prof John Kaldor

S1 C2

Introduction to the principles of epidemiology, defining populations at risk, principles of surveillance, hierarchy of, study designs, measures of disease occurrence and association, types of bias including confounding, principles of cross sectional, case control and cohort studies and randomized trials; assessing bias, validity and evidence for causality in published research.

CMED9513

Applied Epidemiology

Staff Contact: A/Prof Robyn Richmond, Dr MaryLou

S2 C2

Prerequisite: CMED9500 Epidemiology

This subject builds on the Session 1 Epidemiology subject, using practical examples of the application of epidemiology in field settings. Themes will include the development and validation of measures for epidemiological studies, the conduct of research in practice, evaluation methods and the application of study designs in the real world, ethics of research, and acute epidemiological investigation.

CMED9514

Biostatistics 1

Staff Contact: Ms Deborah Black, Dr Alan Stark

S1 C2

Introduces the use of statistics in health research and practice, descriptive statistics, sampling, probability distributions, statistical inference, hypothesis testing and confidence intervals. Tests of significance based on the t distribution, and upon analyses of counts (proportions, chi-squared). The measures of association and corelation will be covered. The use of demographic and morbidity statistics will be discussed.

CMED9517

Advanced Biostatistics and Statistical Computing

Staff Contact: Dr Alan Stark, Dr Stephen Lord S2 C2

Prerequisite: CMED9514 Biostatistics 1

Statistical design, analysis and reporting; a selection of topics from clinical trials and other controlled studies, non-experimental studies, rates and proportions, multi-way tables, analysis of covariance and repeated measures, multiple regression and other multivariate analysis, life tables and survival analysis. Students will analyse real data sets, including their own if desired, using SPSS software. Thorough individual instruction in the use of computers will be given in the laboratory.

CMED9518

Case Studies in Epidemiology

Staff Contact: A/Prof John Kaldor, Dr Julian Gold

Epidemiology has made a substantial contribution to public health policy and practice in a number of areas. The course will consider four areas of health (cancer, cardiovascular disease, hepatitis and screening for disease) and review the major epidemiological studies that have contributed to

development of knowledge and in public health application in these areas. The emphasis of the course will be on substantive findings, and the role played by epidemiological methods.

CMED9519

Demography

Staff Contact: Dr Lawrence Lai

C

Introduction to demography; sources and processing of data, principles and applications. Life tables, mortality, marriage and divorce, natality, reproductivity. Martial characteristics and family groups. Migration. Distribution by area, sex, age, race; educational and economic characteristics. Population estimates and projections. Computer techniques.

CMED9520

Introductory Statistical Computing and Statistics in Epidemiology

Staff Contact: A/Prof Adrian Bauman, Dr Stephen Lord S1 C2

Introduction to data entry, data transformations, and simple analyses using an IBM compatible PC. The statistical procedures taught in introductory biostatistics will be applied to real data entered into an appropriate data base. Statistical methods in epidemiology will examine the statistical properties of relative risk and odds ratios, adjustment of data without the use of multivariate models, sample size estimation, direct and indirect standardization of rates, and a descriptive introduction to the statistical concepts used in published epidemiological research.

CMED9600

Disability

Staff Contact: Dr Lawrence Lai

C2

Epidemiology of disabling physical and mental conditions; the nature of disability and handicap (including developmental disability); perceptions of handicap; disabled persons' consumer movement and organization; sociology of disability; social inequality and disability; rehabilitation; community and specialist rehabilitation services; relevant legislation, government services, special needs of disabled persons health accommodation and the physical environment, transport, work, income support, legal rights and public policy.

CMED9602

Health and Illness Behaviour

Staff Contact: Dr Lawrence Lai

C2

Self-care, personal health action and help-seeking behaviour; attitudes and beliefs about health and illness; media influences and sources of health advice; the media and public health; coping with illness, stress, anxiety, loss or bereavement; the sick role; expectations of health care; counselling techniques; doctor-patient communication; psychological, social and ethnic factors influencing health behaviour; health education and promotion; community mental health; rehabilitation; concepts and strategies.

CMED9603

Communications and Writing in Health Staff Contact: Dr Lawrence Lai

C2

Writing and preparation for the media; preparation of material for health education and promotion, including audiovisual material; preparation of scientific papers, reports and theses; practical skills in planning and writing articles: logical organization, clear and concise scientific prose; presentation of data and overall layout.

CMED9604

Alcohol and Drug Related Problems

Staff Contact: Dr Lawrence Lai

C2

Concepts of drug dependence, including pharmacological aspects; management of these problems in primary care; rehabilitation programs, smoking cessation; weight control; social and psychological factors and their impact on the family; drug problems and their impact on the community; public health aspects; population indices and surveillance; control programs; legislation; law enforcement; medical and legal aspects of drug dependence.

CMED9605

Health in Developing Countries

Staff Contact: Dr Lawrence Lai

Ca

Economic, demographic and epidemiological aspects; communicable diseases, for example, diarrhoea and parasitism, chronic diseases including mental health in the Third World context; maternal and child health; family planning; nutrition, and food and nutrition policy; breast feeding promotion; immunisation; water supply and environmental sanitation; organization of health services; primary health care; health personnel training; health education; pharmaceutical problems; role of international and non-governmental agencies; self-reliance.

CMED9606

Women and Health

Staff Contact: Dr Lawrence Lai

C2

Current issues relevant to the health of women, both consumer and provider perspectives. Common health risks facing women. Special needs in health and health care for particular populations of women. Traditional role of women as health carers, and the impact this has on health and health services. Short lectures, group discussions and student presentations. Assessment is a combination of marks given in written tutorial papers, end of session essay and group facilitation and class participation.

CMED9607

Researching Womens Health

Staff Contact: Dr Lawrence Lai

C2

Examines the socio-cultural aspects of women's health. Emphasis will be on reading and critically examining recent social, behavioural science, public health and primary care interature. Case studies will be used to look at determinants of women's health, woman and health care systems, promoting women's health, and woman and disability.

CMED9608

Rural Health Studies 1

Staff Contact: Dr Lawrence Lai

C2

Note/s: External course, 4 tele-conferences, one 2-day workshop mid-term.

Examine roles, needs, and particular health and welfare issues of rural general practitioner services; explore methods for professional development of rural GPs; study public health issues of particular relevance to rural general practice; study data collection and analysis to help identify rural health problems, their management and prevention; plan and evaluate the promotion of health, and prevention of disease through individual and community health education programs in rural communities.

CMED9609

Community Genetics

Staff Contact: Dr Lawrence Lai

Brief discussion of essentials of human genetics and new development; role of genetics in community health; individuals at risk; genetic disorders including congenital, chromosomal and single-gene defects; their causes and distribution in different populations; health services comprising genetic counselling, screening, carrier detection, pre-symptomatic diagnosis, prenatal diagnosis, and laboratory investigation, and their planning and funding; support groups as related to types of genetic disorder; basic training of genetics in medicine; education and prevention; social, moral and ethical issues involved in the provision of genetic services.

CMED9610

Community Nutrition

Staff Contact: Dr Lawrence Lai

C2

Introduction to nutrition and health; increasing interest in nutrition by population in general, epidemiological evidence of nutrition-related diseases and the increasing cost of treating these diseases, and common nutrition-related health disorders in the Australian community; various nutritional assessment techniques; nutrition information versus misinformation; location and utilisation of nutrition resources; recommendations about nutrition by instrumentalities such as the Health For All Taskforce and the Better Health Commission

CMED9611

Health of the Elderly

Staff Contact: Dr Lawrence Lai

C2

Demography of ageing; epidemiology of health, illness and disability in an ageing population; 'aged persons' perspectives; gerontology - biological, sociological and psychological perspectives; problems and special needs of an ageing population; health maintenance; health policy for an ageing population; health services; institutional care; community and domiciliary services; non-government organizations; poverty; community attitudes; accommodation; income support; social and ethical issues.

CMED9612

Environmental Health

Staff Contact: Dr Lawrence Lai

C2

To introduce the principles of epidemiology, particularly in reference to environmental risk factors of disease and in reference to such principles as incidence and prevalence, and risk factors, epidemics and endemics, and primary, secondary and tertiary prevention of disease. In particular, it deals with environment and disease, radiation.

chemical, hazards, air and water pollution, biological hazards, urban environment, ecology, ecosystems and interdependence and how these factors affect health, public health issues related to sustainable development.

CMED9613

Health and Public Policy

Staff Contact: Dr Lawrence Lai

The subject deals with 'health' debate over time, elements of health policy, health outcomes and international comparisons. Health in the Federal System, systematic development of health outcomes, stakeholders, program cycle, work of a Minister for Health, discussion of means and ends, Cabinet Government and health policy, concepts and strategies.

CMED9614

Genetic Epidemiology

Staff Contact: Dr Lawrence Lai

C2

Introduction to the study of the interaction of environmental and genetic determinants of diseases; 'simple' Mendelian, polygenic and multifactorial models of disease causation and corresponding patterns of distribution; estimation of genetic parameters; methods of discriminating between models, including recognition of genetic heterogeneity, linkage analysis, segregation analysis, path analysis, the design and interpretation of twin and family studies, 'cohort of genealogies' technique; calculation of risks; effects of genetic intervention; progress of research into diseases such as diabetes and schizophrenia; computing techniques.

CMED9615

Primary Health Care

Staff Contact: Dr Lawrence Lai

C2

The subject provides an overview of primary care in Australia and the application of the PHC approach to Australia and other developed countries. Topics to be covered include, primary care and PHC in Australia, primary medical care and family practice, primary nursing care and generalist community nursing, integration of Community Health Services, healthy cities, self help groups and self care, health promotion, surveillance/monitoring in primary care, advocacy/community development, aboriginal health, community participation.

CMED9618

Ethics in Medicine and Community Health

Staff Contact: Dr Lawrence Lai

C2

Principles and theories of medical ethics are examined in relation to current ethical issues in medicine and community health. Topics include ethical issues in: artificial birthing techniques; resource allocation; termination of life sustaining treatment; drug and alcohol provision and treatment; human experimentation and epidemiological research; aboriginal health care research and delivery; and accountability of health professionals.

Reading is required in preparation each week. The subject is conducted by seminar in which invited speakers give a brief presentation and students contribute from their reading. Assessment is based on student presentation on 2 or 3 of the seminar topics and an end of session essay.

MEED9001

Independent Studies

Staff Contact: Ms Jan Ritchie

Independent studies are designed to provide opportunities for candidates to pursue interests and areas not adequately addressed in existing subjects. They are recommended particularly for candidates who wish to explore solutions to specific educational problems within their own institutions or disciplines.

MEED9010

Understanding and Working in Communities

Staff Contact: Ms Jan Ritchie C2 S1 HPW2

Note/s: An Academic Elective

Overview of determinants of community processes and activities. Health of individuals viewed in relation to concepts from the following disciplines: ecology, anthropology, sociology, psychology, economics, political science, etc. Principles behind community development and participation.

MEED9012

Current Approaches to Health Promotion

Staff Contact: Ms Jan Ritchie

C2 S1 HPW2

An introduction to the concept of health promotion as a major component of primary health care. A strategic framework provides the basis for an overview of the various approaches used to promote health, and allows consideration of which option to choose in different situations.

MEED9013

Influencing Health Beliefs and Health Behaviours

Staff Contact: Ms Jan Ritchie C2 S2 HPW2

Consideration of behaviour change theories. Description of the processes whereby values and beliefs determine the way individuals behave; the effects of acute and chronic illness, or risk of illness on beliefs and behaviours related to health. Current interventions models which seek to influence these beliefs and behaviours.

MEED9102

Educational Process in Small Groups

Staff Contact: Mr Graham Roberts

C2 S1 HPW2

How people operate as members and leaders of groups; conditions underlying effective group work in educational planning, teaching and learning, and the provision of health care; basic concepts of group structure. Stress on experiential learning, observation of group process, improving skills in facilitating group learning and designing appropriate learning activities.

MEED9104

Organisation and Management for Health Personnel Education

Staff Contact: Mr Graham Roberts C2 S1 HPW2

Students critically examine existing organizational patterns relevant to health personnel education. Emphasis is placed on the participants' experiences as members of organizations and the effect of organizations on their individual performance. Description and analysis of

participants' own organizations to identify strengths, operational problems and developmental possibilities with emphasis on managerial roles.

MEED9108

Program Evaluation and Planned Change

Staff Contact: A/Prof Arie Rotem

C2 S2 HPW2

Designed to help participants develop skills in planning, conduct and evaluation of educational programs. Includes: preparation of a detailed proposal for evaluation of a program; various decisions and activities undertaken in program evaluation; processes of innovation and change.

MEED9111

The Consultation Process

Staff Contact: Mr Graham Roberts

C2 S2 HPW2

Recommended Prerequisite: MEED9104 or equivalent Corequisites: MEED9108, MEED9113, MEED9112

Note/s: An Academic Elective.

The subject is designed to introduce concepts and practical approaches used by consultants in the development of organizations, programs, teams and individuals. The subject will focus on the internal process of change as well as on 'third party' interventions.

MEED9112

Managing Human Resources in Health

Staff Contact: Mr Graham Roberts

C2 S2 HPW2

Recommended Prerequisite: MEED9104 or equivalent Recommended Corequisite: MEED9108

The subject is designed to introduce concepts and practices pertaining to the management of human resources. Particular attention will be given to the integration of human and other resources in management and planning. The influence of social values and beliefs on the way that human resources are managed will also be considered.

MEED9113

Evaluation of Instructors

Staff Contact: Mr Graham Roberts

C2 S2 HPW2

Note/s: An Academic Elective.

This seminar pertains to concepts, research and development in the evaluation of instructors. Emphasis on the methods by which evaluative feedback could be provided and used for the purpose of improvement of instruction. It is expected that candidates would acquire skills in the design and use of evaluation instruments which are effective in improving instruction.

MEED9122

Primary Health Care

Staff Contact: Ms Jan Ritchie

C2 S2 HPW2

The concept of primary health care and its emergence as the priority health care approach in developing countries. Emphasis on the training implications of primary health care programs together with different definitions of the concept including the role of primary health care in social and economic development, and its relationship to existing health care systems.

MEED9125

Planning, Conducting and Evaluating Educational Workshops

Staff Contact: A/Prof Raja Bandaranayake C1 S1 HPW1

In an attempt to develop their skills in all aspects of conducting workshops, participants are guided to formulate a plan for a workshop for their colleagues in an important educational area, with opportunity to practise various techniques for enhancing active participation, and subsequently to conduct the workshop, evaluate its process and outcomes, and report on it.

MFFD9127

Research in Education for the Health Professions 1 Staff Contact: Dr Magnus Stiemborg

C2 S1 HPW2

Enables participants to become aware of 'ways of knowing', in general, and of the scientific method in particular. Different methods of educational research examined in depth so that the method(s) most appropriate to given research problems can be selected. Participants develop skills in evaluating research papers exemplifying the different methods.

MEED0128

Research in Education for the Health Professions 2

Staff Contact: Dr Magnus Stiernborg

C2 S2 HPW2

Prerequisite: MEED9127 or equivalent

Note/s: An Academic Flective

Raises awareness of current research interests in education for each of the health professions from which participants come and of the problems encountered in conducting an educational research project. Participants are expected to plan, conduct and report a pilot project in education

MEED9129

Primary Health Care: Issues in Implementation

Staff Contact: Ms Jan Ritchie

C2 S2 HPW2

Prerequisite: MEED9122 Primary Health Care or evidence of substantial prior experience in primary health care work Note(s: An Academic Elective

This subject guides participants through a detailed analysis of both the theory and the practice of implementing Primary Health Care programs. Problems and issues encountered in implementation are examined and practical solutions explored. The course is designed for health professionals who have had some prior exposure to the concepts and practice of Primary Health Care, and draws upon relevant case studies for the analysis.

School of Information, Library and Archive Studies Kensington Campus

Head of School
Associate Professor Carmel Maguire

Administrative Officer

Mr Ray Locke

The School of Information, Library and Archive Studies offers both undergraduate and graduate programs. The undergraduate program leads to the award of the Bachelor of Information Studies (Conservation). At the postgraduate level the School offers programs 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 (DiplMArchivAdmin) and the Diploma in Information Management Librarianship (DiplMLib). For full information see Graduate Study and Conditions for the Award of Higher Degrees later in this handbook.

Undergraduate Study

Course Outlines

4090
Bachelor of Information Studies
(Conservation) *

*Not offered in 1994

BInfSt(Cons)

The Bachelor of Information Studies (Conservation) is a three year full-time course with a strong emphasis on the application of chemical principles to the conservation and preservation of paper and nonpaper formats including micrographics, imaging systems and electronic records. Students will also receive instruction in the basics of computing; the historical, intellectual, philosophical and ethical bases of the conservation profession; managing preservation programs; and exhibition management.

At the completion of the undergraduate degree, students would normally undertake the Diploma in Information Management (in either Librarianship or Archives Administration) in the School of Information, Library and Archive Studies, the Master of Art Administration program at the College of Fine Arts, UNSW, or a similar professional equivalent.

Graduates from the combined undergraduate and postgraduate programs will be eligible for employment as professional personnel in a variety of information agencies, such as archives, libraries, records offices and museums, where the focus of their work will be the the preservation and conservation of published and documentary materials. Relevant position classifications include: Conservators, Preservation Officers, Librarians, Archivists, Information Managers, Manuscript Curators, Records Managers and Arts Administrators.

Condition for the Award of the Degree

The course leading to the degree of Bachelor of Information Studies (Conservation) in the Faculty of Professional Studies is programmed over three years of full-time study. The regulations governing the award of this degree are as follows:

- 1. A candidate for the award of the degree of Bachelor of Information Studies (Conservation) shall:
- comply with the requirements for admission;
- (2) follow the prescribed course of study and satisfy the examiners in the necessary subjects.
- 2. The degree shall be awarded at Pass or Honours levels. Honours may be awarded in the following categories: Honours Class I; Honours Class II. Division I; Honours Class II. Division II.
- 3. Students shall be required to conform with the general rules relating to University courses.

Aims of the Course

The main aims of the course may be summarized as providing opportunities to students to prepare themselves for careers in a variety of information agencies which require personnel with specialist knowledge in the areas of:

Preservation - an overall concept encompassing any action that prevents, retards or arrests the deterioration or damage of the published and documentary record;

Conservation - the application of specialised technical processes for the maintenance and protection of individual items

Objectives of the course

- 1. To impart the theoretical and practical knowledge required by a practitioner of preservation/conservation of documentary records;
- 2. To allow study at some depth of the principles and concepts of the chemistry of all media on which records are made and of the chemical and biological processes involving in their ageing and other deterioration:
- 3. To acquaint students with the most appropriate measures for the storage, use, protection, repair and salvage of materials embodying cultural records;
- 4. To create awareness of the historical and social contexts. within which records have been created and of the intellectual, philosophical, ethical and economic bases of decisions about appropriate programs and procedures for their conservation;
- 5. To explain the organizational, social and technological contexts within which information agencies, such as archives [institutions] and libraries, are formed, supported and operated:
- 6. To create awareness of the importance of records and of sound recordkeeping practice in the current operations of all organizations, as well as their historical context;
- 7. To provide state of the art knowledge of information technology especially in the areas of reprography and image management:
- 8. To explain the theoretical and practical aspects of computerbased information storage and retrieval, and to relate them to the recordkeeping environment;

- 9. To emphasise the importance of operating within the constraints of a budget and to recognise the financial implications of any decision made in the preservation and conservation of documentary records;
- 10. To instruct students in the conduct of needs assessment studies for any collection of records in any organization and the preparation of strategic plans focussed on storage conditions, the physical state of the records, policies for their use and disaster preparedness;
- 11. To require students to undertake a project or engage in specialized study as a means of demonstrating ability to apply theories/skills taught in the classroom and laboratory.

HPW

4090

Bachelor of Information Studies (Conservation)

BInfSt(Cons)

Year 1

Session 1	H	W
LIBS1001	Conservation 1A	6
LIBS1003	History of the Written Record A	3
TEED1134	Fundamentals of Computing	4
Session 2		
LIBS1002	Conservation 1B	6
LIBS1004 LIBS1005	History of the Written Record B Conservation within the Information	3
LIDG1003	Environment	3
Full Year		Ī
CHEM1002	Chemistry 1	6
Year 2		
Session 1		
CHEM2031 LIBS2001	Inorganic Chemistry and Structure Conservation 2A	6
LIBS2001	Information Technology and Media	6
	mornason realisology and Media	-
Session 2 CHEM2021	Organic Chemistry	6
LIBS2002	Conservation 2B	6
LIBS2005	Records Management	2
Full Year		
LIBS2003	Managing Preservation Programs	3
General Educa	ation (Category A)	2
Year 3		
Session 1		
LIBS3001	Conservation 3A	6
LIBS3003 LIBS3005	Micrographics and Image Management Environmental Control	3
	Environmental Control	2
Session 2 LIBS3002	Conservation 3B	_
LIBS3002 LIBS3004	Management and Preservation of	6
LIB03004	MachineReadable Records	3
LIBS3006	Exhibition Management	2
Full Year		
General Educa	ation (Category B)	2
Year 4		

LIBS4001 Conservation 4 (Honours) General Education (Category C)

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

LIBS1001

Conservation 1A

Staff Contact: Dr Paul Wilson S1 L2 T4

The application of theoretical principles taught in Chemistry 1 to establish the chemical and physical structure of paperbased record materials most commonly found in archives and libraries, and the causes for their deterioration.

LIBS1002

Conservation 1B

Staff Contact: Dr Paul Wilson

S2 | 2 T4

Continues from the subject LIBS1001 Conservation 1A and examines various preservation options for the protection of record materials. Stress will be placed on the need to evaluate all options from the pointofview of the employing organization's purpose and goals.

LIBS1003

History of the Written Record A

Staff Contact: Dr Paul Wilson S1 L2 T1

The evolution of information media from handwritten communication to the development of printing processes. Areas include manuscripts, incunabula, papermaking, typefounding, bookbinding and book illustration.

LIBS1004

History of the Written Record B

Staff Contact: Dr Paul Wilson

S2 L2 T1

Continues from the subject LIBS1003 History of the Written Record A with a focus on more recent developments in book production and examines such issues as the structure and organization of the book trade, collecting and the role of libraries, rare book and special collections, the social impact of the book, and the changing media of communication.

LIBS1005

Conservation within the Information Environment

Staff Contact: Dr Paul Wilson

S2 L3

An examination of the nature and management of information in different types of agencies, including libraries and archives. The role of conservation in organizations and society, emphasising the historical, intellectual, philosophical and ethical bases of the conservation profession.

LIBS2001

Conservation 2A

Staff Contact: Dr Paul Wilson

S1 L2 T4

Builds on the theoretical and practical work undertaken in Conservation 1A and 1B. The focus will be on library and archival conservation techniques including book binding, boxing and the manufacture of enclosures.

LIBS2002

Conservation 2B

Staff Contact: Dr Paul Wilson S2 L2 T4

Examines the preservation and conservation requirements of nonpaper record materials such as photographs, motion pictures, video recordings, aural (sound) recordings, and optical and video disks.

LIBS2003

Managing Preservation Programs

Staff Contact: Dr Paul Wilson

F L3

Examines managerial and financial considerations relating to preservation programs within information institutions and agencies. Topics include: surveys; needs and priorities; research; policy and programs; staffing levels; budgeting and funding; disaster preparedness and recovery; staff and user education; security measures; proposal writing.

LIBS2004

Library, Archives and Records Management

Staff Contact: Dr Paul Wilson

F L2

An introduction to the elements of human communication and to the various technologies and media used to accomplish and record it. Emphasis will be placed on information media, their qualities as records, and the requirements for their handling, storage, retrieval and preservation.

LIBS2005

Records Management

Staff Contact: Dr Paul Wilson

S2 L2

Elements and functions of a records management program. Topics include: overview and status of records management; establishing a records management program; controlling the records; storage and retrieval; managing the records centre; forms design and report writing; automated records management.

LIBS3001

Conservation 3A

Staff Contact:Dr Paul Wilson

S1 L2 T4

The emphasis will be on special problems in conservation treatment as work in this field often tests the analytical and innovative skills of the practitioner. Students will be confronted with a problem situation in which decisions must be made.

LIB\$3002

Conservation 3B

Staff Contact: Dr Paul Wilson

S2 L2 T4

Students will undertake a research project in a specialist area of conservation treatment and spend a period of time

working in a major conservation facility under the general supervision of a member of the academic staff.

LIBS3003

Preservation Reprography

Staff Contact: Dr Paul Wilson

S1 L3

The use of alternative techniques to reformat or reproduce the original record thereby preserving its intellectual content. Methods employed include preservation photocopying, microfilm, microfiche, and optical disk technology.

LIB\$3004

Management & Preservation of MachineReadable Records

Staff Contact: Dr Paul Wilson

S2 L3

Electronic, or machine readable records include data files, databases, wordprocessing files and electronic spreadsheets. The record format presents a variety of concerns for information managers and preservation administrators which will be addressed in the course.

LIB\$3005

Environmental Control

Staff Contact: Dr Paul Wilson

S1 L2

Environmental conditions affect the stability and hence the longevity of record materials. Areas of focus include the conservation implications of building design; methods of controlling the environment; pest control; the use of monitoring equipment; and the need to interface with architects and environmental control specialists.

LIBS3006

Exhibition Management

Staff Contact: Dr Paul Wilson S2 L2

Exhibition work is assuming importance in libraries, archives and museums due to the public's demand for greater access to collections. Topics include: planning and developing themes; design principles and display techniques: program coordination; assessing environmental conditions; loans, contracts, insurance; documentation: handling, storage and transportation.

LIBS4001

Conservation 4 (Honours)

Staff Contact: Dr Paul Wilson

An honours program consisting of a series of seminars on advanced topics in Conservation and a research project. Students intending to seek admission to this program should apply to the Head of School for consideration for admission at the end of Year 3.

Servicing Subjects

Chemistry

CHEM1002

Chemistry 1

Staff Contact: Dr Peter Chia

U2 F HPW6

Prerequisites: HSC Exam Score Range Required: 2 unit Mathematics 55-100, or 3 unit Mathematics 150, or 4 unit Mathematics 1100 and 2 unit Chemistry 53100, or 3 unit Science 90150, or 4 unit Science 150, or 2 unit Physics 53100

Note/s: CHEM1002 is the normal prerequisite for Level II Chemistry.

Stoichiometry and solution stoichiometry. Atomic and molecular structure. Changes of state, phase diagrams, gases, liquids, solids, solutions. Thermodynamics, equilibrium constants, acidbase and solubility. Oxidation and reduction. Kinetics. Molecular geometry, hybridisation of orbits. Periodicity of physical and chemical properties of elements and compounds. Organic chemistry including stereoisomerism.

