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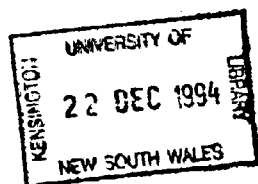
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HANDBOOK

1995
PROFESSIONAL
STUDIES



HANDBOOK



1995
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 1994, but may be amended without notice by the University Council.



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The address of The University of
New South Wales is:
The University of New South Wales
SYDNEY 2052 AUSTRALIA

Telephone: (02) 385 1000
Facsimile: (02) 385 2000
Email: Records.Admin@unsw.edu.au
Telegraph: UNITECH, SYDNEY
Telex: AA26054

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St George Campus Location

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. The Faculty consists of the Schools of Education Studies; Health Services Management; Information, Library and Archive Studies and Social Work on the Kensington Campus and the Schools of Applied and Performing Arts; Sport and Leisure Studies and Teacher Education on the St George Campus at Oatley.

Those functions of the University's Professional Development Centre relating to the teaching of enrolled students are located within the Faculty of Professional Studies, and the academic staff of the Centre are 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

Calendar of Dates

The academic year is divided into two sessions, each containing 14 weeks for teaching. Between the two sessions there is a break of approximately six weeks, which includes a one-week study period, two weeks for examinations, and three weeks' recess. There is also a short recess of one week within each session.

Session 1 commences on the Monday nearest 1 March.

All Faculties (other than AGSM, Medicine and University College)

	1995	1996
Session 1 (14 weeks)	27 February to 13 April 24 April to 9 June	4 March to 4 April 15 April to 14 June
Mid-session recess	14 April to 23 April	5 April to 14 April
Study period	10 June to 15 June	15 June to 20 June
Examinations	16 June to 4 July	21 June to 9 July
Mid-year recess	5 July to 23 July	10 July to 28 July
Session 2 (14 weeks)	24 July to 22 September 3 October to 3 November	29 July to 27 September 8 October to 8 November
Mid-session recess	23 September to 2 October	28 September to 7 October
Study period	4 November to 9 November	9 November to 14 November
Examinations	10 November to 28 November	15 November to 3 December

Important dates for 1995

January

- M 2 New Year's Day - Public Holiday
M 9 Medicine IV - Term 1 begins
M 16 Medicine V - Term 1 begins
Th 26 Australia Day - Public Holiday
T 31 Enrolment period begins for new undergraduate students and undergraduate students repeating first year.

February

- M 6 Re-enrolment period begins for second and later year undergraduate students and graduate students enrolled in formal courses. Students should consult the *Re-enrolling 1995* leaflets applicable to their courses for details.
M 13 Semester 1 begins - AGSM Open Learning Graduate Management Qualification program

- M 20 Term 1 begins - AGSM MBA program - Year 1 classes
Semester 1 begins - AGSM Open Learning Graduate Diploma in Management program
Medicine VI - Term 2 begins
F 24 Last day for acceptance of enrolment by new and re-enrolling students
(Late fee payable thereafter if enrolment approved)
M 27 Session 1 begins - all courses except Medicine IV, V, VI
Term 1 begins - AGSM MBA program - Year 2 classes

March

- M 6 Session 1 begins - University College, ADFA
F 10 Last day applications are accepted from students to enrol in Session 1 or whole year subjects
Su 12 Medicine IV - Term 1 ends
M 13 Medicine IV - Term 2 begins
Su 19 Medicine V - Term 1 ends

M 27	Medicine V - Term 2 begins
F 31	Last day for students to discontinue without failure subjects which extend over Session 1 only HECS Census Date for Session 1

April

Su 9	Medicine VI - Term 2 ends
F 14	Good Friday - Public Holiday
	Mid-session recess begins
S 15	Easter Saturday - Public Holiday
M 17	Easter Monday - Public Holiday
	Medicine VI - Term 3 begins
Su 23	Medicine IV - Term 2 ends
	Mid-session recess ends
T 25	Anzac Day - Public Holiday

May

M 1	Medicine IV - Term 3 begins
F 5	Term 1 ends - AGSM MBA program - all classes
S 6	Mid-session recess begins - University College, ADFA
M 8	Examinations begin - AGSM MBA program - all classes
T 9	Publication of provisional timetable for June examinations
F 12	Examinations end - AGSM MBA program - all classes
S 13	Examination - AGSM Open Learning Graduate Diploma in Management program
W 17	Last day for students to advise of examination clashes
Su 21	Mid-session recess ends - University College, ADFA
Su 28	Medicine V - Term 2 ends
	Medicine VI - Term 3 ends
M 29	Term 2 begins - AGSM MBA program - all classes
	Medicine VI - Term 4 begins
T 30	Publication of timetable for June examinations

June

S 3	Examination - AGSM Open Learning Graduate Management Qualification program
	Semester 1 ends - AGSM Open Learning Graduate Management Qualification program
M 5	Medicine V - Term 3 begins
F 9	Session 1 ends
	Semester 1 ends - AGSM Open Learning Graduate Diploma in Management program
S 10	Study recess begins
Su 11	Medicine IV - Term 3 ends
M 12	Queen's Birthday - Public Holiday
T 13	Medicine IV - Term 4 begins
	College of Fine Arts assessment week begins
Th 15	Study recess ends
F 16	Examinations begin
	College of Fine Arts assessment week ends
F 23	Session 1 ends - University College, ADFA
S 24	Mid-year recess begins - University College, ADFA
M 26	Examinations begin - University College, ADFA

July

T 4	Examinations end
W 5	Mid-year recess begins
S 8	Examinations end - University College, ADFA
M 10	Semester 2 begins - AGSM Open Learning Graduate Diploma in Management program
	Semester 2 begins - AGSM Open Learning Graduate Management Qualification program
F 21	Medicine VI - Term 4 ends
Su 23	Mid-year recess ends
	Mid-year recess ends - University College, ADFA
M 24	Session 2 begins - all courses except Medicine IV, V, VI
	Session 2 begins - University College, ADFA
M 31	Medicine VI - Term 5 begins

August

F 4	Last day applications are accepted from students to enrol in Session 2 subjects
	Last day for students to discontinue without failure subjects which extend over the whole academic year
	Term 2 ends - AGSM MBA program - all classes
Su 6	Medicine IV - Term 4 ends
	Medicine V - Term 3 ends
M 7	Bank Holiday
	Examinations begin - AGSM MBA program - all classes
F 11	Examinations end - AGSM MBA program - all classes
M 14	Medicine IV - Term 5 begins
	Medicine V - Term 4 begins
M 28	Term 3 begins - AGSM MBA program - all classes
Th 31	Last day for students to discontinue without failure subjects which extend over Session 2 only HECS Census Date for Session 2

September

Su 10	Medicine VI - Term 5 ends
M 11	Medicine VI - Term 6 begins
S 23	Mid-session recess begins
	Mid-session recess begins - University College, ADFA
Su 24	Medicine IV - Term 5 ends
M 25	Medicine IV - Term 6 begins
F 29	Closing date for applications to the Universities Admission Centre

October

M 2	Labour Day - Public Holiday
	Mid-session recess ends
	Mid-session recess ends - University College, ADFA
T 3	Publication of provisional timetable for the November examinations
W 11	Last day for students to advise of examination clashes
S 14	Examinations - AGSM Open Learning Graduate Diploma in Management program
Su 15	Medicine V - Term 4 ends
Su 22	Medicine VI - Term 6 ends
T 24	Publication of timetable for November examinations
F 27	Session 2 ends - University College, ADFA
M 30	Examinations begin - University College, ADFA

November

F 3	Session 2 ends
	Term 3 ends - AGSM MBA program - all classes
S 4	Study recess begins
	Final Examination - AGSM Open Learning Graduate Management Qualification program
	Examination - AGSM Open Learning Graduate Diploma in Management program
	Semester 2 ends - AGSM Open Learning Graduate Management Qualification program and AGSM Open Learning Graduate Diploma in Management
Su 5	Medicine IV - Term 6 ends
M 6	Examinations begin - AGSM MBA program - all classes
	College of Fine Arts assessment week begins
Th 9	Study recess ends
F 10	Examinations begin
	Examinations end - AGSM MBA program - all classes
	College of Fine Arts assessment week ends
F 17	Examinations end - University College, ADFA
T 28	Examinations end

December

Th 21	Last day for acceptance of applications by the Admissions Section for transfer to another undergraduate course within the University
M 25	Christmas Day - Public Holiday
T 26	Boxing Day - Public Holiday

Comprises Schools of Education Studies; Health Services Management; Information Library and Archive Studies and Social Work on the Kensington campus; and Schools of Applied and Performing Arts; Sport and Leisure Studies and Teacher Education 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

Executive Officer

Brett O'Halloran

Manager, St George Campus

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, GradDip (AbStuds) Syd.

Peter Masters, BA BEd Calg., MFA Puget Sound
Margaret Moore, BA DipEd Macq., GradDip(MusEd)
Kuring-gai C.A.E. MEd Syd.

Richard Morphey, 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.

Guy Sherborne, MA DipEd UNSW
Peta Tait, BA Monash, MA UNSW, DipEd Syd. *Teachers Coll.*

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.

Professors

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

John Sweller, BA PhD Adel., FASSA

Associate Professor

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

Senior Lecturers

Robert Conners, BA DipEdAdmin N.E., MEdAdmin Calg., PhD Alta.

Putai Jin, MEd Hangzhou, PhD LaT.

Renae Low, Cert Ed Sing., BBS PhD LaT.

Michael Robert Matthews, BSc MA MEd DipEd Syd., PhD UNSW

*Conjoint appointment with the Australian Graduate School of Management

Lecturers

Richard Martin Bibby, MA BD Otago, PhD Monash

John Michael McCormick, BSc DipEd MA MEdAdmin UNSW

Associate Lecturer

Katherine Patrice Hoekman, BA DipEd Syd., MEd UNSW

Visiting Professor

Fenton George Sharpe, BA BLitt MEdAdmin N.E., PhD Oregon, FACE, FACEA, FAIM

Australian Research Council (ARC) Fellow

Paul Chandler, BSc DipEd Syd, MSc PhD UNSW

Administrative Officer

Sheena Mary Wiard, MA Edin., CertSecEd Moray House, Edin.

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., MEd 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., MEd Syd., FCHSE

Stephanie Doris Short, DipPhy BA UNSW, MSc Lond., PhD UNSW, AFCHSE

Lecturers

Kevin Forde, MCom UNSW

Jan Osborn, BHA UNSW, RGN, RMN

Mary-Louise McLaws, DTPH MPH PhD Syd., FRSPH&TM

Alex Malley, MCom UNSW, DipEd Syd.C.A.E., CPA

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

Administrative Officer

Susan Lundy, BA DipEd UNSW

Administrative Assistant

Kim Anne Eirth

Christine Rousselis

Honorary Associates

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

Trevor James Wood, MBBS Melb., MHA UNSW, FRACP, FRACMA, FHA

School of Information, Library and Archive Studies

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 Ill., 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., DipIM ArchivAdmin UNSW, CertAdvStudy-Presv Texas

Administrative Officer

Raymond John Locke

School of Social Work

Kensington Campus

Head of School

Diane Barnes-Zulfacar, 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.

Associate Professor

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

Senior Lecturers

Barbara Rose Ferguson, BA MSW Hawaii, PhD U.C. Berkley.

Damian John Grace, BA PhD UNSW

Helen Meekosha, BA Dunelm, DipAdvSoc&EcStuds Manc.

MA Appl Soc Studs 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, MAASW

Lecturers

Eileen Baldry, BA DipEd Syd., MWP PhD UNSW
 Rosemary Ellen Berreen, BSW PhD UNSW
 Jan Breckenridge, BSocStud Syd.
 Elizabeth Aureena Fernandez, MA Madr., PhD UNSW
 Carmel Petrea Flasks, BSW Qld., MA Macq.
 Karen Susan Heycox, BSW MA UNSW
 Michael John Hillman, BSocStud DipLabRelations&theLaw Syd.
 Lesley Hughes, BA UNSW, BSocStud MSW Syd.
 Frederick Edward Trainer, MA PhD Syd.
 Michael John Wearing, BSW PhD UNSW

Honorary Associates

Gloria Arentz, BSW UNSW
 Don Coles, BSocStud Syd.
 Andrea Duffy, BSW UNSW
 Xandra Gerritsen, BSW UNSW
 Aileen Goss, BSW Qld.
 Michele Horgan, BSW UNSW
 Kim Lyle, BSW Syd.
 Anna Piperides Lee, BSW MSW UNSW
 Joanne Sorenson BSW UNSW

Administrative Officer

Natalie du Gard, BSW UNSW

School of Sport and Leisure Studies St George Campus

Associate Professor and Head of School

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

Senior Lecturers

John Schell, BS MS Oregon, DipPhysEd Syd. Teachers Coll.
 Kevin Norton, BEDE MA Flin., PhD Georgia

Lecturers

Paul Batman, MS Oregon, ACTT Victoria Coll., DipPhysEd A.C.P.E.
 Connell Byrne, MA Calif. State, DipPhysEd Syd. Teachers Coll.
 Barbara Eden, BA MA Macq., MS W'gong., DipSecEd Syd. Teachers Coll.
 John Nolan, MA San Diego State
 Pauline Sky, BA Kuring-gai C.A.E., MA UNSW
 Bruce Wilson, BS Indiana State, MA Northern Colorado, PhD Florida State

Associate Lecturers

Elizabeth Lowe, BSc Syd., DipSpSc Cumberland, DipEd Syd.C.A.E.
 Tim Olds, BSportSc UNSW, BA PhD Syd.

Administrative Officer

William Baker

School of Teacher Education St George Campus

Head of School

John Scheduling, 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 Qld., MEd James Cook, PhD Ill., MACE
 James Harry Gribble, BA PhD Melb., MPhil Lond.
 Kurt Marder, BA N.E., MEd Syd., MACE
 Edward Nettle, BA DipEd Syd., MA Macq.
 Barry Charles Newman, BA MSc PhD Syd.
 Ken Robinson, MEd Syd., MSc PhD Oregon, Dip PhysEd Syd. Teachers Coll.

Lecturers

Judith Anderson, BA Macq., BSc MEd Syd., DipEd Syd. Teachers Coll.
 Con Apofitis, 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
 Rosemary Caldwell, DipPhysEd W'gong., BA UNSW, MEd Syd.
 Rhonda Craven, BA Syd., DipT Alexander Mackie C.A.E.
 Christina Davidson, DipT R.C.A.E., BEd S.A.C.A.E., GradDip(TESOL) MA TESOL U.T.S.
 Carmel Desmarchelier, BA DipEd UNSW, MLitt MA N.E.
 Rosemary Kearney, MA DipEd UNSW
 Kerry Mcleod, MA DipEd Macq., GradDipComm Hawkesbury Ag. Coll., LTCL
 Alan Merritt, DipEd MA UNSW
 John Mitchell O'Toole, BScEd MEd UNSW
 Kaye Placing, BSc DipEd Syd., GradDipEdStud Syd.C.A.E., MEd UNSW
 Gay Revie, BEd Sus., MEd UNSW, DipPhysEd Syd. Teachers Coll.
 Deborah Scott, BEd MEd Syd.
 Raymond Smith, BA Catholic U. of America, MA Siena Coll., GDipMedia A.F.T.S. AdvCertEd E.Anglia, MA Syd., GradDipHED UNSW
 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

Christopher Stephen Hughes, BSc DipEd *Monash*, BA
Syd., MCogSci *UNSW*

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 *U.T.S.*

Administrative Officer

Lynne Anne Bruce

Administrative Assistant

Debbie Owen

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 information 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:

C	credit points
F	full year (Session 1 plus Session 2)
HPW	hours per week
L	lecture
P/T	part-time
S1	Session 1
S2	Session 2
SS	single Session, but which Session taught is not known at time of publication
T	tutorial/laboratory
U	unit value
WKS	weeks of duration
X	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
BIOM	Centre for Biomedical Engineering	Engineering
BIOS	School of Biological Science	Biological & Behavioural Sciences
CHEM	School of Chemistry	Science
CMED	School of Community Medicine	Medicine

Prefix	Organizational Unit	Faculty/Board
COMP	School of Computer Science & Engineering	Engineering
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 (undergraduate)	Professional Studies

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
Susan Lundy
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 Officer
Lynne Bruce
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 Scorese
Room 527, Level 5

Faculty of Professional Studies Enrolment Procedures

All students re-enrolling in 1995 or enrolling in graduate courses should obtain a copy of the free booklet *Enrolment Procedures 1995* 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.

Research programs leading to the award of Doctoral or Masters degrees are available in each of the schools. 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 Information Management; 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; 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 Library.

Social Sciences and Humanities Librarian: Pam O'Brien

Biomedical Librarian: Ken Klippel (Acting)

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, Sport and Leisure 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 Student Guild. 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 Student Guild.

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 Student Guild 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 Student Guild.

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 385 5418 or in the Student Services section of the Quadrangle Building.

Equal Opportunity in Education Policy Statement

Under the Federal Racial Discrimination Act (1975), Sex Discrimination Act (1984), Disability Discrimination Act (1992) and the New South Wales Anti-Discrimination Act (1977), the University is required not to discriminate against students or prospective students on the grounds of sex, marital status, pregnancy, race, nationality, national or ethnic origin, colour, homosexuality or disability. Under the University of New South Wales Act (1989), the University declares that it will not discriminate on the grounds of religious or political affiliations, views or beliefs.

University Commitment to Equal Opportunity in Education

As well as recognizing its statutory obligations as listed, the University will eliminate discrimination on any other grounds which it deems to constitute disadvantage. The University is committed to providing a place to study free from harassment and discrimination, and one in which every student is encouraged to work towards her/his maximum potential. The University further commits itself to course design, curriculum content, classroom environment, assessment procedures and other aspects of campus life which will provide equality of educational opportunity to all students.

Special Admissions Schemes

The University will encourage the enrolment of students who belong to disadvantaged groups through programs such as the University Preparation Program and the ACCESS Scheme. Where members of disadvantaged groups are particularly under-represented in certain disciplines, the responsible faculties will actively encourage their enrolment.

Support of Disadvantaged Students

The University will provide support to assist the successful completion of studies by disadvantaged group members through such means as the Aboriginal Education Program, the Supportive English Program and the Learning Centre. It will work towards the provision of other resources, such as access for students with impaired mobility, assistance to students with other disabilities, the provision of a parents' room on the upper campus, and increased assistance with English language and communication.