CHEM2021

Organic Chemistry

Staff Contact: Dr R. Read

U1 F or S2 HPW6

Prerequisite: CHEM1002

Discussion of the major types of organic reaction mechanisms, eg addition, substitution, elimination, free radical, molecular rearrangement within context of important functional groups. Introduction to the application of spectroscopic methods to structuree determination.

CHEM2031

Inorganic Chemistry and Structure

Staff Contact: Dr N. Roberts U1 S1 or S2 HPW6

Prerequisite: CHEM1002

Experimental basis for theories of electronic structure of atoms and molecules. Concepts and consequences of quantum theory. Structure, energetics and bonding in the solid state. Principles of coordination chemistry. Occurrence, preparation, properties and reactions of selected compounds of transition and main group elements.

Teacher Education

TEED1134

Fundamentals of Computing

Staff Contact: Mr Robert Baker

S1 HPW4

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.

Graduate Study

Course Outlines

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.

HPW

Session 1 LIBS0808	Archival Development Project Proposals	3
Session 2 LIBS0806	Issues in Archival Development	3

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 MLih

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.

		HPW
Session 1 LIBS0807	Research Methods in Librarianship	3
Session 2 LIBS0805	Issues in Librarianship	3

8920 Master of Librarianship (by Formal Course Work)

Master of Librarianship MI ih

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 Information, Library and Archive Studies 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.

		С	HPW
Session 1 or 5	Session 2		
LIBS0830	Bibliographic Control	6	3
LIBS0833	Seminar in the History of the		
	Book	6	3
LIBS0836	Seminar in Bibliometric and		
	Scientometric Indicators	6	3
LIBS0838	Preservation Administration	6	3
LIBS0842	Evaluation and Performance		
	Measurement in Information		
	Agencies	6	3
LIBS0843	Special Topic in Library and		
	Information Science	6	3
LIBS0844	Project Seminar	6	3
LIBS0845	Information Technology in Asia	6	3
LIBS0846	Information Sources and		
	Online Searching	6	3
LIBS0847	Marketing of Library and		
	Information Services	6	3
LIBS0902	Project Report (Minor)	6	3
Full Year			
LIBS0901	Project Report (Major)	6	3
LID00301	r roject rioport (Major)	·	J

8921 Master of Librarianship (by Formal Course Work) Full-time §

Master of Librarianship MLib

Library Management

		С	HPW
Session 1			
IROB5901	Organizational Behaviour A*	6	3
LIBS0807	Research Methods in	_	_
	Librarianship	6	3
LIBS0811	Library and Information Services	_	_
	Management 1	6	3
LIBS0815	Economics of Information		
	Systems S1	4	2
Session 2			
LIBS0805	Issues in Librarianship	6	3
LIBS0812	Library and Information Services		
	management 2+	6	3
LIBS0816	Information Processing		
	Technology	4	2
Full Year			
LIBS0901	Project Report (Major)++	6	3
or			
Session 1 or 5	Session 2		
Electives++		6	3

[§] One year program.

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 Information, Library and Archive Studies 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 Session 1		С	HPW
IROB5901 LIBS0811	Organizational Behaviour* Library and Information Services	6	3
	Management 1	6	3
Elective++		6	3
Session 2			
LIBS0812	Library and Information Services		
	Management 2+	6	3
Elective++	, and the second	6	3
* This substant is			dograa

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

⁺ Prerequisite LIBS0811

Year 2 Session 1 LIBS0807	Research Methods in	6	3
LIBS0815	Librarianship Economics of Information	0	3
LIDOODIS	Systems	4	2
Session 2			
LIBS0805	Issues in Librarianship	6	3
LIB\$0816	Information Processing		_
	Technology	4	2
Full Year LIBS0901	Project Report (Major)++	6	3

⁺⁺ Students may choose either LIBS0901 or two electives which be other MILD degree subjects or graduate subjects offered by another school or department. Approval for enrolment must be obtained from the Head of School of Information, Library and Archive Studies as well as the Head of the School in which the other subjects are offered.

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

⁺ Prerequisite LIBS0811.

⁺⁺ Students may choose either LIBS0901 or two electives which

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

Master of Librarianship MLib

Information Science

Veer 1

This degree program of studies in Information Science may be offered on a full-time basis, by arrangement with the Head of School.

C HPW

1 cai i		~	***
Session 1			
LIBS0815	Economics of Information	4	2
LIBOARA	Systems Files and Database Systems	6	3
LIBS0823 Elective++	Files and Database Systems	6	3
Elective++		0	3
Session 2			
LIBS0816	Information Processing		
	Technology	4	2
Elective++		6	3
Year 2			
Session 1			
LIBS0820	Diffusion and Dissemination of		
	Information	4	2
LIB\$0821	Human Computer Interface		
	Design+	6	3
Session 2			
LIBS0817	Information Storage and		
	Retrieval Systems	6	3
LIBS0822	Operations Research	6	3
Full Year			
LIBS0901	Project Report (Major)++	6	3
+ Prerequisite L			
	ly choose either LIBS0901 or two elec		
can be other ML	ib degree subjects or graduate subject	s off	ered by

⁺⁺ Students may choose either LIBS0901 or two electives which can be other MLib degree subjects or graduate subjects offered yanother school or department. Approval for enrolment must be obtained from the Head of School of Information, Library and Archive Studies as well as the Head of the 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

A candidate who fails in half or more of his or her subjects will not be permitted to reenrol 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 DiplMLib

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 oneyear 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 Information, Library and Archive Studies. The Special Project may be substituted, upon approval, for 28 hours of electives.

+ Number of hours of attendance required per week is approximately 15.

Compulsory Subjects

Common Core	e	С	HPW
LIBS0400	Information Storage and Retrieval	8	4
LIBS0401	Information Technology and Media	6	3
LIBS0402	The Information Environment	4	2
Librarianship	Core		
LIBS0503 LIBS0504	Bibliographic Organization Information Sources: Selection,	8	4
	Collection and Use	8	4
LIBS0505	Role of Libraries and Librarians	2	0.9
Session 2 LIBS0506	Library and Information Services		

Management

Electives ++ Session 2 only		С	HPW
LIBS0507			
LIBS0507	Indexing Languages and Processes	4	_
LIBS0508	Information Needs in Educational	4	2
LIDSUSUS	Environments	4	2
LIBS0509	Information Needs in the	4	4
LIDSUSUS		4	_
LIBS0510	Community Information Needs in Industry,	4	2
LIBSUSTU	Business and Government	4	2
LIBS0511	Health Sciences: Literature,	4	2
LIBOUSTI			_
11000510	Information Needs and Services	4	2
LIBS0512	Literature of Pure and Applied		_
11000540	Sciences	4	2
LIBS0513	Literature of the Arts and		_
	Humanities	4	2
LIBS0514	Law: Literature, Information		
	Needs and Services	4	2
LIBS0515	Government Publications	4	2
LIBS0516	Children's and Young Adults'		
	Materials	4	2
LIBS0517	Literature of the Social Sciences	4	2
LIBS0518	Marketing and Promotion of		
	Information Services	4	2
LIBS0519	Staff Management and Staff		
	Development in Libraries	4	2
L1BS0520	Automated Processing Systems	4	2
LIBS0521	Computer Programming for		
	Bibliographic Systems	4	2
LIBS0522	Library Networks	4	2 2 2
LIBS0523	Special Project Seminar *	4	2
LIBS0524	Care and Management of		
	Special Collections	4	2
LIBS0644	Records Management	4	2 2
			_

⁺⁺ Not all electives are necessarily available each year.

5601 Diploma in Information Management Archives Administration (Full-time)+

Diploma in Information Management - Archives Administration DiplMArchivAdmin

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.

and admissi	on is, therefore, competitive.		
Common Co Session 1	ore	C	HPW
LIBS0400	Information Storage and Retrieval	8	4
LIBS0401	Information Technology and	-	
	Media	6	3
LIBS0402	The Information Environment	4	2
Archives Co Session 1	bre		
LIBS0641	Archive Theory and History	4	2
LIB\$0643	Administrative History	4	2
Session 2 LIBS0644 LIBS0645	Records Management Conservation of Archive	4	2
LIDS0043		_	_
	Materials	6	3
LIBS0647	Special Project *	4	2
Full Year			
LIBS0642	Management of Archives	12	2.8
LIBS0646	Archives Field Work+	12	4.3
* Equivalent to	28 contact hours + Number of hours of	f atter	danca

^{*} Equivalent to 28 contact hours + Number of hours of attendance required per week is approximately 18.

5601

Diploma in Information Management -Archives Administration (Part-time)

Diploma in Information Management Archives Administration DiplMArchivAdmin

Stage 1

Common Core

COMMINION	N C	•	nr **
Session 1			
LIBS0401	Information Technology and Media	6	3
LIBS0402	The Information Environment	4	2
Archives Co	ore		
Session 1			
LIBS0641	Archive Theory and History	4	2
LIBS0643	Administrative History	4	2
Session 2			
LIBS0644	Records Management	4	2
LIBS0645	Conservation of Archive Materia	als 6	3
Full Year			
LIBS0642	Management of Archives	12	2.8

HDW

Stage 2

Common	Core
Specing 1	

LIBS0400 Information Storage and Retrieval 8

^{*} Equivalent to 28 hours

Archives Core

Session 2
LIBS0647
Special Project *

LIBS0646

Archives Field Work+

C HPW

* 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.

* 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.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Diploma in Information Management -Librarianship Diploma in Information Management -Archives Administration

Common core subjects

LIBS0400

Information Storage and Retrieval Staff Contact: Mrs Connie Wilson

S1 HPW4

LIBS0400 Information storage and retieval principles, including: data description; indexing; thesaurus construction; database design; construction and evaluation; information storage and retrieval systems; relational database systems; and electronic database searching.

LIBS0401

Information Technology and Media

Staff Contact: Mr William Hood

S1 HPW3

This subject has two components: 1. A review of the technologies used to record, manipulate, communicate, duplicate, and store information. 2. Overview and specific preservation policies required to ensure longterm retention of information media.

LIBS0402

The Information Environment

Staff Contact: Dr Patricia Willard

S1 HPW2

Nature and diversity of information providing agencies in contemporary society. Human, environmental and organizational factors influencing the provision of information services. Introduces techniques for analyzing information related behaviour and evaluating the effectiveness of information agencies and services.

LIBS0503

Bibliographic Organization

Staff Contact: Dr Jack Nelson

S1 HPW4

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 cooperation in bibliographic organization.

LIBS0504

Information Sources: Selection Collection and Use Staff Contact: Dr Helen Jarvis

S1 HPW4

Surveys available information sources. Examines policies and criteria for evaluating them in different media and for different user groups, the publication industry, collection development and management and the reference process

LIBS0505

Role of Libraries and Librarians

Staff Contact: A/Prof Carmel Maguire

S1 W16 HPW2

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 Management

Staff Contact: Dr Patricia Willard

S2 W110 HPW2

Introduces management practices in libraries and the management theory on which they are based. Particular attention is paid to library systems analysis; planning and objective setting; budgeting and costing; human resources management; and marketing and promotion.

LIBS0507

Indexing Languages and Processes

Staff Contact: Mrs Connie Wilson

S2 HPW2

Indexing principles and practice. Nature and examples of indexing languages, e.g. thesauri. Thesaurus construction. Usefulness of vocabulary control. Advances in indexing methods, including computerassisted and automatic indexing.

LIBS0508

Information Needs in Educational Environments

Staff Contact: Dr Jack Nelson

S2 HPW2

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 Community

Staff Contact: A/Prof Carmel Maguire

S2 HPW2

Examines information needs of individuals in the conduct of their personal and business affairs and to support selfeducation and recreation. The roles of and procedures used by libraries and other information agencies in meeting these needs

LIBS0510

Information Needs in Industry, Business and Government

Staff Contact: Dr Helen Jarvis

S2 HPW2

Organizations as information processing systems and communication systems within them. The role and function of the special library or information centre. Assessment of information need and evaluation of information services.

LIBS0511

Health Science: Literature, Information Needs and

Staff Contact: Mrs Connie Wilson

S2 HPW2

Information needs of health scientists. Role of health sciences libraries and librarians. Generation, flow and documentation of health sciences information. Structure and characteristics of health sciences literature. Major Biomedical databases.

LIBS0512

Literature of the Pure and Applied Sciences

Staff Contact: Mrs Connie Wilson

S2 HPW2

Generation, flow and documentation of scientific and technical information. Structure and characteristics of the science literature. Major scientific and technological databases. Information needs of scientists and technologists. Role of scientific and technical libraries and librarians.

LIBS0513

Literature of the Arts and Humanities

Staff Contact: Dr Jack Nelson

S2 HPW2

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 Needs and Services Staff Contact: Mrs Connie Wilson

S2 HPW2

Information needs of legal practitioners and institutions. Structure and characteristics of legal information sources. Role of libraries and librarians. Major legal information sources in print and electronic format.

LIBS0515

Government Publications

Staff Contact: Head of School S2 HPW2

Major categories of publications produced by Australian and overseas governments: parliamentary, executive and judicial. Particular attention paid to publications generated by the Commonwealth Government of Australia and various state governments, especially NSW.

LIBS0516

Children's and Young Adults' Materials

Staff Contact: Head of School

S2 HPW2

Consideration of the child and young adult and their information and recreation needs. Criteria for selecting materials suitable for children and young adults. Strategies, programs and methods for encouraging use of the library's resources.

LIBS0517

Literature of the Social Sciences

Staff Contact: Dr Jack Nelson

S2 HPW2

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 machinereadable information sources.

LIBS0518

Marketing and Promotion of Information Services

Staff Contact: Dr Patricia Willard

S2 HPW2

Introduces marketing theory considering its application to the development and delivery of information products and services. Particular attention is given to the planning, design and evaluation of promotional activities and publicity.

LIBS0519 Staff Management and Staff Development

in Libraries

Staff Contact: Head of School

S2 HPW2

The management, supervision and development of staff in libraries and other information services. Multiskilling and award restructuring. The role of training. Legal, social and economic factors which influence staff management and staff development.

LIBS0520

Automated Processing Systems

Staff Contact: Mr William Hood

S2 HPW2

Use of and principles of Integrated Library Management Systems; Desk top publishing; Scanning and computer graphics; Optical Character Recognition; Networks and telecommunications; Personal bibliographic database management.

LIBS0521

Computer Programming for Bibliographic Systems

Staff Contact: Mr William Hood

S2 HPW2

An introduction to the principles and practice of computer programming with an emphasis on programming examples associated with bibliographic systems. The language Turbo Pascal on microcomputers is used for this course.

LIBS0522

Library Networks

Staff Contact: Dr Helen Jarvis

S2 HPW2

Analyses the development and characteristics of Australian library based networks and compares them with overseas examples. Considers issues such as standardization, network organisation and governance. Students gain practice in the use of the software and procedures for these networks.

LIBS0523

Special Project Seminar

Staff Contact: Head of School

S2 HPW2

Note/s: Equivalent to 28 hours.

This is a formal seminar for students wishing to develop a project. For the project, students are required to submit a critical stateoftheart review or essay or an equivalent project report on an approved topic.

LIBS0524

Care and Management of Special Collections

Staff Contact: Dr Paul Wilson

S2 HPW2

Characteristics of special collections and the history of some notable examples. The provision of intellectual access, and physical accommodation and preservation issues related to collections of rare books, photographs, oral history, audio-visual materials and electronic data.

LIBS0644

Records Management

Staff Contact: Ms Ann Pederson

S2 W17 HPW4

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

Staff Contact: Dr Peter Orlovich

S1 HPW2

Archive literature, concepts and terminology. Physical and intellectual control of archives. Evolution of archive science and profession. Rationale and standards for archive services. Archival legislation. Archive development in the Asia Pacific region. International archival cooperation.

LIBS0642

Management of Archives

Staff Contact: Ms Anne Pederson

S1 HPW4, S2 HPW2

Archival systems, function and services. Planning programs and repositories; development of archival policies, procedures and effectiveness; measures; acquisition and appraisal. Arrangement and description. Finding aids; Access and reference; educational programs and PR; Electronic and audio visual archives; legal and ethical problems; professional issues and challenges.

LIBS0643

Administrative History

Staff Contact: Dr Peter Orlovich

S1 HPW2

Role of Administrative History. Administrative context analysis techniques and sources. The intellectual control of archives in accordance with the Commonwealth Record Series [C.R.S.] system. Evolution of recordkeeping systems.

LIBS0644

Records Management

Staff Contact: Ms Anne Pederson

S2 W17 HPW4

Principles and historical development; access and retrieval systems; applications of technology; record registries and storage centres; records equipment and vital records protection; forms design; management studies, proposals and reports; consultancy work; professional issues and challenges.

LIBS0645

Conservation of Archive Materials

Staff Contact: Dr Paul Wilson

S2 W15 HPW8

Builds on principles established in preservation component of LIBS0401 Information Technology and Media. Greater emphasis on conservation treatments for paper and nonpaper materials through laboratory practicums.

LIBS0646

Archives Field Work

Staff Contact: Dr Peter Orlovich

S1 HPW3, S2 HPW5

A programme of supervised field work in an agency approved by the School, normally involving an archive survey, administrative context analysis and inventory of archive series, analysis of recordkeeping systems, evaluation of archive services and policies, and identification of other measures for improving archive services.

LIBS0647

Special Project

Staff Contact: Dr Peter Orlovich

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Note/s: Equivalent to 28 hours.

The Special Project normally consists of a report on the Archives Field Work,including an administrative history synopsis, analysis of record keeping procedures and evaluation of the physical and intellectual control of the archives, an inventory of archive series, and the recommendation of measures for the establishment or improvement of the archive service.

Master of Archives Administration

I IRSOROE

Issues in Archival Development

Staff Contact: Dr Peter Orlovich

S2 HPW3

Role of archive agencies in the protection of cultural heritage. Archives and citizenship status. Census records. Alienation and repatriation of archives. Archives and movable cultural heritage legislation. Microreproduction and archival patrimony. Archival education and training Bole of the International Council on Archives in archival development.

LIBSOROR

Archival Development Project Proposals

Staff Contact: Dr Peter Orlovich

S1 HPW3

Identification of project proposals for archival development Planning, formulating, appraising and implementing archival development project proposals. Monitoring, controlling, evaluating and reporting on archival development projects. Archival development funding strategies

Master of Librarianship

LIBSOROS

Issues in Librarianship

Staff Contact: Mrs Connie Wilson

S2 HPW3

Contemporary issues in the provision of libraries and information services by governments and by private enterprise: information science and libraries: bibliographical control; publication growth and library response: libraries in the social environment.

LIBS0807

Research Methods in Librarianship

Staff Contact: A/Prof Carmel Maguire

S1 HPW3

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.

Library and Information Services Management 1

Staff Contact: A/Prof Carmel Maquire

S1 HPW3

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 Management 2

Staff Contact: A/Prof Carmel Maguire

S2 HPW3

Prerequisite: LIBS0811

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.

LIRSOR15

Economics of Information Systems

Staff Contact: A/Prof Carmel Maguire

S1 HPW2

Information as a resource. Effects of information technology on work and the distribution of wealth. Convright, 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.

LIBSORIA

Information Processing Technology

Staff Contact: Mr William Hood

S2 HPW2

Integrated Library Management Systems: Desk top publishing: Scanning and computer graphics: Optical Character Recognition; Networks and telecommunications: Personal bibliographic database management: hypertext: Graphical user interfaces: Spreadsheets and charting: advances in information processing technologies

Information Storage and Retrieval Systems

Staff Contact: Mrs Connie Wilson

S2 HPW3

Automatic indexing: Automatic thesaurus construction and maintenance: Online searching and information retrieval: Database construction and database software evaluation: Advanced information retrieval techniques: systems analyis, design and costing; advanced technologies for information storage and retrieval.

LIBSORSO

Diffusion and Dissemination of Information Staff Contact: A/Prof Carmel Maguire

S1 HPW2

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.

Human Computer Interface Design

Staff Contact: Head of School

S1 HPW3

Prerequisite: LIBS0823

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.

LIBS0822

Operations Research

Staff Contact: Mrs Connie Wilson

S2 HPW3

Application of mathematical models and statistical techniques for solution in managing information agencies.

97

Introduces mathematical programming, probability and statistical decision theory, simulation, network analysis, inventory and queueing theory.

LIRS0823

Files and Database Systems

Staff Contact: Head of School

S1 HPW3

File structures, database management systems and file interrogation systems in text and image processing environments. Mapping and normalization of relations, access methods, data organization, independence, integrity and security. Databases and query languages.

LIBS0830

Bibliographic Control

Staff Contact: Dr Jack Nelson

S1 or S2 HPW3

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 nontraditional subject indexing systems such as PRECIS and NEPHIS.

LIBS0833

Seminar in History of The Book

Staff Contact: Head of School

S1 or S2 HPW3

Examines the social impact of the invention and diffusion of printing through the modern period, the history of reading and book ownership, the publishing and printing industries and the development of bookrelated custodial institutions such as libraries of various kinds.

LIBS0836

Seminar in Bibliometrics and Scientometric Indicators

Staff Contact: Head of School

S1 or S2 HPW3

Application of mathematical and statistical methods to documents and surrogates. Quantitative aspects of the generation, propagation and utilization of scientific information as applied to research and policy making.

LIBSORSR

Preservation Administration

Staff Contact: Dr Paul Wilson

S1 or S2 HPW3

Examination and analysis of longterm 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 deacidification and cooperative planning for interinstitutional preservation projects.

LIBS0842

Evaluation and Performance Measurement in Information Agencies

Staff Contact: Dr Patricia Willard S1 or S2 HPW3 Political and administrative contexts. Design of various kinds of measures; their integration into the planning cycle and management information system and use in staff and organizational development. Implementation of evaluations. Analysis and interpretation of data.

LIBS0843

Special Topic in Library and Information Science

Staff Contact: Head of School

S1 or S2 HPW3

An occasional elective dealing with some aspect of library and information science, selected according to current demand and availability of appropriate local or visiting lecturers.

LIBS0844

Project Seminar

Staff Contact: Head of School

S1 or S2 HPW3

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

Staff Contact: Dr Helen Jarvis

S1 or S2 HPW3

Examines different models employed in information technology education, innovation and social experimentation. Focuses on issues such as disparities in adoption rates; oral versus literate traditions and roman versus non-roman scripts, and other historical and cultural variables.

LIBS0846

Information Sources and Online Searching

Staff Contact: Mrs Connie Wilson

S1 or S2 HPW3

Explores the availability, retrieval and transfer of electronic information. Examines the theory of information storage and retrieval. Looks at repackaging of information and creation inhouse databases. (Recommended as background for LIBS0817).

LIBS847

Marketing of Library and Information Services

Staff Contact: Dr Patricia Willard

S1 or S2 HPW3

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)

Staff Contact: Head of School

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.

LIB\$0902

Project Report (Minor)

Staff Contact: Head of School

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.

Faculty Electives

PROF0001

Professional Ethics

Staff Contact: Dr Martin Bibby

S1 HPW2

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, metaethics. 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 AngloAmerican 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

Staff Contact: A/Prof Jim Sockler

HPW2

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

Staff Contact: Prof Allan Borowski

L2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

Servicing Subject

IROB5901

Organizational Behaviour A Staff Contact: Mr J. Holt

SS 13

Note/s: Excluded IROB5906, PSYC7100.

This subject seeks to explain human behaviour within organizations. It draws upon a range of disciplines, but with particular reliance on behavioural sciences of psychology and social psychology and their derived disciplines. Its foci are the individual, the group, and the behavioural processes of organization integration, change and development. Topics covered include personality, perception, attitudes and values, motivation, learning, interpersonal behaviour (and skills), group dynamics, leadership and teamwork, decision - making, power and control, and the behavioural implications of change and development. Wherever appropriate, case examples from Australia will be used. Organization, administrative and management theories and constructs serve as integrating and explanatory frameworks for the subject.

School of Social Work Kensington Campus

Head of School Dr Diane Barnes

Administrative Officer Ms 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 research. The School also offers three articulated Graduate Diplomas and Masters Courses in: Couple and Family Therapy; Equity and Social Administration and International Social Development.

For information on these graduate degrees and diplomas, see *Graduate Study* and *Conditions* for the Award of Degrees later in this handbook.

Undergraduate Study

Course Outlines

4030 Social Work Degree Course

Bachelor of Social Work BSW

Professional social work is a worldwide 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 wellbeing 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 problemsolving 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 halfway through Year 2, a total of 161 sevenhour days are taken up in this way. Thirtyfour 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

4030 Social Work Degree Course Full-time

Bachelor of Social Work BSW

Year 1 Session 1	н	PW
SOCI1131	Society and the Individual A it points approved as counting	3
towards the B		4
Session 2 SOCI1831	Australian Giants? Public and Private Corporations	3
2 Category A	General Education Electives (56 hrs total)	4
Full Year PSYC1002 SOCW8193	Psychology 1 Social Work Practice 1	5 4
Year 2 Session 1 SOCW8211 2 Category B	Social & Behavioural Science 1 General Education Electives	2
	(56 hrs total)	4
Session 2 SOCW8232 SOCW8282 SOCW8292	Research Methods 1 Social Work Practice - First Placement Social Work Practice - Community Worl	3 * k 2
Full Year SOCW8203 SOCW8253 SOCW8293	Social Welfare 1 2.	3/2 .5/2 3 /2
Year 3 Session 1 SOCW8331 SOCW8381	Research Methods 2 Social Work Practice - Second Placement	3
SOCW8391	Social Work Practice - Casework, Group Work	4

Session 2	НР	W
SOCW8312	Social and Behavioural Science 2	2
SOC28342	Social Philosophy 1	2
SOCW8352	Social Welfare 2	4
SOCW8392	Social Work Practice - Selected Studies Strand A	4
Full Year		
SOCW8303	Human Behaviour 2	3
Year 4 Session 1		
SOCW8441	Social Philosophy 2	2
SOCW8451	Social Welfare 3 - Strand A	3
SOCW8461	Social Welfare 3 - Strand B	3
SOCW8471	Social Work Practice - Administration	2
SOCW8491	Social Work Practice - Selected Studies	
	Strand B	4

Session 2

- SOCW8481 Social Work Practice Third Placement +
 *3week block in the midyear recess + 2 days a week (no recess) to
- end week 12, Session 2 (41 days).
- ** 3 week block in February + 3 days a week (no recess) for Session 1 (60 days.)
- + 12week block, Session 2, week 1 to week 12, no recess, one week of university based seminars at mid session

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:

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

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 LAWSB820 and LAWSB320. The Category C requirement is satisfied through completion of the subjects SOCWB342 and LAWS6210.