Course Content, Curriculum Design, Teaching and Assessment, and Printed Material

Schools and faculties will monitor course content (including titles), teaching methods, assessment procedures, written material (including study guides and handbook and Calendar entries) and audiovisual material to ensure that they are not discriminatory or offensive and that they encourage and facilitate full participation in education by disadvantaged people.

Equal Opportunity Adviser Scheme

The University will continue its Equal Opportunity Adviser Scheme for students who feel that they have been harassed or who consider they have been disadvantaged in their education by practices and procedures within the University.

Harassment Policy

The University is committed to ensuring freedom from harassment for all people working or studying within the institution. It will continue to take action, including disciplinary action, to ensure that freedom from harassment is achieved.

Student Computing Requirements

All undergraduate students are encouraged to use computers where possible. Students should check School, Course and Subject policy statements to see where there are compulsory requirements. All graduate students are expected to use computers where possible. Students should check School, Course and Subject policy statements to see where there are compulsory requirements, but should note that nearly all postgraduate students are at times expected to utilise computers and computer applications. This will apply in varying degrees according to the nature of the postgraduate studies.

Students on the Kensington campus may use the general access computer laboratories. There is also a computer laboratory in Building G2 of the Western Campus but there is no staff member in attendance at this laboratory. Students on the St George campus may use the computer laboratories there when they are not scheduled for classes. Two of these computer rooms contain Apple Macintosh computers while two rooms contain IBM compatibles. Access times are displayed outside the computer rooms. Students wishing to make use of the facilities at the St George campus are required to register annually. Forms are available from the Computing Staff.

The Faculty suggests that students purchasing a new computer, purchase it through the Computer Sales and Support Centre on the Kensington campus. Students on the St George campus may seek advice and up-to-date prices from the Senior Technical Officer (Computing) who will also accept orders on the Sales Centre's behalf. It is advisable for students to check the suitability of both the personal computer and initial software with their course coordinator or individual lecturers.

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 program of general education in accordance with the requirements in effect when they commenced their degree program. Students should consult the appropriate course authority or the Centre for Liberal and General Studies in Morven Brown Building, Room G58.

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

1. 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 a Bachelor of Applied Arts **4150** with specializations in Textiles or Ceramics or Jewellery. This is a three year full-time course and four years with Honours. This course aims to prepare students for a career in one of a variety of applied arts fields including

- (i) professional practice as a craft artist or in a related crafts industry
- (ii) as a craftsperson within a professional design team
- (iii) in a service industry where the practitioner will be required to apply specialist knowledge in the areas of design process and craft production.

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. Second Teaching majors of Drama or Personal Development/Health/Physical Education are also offered to students who need to choose one of these. 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** is 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 areas such 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

4150

Bachelor of Applied Arts (Craft Arts) Course

Bachelor of Applied Arts BAppA

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.

Conditions

Regulations governing the award of this degree are:

1. Candidature for the award of the degree of Bachelor of Applied Arts shall:

- (1) 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 crafts person 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 understanding 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

Course Majors: Textiles, Ceramics, Jewellery

For incoming 1995 students the majors offered will be Textiles and Ceramics.

Year 1 C HPW

<i>Session 1</i>			
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
<i>Session 2</i>			
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 General Education Elective		5	2

Year 2

<i>Session 1</i>			
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	4
EXPA2001	History and Theory of Design Craft 1	15	3
Applied Arts Study Elective		10	3
Category A General Education Elective		5	2

<i>Session 2</i>			
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 Study Elective		10	3
Category B General Education Elective		5	2

Year 3

<i>Session 1</i>			
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 Study Elective		10	3
Category B General Education Elective		5	2
<i>Session 2</i>			
One of:			
EXPA3110	Design Craft 3B Textiles	20	6
EXPA3210	Design Craft 3B Ceramics	20	6
EXPA3310	Design Craft 3B Jewellery	20	6
and:			
EXPA1060	Advanced Project	10	3
EXPA1070	Professional Experience Project	10	3
EXPA3000	Professional Issues in Craft Practice	15	3

Applied Arts Study Electives

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 Electives		C 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 Electives		C	HPW
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 Component			
EXPA4000	Project A (Honours)	10	3
EXPA4001	Project B (Honours)	10	6
EXPA4002	Research in the Applied Arts	10	3

4155

Bachelor of Applied Arts (Dance) Bachelor of Education Course

Bachelor of Applied Arts (Dance) Bachelor of Education BAppA BEd

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 or Personal Development/Health/Physical Education. 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:

Core	C
Contextual	120
and either 39 for a Drama Studies sequence of subjects or 28 for a Sports Science sequence of subjects	36
Education	24
plus Education subjects in Session 7 and 8 as required for the combined degree for Method Subjects, Educational Studies and Electives and Teaching Experience.	

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		C	HPW
<i>Session 1</i>			
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	Social Foundations of Education	4	2
Major Selection Study A*: a Level 1 subject from:			

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

<i>Session 2</i>			
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
EXPA3030	The Nature of Theatre	6	4
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.

<i>Year 2</i>			
<i>Session 1</i>			
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
Education Studies: elective subject		4	2
Major Selection 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

Category A General Education Elective	4	2
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<i>Session 2</i>			
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
Education Studies: 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.

Category A General Education Elective	4	2
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Year 3		C	HPW
<i>Session 1</i>			
EXPA3005	Dance Styles 5	10	6
EXPA3016	Dance Pedagogy 1	4	2
EXPA3014	Dance Analysis and Composition 5	4	2
EXPA3024	History and Theory of Dance 3	4	2
EXPA3026	Music for the Dancer 1	4	2
Education Studies: elective subject		4	2
Major Selection Study*:			
an upper level/advanced subject that continues a subject unit sequence/specialisation.			

<i>Session 2</i>			
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 Studies: elective subject		4	2
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.

† 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.

<i>Year 4</i>			
<i>Session 1</i>			
EXPA3007	Dance Styles 7	10	6
EXPA3018	Professional Development Issues in Dance Education	4	2
Major Selection Study*:			
an advanced level subject that continues a subject unit sequence/specialisation.			
* Hours per week for subject electives may vary between 3-5 hours per week and credit points vary accordingly.			

and			
Education Studies		Number of Hours	
TEED1219	Dance Method (Single Method)†	68	
either			
	Drama Method (Single Method)†	68	
or			
	Physical Education (Double Method)†	136	
and			
	Education Studies	48	
	Professional Issues and Responsibilities	56	

† 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.

<i>Session 2</i>			
Method Subjects in Dance and Drama or Physical Education			
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.

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, dye, acrylic paint, watercolours, stains) and dry (graphite, charcoal, 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
C30 S2 HPW3

This subject will build upon studies in Foundation Studio 1 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 HPW4

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, porcelain, 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 HPW6

The identification of an individual project in the student's 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 studio production 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 HPW6

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 work related 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 jewellery.

EXPA2110

Design Craft 2B Textiles

Staff Contact: Ms Louise Hamby
C20 S2 HPW6

Processes in designing and working with dyes and fabric. Dye technology: naphthol, fibre reactive and pigments. Use in long dye baths, short applications, spot applications and monoprinting. Techniques and principles: direct painting with dyes 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 jewellery 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 jewellery-making within a commercial context. Studio activity: stone-setting, metal alloying, etching, patterning: 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: Dr Peter Thursby

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 artefacts within a historical context.

EXPA1081

History of Applied Arts 2

Staff Contact: Dr Peter Thursby

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, Jewellery 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 vitae and public and private commissions will be examined.

Group A Electives

EXPA2011
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 manipulated. 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 1. 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 layered 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, stationery); designing content specific portfolio; photographing art works; ways of presenting two dimensional and three dimensional artwork.

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-craftsperson 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 effect 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 the 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.

EXPA2029

Interdisciplinary Study in the Arts

Staff Contact: Dr Peter Thursby
C3 S1, S2 HPW3

This subject is intended as either a group or individually designed study that investigates either 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 art 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 Spurgeon

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. LatinAmerican 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 improvisation. The importance of movement improvisation 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 Spurgeon

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 jump 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, i.e. as a means whereby individuals may acquire an increased body vocabulary and movement knowledge. Students will consolidate their improvisational skills by learning how to structure improvisations 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 improvisation 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 Study 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

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 Spurgeon
C4 S2 HPW2

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 perspective.

EXPA 3026

Music for the Dancer 1

Staff Contact: Mr David Spurgeon

C4 S1 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.

EXPA 3030

The Nature of Theatre

Staff Contact: Mr David Spurgeon

C6 S2 HPW4

An introduction to the basic principles and analytic vocabulary of theatre. The language of performance and the language of text. General issues of ideology and form, of theatrical convention, and of reception are considered in the context of late nineteenth and twentieth century theatre.

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.

EXPA 3032

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 intergraded 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 Munchkin 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****Grad Dip**

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 1995)
EXPA6082	Video 2 (Not offered in 1995)
EXPA6091	Writing 1 (Not offered in 1995)
EXPA6092	Writing 2 (Not offered in 1995)

Session Progress Pattern - Part-time Study Over Four Sessions

Year 1	C	HPW
<i>Session 1</i>		
Interdisciplinary Studies/Arts Studies		
EXPA6001 Arts and Society in Time	4	3
<i>Practical Studies*</i>		
Elective	4	2
Elective	4	2
<i>Session 2</i>		
Interdisciplinary Studies/Arts Studies		
EXPA6002 Modernism in the Arts	4	3
<i>Practical Studies</i>		
Elective	4	2
Elective	4	2
<i>Year 2</i>		
<i>Session 1</i>		
Interdisciplinary Studies/Arts Studies		
EXPA6003 Aesthetic Education	4	2
or		
EXPA6006 The Arts in Education		
<i>Practical Studies</i>		
Elective	4	2
Elective	4	2
<i>Session 2</i>		
Interdisciplinary Studies/Arts Studies		
One of:		
EXPA6004 Independent Study	4	2
EXPA6006 The Arts and Education		
EXPA6007 Craft in Society		
EXPA6008 Special Project	4	2
<i>Practical Studies</i>		
EXPA6450 Combined Arts Production	8	4
Total 48 Credit 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

Year 1	HPW
Core Strand - School Education and the Arts	
<i>Session 1</i>	
EXPA5000 Contemporary Issues in School Education	2
EXPA5010 Aesthetic Education in Schools	2
EXPA5020 Introduction to Research in Arts Education	2
<i>Session 2</i>	
EXPA5030 Applied Research in Arts Education	2
Elective Strand - Arts Studies	

Session 1
 Select from:

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

Session 2
 Select from:

EXPA5050	Teaching Art: Contemporary Issues that Influence Classroom Practice	2
EXPA5060	Studio Practice in Context of Contemporary Art Theory and Criticism	2
EXPA5080	Improvisation 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	2
EXPA5150	Performance Studies: Jazz Ensemble	2
EXPA5160	Performance Studies: Studio Production	2
EXPA5171	Special Project	2
EXPA5162	Professional Issues in Creative Arts	2

HPW

Year 1 (Two subjects in each Session)**Session 2 - Core Strand**

EXPA5000	Contemporary Issues in School Education	2
Session 2 - Elective Strand (Select One)		
EXPA5050	Teaching Art: Contemporary Issues that Influence Classroom Practice	2
EXPA5080	Teaching Dance: Dance Improvisation and Composition	2
EXPA5110	Drama Curriculum: Implementation in Schools	2
EXPA5140	Contemporary Studies in Music Education: Popular Music/Rock & Roll	2

HPW

Year 2 (Two subjects in each Session)**Session 1 - Core Strand**

EXPA5020	Introduction to Research in Arts Education	2
Session 1 - Elective Strand (Select One)		
EXPA5170	Youth Arts and Education	2
EXPA5171	Special Project	2
EXPA5172	Professional Issues in Creative Arts Education	2

or

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

Year 2 (Two subjects in each Session)**Session 2 - Core Strand**

EXPA5030	Applied Research in Arts Education	2
Session 2 - Elective 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	2

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.

Part-time Study

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

Year 1 (Two subjects in each Session)**Session 1 - Core Strand**

EXPA5010	Aesthetic Education in Schools	2
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Session 1 - Elective 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

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

Arts and Society in Time

Staff Contact: Mr Richard Morphey
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 Morphey
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 Morphey
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 Morphey
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 Morphey
C4 S1, S2 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 review 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 Morphey
C4 S1, S2 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 craftsman, technology and effect of technology on craft practice. Core studies of craft practice in different cultural groups.

EXPA6008

Special Project

Staff Contact: Mr Richard Morphey
C4 S1, S2 HPW2

The Special Project is an individualized project of a theoretical or practical nature in one of the expressive or performing 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 SS 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 SS 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 SS 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 SS 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 SS 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 SS 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 SS 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 SS 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 SS 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 SS 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 SS 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 photography.

EXPA6072

Photography 2

Staff Contact: Mr Richard Morphew
C4 SS 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 gain basic skills in processing colour film.

EXPA6081

Video 1

Staff Contact: Mr Richard Morphew
C4 SS 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 SS 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 Morpew
C4 SS 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 Morpew
C4 SS 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 Morpew
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
SS 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.

EXPA5010**Aesthetic Education in Schools**

Staff Contact: Dr Peter Thursby
S1 L2

This subject introduces theories of aesthetic education and examines 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.

EXPA5030**Applied Research in Arts Education**

Staff Contact: Dr Peter Thursby
S2 L2

Prerequisites or Corequisites: EXPA5000, EXPA5010 and EXPA5020

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

Elective Strand Subjects**EXPA5040****Human Development and Art Education Theory and Practice**

Staff Contact: Dr Peter Thursby
SS 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.

EXPA5050**Teaching Art: Contemporary Issues that Influence Classroom Practice***Staff Contact: Dr Peter Thursby*
SS L2

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.

EXPA5060**Studio Practice in Context of Contemporary Art Theory and Criticism***Staff Contact: Mr Vaughan Rees*
SS 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*
SS 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 Improvisation and Composition***Staff Contact: Mr David Spurgeon*
SS L2

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

EXPA5090**Dance Styles: Historical Antecedents and Modern Developments***Staff Contact: Mr David Spurgeon*
SS L2

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*
SS L2

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

EXPA5110**Drama Curriculum: Implementation in Schools***Staff Contact: Ms Peta Tait*
SS 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*
SS 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
SS 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
SS 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
SS L2

Prerequisites and Corequisites: EXPA5130

Students are involved in rehearsals in preparation for at least one public performance. Skills in improvisation 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
SS 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
SS 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 curriculum development in the arts.

EXPA5171

Special Project

Staff Contact: Dr Peter Thursby
SS HPW2

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
SS L2

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

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 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:

1. obtain 24 compulsory credit points in the Education subjects offered in Years 1, 2 and 3.
2. obtain at least an additional 90 credit points (including no more than 36 Level I credit points) in subjects offered by the Faculty of Arts 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

English as a Second Language*

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.

3. 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.

**English as a Second Language (ESL) is a teaching subject. It is not an academic discipline within the Faculty of Arts and Social Sciences. Appropriate background studies for teaching ESL could be Linguistics or a foreign language.*

BA Bed Course Outline

Year 1		C	HPW
EDST1101	Educational Psychology (S1) 1	4	2
EDST1102	Social Foundations of Education (S2)	4	2
Major Subject 1*		12	4
Major Subject 2 (or Level 1 elective/s if Mathematics)*		12	4
Arts elective subject/s*		12	4

Year 2			
Two Education Studies electives (2 x 4)	8	2	
Major subject 1*	12	4	
Major subject 2 (or Upper Level electives if Mathematics major)*	12	4	
General Education Category A subject/s (28 hrs)			

Year 3			
Two Education Studies electives (2 x 4)	8	2	
Major Subject 1*	12	4	
Major Subject 2 (or Upper Level elective/s if Mathematics Major)*	12	4	
General Education Category A subject/s (28 hrs)			

Year 4			
Session 1			
TEED1224	Professional Issues and Responsibilities (56 hrs)	8	4
TEED1226	Special Education	4	2
Appropriate Teaching Method Subject/s (112 hrs)		12	8
Additional points from major subject/s*		6	3

Session 2			
TEED1221	Education Elective A (16 hrs)	2	4
TEED1223	Education Elective C (16 hrs)	2	4
Appropriate Teaching Method Subject/s (24 hrs)		12	6
TEED1225	Teaching Experience (238 hrs)	14	

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

Approved Programs

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

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 graduate with the award of the combined degree of BA Bed(Hons).

Honours in an Arts Discipline

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

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:

Year 3	HPW
Session 2	
EDST1511	Advanced Education Studies 1
Unit 1	

Honours Year	HPW
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 from the combined marks awarded for the subjects EDST1511 Advanced Education Studies 1 and EDST1512 Advanced Education Studies 2 (one-fifth) and the mark awarded for EDST1901 Thesis (four-fifths). On the basis of this final 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 II Division II, 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 1 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		U	HPW
EDST1101	Educational Psychology 1 (S1)		2
EDST1102	Social Foundations of Education (S2)		2
CHEM1101	Chemistry 1A (S1)**	1	6
CHEM1201	Chemistry 1B (S2)**	1	6
MATH1131	Mathematics 1A (S1)	1	6
MATH1231	Mathematics 1B (S2)	1	6
PHYS1002	Physics 1 (FY)		

Year 2

Two Education Studies elective subjects			2
MATH2510†, MATH2520†, MATH2100†, MATH2120†,			
PHYS2001, PHYS2011, PHYS2021, PHYS2031	2	*5	
Either BIOS1011 or GEOL1101	4	*9	
	1	6	

Year 3

Two Education Studies Elective subjects			2
PHYS3010, PHYS3021, PHYS3030, PHYS3041, PHYS3050, PHYS3060	4	*9	
3 units from BIOS1011, BIOS1021, GEOL1101, GEOL1201	3	*10	

Year 4

Session 1			
HPST2106	The Scientific Theory	1	3
TEED1218	Science Method (168 hrs)	2.5	12
TEED1224	Professional Issues and Responsibilities (56 hrs)	1.3	4
TEED1226	Special Education	.7	2

Session 2		U	HPW
TEED1218	Science Method (36 hrs)	1	9
TEED1221	Education Elective A (16 hrs)	.5	4
TEED1223	Education Elective C (16 hrs)	.5	4
TEED1225	Teaching Experience (238 hrs)	3	

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

Year 5 (Honours)