4785

Combined Social Work/Law Course Full-time

Bachelor of Social Work/Bachelor of Laws BSW LLB

Social Work/Law

Year 1 Session 1		HPW
SOCI1131	Society and the Individual A	3
SOCW8193	Social Work Practice 1	4
Session 2	A	
SOCI1831	Australian Giants? Public and Private Institutions	3
	Private institutions	3
Full Year		
PSYC1002	Psychology 1	5
SOCI1230	Introduction to Australian Society	3
SOCW8253	Social Welfare 1*	2
LAWS1120	Legal System - Torts	4
LAWS7410	Legal Research and Writing 1	2
Year 2		
Session 1		
SOCW8211	Social and Behavioural Science 1	2
SOCW8282	Social Work Practice 1st Placement	
	(45 days)	**
LAWS6210	Law, Lawyers and Society	4
Session 2		
SOCW8232	Research Methods 1	3
SOCW8292	Social Work Practice	2
	Community Work	

Full Year		1PW	Full Year	HF	W
SOCW8203	Human Behaviour 1	3/2	LAW\$1010	Litigation	4
SOCW8293	Social Work Practice 2	3/2	Year 5		
LAWS1410	Contracts	4	Session 1		
Year 3			SOCW8461	Social Welfare 3 - Strand B	3
Session 1			SOCW8471	Social Work Practice - Administration	2
LAWS2160	Administrative Law	4	000110471	Cociai Work Fractice - Administration	_
	Administrative Edit	7	Session 2		
Session 2			SOCW8482	Social Work Practice - Final Placement	
SOCW8342	Social Philosophy 1	2		(60 days) ++	**
SOCW8352	Social Welfare 2	4	Full Year		
Full Year			LAWS7210	Clinical/Legal Experience++	
SOCW8303	Human Behaviour 2	3			2/4
LAWS1610	Criminal Law		Law electives	12 credit points	2/4
		4 4	Year 6		
LAWS3010	Property and Equity	4	Session 1		
Year 4			SOCW8491	Social Work Practice - Selected Studies	
Session 1				Strand B	
SOCW8391	Social Work Practice - Casework,		5 .# W		
	Group Work	4	Full Year	04 19	
SOCW8451	Social Welfare 3 - Strand A	3	Law Electives	21 credit pts 16 /	12
LAWS7420	Legal Research and Writing 2	1		nt take 0.5 hour/week law component of this subj	ect
LAWS7430	Research Component+		in Session 1.		
	•			o fieldwork placements commence with a	
Session 2		_		ck (5 days per week) and continue on eitf	
SOCW8312	Social and Behavioural Science 2	2		per week during session time. The fir	ıal
SOCW8381	Social Work Practice - 2nd Placement	**		a 60 day block.	
	(45 days.)			ch Component is taken either after	or
SOCW8392	Social Work Practice - Selected Studie	-		vith Legal Research and Writing 2.	
	Strand A	4		ects are taken concurrently. The Social Wo	ork
LAWS2150	Federal Constitutional Law	4	placement is s	served at Kingsford Legal Centre.	
LAWS8320	Legal Theory or				
LAWS8820	Law and Social Theory	4			

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

SOCW8193

Social Work Practice 1

Staff Contact: Dr Barbara Ferguson

F L1 T3

Introduces 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. Problem-based learning is used to introduce students to the scope and major concerns of the profession.

SOCW8203

Human Behaviour 1

Staff Contact: To be advised

F S1 L2 T1, S2 L1 T1

Life cycle growth and development from birth to death with particular reference to the interrelationship of sociological, psychological and socioeconomic 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.

SOCW8211

Social and Behavioural Science 1

Staff Contact: Dr Betsy Wearing

S1 L1 T1

Theories and concepts in sociology of particular relevance for social work. Five broad theoretical perspectives are presented; functionalism, powerconflict theory, feminist theories and symbolic-interactionist theory. These perspectives are applied to the family, groups and other relevant areas.

SOCW8232

Research Methods 1

Staff Contact: Dr Michael Wearing

S2 L1 T2

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

Staff Contact: Dr Rosemary Berreen

S1 L1.5 T1, S2 L1 T1

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 as well as the history of welfare in Australia are examined. A special strand of the course is devoted to the interface between Social Work and the law.

SOCW8292

Social Work Practice - Community Work

Staff Contact: Ms Helen Meekosha

S2 T2

Locates and analyses various models of community work intervention in the contemporary social policy and economic context.

Selected skills in neighbourhood work, local research, communication, campaigning and meeting procedure are pursued. Critiques community work within wider welfare practice, in particular issues of power and powerlessness that affect marginalized communities.

SOCW8293

Social Work Practice 2

Staff Contact: Dr Richard Roberts

S1 L1 T2, S2 L1 T1

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. Comparisons are made of a variety of conceptual frameworks for understanding social work practice.

SOCW8303

Human Behaviour 2

Staff Contact: Ms Elizabeth Fernandez

F L2 T1

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 mental health issues and major theories of anxiety are dealt with.

SOCW8312

Social and Behavioural Science 2

Staff Contact: Dr Ted Trainer

S2 L1 T1

Applications of the social theories studied in Social and Behavioural Science 1 with the addition of poststructuralist theory to organizations, social change, institutions, urban society and the state.

SOCW8331

Research Methods 2

Staff Contact: Dr Michael Wearing

S1 L1 T2

Various forms of experimental, qualitative 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

Staff Contact: Dr Damian Grace

S2 L1 T1

A general introduction to normative ethics, its scope and some important doctrines about morality in the Western tradition.

SOCW8352

Social Welfare 2

Staff Contact: Dr Michael Wearing

S2 L2 T2

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, Group Work

Staff Contact: Dr Sandra Regan

S1 T4

Provides 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 Studies Strand A

Staff Contact: Diane Barnes

S2 T4

A range of options each of which focuses on a selected aspect or method of social work practice; for example, practice in a functional social welfare field like health, housing, education, a legal setting or income security, or in relation to particular population groups; specific methods of practice such as family therapy, community work, advanced casework and groupwork. Options offered depend on staff expertise and student interest. Each student selects 2 options.

SOCW8441

Social Philosophy 2

Staff Contact: Dr Damian Grace

S1 L1 T1

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

SOCW8451

Social Welfare 3 - Strand A

Staff Contact: Dr Eileen Baldry

S1 L2 T1

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 R Staff Contact: Prof Allan Borowski

\$111 TO

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

Staff Contact: Dr Barbara Ferguson S1 T2

An introductory overview of management theory and skills which will inform and quide 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.

SOCW8491

Social Work Practice Selected Studies Strand B Staff Contact: Dr Diane Barnes

S1 T4

A range of options as outlined in SOCW8392 Social Work Practice - Selected Studies Strand A. Students choose 2 options to complement those selected for SOCW8392.

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

Staff Contact: Ms Lesley Hughes

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

Staff Contact: Ms Karen Hevcox

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

Staff Contact: Ms Jan Breckenridge

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 weeklong series of university based integrative seminars.

Servicing Subjects

LAWS1010

Litigation

Staff Contact: Dr Jill Hunter

C6 F HPW4

Introduces students to issues and problems in three areas:

Civil pretrial procedure: focuses on selected topics largely in the context of Supreme Court, actions parties to an action; pleadings; discovery and exchange of information. Supreme Court Rules are examined to determine the extent to which they facilitate just, accurate and speedy resolution of disputes. Problems of delay and cost are also addressed with particular reference to caseflow management techniques and alternative dispute resolution.

Criminal pretrial procedure: the law and related issues associated with arrest, warrants, police searches, interrogation and the formulation of pleadings. Comparisons are drawn between the civil and criminal pretrial processes.

Evidence: a basic understanding of the legal and philosophical principles related to the presentation of evidence in court. A comprehensive examination of the rules of evidence, including those designed to protect the accused at trial; the rule against hearsay evidence; the use of expert evidence; the treatment of unreliable evidence; proof and probability theory and questioning of witnesses in court.

The effect of pretrial procedures on the final outcome at trial highlighted.

LAWS1120

Legal System Torts

Staff Contact: Mr Angus Corbett/Ms Prue Vines C6 F HPW4

The legal significance of the arrival of the British in Australia; the principal institutions of the legal system, particularly the courts, the legislature, and the executive arms of government; the judiciary; the legal profession; their history, roles, interrelationships, operation and techniques; general constitutional principles and institutions; the notion and consequences of federalism; Bill of Rights proposals; precedent and statutory interpretation, practice and theory: sources of Australian law, including the past and present status of Aboriginal customary law; origins of the common law: classifications within the common law; jurisdiction of Australian courts.

A number of torts, both intentional and unintentional, relating to economic interests as well as personal injury. The primary focus of the course is a thorough and comprehensive introduction to the tort of negligence. There is a detailed discussion of specific issues such as recovery for personal injury, for nervous shock, for pure economic loss as well affirmative duties of care. In addition there is an introduction to the law relating to limitation periods, vicarious liability, defences to the tort of negligence and the law relating to the assessment of damages. The approach to teaching this material is via extensive discussion of a relatively limited number of leading cases. Students are thus able to build up an understanding of this body of law through their own analysis of case law and statute law.

A second strand of this course is to introduce students to the wide ranging debates about the appropriate role and function of tort law. This requires developing a working knowledge of a feminist and economic analysis of tort law and of the various corrective justice theories of tort. In developing this working knowledge students will be exposed to secondary materials which build upon and refer to the cases and statues which are included in the course.

LAWS1410 Contracts

Staff Contact: Mr Denis Harley C6 F HPW4

This course examines the nature of contractual obligations and how parties make and break contracts.

Topics include: how contracts are formed and the necessary elements of a validly constituted contract; express and implied terms of a contract and how such terms are imported into the contract, how courts interpret the terms of a contract; the consequences where a contract is induced by misrepresentation, mistake or unconscionability; exemption clauses; estoppel and contract; contracts which are illegal under statute or contrary to public policy; remedies for breach of contract and the damages payable for such breach.

Students are encouraged to examine the role of contract law from an historical and contemporary standpoint.

LAWS1610 Criminal Law

Staff Contact: A/Prof David Brown C6 F HPW4

The principles of criminal law and criminal liability. Aims to: promote and refine research and social policy analysis skills; develop a rigorous analytic and socially oriented approach to the study of criminal law; investigate the constitution of concepts like crime, criminal and criminal law; question traditional approaches which assume a unified set of general principles; suggest an approach to criminal law as a number of diverse fields of regulation: acknowledge the importance of forms of regulation outside the criminal law: examine empirical material on the actual operation of the N.S.W. criminal process such as court statistics and a court observation exercise; examine the substantive rules developed in selected criminal offence areas; stress the importance and relevance of criminal law in an understanding of law, even (and especially) for those who do not intend to practise in the area. Topics include: the phenomenon of crime, the criminal process, criminal responsibility, homicide offences, public order offences, drug offences, offences against the person, offences of dishonest acquisition, general defences, complicity, conspiracy, sentencing and penal practices.

LAWS2150

Federal Constitutional Law Staff Contact: Prof George Winterton

C3 S1 or S2 HPW4

Federal constitutional law, stressing the legislative and judicial powers of the Commonwealth and the judicial interpretation by the High Court of the extent of those powers, in particular: trade and commerce, external affairs, corporations, appropriation, grants and taxation powers, family law and industrial law powers, inconsistency of Commonwealth and State laws, freedom of interstate trade and commerce, excise and implied limitations on Commonwealth and State powers. Techniques and approaches adopted by the High Court in interpreting the Australian Constitution, and occasionally, federal executive power.

Further study of constitutional law may be undertaken in LAWS2100 The High Court of Australia.

LAWS2160

Administrative Law

Staff Contact: Ms Melinda Jones C3 S1 or S2 HPW4

This course considers the law concerning the accountability and control of government officials. Topics covered include: the principles of responsible government and separation of powers; the regulation of delegated legislation; the problem of corruption; the duty to give reasons for administration decisions: freedom of information, the Ombudsman, the Administrative Appeals Tribunal; and judicial review of administrative action [the principles of legality and procedural fairness).

LAWS3010

Property and Equity

Staff Contact: A/Prof Chris Rossiter C6 F HPW4

The basic principles of the law of property, transcending the traditional boundaries of real and personal property. For reasons of time and convenience, most topics are those usually considered in the context of 'real property'.

Enquiry into the meaning of the concepts of property and the purposes that are or ought to be fulfilled by the law of property. Some of the traditional concepts and

classifications adopted by the common law in the content of the study of fixtures. Topics: possession as a proprietary interest in land and goods; some basic concepts such as seisin and title; the fragmentation of proprietary interests. including the doctrines of tenure and estates: an introduction to future interests: the development of legal and equitable interests, including a comparative treatment of their nature, extent and sphere of enforceability and an introduction to trusts; legal and equitable remedies; the statutory regulation of proprietary interests in land, including an examination of the Torrens and deeds registration systems; coownership; an introduction to security interests: the acquisition of proprietary interests: the alienability of interests including trusts for sale; commercial transactions involving leasehold estates in land and bailment of goods.

LAWS6210 Law, Lawyers and Society Staff Contact: Dr Stan Ross

C3 S1 or S2 HPW4

 The lawverclient relationship, including who exercises. control and the lawyers' duties to accept work, to keep client confidences, to act competently and to avoid conflicts of interest; the social implications of lawyers' professional behaviour. 2. The adversary system of litigation and the lawyers' role therein, both generally and specifically as defence counsel and as prosecutor in criminal cases. 3. The structure of the profession and methods of regulation including discussion of the concept of professionalism, control of admission, discipline generally and conducting court specifically; selection and control of the judiciary. 4. Issues relating to the delivery of legal services, including specialization in lawyers' practice, the structure and availability of legal aid, the regulation of lawyers' fees, the extent of the lawyers' monopoly and the role of nonlawyers in delivering legal services.

LAWS7210 Clinical Legal Experience

Staff Contact: Mr Simon Rice C3 F HPW8

Co or Prerequisites: LAWS1010; LAWS6210

Clinical legal education takes students out of the classroom and places them in a law practice. This is both to enable students to analyse the effect of law in practice, and to engender in students an appreciation of the ethical, social and practical complexity of the legal system. Students are required to attend the Faculty's clinic, the Kingsford Legal Centre, one full day a week. The clinic is a community legal centre which provides a free legal service to the local community. Students work on clients' files under the supervision of experienced solicitors. This involves the interviewing and counselling of clients, and the research, drafting and preparation necessary to resolve legal difficulties by litigation or other means.

Students are also required to attend a number of evening advice sessions during which they interview people attending for legal advice from the solicitors. A daily meeting and a weekly class provide an opportunity for discussion and analysis of the students' experiences, and for instruction in legal procedure and skills. There are also regular opportunities to attend court.

As well as clients' files, the Centre operates education and project files. Students have the opportunity to take part in community education, and in policy and reform work.

The Centre is a placement unit for the School of Social Work, and law students work with social work students from time to time.

The subject is offered in both teaching sessions and over the summer vacation. A student who has enrolled in and who has passed or failed LAWS7200 Clinical Legal Experience (Intensive) may not enrol in this subject without the approval of the Associate Dean. It is recommended that the subject not be done in the final session of a student's studies, as the subject may enable students to put further studies into a social and practical perspective.

LAWS7410 Legal Research and Writing 1 Staff Contact: Ms Irene Nemes

C2 S1 HPW2

The literature, both legal and nonlegal, relevant to the law in Australia. The contents of a law library, how it works and is ordered and how lawyers go about using it to find the law. Practice in handling the principal legal materials in the law library, notably law reports, collections of statutes, digests and material on law reform. An introduction to case analysis and statutory interpretation. An introduction to the use of computerized legal research methods. The methods and objectives of legal and empirical research.

LAWS7420

Legal Research and Writing 2 Staff Contact: Ms Irene Nemes C1 S2 HPW2

A revision of legal research skills acquired in LAWS7410 Legal Research and Writing 1, particularly the use of Australian digests, law reform materials and indexes to legal periodicals. Practice in ascertaining delegated legislation, in using English, Commonwealth and US digests and in tracing recent amendments to caselaw, statutes and regulations. Further instruction on the use of computers for retrieval of legal materials.

LAWS7430

Research Component

Staff Contact: A/Prof Adrian Brooks

Note/s: Taken after or concurrently with LAWS7420.

This subject must be taken either concurrently with or after LAWS7420 Legal Research and Writing 2, though students are advised where possible to complete Legal Research and Writing 2 first so that they have a command of the relevant research techniques. Students must select one from amongst the subjects for which they are enrolled in which a piece of assessable work (a research essay or moot) will be allocated for Research Component, and must submit a Research Component Form to the Administrative Assistant (Undergraduate) by the end of Week 4 in the Session in which they elect to undertake Research Component. This form must identify the subject in which the work for Research Component will be undertaken, and must be signed by the teacher in the subject. Students must attach to the completed research essay or moot submission a written research report, outlining the research methods adopted in preparation for the essay or moot. The piece of assessable work chosen for allocation to Research Component must be worth 30% of the total mark (in the case of a threecredit point subject, or 15% of the total mark in the case of a sixcredit point subject). The assessment of Research Component will be made on the basis of the research report, in addition to the separate assessment of the essay or moot for the purpose of the subject selected. All subjects offered in the Law School are prima facie available to Research Component students for this purpose. Where for compelling reason no provision for a suitable essay or moot is or can be made in a program of assessment of a particular subject, the teacher of that subject may ask the student to select another subject. There is no formal teaching in LAWS7430 Research Component and no credit points are awarded for it. It is compulsory for all students except those taking one or more of the Research Thesis electives (LAWS6510, LAWS6520. LAWS6530).

LAWS8320 Legal Theory Staff Contact: A/Prof Martin Krygier C3 S1 or S2 HPW4

Introduction to theoretical particularly philosophical questions which underline the practical workings of the law. The course concentrates on questions to do with legal reasoning, particularly the reasoning of judges, and of moral reasoning; and the interrelationships between law and morals and law and politics.

LAW\$8820

Law and Social Theory Staff Contact: A/Prof Martin Krygier C3 S1 or S2 HPW4

Examination of sociological assumptions about law, about society, and about the relationships between law, legal institutions and social ordering. Topics include: The role and functions of law within modern society, the extent to which law embodies implicit social theories and the nature of these theories, and the implications of social research on our understanding of the place of law in society.

LAWS8320 and LAWS8820 form part of the compulsory core of the LLB and BJuris degree courses with respect to students who entered the Faculty in 1981 or later. Students are required to take one of these two subjects to fulfil compulsory requirements and are permitted to take the other as an elective.

PSYC1002 Psychology 1 Staff Contact: Dr D. Burnham 112 F HPW5

Note/s: A high proficiency in English is necessary to pass this subject. Excluded GENS4620, GENS5050.

Introduces 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.

Credit is given for participating in various Schoolapproved research studies for up to six hours during the year. An alternative is available.

SOCI1131

Society and the Individual A Staff Contact: Clive Kessler, Mira Crouch C6 S1 HPW3

Note/s: Excluded SOCI1130.

Introduction to Sociology through the consideration of social conditions which frame individuals' experiences and ways of life in the contemporary world. Attention is given to both our immediate environment and the broad field of global forces which impinge on us. Social life and aspects of its cultural setting are analysed through the study of topics such as: power, class, modernisation, the consumer society and the culture of capitalism, money and the work ethic, cities and states, the global society. Relevant classical social theories are examined in connection with these topics. Building on this work, Society and the Individual B (see below) focuses on social institutions and the strategies through which these are investigated.

Australian Giants? Public and Private Corporations Staff Contact: Ann Daniel C6 S2 HPW3

Explores Australia's cultural, economic, social and political landscape to identify and examine those large institutions whose effect on national life and the lives of individuals is profound and extensive. Particular attention is paid to the institutions of law, education, health and social security in the public sector and to national and international corporations in the 'private' sector. The lectures suggest ways of understanding the authority and influence which these institutions exert. The seminars follow in more detail the impacts of these 'giants' on our private lives and social worlds.

Graduate Study

Course Outlines

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 may be required to complete one or two one session subjects, usually a research subject and/or a social policy subject. This would normally be in the first year of registration.

2970

Master of Social Work (by Research)

MSW

In addition to a thesis, each candidate is required to complete two one session subjects, usually a social policy subject and a research methods subject, normally in the first year of registration.

Graduate Diploma And Masters Courses

The School offers articulated Graduate Diploma and Masters courses in three specialist content areas: Couple and Family Therapy; International Social Development; and Equity and Social Administration.

The Graduate Diploma programs are each offered on a two-year part-time basis. Extension to a Masters qualification involves an additional year of a part-time (or one session of full-time) enrolment during which a minor thesis is written. Students intending to progress to a Masters level must indicate this intention to the Program Coordinator mid-way through their second year of part-time study, and successful completion of the Graduate Diploma at a credit standard is a prerequisite for progression to the Masters level of study.

5550

Graduate Diploma in Couple and Family Therapy

Two year course/part-time only.

2 x 14 week sessions/yr, 6 hours/wk (total 336 hours)

Jointly mounted and taught by School of Social Work and

Marriage Guidance NSW

Fee: \$3,500 per academic year, \$7000 for course.

Admission requirements

- 1. Successful completion of undergraduate degree
- 2. Ability in basic therapeutic skills
- 3. Aptitude for intensive therapeutic training.

Desirable and taken into account in the selection process:

- Capacity within current employment to work with couples and/or families in therapy.
- 2. Completed 2 years' work experience in a clinical setting. Enrolment is restricted to 16 students each year. All applicants are required to attend an interview with a Selection Committee. Applications to be submitted by midNovember; notification of acceptance by end December. Course begins end February/early March. The central goal of the program is to train clinical workers in the theory and practice of couple and family therapy so that they will become skilled in working professionally with a wide range of couple and family arrangements and difficulties.

Year 1	HI	PW
Session 1		
SOCW7781	Research Issues in Couple and Family Therapy	2
SOCW7782	Sociology of Marriage and the Family	2 2
Session 2	a	
SOCW7783	Clinical Practice I	4
Full Year SOCW7780	Theory of Couple and Family Therapy	2
Year 2 Session 1 SOCW7784	Clinical Practice II	6
Session 2		
SOCW7785	Special Issues in Couple and Family Therapy	3
SOCW7786	Individual Learning Contract	3

5552

Graduate Diploma in International Social Development

Two years part-time.

2 x 14 week sessions/yr, 6 hours/week S1 Yr1; 4 hours/week S2 Yr1

6 hours/week S1 Yr2: 6 hours/week S2 Yr2

Note: Depending on enrolment in 1995, students may be able to complete the diploma as a one year, full-time course.

The purpose of this graduate diploma course is to prepare local and overseas candidates for work in the broad area of international aid. It is also relevant for work with immigrant and refugee populations in Australia. By the end of the diploma program candidates will:

- have developed a knowledge base and analytical framework to critically assess the context in which international aid is delivered;
- have considered a range of social theories which promote alternative perspectives on values and motivation for working in the international field;
- have substantive knowledge and a range of skills related to planning, delivery and evaluation of international aid.

1	Year 1	HP	VV
,	Session 1		
,	SOCW7788	Issues in International Social	
		Development	2
;	SOCW7789	Social Development Policy and	
		Planning	2
;	SOCW7790	Community Development	2
	Session 2		
	SOCW7791	Preparation for International Practice	2
			2
;	SOCW7792	Individual Project A	2
•	Year 2		
	Session 1		
	SOCW7794	Social Infrastructure for International Aid	2
	SOCW7795	Management of Human and Financial	
	555117755	Resources	2
	SOCW7796	Community Education Strategies	2
•	30047730	Community Education Strategies	-
,	Session 2		
:	SOCW7792	Indidivual Project A (continued)	6

5553

Graduate Diploma in Equity and Social Administration

Two year course/part time only

2 x 14 week sessions/yr, 6 hours/wk Session 1, 4 hours/wk session 2 (total 280 hours)

Admission Requirements

Holders of Bachelors degrees will be eligible to enrol in the Graduate Diploma in Equity and Social Administration.

Work experience and other qualifications may suffice for eligibility to enrol in the Graduate Diploma of Equity and Social Administration.

Admission will be competitive and based on qualifications and experience.

The objective of the Graduate Diploma is to equip access and equity program and human resource management professionals with the theoretical, professional and practical knowledge necessary for the effective development and management of equity (such as equal employment opportunity, access and equity, affirmative action) policies and related programs, in the government, non-government and private sectors.

Year 1	н	PW
Session 1 SOCW7798 SOCW7799 SOCW7800	Equality and Diversity in Practice Contemporary Social Theory Research Issues in Equity	2 2 2
Session 2 SOCW7799 SOCW7801	Contemporary Social Theory Managing for Compliance	2
Year 2 Session 1 SOCW7802 SOCW7803 SOCW7805	Social Policy, Equity and Legislation Equity Program Design and Evaluation Resource Allocation and Equity	2 2 2
Session 2 SOCW7802 SOCW7804	Social Policy, Equity and Legislation Issues in Ethics and Equity	2

8931

ири

Master of Couple and Family Therapy

- Articulates with Graduate Diploma in Couple and Family Therapy.
- Requires an additional one year of part-time study, or one session of full-time study, in which a minor thesis is to be written.
- The program is designed to meet the need of students wishing to extend their postgraduate research experience in the area of Couple and Family Therapy.

Admission requirements

The route to the 3rd year stage of the Masters program is via the Graduate Diploma only, and candidates who have completed the Graduate Diploma in Couple and Family Therapy receive exemptions for the subjects in the first and second years of the Masters program.

Year 1 Session 1	HPW			
SOCW7781	Research Issues in Couple and Family Therapy	2		
SOCW7782	Sociology of Marriage and the Family	2		
Session 2 SOCW7783	Clinical Practice 1	4		
Full Year SOCW7780	Theory of Couple and Family Therapy	2		

Year 2 Session 1		HPW
SOCW7784	Clinical Practice II	6
Session 2 SOCW7785	Special Issues in Couple and Family Therapy	3
SOCW7786	Individual Learning Contract	3
Year 3 Full Year SOCW7787	Minor Thesis	12

8932 Master of International Social Development

Three years part-time.

2 x 14 week sessions/vr:

- 6 hours/week S1 Yr1, 4 hours/week S2 Yr1
- 6 hours/week S1 Yr2, 6 hours/week S2 Yr2
- 12 hours/week S1 Yr3,12 hours/week S2 Yr3

The overall goal of this degree program is to offer a graduate qualification in social development policy and planning with an international focus. In addition to the objectives of the diploma program, by the end of the degree program candidates will be able to demonstrate research skills required to complete a graduate level thesis relevant to international aid.

Admission requirements

V--- 4

A candidate for the degree shall have completed the coursework for the Graduate Diploma in International Social Development at a credit level or above. Therefore, they receive exemptions for the subjects in the first and second years of the Masters program.

11544

Session 1	HP	W
SOCW7788	Issues in International Social Development	2
SOCW7789	Social Development Policy and Planning	2
SOCW7790	Community Development	2
Session 2 SOCW7791 SOCW7793	Preparation for International Practice Individual Project B	2
Year 2 Session 1		
SOCW7794	Social Infrastructure for International Aid	2
SOCW7795	Management of Human and Financial	
	Resources	2
SOCW7796	Community Education Strategies	2

Individual Project B (continued) Research Methods	HPW 3 3
Minor Thesis	12
	Research Methods

8933 Master of Equity and Social Administration

- Articulates with Graduate Diploma in Equity and Social Administration
- Requires an additional one year of part time study or one session of full time study, in which a minor thesis is to be written.