PHYS4103 or PHYS4113

***Introductory subject available for those who do not meet prerequisites*

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

**Average HPW in each Session for all subjects in this group.*

0258

Chemistry

Year 1		U	HPW
CHEM1101	Chemistry 1A (S1)**	1	6
CHEM1201	Chemistry 1B (S2)**	1	6
EDST1101	Educational Psychology 1 (S1)	2	
EDST1102	Social Foundations of Education (S2)	2	
PHYS1002	Physics 1 (FY)		
or			
PHYS1022	Introductory Physics (FY)	2	6
MATH1011	General Mathematics B		
or			
MATH1131	Mathematics 1A (S1)	1	6
MATH1021	General Mathematics C		
or			
MATH1231	Mathematics 1B (S2)	1	6

Year 2

Two Education Studies elective subjects		2	
BIOS1011		1	6
CHEM2011, CHEM2021, CHEM2031, CHEM2041		4	12
GEOL1101		1	6
Either GEOL1201 or BIOS1021		1	6

Year 3

Two Education Studies elective subjects		2	
4 Level III Chemistry units including at least three of CHEM3011, CHEM3021, CHEM3031, CHEM3041		4	*12
Science elective units		3	*8

Year 4

Session 1			
HPST2106	The Scientific Theory	1	3
TEED1218	Science Method (168 hrs)	2.5	12
TEED1224	Professional Issues and Responsibilities (56 hrs)	1.3	4
TEED1226	Special Education	.7	2

Session 2

TEED1218	Science Method (36 hrs)	1	9
TEED1221	Education Elective A (16 hrs)	.5	4
TEED1223	Education Elective C (16 hrs)	.5	4
TEED1225	Teaching Experience (238 hrs)	3	

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

Year 5 (Honours)

CHEM4003

** Average HPW in each session*

***Introductory subject available for those who do not meet prerequisites*

1058

Mathematics

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

Year 1		U	HPW
COMP1811	Computing 1 Procedural (S1)	1	6
EDST1101	Educational Psychology 1 (S1)	2	
EDST1102	Social Foundations of Education (S2)	2	
MATH1131	Mathematics 1A (S1)	1	6
MATH1231	Mathematics 1B (S2)	1	6
MATH1081	Discrete Mathematics (S2)	1	6
Two units from Level I Science electives		2	6

Year 2

Two Education Studies elective subjects		2	
MATH2501, MATH2510, MATH2120		2	
At least one unit from Level II Statistics		1	
At least one unit from MATH2520, MATH2400, MATH2410, MATH2100, MATH2301		1	3
Further units from the above list, or Science electives, or electives from the BA course, giving a total of 7 units for the year		3	*15

Year 3

Two Education Studies elective subjects		2	
MATH3560 and MATH3570		1	2
3 units from Level III Mathematics		3	*6
3 units from Science electives or from BA course electives		3	*6

Year 4

Session 1			
HPST2106	The Scientific Theory	1	3
TEED1216	Mathematics Method (112 hrs)	2.5	8
TEED1224	Professional Issues and Responsibilities (56 hrs)	1.3	4
TEED1226	Special Education	.7	2

Session 2

TEED1216	Mathematics Method (24 hours)	1	6
TEED1221	Education Elective A (16 hours)	.5	4
TEED1223	Education Elective C (16 hours)	.5	4
TEED1225	Teaching Experience (238 hrs)	3	

Students proposing to proceed to Year 5 (Honours) in Mathematics must complete 6 Level III units some of which should be at the Higher Level.

Year 5 (Honours)

MATH4003 or MATH4103 or MATH4603 or MATH4903

** Average HPW in each session*

1758 Biology (with majors in one of the Schools of Biological Science)

Year 1		U	HPW
BIOS1011	Biology A (S1)	1	6
BIOS1021	Biology B (S2)	1	6
CHEM1101	Chemistry 1A (S1)**	1	6
CHEM1201	Chemistry 1B (S2)**	1	6
EDST1101	Educational Psychology 1 (S1)	2	
EDST1102	Social Foundations of Education (S2)	2	

MATH1011	General Mathematics B (S1)		
or			
MATH1131	Mathematics A (S1)	1	6
MATH1021	General Mathematics C (S2)		
or			
MATH1231	Mathematics 1B (S2)	1	6

Year 2		U	HPW
Two Education Studies elective subjects		2	
BIOS2011		1	6
BIOS2021		1	6
BIOC2101 (S1)		1	6
BIOC2201 (S2)		1	6
Three Level II Science elective units to provide prerequisites for Year 3		3	*9

Year 3		U	HPW
Two Education Studies electives		2	
Four Level III units in one area from the Schools of Biochemistry and Molecular Genetics, Biological Science or Microbiology and Immunology		4	*12
Three Science elective units.		3	*9

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

Year 4		U	HPW
Session 1			
HPST2106	The Scientific Theory	1	3
TEED1218	Science Method (168 hrs)	2.5	12
TEED1224	Professional Issues and Responsibilities (56 hrs)	1.3	4
TEED1226	Special Education	.7	2

Session 2			
TEED1221	Education Elective A (16 hrs)	.5	4
TEED1223	Education Elective C (16 hrs)	.5	4
TEED1218	Science Method (36 hrs)	1	9
TEED1225	Teaching Experience (238 hrs)	3	

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 sequence was undertaken.

* Average HPW in each Session.

**Introductory subject available for those who do not meet prerequisites

2558 Geology

Year 1		U	HPW
EDST1101	Educational Psychology 1 (S1)		2
EDST1102	Social Foundations of Education (S2)		2

GEOL1101	Geological Processes (S1)	1	6
GEOL1201	Geological Environments (S2)	1	6
MATH1011	General Mathematics B (S1)		

or			
MATH1131	Mathematics 1A (S1)	1	6
MATH1021	General Mathematics C		

or			
MATH1231	Mathematics 1B (S2)	1	6
PHYS1002	Physics 1 (FY)		

or			
PHYS1022	Introductory Physics (FY)	2	6

Year 2		U	HPW
Two Education Studies elective subjects		2	
BIOS1011		1	6
CHEM1101	Chemistry 1A (S1)**	1	6
CHEM1201	Chemistry 1B (S2)**	1	6
GEOL2011 and GEOL2031 and GEOL2022		3	*9
One Science elective unit		1	6

Year 3		U	HPW
GEOL3011 and GEOL3021		1.5	
Two and a half Level III Applied Geology units from GEOL3031, GEOL3052, GEOL3072, GEOL3082, GEOL3092, GEOL3101, GEOL3102,		2.5	*9
Two Education Studies elective subjects		2	
Three Science elective units		3	*9

Year 4		U	HPW
Session 1			
HPST2106	The Scientific Theory	1	3
TEED1218	Science Method (168 hrs)	2.5	12
TEED1224	Professional Issues and Responsibilities (56 hrs)	1.3	4
TEED1226	Special Education	.7	2

Session 2			
TEED1218	Science Method (36 hrs)	1	9
TEED1221	Education Elective A (16 hrs)	.5	4
TEED1223	Education Elective C (16 hrs)	.5	4
TEED1225	Teaching Experience (238 hrs)	3	

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

Year 5 (Honours)		U	HPW
GEOL4303	Geology Honours		20
or			
GEOL4343	Geology Honours P/T (taken over 4 sessions)		10

* Average HPW in each Session.

**Introductory subject available for those who do not meet prerequisites

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:

Year 3		HPW
EDST1511	Advanced Education Studies 1 Unit 1	2
Honours Year		
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 from the combined marks awarded for the subjects EDST1511 Advanced Education Studies 1 and EDST1512 Advanced Education Studies 2 (one fifth) and the mark awarded for EDST1901 Thesis (four-fifths). On the basis of this final 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 II Division II, 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: Mrs Katherine Hoekman

C4 S2 HPW2

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 S2 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 S1 HPW2

Prerequisite: EDST1102

Discusses some of the following ethical issues in education: authority and students' and teachers' rights, democracy, neutrality and indoctrination, pressure groups, justice and equality 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 science can be incorporated into school science, history 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 HPW2

Note: Not offered in 1995

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: Mr John McCormick

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

TEED1226

Special Education

Staff Contact: Dr Loretta Giorcelli

C4/U.7 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.

TEED1203

Drama Method

Staff Contact: Ms Rosemary Kearney

F

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.

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 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.

TEED1205

English as a Second Language Method

Staff Contact: Ms Rosemary Kearney
S3 (S2 HPW4 S2 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 of work. Attention is given to principles for the evaluation of teaching materials and possible strategies for their use. Students are made familiar with principles and procedures associated with student assessment and classroom management.

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

F

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
F

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:

EDST4101 Organisation and Administration of Education in Australia

and either

EDST4102 Administrative and Organisational Behaviour in Education

or

EDST4103 Organisation 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 apply.

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

Bachelor of Education Course (Honours)

The School of Education Studies at the Kensington Campus offers a two-session extension of the graduate Diploma in Education to complete the BEd (Honours) degree course. The course consists of five coursework units and a thesis.

EDST1550	Honours Seminars (Full Year)
	Unit 1 (28 hours)
	Unit 2 (28 hours)
	Unit 3 (28 hours)
	Unit 4 (28 hours)
	Unit 5 (28 hours)

EDST1901	Thesis (Full Year)
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Each student is assigned a supervisor and co-supervisor if necessary. The supervisor normally recommends the choice of units of study after consultation with the student and the BEd(Hons) degree Adviser in the School. Students usually complete the majority of the Honours Seminars units in Session 1 and concentrate on the thesis in Session 2.