The objectives of the Masters program are to build on the knowledge and skills of diplomates by equipping them with the research skills and the conceptual and practical sophistication to plan and undertake equity policy and related high level research, in either more general contexts or more specifically in relationship to the social work profession.

Admission Requirements

Admission to the Masters year of the program is through successful completion at a credit level or above, of the Graduate Diploma, after which students will be granted exemptions for the subjects successfully completed.

Year 1 Session 1	н	PW
SOCW7798 SOCW7799 SOCW7800	Equality and Diversity in Practice Contemporary Social Theory Research Issues in Equity	2 2 2
Session 2 SOCW7799 SOCW7801	Contemporary Social Theory Managing for Compliance	2
Year 2 Session 1 SOCW7802 SOCW7803 SOCW7805	Social Policy, Equity and Legislation Equity Program Design and Evaluation Resource Allocation and Equity	2 2 2
Session 2 SOCW7802 SOCW7804 SOCW7797	Social Policy, Equity and Legislation Issues in Ethics and Equity Research Methods	2 2 3
Year 3 Full Year SOCW7787	Minor Thesis	12

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

SOCW7726

Social Work Research Methods A Staff Contact: Dr Michael Wearing S2 HPW1 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 Staff Contact: Dr Michael Wearing

\$1 HPW1.5

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.

SOCW7761

Project

Staff Contact: Prof Allan Borowski

\$1 HPW12

Note/s: This is an indication only of time that students are expected to spend on the subject.

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.

SOCW7771

Special Topic in Welfare Studies Staff Contact: Prof Allan Borowski S1 or S2 HPW2

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

SOCW7780

Theory of Couple & Family Therapy Staff Contact: Ms Carmel Flaskas

F HPW 2

Introduces students to methods of working with couples and families as these approaches have evolved over time. Critically explores the origins of couple and family work in systemic therapy from perspectives of structural therapy and strategic approaches. Later approaches based on Michael White's ideas, and the narrative emphasis in therapy also reviewed. A framework for understanding human problems will be presented, including the theory behind clinical assessment and therapy. Special emphasis

will be placed on the recent relationshipfocussed developments of the Milan approach, and this will provide students with the theoretical basis for intervention in their clinical practice subjects.

SOCW7781

Research issues in Couple and Family Therapy Staff Contact: Dr Michael Wearing S1 HPW 2

Examines specific research issues relevant to the field of couple and family therapy. Particular attention will be given to quantitative and qualitative research methods. Some of the special difficulties of research in therapy will be explored, and examples of contemporary research in the area will be examined and critically reviewed.

SOCW7782

Sociology of Marriage and the Family

Staff Contact: Dr Helen Meekosha

S1 HPW2

Considers wider sociological issues related to marriage and the family, specific to the context of contemporary Australian society. The impact of ethnicity, class and disability on the form of partnerships and the family will be considered. Power relations with respect to gender, sexuality and parentchild issues will be explored, with a view to linking the wider social context with patterns of interpersonal family relationships.

SOCW7783

Clinical Practice I

Staff Contact: Mr Jac Brown, Dr Kerrie James

S2 HPW4

Coreauisite: SOCW7780

Focus on an application of the theory of couple and family work, with special emphasis on the recent relationshipfocussed developments of the Milan approach. It will rely on role play practice, live clinical demonstrations and video tape presentations of clinical work. Students will work in small groups of four with a clinical supervisor who will direct their clinical work.

SOCW7784

Clinical Practice II

Staff Contact: Dr Kerrie James, Mr Jac Brown

S1 HPW6

Prerequisites: SOCW7780, SOCW7783

Extends students' clinical training to supervised work with clients. Though further role play practice may be required, the subject will essentially involve the actual therapy and observation of other students conducting therapy with the client population of Marriage Guidance New South Wales. Students will work in groups of four and will function as a team to facilitate their theoretical and clinical understanding and actual therapeutic skills.

SOCW7785

Special Issues in Couple and Family Therapy

Staff Contact: Ms Carmel Flaskas

S2 HPW3

Prerequisities: SOCW7780, SOCW7783, SOCW7784

Presents current thought in complex areas of couple and family work. Emphasises current controversies in the

knowledge and practice of systemic therapy, in ethics and values, and in the application of systemic therapy to specific problems and client populations. Special attention will be niven to therapy relating to issues of domestic violence and child abuse.

SOCW7786

Individual Learning Contract Staff Contact: Ms Carmel Flaskas

SW HPW 3

Prerequisites: SOCW7780, SOCW7781

Students will be required to develop and undertake an individual learning contract, Individual supervision and class seminars will provide the formal learning context for the contracts. The content of the contract is negotiable according to the student's interests, and formal approval rests with the Coordinator of the subject. Students will be encouraged to undertake contracts in one of three broad areas developing a research plan in the field of therapy using quantitative or qualitative methodology; undertaking a theory research contract relevant to contemporary therapy knowledge; exploring a particular practice area or issue.

SOCW 7787

Minor Thesis

Staff Contact: Individual Supervision

F HPW 12

Each student enrolled in the Master of Equity and Social Administration is required to submit a minor thesis related to this area. Each candidate has individual supervision and is expected to attend a series of seminars in which students' research-in-progress is presented and discussed. The thesis is an original piece of work which takes account of literature in the topic area, and which makes some contribution to theory development. It can be based on empirical investigation or be primarily descriptive and analytic in nature. The thesis should be 15,000 to 20,000 words in length. The examination of theses will be administered by the School's Postgraduate Studies Committee. Theses will be examined by two examiners one internal to the School Of Social Work, and one external.

SOCW7788

Issues in International Social Development Staff Contact: Dr Barbara Ferguson, Dr Ted Trainer S1 HPW2

This subject inntroduces students to conceptual, structural and pragmatic issues in social development as process and goal. It offers a knowledge base and analytical framework for work in the field of international aid. Controversies in development theory are examined as well as the complexities of the geopolitical and economic contexts in which international aid is delivered. Specific problems of international aid addressed in relation to a range of social theories include: the colonial legacy, poverty, population growth and movement, multinational corporations, international loans and Third World debt, environmental degradation, war and human rights.

SOCW7789 Social Development Policy and Planning

Staff Contact: Dr Eileen Baldry

S1 HPW2

This subject provides a framework for understanding social development looking at the aims of social development in international, regional, national and local settings. Social development affords a different perspective from orthodox economic models. This subject also introduces policy development and analysis skills needed to plan and implement social development programs. It links these skills with the skills of community organization, advocacy, program planning, administration and evaluation required to maintain them.

SOCW7790

Community Development

Staff Contact: Ms Helen Meekosha

S1 HPW2

This subject begins with a review of the history, background and applications of community development programs in the Third World situations. Students then examine a range of case examples which introduce relevant strategies and approaches to local level and organizational change. Alternative models of social and economic planning. administration and service delivery at the local government level are considered. Particular emphasis is accorded to participative and decision making processes, and to skills in assessment, consultation and planning.

SOCW7791

Preparation For International Practice

Staff Contact: Dr Barbara Ferguson, Dr Diane Barnes S2 HPW2

This subject prepares students to function within their own professions in international contexts. It promotes examination of values and motives for engaging in international work in the light of theories of social justice. Students are introduced to the ethnographic method as well as a range of other skills for effective interpersonal communication, community participation and research in crosscultural situations.

SOCW7792 Individual Project A

SOCW7793

Individual Project B

Staff Contact: Dr Barbara Ferguson

S2 HPW2

In this subject students in the Graduate Diploma Program develop and undertake an individual learning contract to complete a project. The project requires library and empirical research designed to integrate and apply elements of the coursework to students' particular field of work. Students identify the problem or issue to be addressed, discuss the cultural, geo-political and economic context, the relevant policies and programs, and develop a research proposal or a submission for an implementation plan to address the problem or issue under discussion.

SOCW7794

Social Infrastructure for International Aid Staff Contact: Dr Barbara Ferguson

S1 HPW2

This subject introduces students to the international aid agencies, their respective structures, roles and relationships with one another. It examines the workings of government and non-government aid agencies at national and international levels. This information is then related to case examples which demonstrate skills to negotiate within the international aid systems, secure

funding, lobby and advocate to redefine development assistance.

SOCW7795

Management of Human and Financial Resources Staff Contact: Prof Alian Borowski

S1 HPW2

This course covers two broad areas. First, the management of human resources, provides an overview of the problems and opportunities which arise in managing people, with special reference to working within international aid organizations. Topics include staff recruitment, selection, development and evaluation. The second area, the management of financial resources seeks to introduce students to some of the conceptual and technical skills required to deal with financial and resource control problems. Topics include preparation and interpretation of budgets and financial reports.

SOCW7796

Community Education Strategies Staff Contact: Dr Sandy Regan S1 HPW2

This subject covers a range of community education strategies drawing on case studies of innovative models in Third World communities. Students consider appropriate objectives, methods, communication skills and assessment for adult learners taking into account adaptations required in different sociocultural contexts. In addition to examining the rationale, nature and scope of distance education, students are introduced to skills for developing curricula and written packages, and to the appropriate use of available technologies.

SOCW 7797 Research Methods

S2 HPW 3

the minor thesis.

Staff Contact: Dr Michael Wearing

This subject is designed to enhance basic and intermediate skills in research work at a postgraduate level with a specific focus on thesis writing, research methodology and analysis and presentation of data. The subject develops critical and analytical skills in the reading and summation of literature for a piece of research. Both qualitative and quantitative analysis are covered in the subject as they relate to writing up a thesis. The subject also covers various styles of research methods used in research projects. It is envisaged that micro and mainframe computers will be used to assist the analysis and presentation of data and the writing up of

SOCW 7798 Equality And Diversity In Practice Staff Contact: Ms Helen Meekosha S1 HPW 2

Practitioners operate in environments of unequal power. These apply in respect of gender, class, race, ethnicity and age relations, as well as disability and sexuality. Concepts useful for understanding and intervening in unequal situation such as equality, diversity, difference, equity, gender and citizenship will be examined. Applications of these concepts to contemporary social movements will be pursued. Examples will be selected from change strategies led by and involving indigenous peoples, people with disabilities, gays and lesbians, aged people, women and

youth. Practices relevant to these movements will be examined in some detail.

SOCW 7799

Contemporary Social Theory

Staff Contact: Ms Jan Breckenridge, Dr Betsy Wearing F HPW 2

This subject will examine a range of social theories and link these to contemporary debates on equity, equality, specificity, "political correctness" and social diversity. The subject will focus on the way in which theory responds to these contemporary debates; theoretical approaches under review will include class analysis, gender analysis, discourse analysis, theories of race, post-structural theory, critical theory, feminist theory, and theories of democracy and citizenship. Dimensions of difference relate to gender, Aboriginality, class, ethnicity, sexuality, age, disability, literacy and geographical location.

SOCW 7800

Research Issues In Equity
Staff Contact: Dr Michael Wearing
S1 HPW 2

This subject examines specific issues of research relevant to social administration and equity. Particular attention will be given to qualitative and quantitative analysis. Some of the special difficulties of research in equity and social administration will be explored, and examples of contemporary research in the area will be examined and critically reviewed. The course will focus on how to evaluate other research and how to plan research.

SOCW 7801

Managing For Compliance Staff Contact: Ms Helen Meekosha S2 HPW 2

One of the central issues for people involved in equity management is the organisational context of changes in legislation and policy on equity - such as equal opportunity. This subject will link organisational theory, organisational communication strategies and strategies for social change in building analytic skills and skills in policy implementation. The focus of the course is to understand the different meanings of compliance in management of equity policy.

SOCW 7802

Social Policy, Equity And Legislation Staff Contact: Dr Eileen Baldry F HPW 2

Social policy relevant to access and equity, equal opportunity, affirmative action, and social justice will be described and analysed. Particular attention will be paid to target groups in the development of social policy. Current social policy and administration debates relevant to equity principles and practice will be examined. Specific legislation will be examined in terms of the political processes which led to their enactment, the content of the legislation and implementation, and the capacity of differing legislative approaches to bring about change. The legislative context will be drawn from Australia and overseas. Fields of concern may include social welfare, health, education, employment, community services, and community development.

Equity Program Design And Evaluation Staff Contact: Prof Allan Borowski

S1 HPW 2

This subject examines equity issues which arise in relation to program and policy design and evaluation, as understood in terms of their effectiveness. The elements are: identifying equity considerations in the policy planning process, ensuring equity goals are built into program design, and assessing to what extent equity has been achieved in evaluation of social programs. These concerns provide a context for developing and implementing programs which are effective both in terms of the substantive goals and in the pursuit of specific equity goals. A number of research methods, both quantitative and qualitative, are used to undertake and understand evaluation of programs and policies.

SOCW 7804

Issues in Ethics and Equity Staff Contact: Dr Damian Grace

S2 HPW 2

An exploration of equity issues in a range of social, institutional and work place settings. This exploration will be conducted against a background of theories of morality and moral reasoning. Topics will include: Free speech and racial vilification, affirmative action, loyalty and whistleblowing.

SOCW7805 Resource Allocation And Equity

Staff Contact: Prof Allan Borowski

S1 HPW 2

This subject covers the problems and opportunities which arise in managing people. Topics include staff recruitment and selection, leadership and motivation, staff supervision and evaluation, compensation and benefits, EEO and the relationship of the people management function to the mission of the organisation. Consideration is also given to conflict resolution, mediation and negotiation skills. The course also addresses the management of financial resources. This part seeks to (1) introduce students to the principles of managing the working capital of private, public and non-profit organisations,

(2) foster the ability to intelligently interpret and use financial statements, and

(3) provide students with some of the conceptual and technical skills required to deal with financial and strategic control problems.

Faculty Electives

PROFIGG1

Professional Ethics

Staff Contact: Dr Martin Bibby

S1 HPW2

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, metaethics. 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 AngloAmerican 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

Staff Contact: A/Prof Jim Sockler

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

Staff Contact: Prof Allan Borowski

12

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning. ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

School of Sport and Leisure Studies St George Campus

Head of School Ms Pauline Sky

Administrative Officer

Mr William H Baker

The School of Sport & Leisure Studies offers degree courses in Sports Science and Leisure Studies at the undergraduate level and a Master of Sports Science, and a PhD program at the graduate level.

Section 2

Elective Cat A General Education

Practicum 2

SLST7742

C HPW

2

Undergraduate Study

Course Outlines

SLST7721

Practicum 1

				00000011 Z		-	***
4140				SLST4122	Human Development	10	3
Bachelor of Leisure Studies				SLST4228	Leisure in Australia	15	4
				SLST6322	Studies in Specific Populations	10	3
				SLST6422	Outdoor Recreation 2	15	4
	offers a course leading to the			SLST6544	Art in Society	15	4
	achelor of Leisure Studies. Studies			SLST7721	Practicum 1	. •	
	tudies undertake specialist sub			02017721	1 , adddan 7		
	tdoor recreation, leisure theor			Year 2			
	ulations and leisure managemen			Session 1			
	se specialized areas with a bro-			SLST4133	Social Psychology of Leisure	15	3
	d community studies appropriat	e for peopl	le to	SLST4239	Recreation Leadership	15	4
enter the Lei	sure industry.			SLST6333	Servicing Specific Populations 1		
					(Disability)	15	4
Schedule	of Subjects			SLST6531	Sport for Recreation	15	4
Jonedale (or oubjects			Elective Cat	A General Education	2	2
Year 1	•	C H	IPW	SLST7742	Practicum 2		
Session 1				0			
SLST1141	Communication Skills	10	3	Session 2	A 1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-1-		_
SLST4111	Sociology of Community	10	3	SLST1142	Administration Studies 1	10	2
SLST4217	Leisure in Society	15	4	SLST4240	Programming for Leisure	17	4
SLST6411	Outdoor Recreation 1	15	4	SLST6344	Servicing Specific Populations 2		_
SLST6532	Music for Recreation	15	4		(Ageing)	17	4
SI ST7721	Practicum 1			SLST6543	Dance for Recreation	16	4

Year 3 Session 1		С	HPW
SLST4155	Admin. & Management Studies	15	3
SLST4251	Recreation Promotion &		
02011201	Marketing	15	4
SLST6355	Servicing Specific Populations 3		•
02010000	(Integration) or	15	4
SLST6453	Outdoor Recreation 3	15	4
SLST7651	Professional Ethics & Social		7
02017001	Responsibility in Leisure	15	3
Flective Cat B	General Education	2	ž
SLST7763	Practicum 3	-	_
31317703	Fracticum 5		
Session 2			
SLST4166	Applied Business Studies in		
	Recreation	15	4
SLST4262	Computer Applications for		
	Recreation	15	4
SLST6366	Servicing Specific Populations		
	(Adapted Environments) 4 or	15	4
SLST6464	Outdoor Recreation (Expedition		
	Planning & Leadership) 4	15	4
SLST7662	Professional Issues in Leisure		
	Seminar	15	3
Elective Cat B	General Education	2	2
SLST7763	Practicum 3	_	_
Total House: 1			

Total Hours: 102 Total Credit Points: 378

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 study a common core of subjects in the first year of the course. In the second and third years of the course students progressively undertake subjects relevant to their major area of specialisation.

Schedule of Subjects

Year 1		С	HPW
Session 1			
SLST1149	Motor Skill Learning	5	4
SLST3200	Human Anatomy & Physiology	5	4
SLST3211	Computers in Sports Science	4	3
SLST3222	Concepts in BioScience	5	4
SLST3234	Social Issues in Sport & Exercise	5	3
Session 2			
SLST0805	Practicum 1 (Exercise Science)		*
or			
SLST0808	Practicum 1 (Sports Coaching)		*
SLST1145	Functional Anatomy	5	4
SLST1147	Exercise Physiology 1	5	4
SLST1151	Skill Acquisition	5	4
SLST3245	Psychology of Sport and Exercise	5	3
SLST3305	Understanding Personal Health	4	3

^{* 80} hours of field experience

Year 2		С	HPW	
Session 1 SLST1146 SLST1148 SLST1150	Kinesiology Exercise Physiology 2 Exercise Programs &	4 5	3 4	
32311130	Prescription 1	4	3	
SLST2132 or	Introduction to Coaching	4	3	
SLST3256	Nutrition for Health	4	3	
SLST3267 Category A Ge	Statistics for Sports Science eneral Education Elective	4 2	3 2	
Session 2 SLST0806 or	Practicum 2 (Ex Science)		•	
SLST0809 SLST2129	Practicum 2 (Sp Coaching) Exercise Programs &		*	
SLST3278	Prescription 2 Laboratory Fitness Assessment	4	3	
GLG15276	Procedures	4	3	
SLST3289	BiomechanicsTheory & Practice	4	3	
SLST3300	Administration Studies	4	3	
SLST3312 or	Advanced Exercise Physiologyr	5	4	
SL\$T2133	Coaching Methodology	5	4	
Category A Ge	eneral Education Elective	2	2	
* 80 hours of field	d experience			
Year 3				
Session 1				
SLST2128	Exercise and Sports Injuries	4	3	
SLST3184	Sports Management	5	3	
or				
SLST3324	Advanced Laboratory	_	_	
SLST3336	Assessment Procedures Exercise Programs & Prescription	5	3	
3L313336	for Special Populations	4	3	
SLST3348	Stress and Performance	4	3	
Elective	ou doo una i onomiano	4	3	
Category B Ge	eneral Education Elective	2	2	
Session 2				
SLST0807	Practicum 3 (Ex Science)		*	
SLST0810	Practicum 3 (Sp Coaching)		*	
SLST3351	Training the Elite Athlete	6	4	
SLST3363	Current Issues in Sports Science	5	3	
SLST3375	Assessment Program Design &			
	Implementation	6	4	
or				
SLST3387	Sport Skills Assessment	6	4	
C-4	Elective	4	3	
Elective	eneral Education	2	2	
* 80 hours of field experience				

Elective Subjects

Elective subjects selected must carry a minimum of four credit points.

Session 1	(С	HPW	BSpSc (Ho	nours)		
SLST2132	Introduction to Coaching						
	(Exercise Science)	4	3		o complete the BSpSc Pass Degr		
SLST3184	Sports Management (Ex Science)	5	3		lemic record (normally with grades of		
SLST3256	Nutrition for Health (Sp Coaching)	4	3		ubjects) may make written applicat		
SLST3324	Advanced Lab Assess Procedures				School of Sport & Leisure Stud	ies :	to be
0_0.00_		5	3	admitted to the	ne Honours Program (4th year).		
SLST3410	Application in Biomechanics	4	3	In the Honou	rs year, students complete a resea	rch-t	oased
SLST3421	Electromyographic Analysis of				subject Professional Ethics and		
	Movement	4	3		y be required to undertake addition		
					ort their thesis topic.		
Session 2				• • •	,		
SLST3375	Assessment Program Design &			Year 4 (Hone	ours)	С	HPW
	Implementation (Sp Coaching)	6	3	Session 1			
SLST3443	Nutrition in Sport & Exercise	4	3	PROF0001	Professional Ethics	3	2
SLST3465	Sport Psychophysiology	4	3	SLST3487	Research Procedures & Design		
SLST3476	Corporate Health Management	4	3		in Sports Science	6	3
SLST9897	Independent Study	4	3	SLST3498	Thesis		
Not all elective	es will be offered each session.			Session 2			
Students m	ay choose elective subjects from	n	other	SLST3498	Thesis		
	te degree courses, with the approva						

Subject Descriptions

Head of School.

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Bachelor of Leisure Studies

SLST1141

Communication Skills

Staff Contact: Dr Robert Neumayer

C10 S1 HPW3

The subject is designed to provide an overview of several contemporary modes of effective communication including both interpersonal and intrapersonal 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.

SLST1142

Administration Studies 1

Staff Contact: Ms Barbara Eden

C10 S2 HPW2

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.

SLST4111

Sociology of Community

Staff Contact: Dr Robert Neumayer

C10 S1 HPW3

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

Staff Contact: Dr Robert Neumayer

C10 S2 HPW3

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

Staff Contact: Dr Robert Neumaver

C15 S1 HPW3

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

Administration and Management Studies

Staff Contact: Dr Robert Neumaver C15 S1 HPW3

Prerequisite: SLST1142

This subject extends the students knowledge of administration in government and nongovernment 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 Recreation

Staff Contact: Dr Robert Neumayer

C15 S2 HPW4

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

Staff Contact: Dr Robert Neumayer

C15 S1 HPW4

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

Staff Contact: Dr Robert Neumaver

C15 S2 HPW4

Prerequisite: SLST4217

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

Staff Contact: Dr Robert Neumaver

C15 S1 HPW4

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.

SLST4240

Programming for Leisure

Staff Contact: Dr Robert Neumayer C17 S2 HPW4

Prerequisite: SLST4228

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

SLST4251

Recreation Promotion and Marketing

Staff Contact: Dr Robert Neumaver

C15 S1 HPW4

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

SLST4262

Computer Applications for Recreation

Staff Contact: Dr Robert Neumayer

C15 S2 HPW4

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 commercial environment.

Studies in Specific Populations

Staff Contact: Dr Robert Neumaver

C10 S2 HPW4

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 socioeconomic status. Examines current issues and predicted future trends related to associations, institutions, and community services that represent or cater for specific populations.

Servicing Specific Populations 1 (Disability)

Staff Contact: Dr Robert Neumayer

C15 S1 HPW4

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.

Servicing Specific Populations 2 (Ageing)

Staff Contact: Dr Robert Neumayer

C17 S2 HPW4

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 (Integration) Staff Contact: Dr Robert Neumayer

C15 S1 HPW4

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 (Adapted Environments)

Staff Contact: Dr Robert Neumayer C15 S2 HPW4

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

Staff Contact: Mr John Nolan

C15 S1 HPW4

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

Staff Contact: Mr John Nolan

C15 S2 HPW4

This subject is designed to provide students with an understanding and appreciation of the outdoor recreation activities most common in recreational camps for children and young adult groups. Students learn camp craft. bushwalking, abseiling, canoeing and sailing. Apart from skills formation, the subject focuses on client safety procedures and teaching techniques. Where appropriate to the particular activities, navigation principles and knowledge of survival techniques are also taught.

SLST6453

Outdoor Recreation 3

Staff Contact: Mr John Nolan

C15 S1 HPW4

Prerequisite: SLST6411, SLST6422

This subject focuses on the more advanced knowledge and skills associated with outdoor recreation. As future instructors in outdoor recreation, students study and develop high levels of competency in techniques associated with activities such as caving, rock climbing, canyoning, scuba diving and white water canoeing. A key component of this subject is the learning of appropriate methods of teaching these activities to future clients. Such teaching methods will emphasise the relevant safety procedures associated with each of these activities. Due to the nature of this subject, student numbers will be restricted. Entry will be based on academic performance in the prerequisite subjects.

SLST6464

Outdoor Recreation 4 (Expedition Planning and Leadership)

Staff Contact: Mr John Nolan

C15 S2 HPW4

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.

SLST6531

Sport for Recreation

Staff Contact: Mr John Nolan

C15 S1 HPW4

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 range of individual and team games currently played in the community.

SLST6532

Music for Recreation

Staff Contact: Dr Robert Neumayer

C15 S1 HPW4

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

Staff Contact: Dr Robert Neumaver

C16 S2 HPW4

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.

Art in Society

Staff Contact: Dr Robert Neumayer

C15 S2 HPW4

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.

SI ST7651

Professional Ethics and Social Responsibility in Leisure

Staff Contact: Dr Robert Neumayer

C15 S1 HPW3

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.

SLST7662

Professional Issues in Leisure Seminar

Staff Contact: Dr Robert Neumayer

C15 S2 HPW3

Extension of SLST7651. 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

Staff Contact: Dr Robert Neumayer

S2

Note/s: 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 familiar with agency operations. The second session may involve working as a staff member or, in some cases being responsible for a particular program or series of work related activities, under the general supervision of a centre staff member.

SLST7742 Practicum 2

Staff Contact: Dr Robert Neumayer

Note/s: 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 shortrun agency program.

SLST7763

Practicum 3

Staff Contact: Dr Robert Neumayer

Note/s: 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 a special population or special project. This placement provides students with the opportunity to practice and develop research skills in the field, and to gain organisational and administrative experience through involvement in a specific project. Students are required to demonstrate positive professional leadership and make a significant contribution to the specific project.

Bachelor of Sports Science

SLST1145

Functional Anatomy
Staff Contact: Mr Paul Batman

C5 S2 HPW4

Prerequisite: SLST3200

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

Staff Contact: Mr Paul Batman

C4 S1 HPW3

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.

SLST1147

Exercise Physiology 1

Staff Contact: Mr John Schell

C5 S2 HPW4

Prerequisite: SLST3200

This subject introduces students to basic physiological functions involved in the performance of work and exercise. Students study the role of the neuronuscular system and cardiorespiratory system in the performance of work and exercise. Emphasis is placed on the importance of the body's energy systems in optimal human performance.

Exercise Physiology 2

Staff Contact: Mr John Schell C5 S1 HPW4

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.

SLST1149

Motor Skill Learning

Staff Contact: Mr Connell Byrne

C5 S1 HPW4

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.

SLST1150

Exercise Programs and Prescription 1

Staff Contact: Mr Paul Batman

C4 S1 HPW3

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.0 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.

SLST1151

Skill Acquisition

Staff Contact: Mr Connell Byrne

C5 S2 HPW4

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.

SLST2128

Exercise and Sports Injuries

Staff Contact: Ms Margaret Keech

C4 S1 HPW3

Prerequisite: SLST1146

This subject aims to develop students knowledge of the more common injuries arising from participation in physicia 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.

SLST2129

Exercise Programs and Prescription 2

Staff Contact: Dr Kevin Norton

C4 S2 HPW3

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.

SLST2132

Introduction to Coaching

Staff Contact: Mr Connell Byrne

C4 S1 HPW3

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

Staff Contact: Mr Connell Byrne

C5 S2 HPW4

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.

SLST3184

Sports Management

Staff Contact: Dr Bruce Wilson

C5 S1 HPW3

Prerequisite: SLST3300

This unit is designed to provide knowledge and understanding of the principles and practical skills required by the successful sports coaching administrator. Constitutions, bylaws and club administration are reviewed. Tournament and competition scheduling skills are developed.

SLST3200

Human Anatomy & Physiology

Staff Contact: Mr Paul Batman

C5 S1 HPW4

Topics to be addressed in this subject include an introduction to the various tissues, organs and systems of the human body. Students will study cell and tissue biology, followed by a study of the body systems, including muscularskeletal, neuroendocrine, cardiorespiratory, reproductive and renal systems. Consideration of both anatomical and physiological aspects of these systems will be incorporated into the subject through lecture and laboratory experiences.

Computers in Sports Science

Staff Contact: Ms Barbara Eden

C4 S1 HPW3

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.

SLST3222

Concepts in BioScience

Staff Contact: A/Prof Jim Sockler

C5 S1 HPW4

This subject aims to develop an understanding of the basic concepts in chemistry, physics and mathematics as they relate to sports science. It is an integrated subject designed to provide a foundation in elementary science in preparation for specific study in human anatomy and physiology and applied subjects in these areas. Topics covered include biological chemistry, metabolic processes and biophysics.

SLST3234

Social Issues in Sport & Exercise

Staff Contact: Dr Bruce Wilson

C5 S1 HPW3

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.

SLST3245

Psychology of Sport and Exercise

Staff Contact: Dr Bruce Wilson

C5 S2 HPW3

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.

SLST3256

Nutrition for Health

Staff Contact: Ms Barbara Eden

C4 S1 HPW3

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.

SLST3267

Statistics for Sports Science

Staff Contact: Dr Tim Olds

C4 S1 HPW3

This subject is an introduction to applied descriptive and inferential statistics. Areas covered include the logico-mathematical rationale for statistical procedures, measures of central tendency and variability, characteristics of the normal distribution, transformed scores, effect sizes and confidence limits, Student's t-tests, oneway ANOVA (factorial and repeated measures), the Pearson productmoment correlation coefficient and linear regression, and basic nonparametric statistics. The emphasis will be on exercise science-specific applications, such as understanding the use of statistics in scholarly journals and in reporting the results of tests of physical ability. Students will gain a working knowledge of at least one computerised statistical package.

SLST3278

Laboratory Fitness Assessment Procedures

Staff Contact: Mr John Schell

C4 S2 HPW3

In this subject students explore the concept of physical fitness and are introduced to the component of physical fitness. Students attain the knowledge and skills associated with conducting a broad range of assessment procedures designed to measure individual status in health and performance related fitness components. Testing procedures appropriate for the assessment of groups of individuals will be emphasised.

SLST3289

Biomechanics Theory and Practice

Staff Contact: Ms Liz Lowe

C4 S2 HPW3

Prerequisite: SLST3222

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, with respect to exercise and sports performance. Topics covered include linear and angular kinematics and kinetics, fluid dynamics and mechanical efficiency.

SLST3300

Administration Studies

Staff Contact: Ms Liz Lowe

C4 S2 HPW3

The subject will develop a general understanding of the theory and practice of Administration. It will explore various theories useful in explaining administrative functioning; relationships between task achievement, structure, workforce and leaders; decision making and communications. Legal implications for sports and fitness agencies, promotion and sponsorships will be discussed. Appropriate financial and accounting procedures necessary for sound business practice will be investigated.

SLST3305

Understanding Personal Health

Staff Contact: Dr Robert Neumayer

C4 S2 HPW3

This subject is designed to assist the student to gain an improved understanding of personal health. The topic examines the social, emotional, intellectual, physical and

spiritual aspects of the individual, and how these different dimensions interact with one another in healthrelated issues. Health is discussed in holistic terms by studying the many factors involved in the regulation of a healthy lifestyle. Particular issues include the healthrelated topics of fitness, nutrition, leisure, stress management and the causes and prevention of disease and illness.

SI ST3312

Advanced Exercise Physiology

Staff Contact: A/Prof Jim Sockler

C5 S2 HPW4

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 other selected topics in Exercise Physiology. Also, students are required to study a specific topic of interest in Exercise Physiology and present their findings in class.

SI ST3324

Advanced Laboratory Assessment Procedures

Staff Contact: Mr John Schell/Dr Kevin Norton

C5 S1 HPW3

Prerequisite: SLST3278

In this subject students gain knowledge and skills associated with more complex procedures for the assessment of physical fitness and human performance. Students learn to calibrate and operate sophisticated scientific equipment associated with the detailed assessment of elite athletic performance. Assessment procedures include graded exercise testing for the determination of maximal oxygen consumption and anaerobic threshold, and tests of anaerobic power and capacity.

SLST3336

Exercise Programs & Prescription for Special Populations

Staff Contact: Ms Liz Lowe

C4 S1 HPW3

Prerequisites: SLST1150 and 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.

SLST3348

Stress and Performance

Staff Contact: Dr Bruce Wilson

C4 S1 HPW3

This subject is designed to help sports performers meet the cognitive and affective demands of situational stressors during competition. The concept of anxiety, stress responses, temporal patterning, the role of individual differences, selfregulation, and theoretical models of stress will be investigated. Students will develop techniques which focus on coping strategies specific to performance needs.

SLST3351

Training the Elite Athlete

Staff Contact: Mr Paul Batman

C6 S2 HPW4

Prerequisites: SLST3245 and SLST2132

This subject is designed to introduce the student to performance enhancement techniques for the elite athlete. It combines both the physiological and psychological in program design. Specifically, the focus will be on the physiological basis of overload, overtraining, recovery, reversibility, detraining and periodization. The psychological will review coaching strategies, such as coachathlete relationships, goal setting strategies and advanced diagnostic techniques.

SLST3363

Current Issues in Sports Science Staff Contact: Dr Bruce Wilson

C5 S2 HPW3

The aim of this subject is to address and discuss current issues of interest to Exercise Technicians and Sports Coaches. In particular it will provide opportunities to discuss subjects that are in a state of change and/or development. Examples of current issues are; accreditation certification and registration of professional providers; sport and the law; legal liability and the Fitness Industry; sponsorship; commercialisation of sport; the media; lifestyle management; women in sport.

SLST3375

Assessment Program Design & Implementation

Staff Contact: Mr John Schell

C6 S2 HPW4

Prerequisite: SLST3324

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.

SLST3387

Sport Skills Assessment

Staff Contact: Dr Bruce Wilson

C6 S2 HPW4

Prerequisite: SLST2132

The subject will investigate appropriate methods of assessing specific sports skills. It will review fitness, motor performance and psychological parameters and assess their relevance to effective performance. The appropriateness of assessment as a talent identification tool will be addressed.

SLST3410

Application in Biomechanics

Staff Contact: Ms Liz Lowe

C4 S1 HPW3

Prerequisite: SLST3289

This subject aims to extend the students' knowledge of both qualitative and quantitative biomechanics. Emphasis will be placed on identifying and describing the instrumentation commonly used in Biomechanics, as well as identifying strategies that can be employed to interpret the data collected. It is expected that students will complete a

number of laboratory exercises/projects over the duration of the subject. Course will focus on sports specific and ergonomic applications of Biomechanics.

SLST3421

Electromyographic Analysis of Movement

Staff Contact: Mr Paul Batman

C4 S1 HPW3

Prerequisite: SLST1146

This subject aims to extend the students' knowledge of applied anatomy and movement analysis. Specifically, students focus on EMG apparatus, detection and recording techniques, as well as the decomposition of the EMG signal as applied to muscle movements in exercise and sports. Emphasis is placed on EMG detection and interpretation to movements of the upper limb, lower limb and trunk in exercise and sport.

SLST3443

Nutrition in Sport & Exercise

Staff Contact: Ms Barbara Eden

C4 S2 HPW3

Prerequisite: SLST3256

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.

SLST3465

Sport PsychoPhysiology

Staff Contact: Dr Bruce Wilson

C4 S2 HPW3

Prerequisites: SLST3245 and SLST1148

This subject is designed to integrate knowledge from related psychological and physiological research associated with sport and exercise. A multilevel approach to cognitive and affective responses and their relationship to somatic parameters will be explored.

SLST3476

Corporate Health Management

Staff Contact: Ms Liz Lowe

C4 S2 HPW3

Prerequisites: SLST3305 and SLST3324

In this subject students become aware of the nature of corporate health management programs conducted in Australia. Students study in depth, the content of corporate health management programs, together with the organisation and implementation of such programs.

SLST9897

Independent Study

Staff Contact: Dr Bruce Wilson

C4 S2 HPW3

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)

Staff Contact: Mr Paul Batman

Practicum 1, of 80 hours duration, introduces students to the practical work involved in fitness centres, sports complexes or sports organizations. The 80 hour requirement consists of two 40 hour work experience modules.

SLST0806

Practicum 2 (Exercise Science)

Staff Contact: Mr Paul Batman

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 at an approved agency.

SLST0807

Practicum 3 (Exercise Science)

Staff Contact: Mr Paul Batman

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)

Staff Contact: Dr Bruce Wilson

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)

Staff Contact: Dr Bruce Wilson

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

Coaching Accreditation in the chosen sport.

This 80 hour subject aims to extend the students practical

Inis 80 nour 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)

Staff Contact: Dr Bruce Wilson 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.

(Honours)

SLST3487

Research Procedures & Design in Sports Science Staff Contact: A/Prof Jim Sockler

C6 S1 HPW3

This subject is designed to give students an insight into research through an examination of the qualitative and quantitative techniques used in the research process and to philosophical considerations underlying research. Students will apply principles of research design to specific issues associated with particular areas of sport and exercise science. The content is tailored to the needs of the enrolled students, enabling them 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.

SLST3498

Thesis

Staff Contact: Ms Liz Lowe

The honours student will be required to submit a thesis involving an original investigation of a topic relevant to the area of Sports Science and approved by the Head of School. A Supervisor, appointed from the full-time academic members of the School of Sport and Leisure Studies, will advise and monitor student progress.

Graduate Study

Course Outlines

The School of Sport & Leisure Studies offers courses leading to the award of Doctor of Philosophy (PhD), Master of Sports Science, and Master of Sports Science (with Honours).

The conditions for the award of these degrees are set out later in this handbook under Conditions for the Award of Higher Degrees.

1930 **Doctor of Philosophy**

Doctor of Philosophy PhD

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

9340 Master of Sports Science

Master of Sports Science MSpSc

The course is structured in three strands:

- 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 a minimum of 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.

Core Strand Research Methods

Students are required to complete both subjects. SLST9000 Research Methods and Design 1 Unit SI ST9010 Application of Research to Sport and

Exercise Science 1 Unit

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

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 subjects offered outside the School of Sport & Leisure Studies. It is expected that these subjects will complement the specific discipline area the student wishes to follow. Students will be allowed to select no more than two subjects outside the School of Sport & Leisure Studies. A list of such courses, which is not exhaustive or exclusive, includes:

Centre for Safety Science

SAFE9224 Principles of Ergonomics

School of Psychology

PSYC7300 Psychology 1: Experimental Psychology in Cognitive Science

School of Information Systems

INFS5988 Information Systems A INFS5992 Data Management

School of Industrial Relations and Organizational

Behaviour

IROB5701 Industrial Relations A
IROB5702 Industrial Relations B
IROB5901 Organizational Behaviour A
IROB5906 Human Resource Management A
IROB5907 Human Resource Management B

School of Economics

ECON5114 Economics A

ECOH5352 The Modern Business Corporation

ECOH5357 International Economic Relations since the

Nineteenth Century

ECOH5355 Aspects of Australian Economic

Development

Centre for Biomedical Engineering

BIOM9510 Introductory Biomechanics BIOM9541 Mechanics of the Human Body

School of Medical Education

MEED9010 Understanding and Working in Communities MEED9013 Influencing Health Beliefs and Health

Behaviours

MEED9104 Organisation and Management for Health

Personnel Education

MEED9105 Educational Planning

MEED9108 Program Evaluation and Planned Change

MEED9112 Managing Human Resources in Health

2998 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.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

SLST9000

Research Methods and Design

Staff Contact: A/Prof Jim Sockler

S1 HPW2

Introduction to a range of quantitative and qualitative techniques used in research and to philosophical considerations underlying research. Presuppositions of research: Principles, assumptions and problems with specific research techniques, such as statistics, participant observation, interviewing etc. Purpose of this subject is to

enable students to read academic literature in an informed manner.

SLST9010

Application of Research to Sport and Exercise Science

Staff Contact: A/Prof Jim Sockler S2 HPW2

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 needs of students enrolled in the subject and will include research designs which enable students to apply empirical and interential research techniques appropriate to their research interests and needs.

SI ST9100

Sports Administration - Theory and Practice

Staff Contact: Dr Kevin Norton S1 HPW2

S1 HPW2

This subject examines selected theories of administration and management and their application in a sporting context. Organizations, bureaucracies, confingency 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

Staff Contact: Dr Kevin Norton

S2 HPW2

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

Staff Contact: Dr Kevin Norton

S2 HPW2

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.

SLST9210

Scientific Principles of Human Performance

Staff Contact: Mr Paul Batman

S2 HPW2

Designed to extend the students knowledge in assessment 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.

SLST9220

Exercise Testing and Fitness Evaluation

Staff Contact: A/Prof Jim Sockler

S1 HPW2

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 Staff Contact: Ms Barbara Eden

S1 HPW2

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 topics dealing with current issues and trends in nutrition for peak performance.

SLST9300

Motor Learning and Performance

Staff Contact: Mr Connell Byrne

S1 HPW2

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

SLST9310

Motor Control and Behaviour

Staff Contact: Mr Connell Byrne

S2 HPW2

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

Staff Contact: Dr Bruce Wilson

S1 HPW2

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

SLST9360

Applied Sport Psychology

Staff Contact: Dr Bruce Wilson

S2 HPW2

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

SLST9400

Major Project

Staff Contact: Dr Kevin Norton

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 selfdirected approach to scholarship.

Thesis

Staff Contact: Dr Kevin Norton

The student will 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.

Faculty Electives

PROFO001

Professional Ethics

Staff Contact: Dr Martin Bibby

S1 HPW2

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, metaethics. 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 AngloAmerican 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

Staff Contact: A/Prof Jim Socklen

HPW2

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

Staff Contact: Prof Allen Borowski

L2

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning, ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

Servicing Subjects

Biomedical Engineering

BIOM9510

Introductory Biomechanics

Staff Contact: A/Prof C.D. Bertram

C3 S1 L2 T1

Note/s: Mechanics Bridging Course recommended for students with NO mechanics background.

The principles of the mechanics of solid bodies; force systems: kinematics and kinetics of rigid bodies: stressstrain relationships; stress analysis of simple elements application to muscululoskeletal system.

BIOM9541

Mechanics of the Human Body

Staff Contact: Prof N.L. Svensson

C3 SS L2 T1

Prerequisites: BIOM9510 and ANAT2111

Statics and dynamics of the musculoskeletal system: mathematical modelling and computer simulation, analysis of pathological situations.

Economics

ECON5114

Economics A

Staff Contact: Dr. C. Freedman

S1 HPW3

Microeconomic theory and applications including consumer behaviour and the theory of demand; costs, production and the theory of the firm price determination under competition, monopolistic and oligopolistic markets; investment and technology; wages, and the distribution of income: welfare, economic efficiency and public policy.

Department of Economic History

ECOH5352

The Modern Business Corporation

Staff Contact: A/Prof S. Nicholas S2 HPW3

The origin, history and attributes of the modern business corporation in industrial economies including Australia; growth of the large firm in its external economic, political. social and institutional environment; impact of the modern corporation on the structure of the economy; the changing internal organization of the corporation and the growth of modern management; the history of the multinational enterprise and an evaluation of home and hostcountry impacts; business policy in the context of government regulation and trade unions; the economic and social implications of the modern corporation.

ECOH5355

Aspects of Australian Economic Development Staff Contact: Dr D.Clark

S2 HPW3

The choice of Botany Bay, the search for a staple, the pastoral economy effects of the gold rushes, the long boom. Economic collapse of the 1890s and readjustment. Changing structure of the Australian economy in the 20th century; population change and labour supply; capital accumulation; growth of manufacturing; rural problems; external economic relationships; institutional developments; tariffs, banking, State enterprises, wage determination. FederalState finances; the Great Depression and its aftermath; war economy; postwar developments.

ECOH5357

Comparative Economic History

Staff Contact: A/Prof S. Nicholas

S2 HPW3

Major issues in comparative Economic History. Case studies will be drawn from the economic history of some or all of the following areas: Australia, New Zealand, Southern Africa, South America, Asia and Europe. These will be analysed in a historical and theoretical framework with regard to the different roles played by industrialisation, political structures, capital flows, ideology and external forces in the evolution of these economies.

Industrial Relations and Organizational Behaviour

IROB5701

Industrial Relations A
Staff Contact: A/Prof B. Dabscheck

S1 L3

Concepts and issues in Australian industrial relations at the macro or systems level, with overseas comparisons where appropriate. Labour movements and the evolution of employee-employer relations in the context of industrialization and change; origins and operations of industrial tribunals at the national and state levels; their instrumentalities; nature of industrial conflict and procedures for conflict resolution such as arbitration and bargaining; national wage policy.

IROB5702

Industrial Relations B

Staff Contact: Mr I. Hampson

S2 L3

Prerequisite: IROB5701

The development of industrial relations in several advanced industrial and/or newly industrialising countries; theories of convergence, devergence, late development and changes in the world division of labour; characteristics of employer organizations, unions and the state in these societies; determinants of industrial relations arrangements and processes; the efficacy of these structures and processes; the strategies and industrial relations practices of multi-national corporations; supra-national attempts at industrial regulation with special reference to the ILO.

IROB5901

Organizational Behaviour A

Staff Contact: Mr J. Holt

SS L3

Note/s: Excluded IROB5906, PSYC7100.

This subject seeks to explain human behaviour within organizations. It draws upon a range of disciplines, but with particular reliance on behavioural sciences of psychology and social psychology and their derived disciplines. Its foci are the individual, the group, and the behavioural processes of organization integration, change and development. Topics covered include personality, perception, attitudes and values, motivation, learning, interpersonal behaviour (and skills), group dynamics, leadership and teamwork, decision - making, power and control, and the behavioural implications of change and

development. Wherever appropriate, case examples from Australia will be used. Organization, administrative and management theories and constructs serve as integrating and explanatory frameworks for the subject.

IROB5902

Organizational Behaviour B

Staff Contact: Dr J. Mathews

S2 L3

Prerequisite: IROB5901

This subject aims to complement Organizational Behaviour A with a macrolevel analysis of organizations and the behaviour of individuals and groups within them. Although Organizational Behaviour B draws upon several disciplines, its orientation is primarily, but not exclusively, towards sociological perspectives. As such it focuses on structures, processes and functions. Topics covered include the following: the rationalization of work in organizations; organization design, goals and effectiveness; organizational learning; technology and technological change; structure and communications; the dynamics of organizational growth, change and decline; and the role played by organizations in specific sectors and in society as a whole.

IROB5906

Human Resource Management A

Staff Contact: Ms. L. Taksa

SS L3

Note/s: Excluded IROB5901.

Theories of organizational behaviour and management will be examined in order to locate Human Resource Management in historical, conceptual and practical contexts. Changing factors that shape the organization of work, worker and managerial responses and action will be considered with specific focus on their relationship to power, conflict, control, motivation, group interaction and culture. The role of Human Resource Management in the implementation of organizational change will be included.

IROB5907

Human Resource Management B

Staff Contact: Dr R. Kramar

SS L3

Prerequisites: IROB5906 or IROB5701 or IROB5901 or

equivalent

Theoretical foundations of Human Resource Management; power and authority of HRM function. Examination of policies and strategies developed by employers to organize and reward their employees. Values underlying such policies; controversies surrounding their development and implementation; the way in which organizational dynamics influence their operation. The interface between HRM policies and the regulatory, social and organizational contexts; the operation of HRM policies in different business sectors and countries.

Medical Education

MEED9010

Understanding and Working in Communities

Staff Contact: Ms Jan Ritchie

Note/s: An Academic Elective

Overview of determinants of community processes and activities. Health of individuals viewed in relation to concepts from the following disciplines: ecology, anthropology, sociology, psychology, economics, political science, etc. Principles behind community development and participation.

MEED9013

Influencing Health Beliefs and Health Behaviours
Staff Contact: Ms. Jan Ritchie

C2 S2 HPW2

Consideration of behaviour change theories. Description of the processes whereby values and beliefs determine the way individuals behave; the effects of acute and chronic illness, or risk of illness on beliefs and behaviours related to health. Current interventions models which seek to influence these heliefs and behaviours.

MEED9104

Organisation and Management for Health Personnel Education

Staff Contact: Mr Graham Roberts

C2 S1 HPW2

Students critically examine existing organizational patterns relevant to health personnel education. Emphasis is placed on the participants' experiences as members of organizations and the effect of organizations on their individual performance. Description and analysis of participants' own organizations to identify strengths, operational problems and developmental possibilities with emphasis on managerial roles.

MEED9105 Educational Planning

Staff Contact: A/Prof Raja Bandaranayake C2 S2 HPW2

Builds on the competency based model of instructional development introduced in MEED9103 but looks at alternative approaches to curriculum planning; considers the factors leading to developments in curricula for the health professions, and the methods by which changes have been introduced. Emphasis on a number of institutional case studies from different health professions; the processes used in making decisions between curriculum options for new courses and in introducing changes into existing courses.

MFFD9108

Program Evaluation and Planned Change Staff Contact: A/Prof Arie Rotem

C2 S2 HPW2

Designed to help participants develop skills in planning, conduct and evaluation of educational programs. Includes: preparation of a detailed proposal for evaluation of a program; various decisions and activities undertaken in program evaluation; processes of innovation and change.

MEED9112

Managing Human Resources in Health

Staff Contact: Mr Graham Roberts

C2 S2 HPW2

Recommended Prerequisite: MEED9104 or equivalent Recommended Corequisite: MEED9108

The subject is designed to introduce concepts and practices pertaining to the management of human resources. Particular attention will be given to the integration of human and other resources in management and planning. The influence of social values and beliefs on the way that human resources are managed will also be considered.

School of Teacher Education St George Campus

Head of School Dr John Scheding

Administrative Officer

Mr Stephen Scorse

The School of Teacher Education offers undergraduate and graduate courses in Primary and Secondary Education and in Computing for educational and business purposes. It also offers a Doctor of Philosophy degree, a Master of Education in Teaching (by Research) and a Master of Education in Teaching (by Formal Coursework).

Undergraduate Study

Course Outlines

7210 Associate Diploma of Applied Science (Business Computing)

AssocDipAppSc

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 the Program

The information below summarises the course requirements for the Associate Diploma of Applied Science (Business Computing) and indicates the titles of individual subjects. Attendance is on a full-time basis. All subjects require 4 hours per week class contact and have a value of 6 credit points. This program requires a total of 96 credit points.

Schedule of Subjects - Full-time

	С	HPW
Principles of Programming 1	6	4
Fundamentals of Computing	6	4
Small Systems Software: Word		
Processing	6	4
Business Mathematics and		
Communications	6	4
	Fundamentals of Computing Small Systems Software: Word Processing Business Mathematics and	Principles of Programming 1 6 Fundamentals of Computing 6 Small Systems Software: Word Processing 6 Business Mathematics and

Session 2 TEED1137 TEED1138	Principles of Programming 2 Operating Systems and	C 6	HPW 4
TEED1139	Communications Software Applications 1:	6	4
TEED1140	Spreadsheets Business Studies 1	6 6	4 4
Year 2 Session 1 TEED2113 TEED2114 TEED2115 TEED2121	Systems Analysis Software Applications 2: Databases Business Studies 2 BASIC Programming	6 6 6	4 4 4 4
Session 2 TEED2117 TEED2118 TEED2119 TEED2122	Systems Design Project Work Experience Computers and People Database Languages	6 6 6	4 4 4

4101 Bachelor of Teaching (Primary)

BTeach

4102 Bachelor of Education (Primary)

BEd

The School offers these courses for intending and practising primary school teachers leading first, after three years full-time study, to the award of the degree of Bachelor of Teaching (Primary).

Students may then apply to undertake study leading to the award of the degree of Bachelor of Education (Primary) at Pass or Honours level. This course requires a minimum of a further two years part-time study and relevant professional experience. Students must apply directly to the University for admission to this latter course.

These courses prepare students to teach grades Kindergarten to Year 6 (K-6).

1.Years 1-3.Course 4101 - Bachelor of Teaching (Primary): This course provides pre-service training and the base qualification for working in the teaching profession. 120 days professional experience

2. Years 4 and 5 (part-time). Course 4102 - Bachelor of Education (Primary): Students attaining this award will be recognized by teaching authorities as 4 year trained. Often referred to as "year 4" or the "4th year qualification".

4101 Bachelor of Teaching (Primary)

The Program

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 offorces within society which influence education and in particular Primary Education;
- 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 teaching;
- 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 the Program

The Bachelor of Teaching (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.

Other Requirements

The following are requirements associated wilth admission into and graduation from, this course:

Students must satisfy the following course prerequisites for admission:

English	2UG	50-100
	2U Contemporary	50-100
	2U	50-100
	3U	1-50

In addition all students undertaking the course should note that, in order to obtain employment with the NSW Department of School Education, they must either enter the course having satisfactorily completed two units of English and two units of mathematics at the NSW Higher School Certificate or must at least obtain these (or equivalent) before graduating.