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.

Assessment

The five units of the Honours Seminars 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 from the mark for EDST1550 Honours Seminars (one-fifth) and the mark for EDST1901 Thesis (four-fifths). Based on this final mark the Bachelor of Education Degree is awarded with a class of Honours of one of:

Class I,
Class II, Division I,
Class II, Division II
Class III

2990

Master of Education Course (Honours)

8910

Master of Education Course

Master of Education MED

The conditions for the award of the Master of Education degree are set out under Conditions for the Award of Higher Degrees later in this handbook. The degree course is designed for educationists who wish to study education at an advanced level and may be awarded at two levels: Pass and Honours.

The degree awarded at Pass Level is studied by taking subjects to the value of eight units.

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education (or other relevant subject) and are expected to complete subjects to the value of four units at a suitable standard and to submit a thesis. Alternatively, students without a degree awarded at Honours Level may apply for registration after completing subjects to the value of 6 units, including a two-unit project, at an acceptable standard (a high credit average, including at least a credit for the 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 the School of Education Studies, students may choose up to four 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 four units for subjects of comparable standard successfully completed within the Faculty of Professional Studies, other faculties of The University of New South Wales or another recognised institution. In addition the Faculty offers three interdisciplinary subjects which may be counted towards

the award of the MEd degree (see under Faculty Electives in the Subject Descriptions Section of this handbook.)

MEd degree subjects

EDST2101	Introduction to Design and Analysis
EDST2102	Experimental Design and Analysis
EDST2103	Survey Design and Analysis
EDST2104	Educational Assessment and Measurement
EDST2106	Nonparametric Methods in Research Data Analysis
EDST2107	Advanced Nonparametric Methods in Research Data Analysis
EDST2201	Philosophical Issues in Education
EDST2202	The Nature of Intelligence
EDST2203	Social Philosophy and Education
EDST2204	History and Philosophy in Science Education
EDST2205	Current Research 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
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 Mathematics
EDST2608	Computers and the Teaching/Learning Process
EDST2610	Personal Development Programs in Schools
EDST2704	Contemporary Issues in Education
EDST2800	Current Issues in the Education of Intellectually Gifted Children
EDST2801	Social and Emotional Development of Intellectually Gifted Children
EDST2802	Introduction to the Identification of Intellectually Gifted Children
EDST2803	Developing and Evaluating Programs for Intellectually Gifted Children
EDST2805	Curricula and Teaching Strategies for Intellectually Gifted Children
EDST2806	Catering for the Affective Needs of Intellectually Gifted Children
EDST3801	One-unit Project
EDST3802	Two-unit Project

Notes:

1. All subjects listed above have a unit value of one except for the two-unit project. A one-unit subject is of 2 hours per week for one session.

2. Candidates with appropriate Honours degrees may be registered for the degree of Master of Education at Honours Level at initial enrolment. Their program consists of subjects to the value of four units and a research thesis. (Such candidates will lose Honours registration after completion of these subjects if the standard attained is considered unsatisfactory by the Faculty Higher Degree Committee.)

3. Candidates who have the 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

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

EDST4101	Organization and Administration of Education in Australia
EDST4102	Administrative and Organizational Behaviour in Education
EDST4103	Organization Theory in Education

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

Elective Subjects

EDST4205	Supervision and Development of Educational Personnel
EDST4206	Development and Evaluation of Educational Programs
EDST4207	Planned Change in Education
EDST4208	Leadership Theory, Research and Development
EDST4209	Legal Aspects of Educational Administration
EDST4210	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
EDST4218	Managing Information Technology in Education
EDST3801	One-unit Project
EDST3802	Two-unit Project

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 Research 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 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
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
EDST5023	Research Methods
EDST5025	Organisational Learning and Research
EDST5026	Analysis of Nominal and Ordinal Research Data
EDST5027	Advanced Educational Measurement in the Social Sciences
EDST5028	Administrator and Teacher Effectiveness
EDST5029	Philosophy, Politics and Ethics in Education

* Course structure currently under review for possible minor revision in 1995

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 top-level educational professionals who wish to consolidate, refine and expand their theoretical bases for

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: Prof Martin Cooper

S2 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: 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

S1 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.

EDST2106

Nonparametric Methods in Research Data Analysis

Staff Contact: Prof Martin Cooper

Note/s: This subject is taught for 4 hours per week in weeks 1-7 only. Not offered in 1995

Construction and properties of distributions and their use in determining exact probabilities. Correlation of ordinal-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 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 Tschupko'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.

EDST2107

Advanced Nonparametric Methods in Research Data Analysis

Staff Contact: Prof Martin Cooper

Note/s: This subject is taught for 4 hours per week in weeks 8-14 only. Not offered in 1995

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.

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.

EDST2204

History and Philosophy in Science Education

Staff Contact: Dr Michael Matthews

S1 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.

EDST2205

Current Research in Science Education

Staff Contact: Dr Michael Mathews

S2 HPW2

Prerequisites: EDST2204

Examines a variety of research areas in science education such as: children's learning in science; the determinants of conceptual change in science and science learning; classroom climate studies and the effect of such climates on science learning; factors influencing girls' participation and performance in science; social, psychological and philosophical factors governing curriculum development and implementation in science; the history and philosophy of science in science education;

science-technology-society education; and issues in multicultural science education.

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: 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: 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.

EDST2308

Learning: Theory and Practice

Staff Contact: Dr Renae Low

HPW2

Notes: Not offered in 1995

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.

EDST2403

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

S2 HPW2

Philosophical and psychological considerations in analysis of the aims and nature of literary education, eg the relevance of literary critical concepts and procedures to the teaching of English in schools; moral concerns in literature and their significance for teachers and children (including the question of censorship and the issue of 'suitable' books for children); the role of 'feeling' and emotion in literary response; the nature of 'empathy' in the context of fiction; creativity; intention; imagination; etc.

EDST2603

The Filming of Literature: Implications for Teaching

Staff Contact: Dr Jim Gribble

S1 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

S1 HPW2

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 arrangements, 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.

EDST2704

Contemporary Issues in Education

Staff Contact: Administrative Officer

SS 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

Staff Contact: Mrs Katherine Hoekman

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: A/Prof Miraca Gross
HPW2

Prerequisite: EDST2800

Note/s: Not offered in 1995

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 personal variables, including motivation, self-esteem, friendship choices and attitudes towards school and study, on the translation of high potential into high performance. Teaching strategies and class and school structures which facilitate or impede the development of positive social attitudes and supportive peer relationships in gifted children are critically analysed.

EDST2802

Introduction to the Identification of Intellectually Gifted Children

Staff Contact: A/Prof Miraca Gross, Mrs Katherine Hoekman

S1 and S2 HPW2

Prerequisite: EDST2800

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

Developing and Evaluating Programs for Intellectually Gifted Children

Staff Contact: Mrs Katherine Hoekman
HPW2

Prerequisite: EDST2800

Note/s: Not offered in 1995

Focuses on current research on the components of appropriate program development for gifted and talented children. Critical evaluation of program models currently used in Australia and internationally. Students are required to conduct needs analyses, develop and design programs appropriate for gifted students within the education system

of NSW. Examines research on the effectiveness of 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.

EDST2805

Curricula and Teaching Strategies for Intellectually Gifted Children

Staff Contact: Mrs Katherine Hoekman
S2 HPW2

Prerequisite: EDST2800

Focuses on current research on appropriate curriculum design, teaching methodologies and resources for gifted and talented children. Critical evaluation of enrichment paradigms currently used in Australia and internationally. Development of differentiated curricula appropriate for use with academically gifted students in the regular classroom or in special settings. Examines closely research on the effectiveness of various enrichment paradigms with particular attention to the methods of evaluating the appropriateness and effectiveness of various teaching strategies and resources.

EDST2806

Catering for the Affective Needs of Intellectually Gifted Children

Staff Contact: Mrs Katherine Hoekman
S1 HPW2

Prerequisite: EDST2800

Examines the research dealing with the many dimensions of appropriate affective curriculum design for intellectually gifted students. Concentrates on the development and monitoring of affective competencies, as they complement the attainment of cognitive competencies. Focuses on the research dealing with strategies and counselling interventions which can be provided by teachers trained and experienced in guidance procedures, the role of the school counsellor and current research on the vital role of parents in this context.

EDST3801

One-Unit Project

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

EDST3802

Two-Unit Project

Staff Contact: Various, depending on supervision.
S1 S2 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, Mr John McCormick
S1 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: Prof Fenton Sharpe, Mr John McCormick
S1 X2 S2 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: Mr John McCormick
S1 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 Connors
S1 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 Connors
S1 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 Connors
S1 HPW2

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 Connors
X1 S2 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 Connors
S1 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 Connors

S2 HPW2

Note/s: Not offered in 1995

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 Connors

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 the theoretical discussion. Budgeting processes, financial resource allocation and facilities management in educational organizations.

EDST4212

Policy Making in Education

Staff Contact: Prof Fenton Sharpe

S2 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.

EDST4213

Communication and Human Relations

Staff Contact: Dr Bob Connors

X1 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 Connors

X1 S1 X2 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

X2 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

Note/s: Not offered in 1995

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.