Schedule of Subjects - Full-time

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

Year 1		C	HPW
Session 1			
Education Stud	dies		
TEED7110	Developmental Psychology 1:		
	The Life Span	3	2
TEED7111	Psychology of Teaching and		
	Learning	3	2
	Curriculum Studies		
TEED7130	Teaching 1: Introduction Skills	3	2
Key Learning /	Areas		
TEED7150	English 1	3	3
TEED7151	Mathematics 1	3	3
TEED7152	Science and Technology 1	3	3
Session 2			
Education Stud	dies		
TEED7112	Developmental Psychology 2:		
	Children 512	3	2
Teaching and	Curriculum Studies		
TEED7131	Teaching 2: Advanced Skills	3	2
TEED7132	Technology in Education	3	2 2
Key Learning A	Areas		
TEED7153	Human Society and		
	Environment 1	3	3
TEED7155	Creative and Practical Arts 1	3	3
TEED7160	Practicum 1 (20 days min)	4	
TEED7250	English 2	3	3

Year 2 Session 1 Education Stu	rdiac	С	HPW
TEED7210	Developmental Psychology 3: Children with Special Needs	3	2
Teaching and TEED7230 Key Learning	Curriculum Studies English as a Second Language Areas	3	2
TEED7255 TEED7260	Creative and Practical Arts 2 Practicum 2 (20 days min)	3 4	3
Session 2 Education Stu			
TEED7211 Key Learning TEED7154	Schools and Society Areas Personal Development	3	2
TEED7251	Health and Physical Education 1 Mathematics 2	3	3 3
TEED7252 TEED7253 TEED7254	Science and Technology 2 Human Society & Environment 2 Personal Development Health	3	3 3
	and Physical Education 2 Curriculum Studies Electives	3	3
Students must	t choose one subject from the follow ot all subjects may be available each		
TEED7231 TEED7232 TEED7233 TEED7234 TEED7235 TEED7236	ives: urriculum for the: Child with Disabilities Gifted and Talented Child Aboriginal Child Child in the Western Metropolitan Child with English as a Second Li Child in a Rural Area s may also be taken in Year 3		
Year 2 Gener	al Education Program		
subject each runs for a total subjects availa	dents must choose one General E session from those available. Eac of 28 hrs. Students shall be advise able and should refer to the Centre f Studies handbook for additional info	hs dof or L	ubject those iberal
Year 3 Session 1	Oursign horse Objection	С	HPW

rear 3		•	ULAA
Session 1			
Teaching and	Curriculum Studies		
TEED7330	Teaching 3: Programming and		
	Evaluation	3	2
Key Learning	Areas		
TEED7350	English 3	3	3
TEED7351	Mathematics 3	3	3
TEED7352	Science and Technology 3	3	3
Session 2			
Education Stu	dies		
TEED7310	Philosophy of Education	3	2
Key Learning.	Areas		
TEED7353	Human Society and		
	Environment 3	3	3
TEED7354	Health and Physical Education 3	3	3
TEED7355	Creative and Practical Arts 3	3	3
TEED7360	Practicum 3 (20 days min)	4	

Teaching and Curriculum Studies Electives

Students must choose one subject each session from Groups A and B below. One must come from A. Not all subjects may be available each session

		С	HP	W
Group A Election	ves	3		2
Teaching & Cu	rriculum for the:			
TEED7231	Child with Disabilities			
TEED7232	Gifted and Talented Child			
TEED7233	Aboriginal Child			
TEED7234	Child in the Western Metropolitan	Re	gior	1
TEED7235	Child with English as a Second La	ing	uag	е
TEED7236	Child in a Rural Area	_	•	
Group B Election	ves	3		2
Teaching and	Curriculum in:			
TEED7331	English			
TEED7332	Mathematics			
TEED7333	Science and Technology			
TEED7334	Human Society and Environment			
TEED7335	Personal Development, Health an	d		
	Physical Education			
TEED7336	Creative and Practical Arts			

Year 3 General Education Program

Category B:

In year 3 students must choose one General Education subject each session from those available. Each subject runs for a total of 28 hrs. Students shall be advised of those subjects available and should refer to the Centre for Liberal and General Studies handbook for additional information.

4102 Bachelor of Education (Primary)

The Program

The BEd program builds directly onto the BTeach and the professional experience gained before or during the BEd. 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.

Honours

The degree with honours is a research award which includes instruction in research methodology and statistical analysis and requires students to conduct an original piece of research. Its main objective is to prepare students for research in higher degrees.

Entry is normally by invitation based on the achievement level in the Bachelor of Teaching or equivalent study.

The degree may be awarded with Honours at Class I level or Class II, Division 1, or Class II, Division 2 levels. Students seeking the award of the degree at Honours level must have completed the degree of Bachelor of Teaching with Merit, or its equivalent, and have attained a grade level of at least Credit in the following Bachelor of Education (Primary) subjects:

TEED8117, TEED8118, TEED8119, TEED8120, TEED8122 and TEED8123.

They must also have satisfied attendance requirements in TEED8121.

Structure of the Program

The course is conducted part-time over two years during which students are required to undertake eight subjects. Two subjects are studied in each of the four sessions. The two subjects of General Education identified in the schedule below are compulsory. The remaining six are chosen from the three strands of: Education Studies; Teaching and Curriculum Studies and Key Learning Areas.

Field Experience Requirements

Field experience of 120 days is a prerequisite for completion. As the course is conducted part-time this may be undertaken during the program, however generally students gaining a place have already met this requirement.

Schedule of Subjects

Session 1		С	HPW
Education Stu	idies		
TEED8110	Recent Research in Primary		
	Education	5	2
TEED8111	Educational Psychology	5	2
TEED8112	Developmental Psychology 4	5	2
TEED8117	Education Research Methods A	** 5	2
TEED8119	Thesis Design and Preparation	5	2
TEED8122	Trends in Research on		
	Children **	C5	2
Teaching and	Curriculum Studies		
TEED8130	Models of Curriculum		
	Development	5	2
TEED8132	Current Approaches in English		
	as a Second English	5	2
TEED8133	Current Approaches in Educatio	n	
	of Gifted and Talented Children	5	2
Key Learning	Areas		
TEED8150	English 4A	5	2
TEED8151	English 4B	5	2
TEED8152	Mathematics 4A	5	2
TEED8153	Mathematics 4B	5	2
TEED8154	Science and Technology 4A	5	2
TEED8155	Science and Technology 4B	5	2
TEED8156	Human Society and		
	Environment 4A	5	2
TEED8157	Human Society and		
	Environment 4B	5	2
General Edu	cation Program		

General Education Program

Category C:

This is a compulsory subject.

TEED8171 Contemporary Issues in Education and Social

Responsibilities

2

C HPW

Session 2		С	HPW
Education Stud			
TEED8113	Contemporary Developments in	_	
	Primary Education	5	2 2 2
TEED8114	Sociology of Education	5	2
TEED8118	Education Research Methods B**	5	_
TEED8120		15	n/a
TEED8121	Thesis Seminar		
TEED8122	Trends in Research on Children	5	2
TEED8123	Trends in Research in		
	Classrooms **	5	2
Teaching and	Curriculum Studies		
TEED8131	Field-based Project	5	2
TEED8134	Current Approaches in Education		
	of Children with Disabilities	5	2
TEED8135	Current Approaches in Aboriginal		
	Education	5	2
Key Learning /	Areas		
TEED8158	Personal Development - Health		
	and Physical Education 4A	5	2
TEED8159	Personal Development - Health		
	and Physical Education 4B	5	2
TEED8160	Creative and Practical Arts 4		
	- Music	5	2
TEED8161	Creative and Practical Arts 4		
	- Art	5	2
TEED8162	Creative and Practical Arts 4		
	- Design	5	2
TEED8163	Creative and Practical Arts 4		
	- Drama	5	2

General	Education	Program
~ ·	^	

Category C:

This is a compulsory subject

TEED8172 Professional Ethics for Teachers 5 2

**Students in Years 2 and 3 of the Bachelor of Teaching course may enrol in these subjects with the permission of the Head of the School.

Credit Points Requirement

The credit points allocated for successful completion of each subject over the four years of these courses 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 at Pass level requires a further two years part-time study and an additional 40 credit points. At honours level, an additional 50 credit points following the Bachelor of Teaching are required together with TEED8121.

BTeach

Each subject = 3 points

Practice Teaching = 4 points

Total for 1 year = 12 (subjects) x 3 (points) + 4 (Practicum) = 40 points

BEd

Each subject = 5 points

Total for Pass level = 8 (subjects) x 5 (points) = 40 points

Total for Hopours level = 7 (subjects) x 5 (points) = 35 points

Total for Honours level = 7 (subjects) x 5 (points) = 35 points plus TEED8120 (15 points) = 50 points, plus TEED8121

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Associate Diploma of Applied Science (Business Computing)

TEED1133

Principles Of Programming 1 Staff Contact: Mr Robert Baker C6 S1 HPW4

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.

TEED1134

Fundamentals Of Computing Staff Contact: Mr Robert Baker

C6 S1 HPW4

This subject introduces 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.

TEED1135

Small Systems Software: Word Processing

Staff Contact: Mr Robert Baker

C6 S1 HPW4

This subject introduces the student to selected word processing packages. Students are required to develop keyboard skills using a computer-based typing tutor.

TEED1136

Business Mathematics and Communication

Staff Contact: Mr Robert Baker C6 S1 HPW4

This subject extends the student's previous knowledge and skills in mathematics and communication applicable to business and commercial situations. Students explore the different modes of commercial communication and correspondence, and learn to apply mathematics, statistics and graphics to business settings.

TEED1137

Principles Of Programming 2 Staff Contact: Mr Robert Baker

C6 S2 HPW4

Prerequisites: 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 algorithms to the solving of simple business applications; and use computer graphics to communicate business information.

TEED1138

Operating Systems and Communications

Staff Contact: Mr Robert Baker

C6 S2 HPW4

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.

TEED1139

Software Applications 1: Spreadsheets

Staff Contact: Mr Robert Baker

C6 S2 HPW4

This subject introduces 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.

TEED1140

Business Studies 1

Staff Contact: Mr Robert Baker

C6 S2 HPW4

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.

TEED2113

Systems Analysis

Staff Contact: Mr Robert Baker

C6 S1 HPW4

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.

TEED2114

Software Applications 2: Databases Staff Contact: Mr Robert Baker

C6 S1 HPW4

This subject introduces 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.

TEED2115

Business Studies 2

Staff Contact: Mr Robert Baker

C6 S1 HPW4

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.

TEED2117

Systems Design Project

Staff Contact: Mr Robert Baker

C6 S2 HPW4

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.

TEED2118

Work Experience

Staff Contact: Mr Robert Baker

C6 S2 HPW4

This subject is designed to provide monitored work experience for all students in selected business settings. 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.

TEED2119

Computers and People

Staff Contact: Mr Robert Baker

C6 S2 HPW4

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.

TEED2121

BASIC Programming

Staff Contact: Mr Robert Baker

C6 S1 HPW4

Prerequisites: TEED1137

This subject introduces 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

Staff Contact: Mr Robert Baker C6 S2 HPW4

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.

Bachelor of Teaching (Primary)

TEED 7110

Developmental Psychology 1: The Life Span Staff Contact: Ms Debbie Scott

C3 S1 HPW2

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 and Learning

Staff Contact: Ms Debbie Scott

C3 S1 HPW2

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 Children 5 to 12 years Staff Contact: Ms Debbie Scott

C3 S2 HPW2

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

Staff Contact: Ms Debbie Scott

C3 S1 HPW2

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.

TEED7131

Teaching 2: Advanced Skills

Staff Contact: Ms Debbie Scott

C3 S2 HPW2

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

Staff Contact: Ms Debbie Scott

C3 S2 HPW2

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

Staff Contact: Ms Debbie Scott

C3 S1 HPW3

This subject is designed to enable students to read and evaluate a wide range of childrens' 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 childrens' learning through literature.

TEED7151

Mathematics 1

Staff Contact: Ms Debbie Scott

C3 S1 HPW3

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. Students must pass a basic mathematics skills test for a pass to be awarded in this subject.

TEED7152

Science and Technology 1

Staff Contact: Ms Debbie Scott

C3 S1 HPW3

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 Technology lesson types, pupil-centred teaching 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 Database with emphasis on their use in writing Science and Technology assignments.

TEED7153

Human Society and Environment 1

Staff Contact: Ms Debbie Scott

C3 S2 HPW3

This subjects aims to familiarise students with expectations associated with the teaching of 'Human Society and Environment' at the primary level. Students will explore: the rationale underlying the Human Society and Environment Syllabus and related curriculum documents; recent initiatives and developments in the field of primary Social Studies including key content areas and perspectives; and teaching / learning strategies for effective teaching of Human Society and Environment. Expanding students' knowledge and understanding of Australia's parliamentary system to assist students to critically examine the benefits of democratic society will be given particular attention.

Subject to approval content may vary.

TEED7154

Personal Development Health and Physical

Education 1

Staff Contact: Ms Debbie Scott

C3 S2 HPW3

This subject aims to introduce students to the Key Learning Area of Personal Development, Health and Physical Education through the study of the selected and interelated 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 necessary 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

Staff Contact: Ms Debbie Scott

C3 S2 HPW3

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 introduces 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 system-sutilized 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.

or/

(ii) Music

This subject introduces students 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 confident 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

(iii) Drama and Play

This subject will introduce students to the fundamental processes of Drama Education through group work and practical applications. Concepts of child development and experiential learning process will be explored within a K-6 developmental perspective. There will be an introduction to, and investigation of the drama component of the Primary, Creative and Practical Arts syllabus.

TEED7160

Practicum 1

Staff Contact: Ms Debbie Scott

The aim of the Practicum shall be to integrate relevant subjects 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.

TEED7210

Developmental Psychology 3 - Children with Special Needs

Staff Contact: Dr Loretta Giorcelli C3 S1 HPW2

The course extends students' knowledge to the psychology and pedagogy of children with special teaching and learning 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/inclusion practices, specialist resources of the New South Wales Department of School Education, the major groupings of children with special needs and educational approaches. The impact of the child with disability on the family, the role of the interdisciplinary team and Special Education technology will be covered.

TEED7211 Schools and Society

Staff Contact: Ms Debbie Scott C3 S2 HPW2

The subject introduces the student to the field 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 Staff Contact: Ms Debbie Scott **C3 S1 HPW2**

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.

Curriculum and Teaching for the Student with Disabilities, Learning Difficulties and Behaviour **Problems**

Staff Contact: Dr Loretta Giorcelli C3 S1 or S2 HPW2 Prerequisite: TEED7210

Students will acquire appropriate and specific teaching and curriculum skills which can be applied 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 interrelated nature of childrens' learning problems. Students will develop an ecological perspective of professional roles and responsibilities which teachers must assume in order to best serve children with special needs in the regular classroom.

Topics focus on the modification of instructional modalities and conditions; effective strategies for instruction, teaching basic thinking skills, developments in Computer Technology and their implications for the student with special needs. Students will have opportunity to work with a child(ren) with special needs in a school setting and are expected to assess the learning problem, develop an appropriate individual program and provide ongoing evaluations as part of the monitoring process.

TEED7232

Teaching and Curriculum for the Gifted and Talented Child

Staff Contact: Ms Debbie Scott C3 S1 or S2 HPW2

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 the Aboriginal Child Staff Contact: Ms Debbie Scott

C3 S1 or S2 HPW2

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 the Child in the Western Metropolitan Region

Staff Contact: Ms Debbie Scott C3 S1 HPW2

Students examine significant characteristics of communities in the western and southwestern 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.

Teaching and Curriculum for the Child with English as a Second Language

C3 S1 or S2 HPW2

The subject introduces 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 Child in a Rural Area Staff Contact: Ms Debbie Scott

C3 S1 HPW2

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

Staff Contact: Ms Debbie Scott

C3 S2 HPW3

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 within 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

Staff Contact: Ms Debbie Scott

C3 S2 HPW3

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

Staff Contact: Ms Debbie Scott

C3 S2 HPW3

Prerequisites: TEED7132, TEED7152, TEED7160

This subject introduces 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 integrated 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 Environment 2

Staff Contact: Ms Debbie Scott

C3 S2 HPW3

Prerequisites: TEED7153, TEED7160

This subject aims to provide students with expectations associated with the teaching of Human Society and Environment at the primary level in relation to Aboriginal Studies and perspectives. It will focus on empowering students to understand and teach Aboriginal Studies effectively. Students will be assisted to: recognize the importance of teaching Aboriginal Studies: gain knowledge on the history and initiatives of Aboriginal people; learn some appropriate teaching skills and strategies for teaching Aboriginal Studies; Aboriginal perspectives and Aboriginal Children in full consultation with local Aboriginal communities; and evaluate, devise and utilise appropriate Aboriginal Studies teaching resources.

Subject to approval content may vary.

TEED7254

Personal Development - Health and Physical

Education 2

Staff Contact: Ms Debbie Scott

C3 \$1 HPW3

Prerequisite: TEED7160

This subject aims to expand the concepts developed in Personai 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

Creative and Practical Arts 2

Staff Contact: Ms Debbie Scott

C3 S1 HPW3

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.

or

(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.

or (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, improvizational techniques; with social studies and literature being examined and interpreted through a variety of dramatic/performance modes of representation.

TEED7260 Practicum 2

Staff Contact: Ms Debbie Scott C3 S1 HPW3

Prerequisite: TEED7160
See Practicum 1

TEED7310 Philosophy of Education Staff Contact: Mr Bill Buckley

C3 S2 HPW2

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 and Evaluation

Staff Contact: Mr Bill Buckley C3 S1 HPW2

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 in English Staff Contact: Mr Bill Buckley C3 S1 or S2 HPW2 Prerequisite: TEED7250

This course provides an introduction to the theoretical basis and practical experiences for observational assessment of individual childrens' 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 Mathematics Staff Contact: Mr Bill Buckley

C3 S1 or S2 HPW2
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 Science and Technology Staff Contact: Mr Bill Buckley

C3 S1 or S2 HPW2 Prerequisite: TEED7252

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 Human Society and Environment

Staff Contact: Mr Bill Buckley C3 S1 or S2 HPW2

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 Personal Development, Health and Physical Education

Staff Contact: Mr Bill Buckley C3 S1 or S2 HPW2

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 Creative and Practical Arts

Staff Contact: Mr Bill Buckley C3 S1 or S2 HPW2

Choose one:

(i) Art and Design Education

This subject is intended to provide students with curriculum planning activities and practical 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.

or

(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.

or

(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

Staff Contact: Mr Bill Buckley

C3 S1 HPW3

The subject is designed to enable students to plan and evaluate for literacy within a 36 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

Staff Contact: Mr Bill Buckley

C3 S1 HPW3
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

Staff Contact: Mr Bill Buckley

C3 S1 HPW3

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 environment. 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

Staff Contact: Mr Bill Buckley

C3 S2 HPW3

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 will focus on developing students' skills in program planning, unit writing and evaluation in the area of Human Society and Environment. Students will be taught the skills of curriculum planning and integration unit development incorporating Australian history, global education and environmental education.

Subject to approval content may vary.

TEED7354

Personal Development, Health and Physical

Education 3

Staff Contact: Mr Bill Buckley

C3 S2 HPW3

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

Creative and Practical Arts 3

Staff Contact: Mr Bill Buckley

C3 S2 HPW3

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.

or

(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 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.

nr

(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 application 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

Staff Contact: Mr Bill Buckley

C4 S1

Prerequisite: TEED7260

See Practicum 1.

Bachelor of Education (Primary)

TEED8110

Recent Research in Primary Education

Staff Contact: Dr Alan Watson C5 S1 or S2 HPW2

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

Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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

Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

This subject will extend students' knowledge of human development, particularly middle childhood, in relation to school education. In building on the earlier study of this subject, attention is given to cognitive 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 in Primary Education

Staff Contact: Dr Alan Watson C5 S1 or S2 HPW2

This 'shelf' subject aims 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 Staff Contact: Dr Alan Watson C5 S1 or S2 HPW2

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.

TEED8117 Education Research Methods A Staff Contact: Prof Michael Dunkin C5 S1 HPW2R

Survey techniques in education research, including paper-and-pencil instruments, structured interviews, and system-based observation; major types of research design in quantitative research in education. Statistical methods treated include parametric and non-parametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of differences, and elementary analysis of variance. The use of at least one major statistical package, such as SPSSx.

TEED8118

Education Research Methods B Staff Contact: Prof Michael Dunkin

C5 S2 HPW2

Action research, ethnographic research and case study methods. Topics treated in depth include: conceptual analysis; participant observation; interviewing; the use of written and non-written sources; grounded theory; triangulation; and strategies for collaborative research. The use of computers with qualitative data.

TEED8119

Thesis Design and Preparation

Staff Contact: Prof Michael Dunkin

C5

This subject is intended to assist students to develop their thesis proposals and make significant progress in locating, reading and synthesising literature on their thesis topics. It is mainly an individualised subject in which students are quided by their supervisors.

TEED8120

Honours Thesis

Staff Contact: Prof Michael Dunkin

C15

The student is required to submit a thesis embodying the results of of an investigation on a topic relevant to Education and approved by the Head of School. Such work will be carried out under the direction of a supervisor appointed from full-time members of academic staff of the School of Teacher Education.

TEED8121

Thesis Seminar

Staff Contact: Prof Michael Dunkin

This is an informal, non-assessable subject intended to promote colleagiality among honours students engaged in their thesis research. The subject is also intended to assist students in maintaining breadth of knowledge of, and interest in, educational research. Students meet with supervisors and the Co-ordinator of the Honours program once a month.

TEED8122

Trends in Research on Children

Staff Contact : Dr Alan Watson

C5 S1 HPW2

Examines recent research on the development of children in relation to school education. Topics to be covered may include the following: the development of childrens knowledge; family and societal change and their effects on schooling; self regulation and learning; affective processes and school motivation and social cognition and schooling. Critical review of recent research and integration of knowledge within theoretical frameworks are required.

TEED8123

Trends in Research in Classrooms

Staff contact: Prof Michael Dunkin

C5 S2 HPW2

The study of recent important trends in research on teaching. Topics considered include observational research in classrooms; student characteristics and classroom behaviour; classroom behaviour and student achievement; and teacher and student cognitions. Emphasis in teaching with methods is placed on workshop activity with protocol materials such as lesson transcripts and the examination of research literature.

TFFD8130

Models of Curriculum Development

Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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

Staff Contact: Dr Alan Watson C5 S1 or S2 HPW2

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 in-service 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 English as a Second Language

Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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, explore 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 informed 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 Education for Gifted and Talented Children

Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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 curicula 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 Education for Students with Disabilities, Learning Difficulty or Behaviour

Disorder.

Staff Contact: Dr Loretta Giorcelli

C5 St or S2 HPW2

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, therapists 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 components may include the education of children with severe, 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. All 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

Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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 Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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.

TFFD8152 Mathematics 4A Staff Contact: Dr Alan Watson C5 S1 or S2 HPW2

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

Staff Contact: Dr Alan Watson C5 S1 or S2 HPW2

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 Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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 Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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 Environment 4A Staff Contact: Dr Alan Watson C5 S1 or S2 HPW2

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.

Human Society and Environment 4B

Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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, Health and Physical Education 4A

Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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 Health and Physical Education 4B

Staff Contact: Dr Alan Watson C5 S1 or S2 HPW2

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 Arts 4: Music Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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 programming 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 Arts 4: Art

Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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 Arts 4: Design

Staff Contact: Dr Alan Watson

S1 or S2 HPW2

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 Arts 4: Drama

Staff Contact: Dr Alan Watson

C5 S1 or S2 HPW2

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.

Graduate Study

Course Outlines

1940 Doctor of Philosophy

PhD

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

5560

Graduate Diploma in Education (Secondary)

DipEd

The Program

A course leading to the award of the Diploma in Education (DipEd) is available to graduates of The University of New South Wales or other approved universities. The Graduate Diploma course is designed to give professional training in education to graduate students. It is a full-time course taken over one year.

The structure and content of this course as described in this handbook may vary pending approval of modifications by the University.

Re-enrolment in Diploma in Education

Candidates who fail in either two single method subjects, one double method subject or in the Teaching Experience subject will not be permitted to re-enrol unless the Higher Degree Committee of the Faculty of Professional Studies grants permission because it considers the circumstances to be exceptional.

Structure of the Program

Method Subjects

Students are required to satisfy requirements in each of two single Method subjects or in one double Method subject. Only certain single method subject combinations are permissible and not all Method subjects may be available in any given year.

Single Metho	d Subjects		
Method	Numb	er of	Year
	н	ours	Offered
TEDG6122	Computer Studies Method	68	1996
TEDG6123	Drama Method	68	1994
			1995
			1996
TEDG6124	English Method	68	1994
	_		1995
			1996
TEDG6125	English as a Second		
	Language	68	1994
TEDG6127	French Method	68	1994
			1996
TEDG6129	Spanish Method	68	1994
TEDG6133	History Method	68	1994
	-		1995
			1996

The following combination of single methods would normally be permissible:

Drama Method and English Method Drama Method and History Method English Method and History Method French Method and Spanish Method

English Method and English as a Second Language Method

Computer Studies Method and Mathematics Method.

Double Meth	od Subjects		
Method	Numb		Year
	+	lours	Offered
TEDG6120	Art Method	136	1994
			1995
			1996
TEDG6136	Mathematics Method	136	1994
			1996
TEDG6137	Physical Education Method	136	1994
	•		1995
			1996
TEDG6138	Science Method	204	1994
			1995

		1995
		1996
Other Subject	ets	Number of Hours
Special Educa	ation	28
Adolescent Le	earning and Developmer	nt
TEDG6140	Adolescent Learning a	nd
	Development	48

Refer to the subject descriptions section later in this handbook. The content of this subject may vary pending University approval.

of Hours
16
16
56

Teaching Experience

TEDG6145 Teaching Experience

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

	Number of Hours
Preparing for Teaching	8
Microteaching	18
Teaching Practice	220

Schedule of Subjects

Session 1	HPW	Weeks
Method Subject(s)*	8	14
Special Education	2	14
Adolescent Learning and Development	3	14
Professional Issues and Responsibilities	4	14
Session 2		
Method Subject(s)**	6	4
Educational Elective A	4	4
Educational Elective C	4	4
Teaching Experience		
Preparing for Teaching	4	2
Microteaching	9	2
Teaching Practice***		

^{* 2} single methods each of 4 hours per week, or 1 double method of 8 hours per week, except in the case of Science Method which is 12 hours per week.

5610 Graduate Diploma of Educational Studies (Computer Education)

GradDipEdStuds

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

The course is offered as part-time study over four sessions.

C HPW

Schedule of Subjects

Vear 1

Year 1	U	HPW
Session 1		
Education Studies		
TEDG2022 Computers and Teac		
Courseware	4	3
TEDG2011 Information Technology	ogy and	
Society	4	2
Applied Computer Studies		
TEDG5646 Information Processi	ng 1:	
Word Processing	4	3
Session 2		
Education Studies		
TEDG0011 Computers and Teac	china 2.	
Curriculum	4	2
Computer Studies	•	_
TEDG5613 Programming and Pr	oblem	
Solving	4	3
Applied Computer Studies		-
TEDG5657 Information Processi	na 2:	
SS and DB	4	3
Year 2		
Session 1		
Education Studies		
TEDG0022 Computers and Teac		_
Applications	4	2
TEDG5635 Curriculum Project	3	
or		
Computer Studies TEDG5624 Programming Technic	iques 4	3
	iques 4	3
Applied Computer Studies TEDG5668 Information Processi	0.	
TEDG5668 Information Processi Hardware	ng 3:	3
naroware	4	3
Session 2		
Education Studies		
Elective Study	6	3
Elective Study	6	3
Total Credit Points 48		
Makes All subjects above as there is		

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

^{**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.

^{***5} single days and a 7 week block

2995

Master of Education in Teaching (by Research)

MEdTeach

The Program

This is a research degree requiring an original contribution to knowledge in an approved subject. The degree is awarded with the grade of Honours Class 1 or Class 2. In addition to a thesis, each candidate is required to complete two one-session subjects, usually TEDG1204 Research Methods in Education A and TEDG1205 Research Methods in Education B, normally in the first year or registration.

The conditions for the award of the Master of Education in Teaching (by Research) degree are set out under Conditions for the Award of Higher Degrees later in this handbook.

8965

Master of Education in Teaching (by Formal Course Work)

MEdTeach

The Program

The course is designed for educationists who wish to study education at an advanced level in order to develop further their professional competence as teachers, with particular emphasis upon teaching studies, including the use of computers in education.

Structure of the Program

The degree awarded is studied by taking eight units. Students are required to complete a major study consisting of a minimum of four units in Studies in Teaching.

Subject to the discretion of the Head of School, students may choose up to two of their units from subjects offered by other Schools in the faculty or by other faculties within The University of New South Wales, or may receive credit for a maximum of two units for subjects of comparable

standard successfully completed within the faculty of Professional Studies, other faculties of the University of New South Wales or another recognised institution.

The conditions for the award of the Master of Education in Teaching (by Formal Course Work) degree are set out under Conditions for the Award of Higher Degrees later in this handbook.

Schedule of Subjects

Session 1	Unit	s	HPW
Studies in Tea	ching		
TEDG1001	Models and Strategies of		
		1	2
TEDG1101	Computers in Education	1	2
TEDG1103	Computers and the Learning Process	1	2
TEDG1105		,	
IEDG1105	Teaching Programming and Problem Solving	1	2
TEDG1107	Managing with Computers in		_
	Schools	1	2
TEDG1193	Current Approaches in Australian		_
	Indigenous Curriculum Studies*	1	2
Studies in Edu			_
TEDG1204	Research Methods in Education A	1	2
Session 2			
Studies in Tea			
TEDG1102	Computers and Teaching	1	2
TEDG1104	Issues in Computer Education	1	2
TEDG1106	Computer-based Resource		
	Design and Production	1	2
TEDG1108	Teaching Curriculum Courses in		
	Computing	1	2
TEDG1131	Educating the Student with		
	Disability, Learning Difficulty or		
	Behaviour Disorder	1	2
Studies in Edu			
TEDG1202	Teacher Education and		
	Professional Development	1	2
TEDG1205	Research Methods in Education B	1	2 2
Projects**			
TEDG1301	One-unit Project	1	
TEDG1302	Two-unit Project	2	R
	····		

^{*}Availability is subject to approval.

Note: 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.

^{**} Projects may be approved in any of the Studies in Teaching and Studies in Education listed above.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

Graduate Diploma of Educational Studies (Computer Education)

TEDG2011

Information Technology and Society Staff Contact: Mrs Kave Placing

C4 S1 HPW2

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

Staff Contact: Mrs Kaye Placing

C4 S1 HPW3

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

Staff Contact: Mrs Kaye Placing

C4 S2 HPW2

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 (i.e. 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

Staff Contact: Mrs Kaye Placing

C4 S2 HPW2

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 Staff Contact: Mrs Kave Placing

C4 S1 HPW3

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.

Information Processing 2: SS and DB

Staff Contact: Mrs Kaye Placing

C4 \$2 HPW3

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 Staff Contact: Mrs Kaye Placing

C4 S1 HPW3

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

Staff Contact: Mrs Kaye Placing

C4 S2 HPW3

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

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computer languages, one of which is selected as the main vehicle of instruction.

Flective Studies

Year 2

TEDG5624

Programming Techniques

Staff Contact: Mrs Kaye Placing

C4 S1 HPW3

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

Staff Contact: Mrs Kave Placing

C4 S1 HPW3

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.

TFDG2031

Computers in Educational Administration

Staff Contact: Mrs Kave Placing

C6 S2 HPW3

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

Staff Contact: Mrs Kave Placing

C6 S2 HPW3

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

Staff Contact: Mrs Kaye Placing

C6 S2 HPW3

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

Staff Contact: Mrs Kave Placing

C6 S2 HPW3

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

Staff Contact: Mrs Kaye Placing

C6 S2 HPW3

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

Staff Contact: Mrs Kaye Placing

C6 S2 HPW3

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

Staff Contact: Mrs Kave Placing

C6 S2 HPW3

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.

TEDG560

Teaching Curriculum Courses in Computing

Staff Contact: Mrs Kave Placing

C6 S2 HPW3

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

TEDG6120 Art Method (Double)

Staff Contact: Ms Rosemary Kearney \$3 (\$1 HPW8 \$2 HPW6)

This subject emphasises a practical approach to planning and programming visual art lessons and units that are appropriate for the secondary school. Visual Arts syllabus materials Years 7-10 and 11-12 and support documentation are analysed to assist students in program development and the identification of assessment criteria and evaluation procedures. Practical workshops designed to assist students to further understand the creative process at secondary school level are included in the practical approach to programming. There is an introduction to and exploration of, practical and theoretical approaches to the study of art history to better assist students to plan, implement and evaluate units of study in art history at junior and senior high school levels. Field trips and visitations to art galleries are included as an important feature of the development of art history programs.

TFDG6122

Computer Studies Method

Staff Contact: Ms Rosemary Kearney S3 (S1 HPW4 S2 HPW3)

This subject addresses the Computer Education Policy, the Computer Studies Syllabus in Years 7-10, the Computing Studies Syllabi in Years 11-12 and the Computing Applications Syllabus in Years 11-12. An initial understanding of the documents is provided by discussing the philosophies behind the policy and syllabuses and by developing an understanding of the requirements of the syllabuses. Included in the strand is the presentation and discussion of the 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. The hardware and software requirements necessary for successful implementation of the syllabuses and policy and examined and reference is made to relevant research and its implications.

TEDG6123 Drama Method

Staff Contact: Ms Rosemary Kearney S3 (S1 HPW4 S2 HPW3)

Students are assisted with conceptual structures and practical approaches in the teaching of drama in the secondary school. Planning for an elective drama and theatre arts curriculum Years 7-12 includes consideration 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 subject also encourages students to develop workshop

techniques for teaching theatre arts and to identify 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: e.g. mime, movement or dance, mask, commedia, voice, puppetry, street theatre, technical, actor training, direction.

TEDG6124

English Method

Staff Contact: Ms Rosemary Kearney S3 (S1 HPW4 S2 HPW3)

This subject provides practical ideas for properly implementing the junior and senior English syllabuses. The iunior syllabus emphasises the value of student-centred learning, wide reading, small group discussion, process writing and peer and student self assessment. Strategies are developed for managing the classroom and planning units of work to achieve these syllabus aims. In this subject students will participate in the same kind of learning activities they will be using with secondary pupils, activities such as working in small groups to prepare resources they can use in teaching.

TFDG6125

English as a Second Language Method Staff Contact: Ms Rosemary Kearney

\$3 (\$1 HPW4 \$2 HPW3)

In this subject, the student is acquainted with various aspects of language and language theory. The strand introduces the student to various teaching skills and strategies, different lesson types and the fundamentals of planning units or 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.

TEDG6127 French Method

TFDG6129

Spanish Method

Staff Contact: Ms Rosemary Kearney

S3 (S1 HPW4, S2 HPW3)

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

TEDG6133

History Method

Staff Contact: Ms Rosemary Kearney

\$3 (\$1 HPW4 \$2 HPW3)

A workshop approach using group work is adopted in History Method classes. Students thus play an active part in interpreting the junior and senior History syllabuses, in

understanding the scope and content of those syllabuses, and in methods of evaluation.

The practical orientation of the course aims to show students how to develop child-centred enquiry based learning techniques and how to encourage the development of important skills in knowledge, communication and empathy through creative and imaginative activities.

The program is closely related to practice teaching experiences, to the latest developments in teaching the academically gifted and the less able student, and to teaching mixed ability classes. Opportunities are given to students to prepare units of work, to evaluate commercially produced resources, to develop their own personal resources in readiness for teaching and to participate in excursions.

TEDG6136 Mathematics Method (Double) Staff Contact: Mr John McCormick S3 (S1 HPW8 S2 HPW6)

This subject introduces students to current instructional methods for secondary mathematics classrooms. Practical strategies for motivating students are investigated and students are encouraged to reflect on the learning of mathematics from the learner's perspective. New South Wales syllabuses and how they are implemented in the classroom are studied. Various lesson types and teaching resources are considered. Important issues such as assessment, problem solving, gender and mathematics, and the use of technology in the learning of mathematics are explored.

Subject content may vary pending University approval.

TEDG6137 Physical Education Method (Double) Staff Contact: Mr John McCormick S3 (S1 HPW8 S2 HPW6)

This method utilises a practical workshop approach to the programming of Physical Education lessons and units of study. Such an approach takes into consideration the differing ability levels and stages of secondary school pupil development. Planning elective units for years 11-12 takes into consideration 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 lifelong physical activity. Teamwork, cooperation and communication are stressed as important elements for enjoyable and successful participation in physical activity.

Students develop skills related to the evaluation of movement and skilled performance and the selection of appropriate remedial activities. They develop a variety of teaching techniques and instructional procedures including those appropriate to outdoor settings. Students learn the importance of being aware of the safety procedures associated with activities such as gymnastics, track and field and various games. A range of resource material and a number of aids are examined to evaluate their appropriateness and effectiveness for the teaching of physical education.

TEDG6138 Science Method (Double) Staff Contact: Mr John McCormick S3 (S1 HPW12 S2 HPW9)

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

In addition to assisting students 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, students learn in workshop sessions 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, individualisation, 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.

TEDG6139 Special Education

Staff Contact : Dr Loretta Girocelli S1 HPW2

Corequisite: Two single Method subjects or one double Method subject

Consideration is given to exceptional children with learning, intellectual, physical, emotional or sensory disabilities and to gifted children and talented children. Strategies and criteria for identifying these types of students are examined. Their special needs are discussed and various remediation and extension possibilities explored. Appropriate teaching strategies, including those that incorporate special education technology and current computer technology are presented and evaluated.

TEDG6140

Adolescent Learning and Development

Staff Contact: Mr John McCormick S1 HPW3

Corequisite: Two single Method subjects or one double Method subject

This subject aims to develop students' appreciation of the nature of adolescence and the sociological and psychological factors which influence their growth and development through adolescence and learning within it. Attention will be paid to moral, social and intellectual development and the roles of culture and language in fashioning behaviour in our multicultural society. Topics such as learning, memory, personality, motivation and metacognition will be considered, as will matters such as attitudes towards work and leisure, peer groups and family influences. The implications of what the adolescent brings to the classroom for planning, teaching and evaluation will be emphasised as will the effects of different sorts of school and class climate upon adolescents.

Subject content may vary pending University approval.

Educational Flective A

Staff Contact: Mr John McCormick

S2 HPW4 for 4 weeks

Prerequisite: TEDG6140,TEDG6144

Corequisite: TEDG6143 Two single or one double Method

Subject(s)

For this subject one elective is chosen from a group which may 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; examining the problems of and strategies for teaching students from a non-English speaking background in the different subject areas.

The electives offered depend upon staff availability and student demand.

TEDG6143

Educational Elective C

Staff Contact: Mr John McCormick

S2 HPW4 for 4 weeks

Prerequisite: TEDG6140, TEDG6144

Corequisite: TEDG6141. Two single or one double Method

Subject(s)

For this subject one elective is chosen from a group which may involve: a project involving a community service to schools; instruction in the rules and coaching of particular sports; instruction in drama and musical productions; preparation of excursions suitable for school students; acquisition of computer literacy.

The electives offered depend upon staff availability and student demand

TEDG6144

Professional Issues and Responsibilities

Staff Contact: Mr John McCormick

S1 HPW4

Corequisites: Two single or one double method subject(s)

Consideration is given to the many contexts in which secondary education takes place in Australia and especially New South Wales. An examination is made of some of the political, economic, historical, social, legal, and ethical factors that may influence the professional roles and responsibilities of teachers in secondary schools. An analysis is made of the structure and function of selected organisations, interest groups and other variable that currently influence secondary school systems in New South Wales. The interaction of education institutions and society and the teacher's role in mediating this interaction are examined

The nature of current education policies and policy documents and their rationale, history, likely development and likely future effects upon society within New South Wales will be examined. Areas to be looked at include student welfare, personal development, anti-discrimination and human rights, sexual assault upon children, AIDS education, foreign language education, the role of key learning areas, English language across the curriculum, environmental education, girls' education, multicultural education, Aboriginal education, gifted and talented children and their development, children with intellectual. physical, emotional, or sensory disabilities and their development, school councils and school management directives such as school attendance policy.

TEDG6145

Teaching Experience

Staff Contact: Mr John McCormick

Prerequisite: TEDG6140, TEDG6144

Corequisite: Two single or one double Method subject(s)

Three strands: Preparing for Teaching, Microteaching and School Experience

Preparing for Teaching

S2 HPW4 for two weeks

Practical problems concerned with childrens' motivation. the professional and pastoral role of the teacher and discipline in the classroom provide the initial focus. The way teachers deal with such problems reflects attitudes towards such issues as child-centred vs subject centred teaching, freedom vs authority, creativity vs intelligence and co-operation vs competition. Thinking about such issues may modify some of the attitudes derived from students' previous experience of schools and teachers. Success in this strand is a prerequisite to placement in a school for the seven week block of teaching practice.

Microteachina:

S2 HPW9 for two weeks

Microteaching involves instruction in a number of teaching techniques and strategies by observation of teaching models and participation 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 seven week block of teaching practice (see below).

Teaching Practice:

Teaching practice consists of five single days over two weeks in a secondary school and a seven week block in the same school. During the five single days, students are expected to observe a number of lessons conducted by experienced teachers, familiarise themselves with the classes they are to teach, carry out interviews with some of the pupils they are to teach, familiarise themselves with school policies and procedures, become acquainted with roles adopted by school personnel and begin to teach segments of lessons and complete lessons initially prepared by their supervising teachers. Over this period students also prepare units of work for teaching during the seven week block to follow.

Throughout the seven week block students are required to teach a number of classes on a full time basis, working in close association with their supervising teachers.

Master of Education in Teaching

Studies in Teaching

TEDG1001

Models and Strategies of Teaching

Staff Contact: Prof Michael Dunkin

U1 S1 HPW2

Four sets of models of teaching are considered with the theoretical frameworks that support them: social, information-processing, personal and behaviourist. The research associated with the use of each model will be explored. The concepts of teaching repertoires, teaching strategies and teaching/learning styles will also be examined. Students will be expected to plan and use certain models and strategies, observe demonstrations and participate in peer practice.

TEDG1101

Computers in Education

Staff Contact: Dr Arthur Anderson

U1 S1 HPW2

The basic skills in, and knowledge of, the use of computers in schools. Basic concepts of hardware and software as well as applications of word processors, databases, spreadsheets and graphics for improving teachers' personal productivity. Introductory details of computer hardware, software and system design and development.

TEDG1102

Computers and Teaching

Staff Contact: Dr Arthur Anderson

U1 S2 HPW2

The classroom application of word processors, data bases, spread sheets, graphics, telecommunications and LOGO. Various educational theories and perspectives are presented to provide models for the use of computers in the classroom.

TEDG1103

Computers and the Learning Process

Staff Contact: Dr Arthur Anderson

U1 S1 HPW2

Various learning environments are covered, eg., individualised learning, enquiry learning, group projects, cooperative learning, problem solving. Specific applications include adventure games, simulations, tutorials. Software evaluation.

TEDG1104

Issues in Computer Education

Staff Contact: Dr Arthur Anderson

U1 S2 HPW2

Social implications, technology and computers, current trends in technology education, managing computers in schools, school computer policy, computer systems and their fundamentals, curriculum directions, computers across the curriculum, role of programming in computer education, computers and problem solving, equity and gender issues, copyright, ergonomics.

TFDG1105

Teaching Programming and Problem Solving

Staff Contact: Dr Arthur Anderson

U1 S1 HPW2

Addresses issues related to teaching computer programming and problem solving. Assumes some limited knowledge of computer programming (see TEED1102) and concentrates on developing programming skills for problem solvina.

TEDG1106

Computer-based Resource Design and Production Staff Contact: Dr Arthur Anderson

U1 S2 HPW2

For students wanting to develop their computer based learning materials using such vehicles as animated videos, multimedia, HyperCard, Authoring Tools, etc. It is expected that students undertaking this subject will formally evaluate any materials produced.

TEDG1107

Managing with Computers in Schools

Staff Contact: Dr Arthur Anderson

U1 S1 HPW2

Computers in educational administration; administrative use of computers by the individual teacher, the department and the school central administration. General purpose software, such as wordprocessors, spreadsheets, and databases are used, as well as specific purpose school administration packages.

TEDG1108

Teaching Curriculum Courses in Computing

Staff Contact: Dr Arthur Anderson

U1 S2 HPW2

The content and teaching methods for the junior and senior high school syllabuses.

TEDG1131

Educating the Student with Disability, Learning Difficulty or Behaviour Disorder

Staff Contact: Dr Loretta Giorcelli

U1 S2 HPW2

This subject provides students with an ecological study of Special Education, focussing on the human rights, cultural and curricular needs of students with disability, learning difficulty or behaviour disorder. All components of the course will be treated in the context of the prevailing state, national and international disability rights and self-advocacy movements and in the light of the Disability Discrimination Act (1992) and the NSW Special Education Policy (1993). The particular needs of Special Education students in integrated or mainstream school settings will be addressed.

TEDG1193

Current Approaches in Australian Indigenous **Curriculum Studies**

Staff Contact: Ms Rhonda Craven

U1 S1 HPW2

This subject aims to familiarise students with expectations associated with the teaching of Aboriginal Studies and Torres Strait Islander Studies K-12. It will focus on providing students with a rationale for the teaching of Australian Indigenous Curriculum Studies, expanding students' knowledge and understanding of Aboriginal and Torres Strait Islander history to assist students to scrutinise critically their own attitudes and developing skills to teach Australian Indigenous Curriculum Studies effectively.

Studies in Education

TEDG1202

Teacher Education and Professional Development

Staff Contact: Prof Michael Dunkin

U1 S2 HPW2

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

TEDG1204 Research Methods in Education A Staff Contact: Dr John Scheding U1 S1 HPW2

Theory and application of the following in school and classroom contexts: survey techniques, including questionnaires, rating scales, psychological inventories and tests, structured interviews and system based observation; major types of research design in quantitative research, including correlational and quasi-experimental research. Parametric and non-parametric techniques, frequency distributions, basic distribution statistics, correlation and regression, statistical significance, tests of significance of difference and elementary analysis of variance. Data entry and the use of at least one major statistical package, such as SPSSx.

TEDG1205 Research Methods in Education B Staff Contact: Prof Michael Dunkin

U1 S2 HPW2

Theory and application of the following in school and classroom contexts: the historical method; philosophical enquiry: ethnographic research; action research; case study methods; conceptual analysis; participant observation; grounded theory; interviewing; use of written and non-written sources; and triangulation. A "hands on" approach features in this subject, which provides students with a critical appreciation of the methods as well as some experience in using them. The use of computers with qualitive data.

Faculty Electives

PROF0001 Professional Ethics Staff Contact: Dr Martin Bibby S1 HPW2 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, metaethics. 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 AngloAmerican 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 Staff Contact: A/Prof Jim Sockler HPW2

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 Staff Contact: Prof Allan Borowski

Emphasis is on an understanding of qualitative research procedures. Topics include: design of qualitative research, participant observation, the problem of humanistic research, interviewing, language and meaning ethnomethodology, case study method, focus groups, analysis and reporting of qualitative research.

Professional Development Centre Kensington Campus

Director

Associate Professor Peggy Nightingale

Postgraduate Program Coordinator

Dr Lee Andresen

Administrative Assistant

Ms Lvn O'Brien

The Professional Development Centre was established in 1989 to contribute to the University's staff development and institutional research initiatives. Whilst serving the development needs of all university staff on a multitude of fronts and by a diversity of methods, it also exists within the Faculty of Professional Studies in order to function as a centre for scholarship and research in professional development and higher education. Here it offers programs of graduate study in teaching and learning in higher education, explicitly designed to contribute to the professional development of academic staff by virtue of being based within the rigorous study of their actual practice as teachers. Enrolment in these programs is restricted to academics currently employed in institutions of higher education; however students in other programs may be entitled to study particular subjects offered by the Centre. The Centre currently offers an articulated project-based coursework program leading to a Graduate Certificate (CertHEd), Graduate Diploma (DipHEd) and Masters Degree (MHEd) in Higher Education. Subject to Faculty and Council approval, a program for the degree of Doctor of Philosophy will eventually be offered.

Graduate Study

Course Outlines

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 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 2unit project, or studying two more subjects and completing a 4unit 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 completed 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 B

PDCS2006 Professional Expertise PDCS2007 Researching Educational Practice

PDCS3001 2unit project PDCS3002 4unit project

Notes: 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.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organizational units or studies. For academic advice regarding a particular subject consult with the contact for the subject as listed. A guide to abbreviations and prefixes is included in the chapter 'Handbook Guide', appearing earlier in this book.

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

PDCS1001

Introduction to University Teaching

Staff Contact: Dr Lee Andresen

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. Available in class mode and Open Learning mode.

PDCS1002

Communication and Knowledge

Staff Contact: A/Prof Peggy Nightingale

S1 or S2

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. Available in class mode and Open Learning mode.

PDCS1003

Facilitating Student Learning

Staff Contact: Dr Lee Andresen

S1 or 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 nontraditional 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. Available in class mode and Open Learning mode.

PDCS2001

Designing and Developing Curricula

Staff Contact: Dr Lee Andresen

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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. Available in class and Open Learning modes.

PDCS2002

Assessment and Feedback

Staff Contact: Ms Susan Toohey

S1 or S2

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

Staff Contact: Dr Lee Andresen

S1

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 Learning Process

Staff Contact: Mr Greg Ryan

S2

Prerequisite: Two units at 1000 level

A study of both the traditional and some alternative ways of organizing the teachinglearning 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, problembased learning, case methods, per learning, group and collaborative learning, mastery learning, cooperative 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 and Learning Staff Contact: Dr Lee Andresen

S1

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

Staff Contact: Dr Lee Andresen

S1 or S2

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. Available in class and Open Learning modes.

PDCS2007

Researching Educational Practice

Staff Contact: Dr Lee Andresen

S2

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 selfappraisal.

PDCS3001

TwoUnit Project

Staff Contact: Dr Lee Andresen

S1 or S2

Pre or Corequisite: 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

FourUnit Project

Staff Contact: Dr Lee Andresen

S1 or S2 or F

Pre or Corequisite: 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.

Conditions for the Award of Degrees

First Degrees

Rules, regulations and conditions for the award of *first degrees* are set out in the appropriate Faculty Handbooks.

For the full 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.

Higher Degrees

For details of graduate degrees by research and course work, arranged in faculty order, see UNSW Courses (by faculty) in the Calendar.

Title	Abbreviation	Calendar/Handbook
Higher Degrees		
Doctor of Science	DSc	Calendar
Doctor of Letters	DLitt	Calendar
Doctor of Laws	LLD	Calendar
Doctor of Education	EdD	Professional Studies
Doctor of Medicine	MD	Medicine
Doctor of Philosophy	PhD	Calendar
		and all handbooks
Master of Applied Science	MAppSc	Applied Science
Master of Architecture	MArch	Built Environment
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 Arts (Honours)	MA(Hons)	Arts and Social Sciences
Master of Art Theory	MArtTh	College of Fine Arts
Master of Biomedical Engineering	MBiomedE	Engineering
Master of Building	MBuild	Built Environment
Master of the Built Environment	MBEnv	Built Environment
Master of the Built Environment (Building Conservation)	MBEnv	Built Environment
Master of Business Administration Master of Business Administration	MBA	AGSM
(Executive)	MBA(Exec)	AGSM

Title	Abbreviation	Calendar/Handbook
Master of Business and Technology	MBT	Engineering
Master of Chemistry	MChem	Science*
Master of Clinical Education	MClinEd	Medicine
Master of Cognitive Science	MCogSc	Engineering
Master of Commerce (Honours)	MCom(Hons)	Commerce and Economic
Master of Commerce `	MCom`	Commerce and Economic
Master of Community Health	MCH	Medicine
Master of Computer Science	MCompSc	Engineering
Master of Construction Management Master of Couple and Family	MConstMgt	Built Environment
Therapy	MCFT	
Master of Defence Studies	MDefStud	University College
Master of Education	MEd	Professional Studies
Master of Education in Creative Arts	MEdCA	Professional Studies
Master of Education in Teaching	MEdTeach	Professional Studies
Master of Educational Administration	MEdAdmin	Professional Studies
Master of Engineering	ME	Applied Science
Master of Engineering	IVIL	
		Engineering
Maria Africa Africa		University College
Master of Engineering without	м	Applied Calcare
supervision	ME	Applied Science
		Engineering
Master of Engineering Science	MEngSc	Engineering
		Applied Science
		University College
Master of Environmental		
Engineering Science	MEnvEngSc	Engineering
Master of Environmental Studies	MEnvStudies	Applied Science
Master of Equity and Social		
Administration	MEqSocAdmin	
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	Built Environment
Master of Information Science	MinfSc	Engineering
Master of International Social		gg
Development	MIntSocDev	
Master of Medicine	MMed	Medicine
Master of Medicine Master of Landscape Architecture	MLArch	Built Environment
Master of Landscape Planning	MLP	Built Environment
Master of Landscape Flamming	LLM	Law
Master of Laws Master of Librarianship	MLib	Professional Studies
Master of Management Economics	MMgtEc	University College
Master of Mathematics	MMath	Science*
Master of Medicine	MMed	Medicine
Master of Mining Management	MMinMgmt	Applied Science
Master of Music	MMus	Arts and Social Sciences
Master of Music (Honours)	MMus(Hons)	Arts and Social Sciences
Master of Optometry	MOptom	Science*
Master of Paediatrics	MPaed	Medicine
Master of Policy Studies	MPS	Arts and Social Sciences
Master of Project Management	MProjMgt	Built Environment
Master of Public Health	MPHÍ	Medicine
		Professional Studies
Master of Psychological Medicine	MPM	Medicine
Master of Psychology (Applied)	MPsychol	Sciencet
Master of Psychology (Clinical)	MPsychol	Sciencet
Master of Psychotherapy	MPsychotherapy	Medicine
	MRE	Built Environment
Macter of Real Fetate		
Master of Real Estate Master of Safety Science	MSafetySc	Applied Science

Title	Abbreviation	Calendar/Handbook
Master of Science	MSc	Applied Science Built Environment Engineering Medicine Science*† University College
Master of Science without supervision	MSc	Applied Science Built Environment Engineering
Master of Science (Industrial Design) Master of Science and Society Master of Social Work Master of Sports Science Master of Sports Medicine Master of Statistics Master of Statistics Master of Surgery Master of Surveying Master of Surveying without supervision Master of Surveying Science Master of Taxation Master of Town Planning	MSc(IndDes) MScSoc MSW MSpSc MSpMed MStats MS MSurv MSurv MSurvSc MtAX MTP	Built Environment Arts and Social Sciences Professional Studies Professional Studies Medicine Science* Medicine Engineering Engineering Engineering ATAX Built Environment
Graduate Diplomas		
Graduate Diploma	GradDip GradDipC/F Therapy GradDipClinEd GradDipHPEd	AGSM Applied Science Architecture Arts and Social Sciences Commerce and Economics Engineering Medicine Professional Studies Science*† Professional Studies Medicine Medicine Medicine
	GradDipHEd GradDipIndMgt GradDipPaed GradDipSpMed DipEd DipIM-ArchivAdmin DipIM-Lib DipFDA	Professional Studies Engineering Medicine Medicine Professional Studies Professional Studies Professional Studies Science*
Graduate Certificates		
	GradCertPhilT GradCertHEd	Arts and Social Sciences Professional Studies

^{*}Faculty of Science. †Faculty of Biological and Behavioural Sciences.