EDST4218

Managing Information and Technology in Education

Staff Contact: Dr Bob Connors

S2 HPW2

Information and technologies required for teaching, learning and education administration. Analysis of information needs across different levels and sectors of education, information sources and uses of information for planning, teaching and decision-making. Information as a resource; management techniques needed for planning information requirements. Current technologies used in delivering information for classroom, open learning and administration uses; directions for technology and information delivery. Implementation strategies for managers.

EDST3801

One-Unit Project

Staff Contact: Various, depending on supervision.

S1 S2 F

EDST3802

Two-Unit Project

Staff Contact: Various, depending on supervision.

S1 S2 F

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.

EDST5012

Theory and Practice of Organizational and Program Evaluation

Staff Contact: Dr Bob Connors

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.

EDST5014

Science and Humanities: Bridging the Two Cultures

Staff Contact: Dr Michael Matthews

F HPW2

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.

EDST5015

Modes of Thought and their Instructional Implications

Staff Contact: 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: Prof Robert Solman

S2 HPW4

Reviews the research on reading acquisition and reading failure. The importance of phonological awareness and facility at phonologically segmenting, analyzing 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: A/Prof 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.

EDST5023

Research Methods

Staff Contact: Mr John McCormick
SS 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
S1 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 of 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 holographic 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
4HPW

Note/s: Not offered in 1995

Construction and properties of distributions and their use in determining exact probabilities. Correlation of ordinal-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 2×2 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; estimation; 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 Connors
S1 HPW4

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.

EDST5029

Philosophy, Politics and Ethics in Education

Staff Contact: Dr Martin Bibby
S2 HPW4

Issues of social justice, professional ethics, and the competing demands of equity, efficiency and expediency. Political and ethical issues in relation to education and educational administration including the responsibilities of administrators with regard to the rights of students, parents, interest groups, clients and governments. Curriculum issues.

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

Ms Susan Lundy

Administrative Assistants

Ms Kim Eirth

Ms Christine Rousselis

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. The Bachelor of Health Administration (BHA) is being discontinued and no new students have been admitted into the BHA since 1992. 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 enrolments since 1992.

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

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

(External mode offered only to continuing students; no new enrolments since 1992)

Year 1

Session 1

HEAL0310	Management of Work	4
HEAL1110	Health Care Systems	4
HEAL5400	Health Information Systems	4

Session 2

HEAL1120	Public Health and Epidemiology	4
HEAL4000	Field Experience 1*	4
HEAL4210	Health Planning 1	4
HEAL5210	Law 1 or HEAL5200 Law 1T	4

Year 2

Session 1

HEAL0320	Management of Organizations	4
HEAL4010	Field Experience 2*	4
HEAL5410	Accounting and Financial Management 1	4
HEAL6110	Sociology, Ethics and Health 1	4
General Studies Cat.A		4

Session 2

HEAL5510	Health Economics 1	4
HEAL7110	Quantitative Methods and Statistics 1	4
Elective		4

Year 3

Session 1

HEAL0330	Management of Health Services	4
Elective		4
Elective		4

Session 2

Elective		4
Elective		4
Elective		4
General Studies 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.

† 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.

4040

Health Administration Degree Course Part-time Internal Mode

Bachelor of Health Administration† BHA

Year 1

Session 1

HEAL1110	Health Care Systems	4
HEAL5400	Health Information Systems	4

Session 2

HEAL1120	Public Health and Epidemiology	4
HEAL5210	Law 1 or HEAL5200 Law 1T	4

Session 1

HEAL0310	Management of Work	4
HEAL5410	Accounting and Financial Management 1	4

Session 2

HEAL6110	Sociology, Ethics and Health 1	4
HEAL7110	Quantitative Methods and Statistics 1	4

Year 3

Session 1

HEAL0320	Management of Organizations	4
HEAL4210	Health Planning 1	4

Session 2

HEAL5510	Health Economics 1	4
General Studies Cat A		4

Year 4

Session 1

HEAL0330	Management of Health Services	4
Elective		4

Session 2

Elective		4
General Studies Cat B		4

Year 5

Session 1

Elective		4
Elective		4

Session 2

Elective		4
Elective		4

† 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)

Year 1		HPW
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 Management 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 Studies Cat A *		4
Year 5		
HEAL0330	Management of Health Services	4
Elective		4
Elective		4
General Studies Cat B *		4
Year 6		
Elective		4
Elective		4
Elective		4

*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.

† 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
Full-time (Honours) Internal Mode****Bachelor of Health Administration†
BHA**

Year 1		HPW
Session 1		
HEAL0310	Management of Work	4
HEAL1110	Health Care Systems	4
HEAL5400	Health Information Systems	4
Session 2		
HEAL1120	Public Health and Epidemiology	4
HEAL4000	Field Experience 1*	4
HEAL4210	Health Planning 1	4
HEAL5210	Law 1 or HEAL5200 Law 1T	4
Year 2		
Session 1		
HEAL0320	Management of Organizations	4
HEAL4010	Field Experience 2*	4
HEAL5410	Accounting and Financial Management 1	4
HEAL6110	Sociology, Ethics and Health 1	4
General Studies Cat A		4
Session 2		
HEAL5510	Health Economics 1	4
HEAL7110	Quantitative Methods and Statistics 1	4
Elective		4
Year 3		
Session 1		
HEAL0340	Management of Health Services (Honours)	4
Elective		4
Elective		4
Session 2		
HEAL3130	Research and Evaluation Methods (Honours)	4
General Studies Cat B		4
Elective		4
Elective		4
Year 4		
HEAL8900	Thesis	4
HEAL8910	Advanced Studies in Health Administration A	4
HEAL8920	Advanced Studies in Health Administration 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.

† 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

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

S1 L4

Identifies the range of social, economic, political, industrial and technological factors which may influence the organization of both work and workers in a variety of settings. 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

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

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-Louise 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; non experimental 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 1995

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: To be advised*

S1 or S2 L4

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

HEAL3070**Special Topic in Health Administration***Staff Contact: To be advised*

S1 or S2 L4

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-Louise McLaws*

S1 or S2 L4

Note/s: Not offered in 1995

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 1995

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.

HEAL3100

Human Resource Management

Staff Contact: Ms J Osborn

S1 L4

Prerequisite: HEAL0310

Note/s: Session 1, 1995

Topics include: the employment relationship; the legislative and institutional context; current issues in industrial relations in health services; discrimination 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 1995

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 1995

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-Louise 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: To be advised

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: to be advised

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: to be advised

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*

S1 or S2 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 Philip 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.

HEAL510**Law 1***Staff Contact: Mr Philip Bates*

S2 L4

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; other selected health law topics.

HEAL5220**Law 2***Staff Contact: Mr Philip 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 HEAL5210 also studied in more depth.

HEAL5400**Health Information Systems***Staff Contact: Ms Deborah Black*

S1 L4

Note/s: Not offered in 1995

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; Federal State 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: HEAL5400

An introduction to economic analysis as applied to the conditions and problems confronting Australia, with special reference to the economic aspects of health and medical care. Topics include: the 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.

HEAL5520**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*

S1 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.

HEAL7110**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 the Research Studies Co-ordinator.

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 MPH 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 four year 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 Work)**Full time Internal Mode**

Year 1		C	HPW
<i>Session 1</i>			
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
<i>Session 2</i>			
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			
<i>Session 1</i>			
HEAL9331	Health Service Law 1	2	2
HEAL9411	Epidemiology	2	2
Elective		2	2
Elective		2	2

Part-time and External Mode

Year 1		C	HPW
<i>Session 1</i>			
HEAL9041	Health Care Systems	2	2
HEAL9711	Management of Organizations	2	2
<i>Session 2</i>			
HEAL9351	Health Economics 1	2	2
HEAL9701	Management of Work	2	2
Year 2			
<i>Session 1</i>			
HEAL9421	Public Health	2	2
HEAL9011	Quantitative Methods and Statistics 1	2	2
<i>Session 2</i>			
HEAL9071	Accounting and Financial Management 1	2	2
HEAL9811	Sociology, Ethics and Health	2	2
Year 3			
<i>Session 1</i>			
HEAL9331	Health Services Law 1	2	2
HEAL9411	Epidemiology	2	2
<i>Session 2</i>			
Elective		2	2
Elective		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 four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field.

The normal time for completion for part-time internal students and for external students is six academic sessions (three calendar years).

Students must complete 12 two credit point subjects or equivalent. (Each single credit point is equivalent to one class contact hour per week.)

Master of Health Planning Full time Internal Mode

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

Master of Public Health 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 five-six sessions plus one session to complete the major project component.

External: The course is available to a limited number of external students 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 six 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, Quantitative Methods and Management.

Of these 12 subjects:

Two must be chosen from Population and Methodological Studies; two must be chosen from Health Issues Studies; one 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, MEED9000, 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 12 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.

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	Applied Epidemiology
CMED9517	Advanced Biostatistics and Statistical Computing
CMED9518	Core Studies in Epidemiology
CMED9520	Introductory Statistical Computing and Statistics in Epidemiology
CMED9614	Genetic Epidemiology

2. Health Issue Studies

MEED9129	PHC: Issues in Implementation
MEED9012	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
CMED9612	Environmental Health
CMED9609	Community Genetics
CMED9610	Community Nutrition
CMED9615	Primary Health Care (General Practice)
CMED9620	Health Promotion in Rural Areas
CMED9622	Prevention

3. Management 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
MEED9111	Consultation Process
MEED9112	Management of Human Resources in 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
CMED9618	Ethics in Medicine and Community Health
HEAL9811	Sociology, Ethics and Health
CMED9603	Communication and Writing in Health
CMED9613	Health and Public Policy
MEED9014	Communication and Educational Skills for Community Health Practitioners

7360**Graduate Certificate In Health Services Management****GradCert**

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 eight 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 (two academic sessions or one year) or full-time (one academic session) basis).