Doctor of Philosophy (PhD)

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.

Oualifications

- 2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment as a candidate for the degree.

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 cosupervisor 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 cosupervisor 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.

^{*}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 he Dean of the Faculty. Enrolment is permitted in more than one such teaching unit.

(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 and Social Sciences may be required by the Committee to write a thesis in an appropriate foreign language;
- (d) it must reach a satisfactory standard of expression and presentation:
- (e) it must consist of an account of the candidate's own research but in special cases work done conjointly with other persons may be accepted provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may not submit as the main content of the thesis any work or material which has previously been submitted for a university degree or other similar award but may submit any work previously published whether or not such work is related to the thesis.
- (5) Four copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.
- (6) It shall be understood that the University retains the four copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

- 6. (1) There shall be not fewer than three examiners of the thesis, appointed by the Committee, at least two of whom shall be external to the University.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that 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 reexamination.
- (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 represent 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.

Fees

7. A candidate shall pay such fees as may be determined from time to time by the Council.

Doctor of Education (EdD)

1. The degree of Doctor of Education 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 completed a specified program of advanced study and demonstrated ability to conduct research by the submission of a thesis embodying the results of a substantial original investigation.

Qualifications

- 2. (1) (a) A candidate for the degree shall have been awarded an appropriate degree of Bachelor or the degree of Master of Education, or Master of Educational Administration or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee: and
- (b) have completed at least three years' professional experience in a branch of education, or in some other area that is judged by the Committee to be appropriate; and
- (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. (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.
- (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 of Education Studies and the applicant on the topic area, provision of adequate facilities and any course work to be prescribed, and that these are in accordance with the guidelines for promoting postgraduate study within the University.
- 4. (1) A candidate for the degree shall be required:
- (a) to undertake a course of study in which the candidate shall be required
- (i) to pass, at a standard acceptable to the Committee, such subjects as may be required; and
- (ii) to complete a project and report on it at a standard acceptable to the Committee;
- (b) to undertake a substantial original investigation on an approved topic;

The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee

- (3) The investigation shall be carried out under the direction of a supervisor and where possible a cosupervisor appointed from among the members of the academic staff of the school or under other appropriate supervision arrangement approved by the Committee.
- (4) (a) An approved candidate shall be enrolled as a full-time or part-time student.
- (b) With the exception of a candidate already possessing a Bachelor degree with Honours in Education or the degree of Master of Education or the degree of Master of Educational Administration (or equivalent) no candidate shall be awarded the degree until the elapse of seven academic sessions from the date of enrolment in the case of a full-time candidate, or twelve academic sessions in the case of a part-time candidate.
- (c) The minimum period may be reduced by two academic sessions for a full-time candidate, or by four academic sessions for a part-time candidate, already possessing a Bachelor degree with Honours in Education or the degree of Master of Education or the degree of Master of Educational Administration (or equivalent) at a standard accepted by the Committee.
- (d) The Committee may in special circumstances approve other variations to the period of study
- (5) The Committee may exempt candidates already possessing a Bachelor degree with Honours in Education from the requirement of either the project or up to four of the Year 1 subjects.
- (6) The Committee may exempt candidates already possessing either the Master of Education degree or the Master of Educational Administration degree (or equivalent) from the Year 1 subject requirements.
- 5. 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) Prescribed course work and the project must be completed at a level satisfactory to the Committee before commencement of the thesis. A candidate who completes requirements for either the Master of Education degree or the Master of Educational Administration degree may apply for admission to that degree if the standard required for commencement of the thesis has not been met.
- (ii) The research proposal for the thesis will be reviewed as soon as feasible after the completion of the course work. This review will focus on the viability of the research proposed.
- (iii) Progress in the course will be reviewed within twelve months after the first review. As a result of either review, the Committee may cancel enrolment or take such other action as is considers appropriate. Thereafter, the progress of the candidate will be reviewed annually.

Thesis

- **6.** (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 jointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (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 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 any other copying medium.

Examination

- 7. (1) There shall be no fewer than three examiners of the thesis, at least two of whom shall be external to the University, who shall be appointed by the Committee.
- (2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:
- (a) the thesis be noted as satisfactory; or
- (b) the thesis be noted as satisfactory subject to specified minor corrections being made to the satisfaction of the head of school; or
- (c) the thesis requires further work on questions posed in the report. Should performance in this further work be to the satisfaction of the Committee, the thesis would be noted as satisfactory; or
- (d) the thesis be noted as unsatisfactory, but the candidate be permitted to resubmit the thesis in a revised form after a further period of study and/or research. The revised thesis should be subject to reexamination: or
- (e) the thesis be noted as unsatisfactory. The thesis does not demonstrate that resubmission would be likely to achieve a satisfactory result.
- (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 represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding one year.
- (4) The Committee shall, after consideration of the examiners' reports and any further reports on the thesis it sees fit to obtain and the results of any further examination and of the prescribed course of study, recommend whether or not the candidate 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 andor research.

Fees

A candidate shall pay fees as may be determined from time to time by the Council.

Master of Archives Administration (MArchivAdmin)

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.

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. Archives Administration or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and
- (c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

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 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 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 represent the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports, the results in the prescribed course of study, and the results of any further examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Education (MEd) at Honours Level

1. The degree of Master of Education at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

Qualifications

2. (1) A candidate for the degree shall:

- (a) (i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or
- (ii) have completed at least six of the units prescribed for the degree at Pass level including a two unit project at a standard acceptable to the Committee; and
- (b)(i) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or
- (ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.
- (4) An applicant who had been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

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 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 represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteeen 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

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.

Qualifications

- 2. (1) A candidate for the degree shall:
- (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and
- (b)(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.

Enrolment and Progression

- 3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. 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 Educational Administration (MEdAdmin) at Honours Level

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.

Qualifications

- 2. (1) A candidate for the degree shall:
- (a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or
- (ii) have completed at least six of the units prescribed for the degree at Pass level including 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.

^{*}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.

(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 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 represent the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Educational Administration (MEdAdmin) at Pass Level

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.

Oualifications

- 2. (1) A candidate for the degree shall:
- (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and
- (b) have had at least three years of practical experience in an area of education of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

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. 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 Education in Creative Arts (MEdCA)

 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.

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 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 Education in Teaching (MEdTeach) by Research

1. The degree of Master of Education in Teaching 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. The degree shall be awarded either with the grade of Honours Class 1 or with the grade of Honours Class 2.

Qualifications

- 2. (1) A candidate for the degree shall have been awarded an appropriate Honours Bachelors degree with thesis 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 shall 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) Students with creditable academic records in the Master of Education in Teaching by coursework degree may be invited to transfer to the Master of Education in Teaching by research degree. Permission to transfer may be granted by the Head of the School of Teacher Education with the approval of the Higher Degree Committee of the Faculty of Professional Studies.

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 no later than the 15th November of the year before the commencement of the session in 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 of Teacher Education 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 postgraduate study within the University.
- (3) The candidate shall be enrolled as either a full-time or a part-time student.
- (4) A full-time candidate will present the thesis for examination no earlier than one year and no later than three years from the date of enrolment and a part-time candidate will present the thesis for examination no earlier than two years and no later than five years from the date of enrolment, except with the approval of the Committee.
- (5) The candidate may undertake the research as an internal student ie 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 the period of time away from the University are necessary for the research program.
- (7) The research shall be supervised by a supervisor or supervisors who are members of the academic staff of the School of Teacher Education or under 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. (1) 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.
- (2) 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.
- (3) 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 an 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 case work done conjointly with other persons may be accepted, provided the Committee is satisfied on 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.
- ** or equivalent work as determined by the Higher Degree Committee.
- (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

- 6. (1) There shall be no fewer than two examiners of the thesis, appointed by 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 thesis merits the award of the degree either with Honours Class 1 or with Honours Class 2.
- (b) The thesis merits the award of the degree either with Honours Class 1 or Honours Class 2 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 either with Honours Class 1 or Honours Class 2.
- (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 in 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 examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate be permitted to resubmit the thesis after a further period of study and/or research.

Fees

7. (1) A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Education in Teaching (MEdTeach) by Formal Course Work

 The degree of Master of Education in Teaching 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 a Bachelor of 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 Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee):

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- (b) (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 Committee, and
- (ii) 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, and
- (iii) 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.

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 no later than 15th November of the year before the commencement of the session in which enrolment is to begin.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight academic sessions for a part-time candidate. In special cases a variation to 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;
- (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.

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 Health Administration (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.
- (3) An approved candidate shall be enrolled in one of the following categories:
- (a) full-time attendance at the University;
- (b) part-time attendance at the University;
- (c) external not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.
- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be granted the degree until the lapse of three academic sessions in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate from the date of enrolment. In the case of a candidate who has been awarded the degree of Bachelor with Honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

- 4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the original investigation or design.
- (2) The candidate shall give in writing two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.

- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of higher degree theses.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

- 5. (1) There shall be not fewer than two examiners of the thesis, appointed by the 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 represent 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

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.

Qualifications

- (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)

 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.

Qualifications

- 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
- (iii)either have undertaken appropriate postgraduate or professional studies at a level acceptable to the Committee or have had at least three years experience in the health services of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by 31 October of the year before the year in which enrolment is to begin.

- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee

Fees

A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Higher Education (MHEd)

 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.

Oualifications

- 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) 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.

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 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.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Librarianship (MLib) by Research

1. The degree of Master of Librarianship by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investication.

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 decree.
- (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.

Examination

- 5. (1) There shall be not fewer than two examiners of the thesis, appointed by 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 represent the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the reports of any oral or written or practical examination, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Librarianship (MLib) by Formal Course Work

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.

Oualifications

- 2. (1) A candidate for the degree shall:
- (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at

- a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and
- (b) have been awarded a Diploma in Information Management Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee or, if intending to specialise in Information Science, the degree of Bachelor awarded shall have had a major in computer science at a level acceptable to the Committee, and
- (c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

Enrolment and Progression

- 3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Public Health by Research (MPH)

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.

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

Enrolment and Progression

- 3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
- (2) In every case, before permitting a candidate to enrol, the Head of the School in which the candidate intends to enrol shall be satisfied that adequate supervision and facilities are available.
- (3) An approved candidate shall be enrolled in one of the following categories:
- (a) full-time attendance at the University:
- (b) part-time attendance at the University:
- (c) external not in regular attendance at the University and using research facilities external to the University.
- (4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.
- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate. In the case of a candidate who has been awarded the degree of Bachelor with honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

- 4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation or design.
- (2) The candidate shall give in writing to the 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 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 represent 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.

Oualifications

- 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:
- (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
- (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 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 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

required to undergo such assessment and perform such other work as is prescribed by the Committee.

- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than four academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

- 4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.
- (2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.
- (6) It shall be understood that the University retains the three copies of the thesis submitted for examination and is free to allow the thesis to be consulted or borrowed. Subject to the provisions of the Copyright Act, 1968, the University may issue the thesis in whole or in part, in photostat or microfilm or other copying medium.

Examination

- 5. (1) There shall be not fewer than two examiners of the thesis, appointed by the 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 represent 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

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.

Oualifications

- 2. (1) A candidate for the degree shall:
- (a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and
- (b) have had at least one year's professional experience of a kind acceptable to the Committee.
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.

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 enrollment 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 enrollment 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 determine from time to time by the Council.

Master of Sports Science (MSpSc) at Honours Level

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.

Oualifications

- 2. (1) A candidate for the degree shall:
- (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.

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 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.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Sports Science (MSpSc) at Pass Level

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.

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 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).
- (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 (DipEd, Grad Dip, DipIMArchivAdmin or DipIMLib)

 A Graduate Diploma 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 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.

Graduate Diploma in Couple and Family Therapy (GradDip C/F Therapy)

 The Graduate Diplom in Couple and Family Therapy may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Oualifications

- 2. (1) A candidate for the diploma shall:
- (a) have been awarded a 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) submit evidence of professional attainment relevant to education in advanced therapeutic skills
- (2) 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 diploma shall be made on the prescribed form which shall be lodged with the Registrar at least sixteen weeks before the commencement of 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 other action as it considers appropriate.
- (4) No candidate shall be awarded the diploma until the lapse of four academic sessions from the date of enrolment. The maximum period of candidature shall be six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.
- 4. A candidate may pay such fees as may be determined from time to time by the Council.

Graduate Diploma (GradDipHEd)

1. A Graduate Diploma may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

Oualifications

- 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.

Enrolment and Progression

- 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.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Graduate Certificate in Higher Education (GradCertHEd)

 A certificate 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 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.

Enrolment and Progression

- 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 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.
- (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 scholarships and prizes offered throughout the University. Applicants should note that the awards and conditions are subject to review.

Key:

V Value

T Year/s of Tenure

C Conditions

Scholarships

Undergraduate Scholarships

Listed below is an outline in summary form of undergraduate 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.

General

Australian Development Corporation

- Tuition fees. Some students may be eligible for airfares and a stipend.
- T Determined by normal course duration
- C Information should be obtained from Australian Diplomatic Posts. Conditions and entitlements vary depending on the home country. The closing date is normally early in the year before the year of study.

Sam Cracknell Memorial

- V Up to \$1500 pa payable in fortnightly instalments
- T 1 year

C Prior completion of at least 2 years of a degree or diploma course and enrolment in a full-time course during the year of application; academic merit; participation in sport both directly and administratively; and financial need.

Girls Realm Guild

- V Up to \$1500 pa
- T 1 year with the prospect of renewal subject to satisfactory progress and continued demonstration of need
- C 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

- V Up to \$6500 pa
- T 1 year renewable for the duration of the course subject to satisfactory progress
- C 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. Applications close 30 September each year. Apply directly to PO Box 460 Broken Hill NSW 2880

Alumni Association

- V Up to \$1500 pa
- T 1 year with the possibility of renewal
- C 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 international students.

Sporting Scholarships

- V \$2000 pa
- T 1 year with possibility of renewal
- C 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, The University of New South Wales, Kensington NSW 2052.

General Accident Australian Bicentennial St Andrews Scholarship

- V £Stq4840
- T approximately 12 months
- C Applicants should be Australian citizens who are proceding to Honours in Economics, History, Philosophy, Economic and Social History or Social Anthropology. The awards are for study at St Andrews, United Kingdom.

The UNSW Co-op Program

The University of New South Wales has industry-linked education scholarships to the value of \$9600 per annum in the following areas: Accounting (and Economics, Finance, Information Systems or Japanese Studies); Business Information Technology, Aerospace, Bioprocess, Ceramic, Chemical, Civil, Electrical, Environmental, Materials, Mechanical, Metallurgical, Mineral, Mining and Petroleum Engineering; Food Science and Technology, Industrial Chemistry, Manufacturing Management, Textile Management, Textile Technology, and Wool and Pastoral Science.

Graduate Scholarships

Listed below is an outline in summary form of Graduate Scholarships available to students. Application forms and further information are available from the Scholarships Unit and Student Centre, located on the Ground Floor of the Chancellery, unless an alternative contact address is provided. Normally applications become available four to six weeks before the closing date.

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;*

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 828, Woden, ACT 2606.

Where possible, the scholarships are listed in order of faculty. Applicants should note that the awards and conditions are subject to review.

*Available for reference in the University Library.

General

Australian Awards for Research in Asia (AARA)

- T 3 to 12 months
- C The awards are for postgraduate study or fieldwork in Cambodia, China, Hong Kong, India, Indonesia, Japan, Korea, Malaysia, Philippines, Singapore, Sri Lanka, Taiwan, Thailand and Vietnam. Applicants must be Australian citizens, or have Permanent Resident status, and have lived in Australia for the 12 months prior to the close of applications on 30 June.

Caltex National Scholarship for Women

- V \$50,000 over two years
- T Up to 2 years
- C Applicants must be Australian citizens or have resided continuously in Australia for 5 years and have completed, or will complete, in 1994 an award from an Australian institution. Applicants may be proposing to undertake study in any discipline overseas. Application to the Honorary Secretary, Caltex National Scholarship, University by 17 September.

Kobe Steel Scholarship for Postgraduate Study at St Catherine's College, Oxford University

- V £14 520
- T Up to 2 years
- C Applicants must be Australian nationals. Applications close on 31 October with Kobe Steel Australia P/L (Level 32 Gateway, 1 Macquarie Place, 2000).

University Postgraduate Research Scholarships

- T 1-2 years for a Masters and 3-4 years for a PhD degree
- V Living allowance of \$14,474 pa. Other allowances may also be paid. Tax free.
- C Applicants must be honours graduates or equivalent in the Medicine or Commerce faculties, or the University College, Australian Defence Force Academy. A limited number of scholarships are offered subject to the availbility of funds. Information should be obtained from the Faculty office.

Australian Postgraduate Awards

- T 1-2 years for a Masters and 3-4 years for a PhD degree
- V \$11,687 to \$18,679 (1993 rates). Other allowances may also be paid. Tax free.
- C Applicants must be honours graduates or equivalent or scholars who will graduate in current academic year, and who are domiciled in Australia. Applications to Registrar by 31 October.

John Crawford Scholarship Scheme

- Tuition fees. Some students may be eligible for air fares and a stipend.
- T Determined by normal course duration
- C Information should be obtained from Australian Diplomatic Posts. Conditions and entitlements vary depending on the home country.

Overseas Postgraduate Research Scholarships

- V Tuition fees only
- T 2 years for a Masters and 3 years for a PhD degree
- C Eligibility is confined to postgraduate research students who are citizens of countries other than Australia or New Zealand. Applications to the Registrar by 30 September.

Australian American Educational Foundation Fulbright Award

- V \$11,500 pa and travel expenses
- T 1 year, renewable
- C 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. Application forms are available from the Associate Registrar,

University of Sydney, NSW 2006, telephone (02) 692 2222.

Australian Federation of University Women

- V Amount varies, depending on award
- T Up to 1 year
- C Applicants must be female graduates who are members of the Australian Federation of University Women. Further enquiries may be directed to the Secretary of the Federation, (telephone (02) 232 5629).

Commonwealth Scholarship and Fellowship Plan

- V Varies for each country. Generally covers travel, living, tuition fees, books and equipment, approved medical expenses. Marriage allowance may be payable.
- T Usually 2 years, sometimes 3
- C 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 early October.

The English-Speaking Union (NSW Branch)

- V \$8000
- T 1 year
- C 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, School of Arts, 275c Pitt Street, Sydney, NSW 2000.

Frank Knox Memorial Stipend of Fellowships

- V \$US11,500 pa plus tuition fees
- Tup to 2 years tenable at Harvard University
- C 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

- V Up to \$US 25,000
- T 1 year
- C 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

- V \$6000 pa. Under special circumstances this may be increased.
- T 2 years
- C 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

- V Living and travel allowances, tuition and research expenses, health insurance, book and equipment and other allowances for travel and study in the USA
- T 12 to 21 months
- C 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 35 years of age. Applications close 30 September 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

- V Living and travel allowances, tuition expenses
- T 1-3 years
- C Applicants must be Australian citizens who are honours graduates or equivalent, and under 26 years of age. Applications are available from The Secretary, Cambridge Commonwealth Trust, PO Box 252, Cambridge CB2 ITZ, England. The scholarship closes on 15 October.

The Rhodes Scholarship to Oxford University

- V Approximately \$15,000 pa and fees
- T 2 years, may be extended for a third year.
- C Unmarried Australian citizens aged between 19 and 25 who have an honours degree or equivalent. Applications close in September each year with The Secretary, University of Sydney, NSW 2006.

Prizes

Undergraduate University Prizes

The following information summarizes 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 of the Chancellery.

General

The Sydney Technical College Union Award

- V \$400.00 and Bronze Medal
- C Leadership in student affairs combined with marked academic proficiency by a graduand

The University of New South Wales Alumni

- V Statuette Association Prize
- Achievement for community benefit by a student in the final or graduating year

School of Health Services Management

The Australian College of Health Service Executive Prize

- V \$150.00
- C The best overall performance in the Bachelor of Health Administration degree course

The Leanne Miller Memorial I Prize

- V \$100.00
- C 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

- V \$100.00
- C 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 information summarizes graduate prizes awarded by the University.

School of Education Studies

The Australasian Institute of Tertiary Education Administrators Prize

- V \$250.00
- C The best performance in EDST4102 Administration and Organizational Behaviour by a student in the Master of Educational Administration degree course

The Australian Council for Educational Administration Meta Computing Pty Limited Prize

- V \$250.00 + 1 years membership of ACEA
- C 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

- V \$100.00
- C 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

The 2/5 Australian General Hospital Association Prize

- V \$200.00
- C 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)

- V \$200.00
- C 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

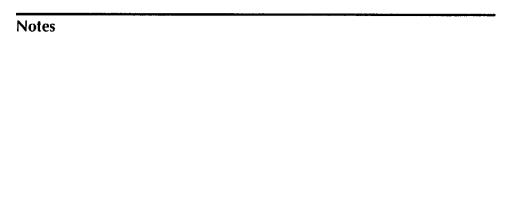
School of Information, Library and Archive Studies

The Law Foundation of New South Wales Prize in Librarianship

- V \$100.00
- C The best performance in LIBS0514 Law: Literature, Information Needs and Services

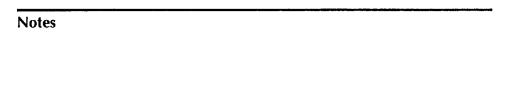
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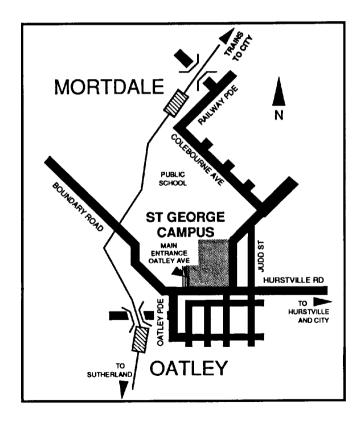
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St George Campus Location

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 on the Eastern Suburbs-Illawarra line with the Campus being 30 minutes from the city.

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



The University of New South Wales, Kensington Campus

Theatres

Biomedical Theatres E27
Central Lecture Block E19
Chemistry Theatres (Owyer,
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
Quadrangle Theatre E15
Macauley Theatre E15
Macauley Theatre F17
Science Theatre F13
Sir John Clancy Auditorium C24

Buildings

Webster Theatre G15

Applied Science F10 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 L6 Newton J12 NIDA D2 Parking Station H25 Parking Station N18 Philip Baxter College (Kensington) D14 Quadrangle E15 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) E15 Accounting E15 Admissions C22 Adviser for Prospective Students C22 Alumni Relations: Pindari. 76 Wentworth St. Randwick Anatomy C27 Applied Bioscience D26 Applied Economic Research Centre F20 Applied Geology F10 Applied Science (Faculty Office) F10 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 E15 Biochemistry and Molecular Genetics D26 Biological and Behavioural Sciences (Faculty Office) D26 Biomedical Engineering F25 Biomedical Library F23 Biotechnology F25 Built Environment (Faculty Office) H14 Campus Services C22 Cashier's Office C22 Chaplains E4 Chemical Engineering and Industrial Chemistry F10 Chemistry E12 Civil Engineering H20 Co-op Bookshop E15 Commerce and Economics (Faculty Office) E15

Communications Law Centre C15 Community Medicine D26 Computer Science and Engineering G17 Computing Services Department F25 Cornea and Contact Lens Research Unit: 22-32 King St. Randwick Economics F20 Education Studies G2 Educational Testing Centre E4 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 School of the Built **Environment H14** Groundwater Management and Hydrogeology F10 Health Service, University £15 Health Services Management C22 History C20 House at Pooh Corner (Child Care) N8 Human Resources C22 Industrial Design G14 Industrial Relations and Organizational Behaviour F20 Information, Library & Archives Studies F23 Information Systems E15 Institute of Languages: 4 Francis St. Randwick International Student Centre F9 IPACE Institute F23 Japanese Economic and Management Studies E15 Kanga's House (Child Care) 014 Landscape Architecture K15 Law (Faculty Office) F21 Law Library F21 Legal Studies & Taxation F20 Liberal and General Studies C20 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 Music and Music Education B11 News Service C22 Optometry J12 Pathology C27 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 C22 Psychology F23 Publications Section C22 Remote Sensing K17 Safety Science B9 Science (Faculty Office) E12 Science and Technology Studies C20 Social Science and Policy C20 Social Policy Research Centre F25 Social Work G2 Sociology C20 Spanish and Latin American Studies C20 Sport and Recreation Centre B6 Squash Courts B7 Student Centre (off Library Lawn) C22 Student Services: Careers, Loans, Accommodation etc E15 Counselling E15 Students' Guild E15 Students' Union E15 Surveying K17 Swimming Pool B4 Textile Technology G14 Theatre and Film Studies B10. Town Planning K15 UNSW Press: 22-32 King St, Randwick WHO Regional Training Centre C27 Wool and Animal Sciences G14 Works and Maintenance B14A