Sequence And Duration Of Course

Candidates are required to satisfactorily complete four subjects. One subject must normally be taken from each of the four 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*
 HEAL9621 Nursing Administration
 (*either session 1 or*

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

S1 or S2 L2

Note/s: Not offered in 1995

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.

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 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
 (subject to successful completion of
 HEAL9411 or its equivalent) (*Session 2*)
 HEAL 9111 Quality Assurance for Health
 Administrators (*either Session 1 or 2*)

Qualifications For Admission

1. Candidates will have been awarded a Bachelor's degree in an appropriate discipline from a recognised tertiary institution, and

2. Candidates will have at least three 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.

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 1995

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 1995

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.

HEAL9071**Accounting and Financial Management 1***Staff Contact: Mr Kevin Forde*

S2 L2

Introduction to double entry accounting including the underlying conventions and doctrines to provide a working knowledge of both accrual and cash based 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 hospital specific 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 1995

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 Philip 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 Philip 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-Louise 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. Enrolment subject to successful completion of epidemiology or equivalent 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

Notes: Not offered in 1995

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

Notes: Not offered in 1995

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 for Health Administrators & Planners

Staff Contact: Dr Mary-Louise McLaws

S1 L2

Principles and methods of epidemiologic investigation of both communicable and noncommunicable diseases including descriptive, analytic and experimental epidemiology. The epidemiology of acute chronic diseases, demography, determination of health status of a defined population, measurement of disease rates & interpretation. The uses of epidemiology in planning, operation and evaluation of interventions. Epidemiology of staff, hotel services, diagnostic & treatment services.

HEAL9421

Public Health

Staff Contact: Prof James Lawson

S1 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: To be advised*

S1 or S2 L2

Note/s: Not offered in 1995

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 1995

Builds on Health Economics 1 with greater emphasis on planning. Topics include: demand and utilization analysis and prediction, cost/benefit analysis and project evaluation, costs and models of health delivery units, optimum size and location, inflation control, regional planning models and rationalization, financing systems and incentives for efficiency, alternative economics and political economy of health services.

HEAL9451**Workforce Planning***Staff Contact: to be advised*

S1 or S2 L2

Prerequisites: HEAL9301 and HEAL9351, or equivalents**Note/s:** Not offered in 1995

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.

HEAL9471**Comparative Health Care Systems***Staff Contact: Ms Helen Lapsley*

S1 or S2 L2

Prerequisite: HEAL9041 or equivalent**Note/s:** Not offered in 1995

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.

HEAL9481**Operations Research for Health Planning and Administration***Staff Contact: Ms Deborah Black*

S1 or S2 L2

Prerequisite: HEAL9011 or equivalent**Note/s:** Not offered in 1995

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 L2

Prerequisite: HEAL9311 or equivalent**Note/s:** Not offered in 1995

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 1995

Introduction to, and practice of, transferable skills for the utilization of personal computers in the workplace. The nature of tasks performed in statistical computing. The nature of computing systems, databases and programming languages. Use of SPSS and MINITAB. Introduction to NAG, IMSL and other advanced computing packages. BASIC and FORTRAN programming for 'one off' applications and interfacing packages. Largely conducted at terminals.

HEAL9511**Special Topic in Health Administration or Planning***Staff Contact: To be advised*

S1 or S2 L2

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

HEAL9531**Fieldwork in Health Service Organization***Staff Contact: To be advised*

S1 or S2 L2

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: To be advised

S1 or S2 L2

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

HEAL9621

Nursing Administration

Staff Contact: To be advised

S1 or S2 L2

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.

HEAL9631

The Nurse Executive Role

Staff Contact: To be advised

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: To be advised

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: To be advised

S1 or S2 L2

The view of 'history as progress' in nursing is examined to enable the student to understand the past as a guide to present and future action. 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: To be advised

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: To be advised

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 political 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 L2

Prerequisite: HEAL.9701 or equivalent

This subject is designed to extend the health service manager's knowledge of employer - employee relations in the health services workplace in Australia. The subject builds on theoretical frameworks introduced in Management of Work. It examines the framework of industrial relations in Australia, including development of the arbitral model, state intervention, labour law, trade unions, professional associations, and employer associations. It explores the development of personnel management in Australia including an assessment of current Human Resource Management, the diffusion of different management concepts in Australia including the 'new managerialism', and contemporary issues such as the flexibility thesis, quality improvement and enterprise bargaining.

HEAL9741**Management of Health Services**

Staff Contact: Prof James Lawson
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 organisation; 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, rolemodelling and valuecritical analysis in the health service context.

HEAL9743**Introduction to Casemix**

Staff Contact: Prof George Palmer
S2 L2

Diagnosis related groups (DRGs) and other casemix systems including their history, principles of construction and recent modifications including the Australian National DRGs (AN-DRGs). Problems in the use and interpretation of DRG data: the varying clinical and resource homogeneity of individual DRGs and the presence of outliers. Effects of errors in the coded medical record abstract data on DRG assignment; limitations imposed by the disease and procedure classification systems currently used. Future developments in the design of casemix systems.

HEAL9744**Casemix Accounting and Funding**

Staff Contact: Prof George Palmer
S1 L2

The conceptualisation of hospital products as the diagnosis, treatment and care of specific patient groups. Casemix costing and traditional hospital costing. Alternative methods of casemix costing including clinical costing systems and cost modelling. The Yale Cost Model. Application of casemix costing results from individual hospitals. Alternative methods and models of using casemix for hospital funding purposes. Budgeting for clinical departments.

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 and to learn about the social research process by undertaking a social research project.

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
S1 or S2 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 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
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.

Servicing Subjects**CMED9100****Independent Studies**

*Staff Contact: A/Prof P. McNeill
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 M. McLaws and A/Prof J. Kaldor
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: Dr M. McLaws and A/Prof R. Richmond
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 D. Black and Dr A. Stark
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 correlation will be covered. The use of demographic and morbidity statistics will be discussed.

CMED9517**Biostatistics 2**

*Staff Contact: Dr A. Stark
C2*

Prerequisite: CMED9514 Biostatistics 1

Statistical design, analysis and reporting; a selection of topics from clinical trials and other controlled studies, nonexperimental studies, rates and proportions, multiway 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 J. Kaldor
C2*

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: A/Prof I. Burnley
C2*

Introduction to demography; sources and processing of data, principles and applications. Life tables, mortality, marriage and divorce, natality, reproductivity. Marital 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 A. Bauman
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 H. Dickson
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: Mr P. Trebilco

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: Prof P. Baume

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: A/Prof R. Richmond

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 J. Hirshman

C2

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 S. Irvine

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 S. Irvine

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 literature. 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: Prof M. Harris

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 L. Lai

C2

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: A/Prof H. Greenfield

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 R. Salgado***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 J. Frith***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, aetiology 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: Prof P. Baume***C2**

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 A. Stark***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: Prof M. Harris***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: A/Prof P. McNeill***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 J. 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 J. 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 J. 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 J. 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: Prof A. Rotem

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: Prof A. Rotem

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: Prof A. 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: Prof A. Rotem

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: Prof A. Rotem

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: Prof A. Rotem

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 J. 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 R. Bandaranayake

C2 S1 HPW2

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.

MEED9127

Research in Education for the Health Professions 1

Staff Contact: Dr M. Stjernborg

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.

MEED9128

Research in Education for the Health Professions 2

Staff Contact: Dr M. Stjernborg

C2 S2 HPW2

Prerequisite: MEED9127 or equivalent

Note/s: An Academic Elective.

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 J. 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 Master of Information Management-Archives/Records, the Master of Information Management-Librarianship, the Graduate Diploma in Information Management-Archives/Records (GradDiplIM-Archiv/Rec) and the Graduate Diploma in Information Management-Librarianship (GradDiplIM-Lib). 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 1995*

BIInfSt(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 Graduate Diploma in Information Management (in either Librarianship or Archives/Records) 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 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:

- (1) 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.

4090

Bachelor of Information Studies (Conservation)

BInfSt(Cons)

Year 1		HPW
<i>Session 1</i>		
LIBS1001	Conservation 1A	6
LIBS1003	History of the Written Record A	3
TEED1134	Fundamentals of Computing	4
<i>Session 2</i>		
LIBS1002	Conservation 1B	6
LIBS1004	History of the Written Record B	3
LIBS1005	Conservation within the Information Environment	3
<i>Full Year</i>		
CHEM1002	Chemistry 1	6
<i>Year 2</i>		
<i>Session 1</i>		
CHEM2031	Inorganic Chemistry and Structure	6
LIBS2001	Conservation 2A	6
LIBS2004	Information Technology and Media	2
<i>Session 2</i>		
CHEM2021	Organic Chemistry	6
LIBS2002	Conservation 2B	6
LIBS2005	Records Management	2
<i>Full Year</i>		
LIBS2003	Managing Preservation Programs	3
General Education (Category A)		2
<i>Year 3</i>		
<i>Session 1</i>		
LIBS3001	Conservation 3A	6
LIBS3003	Micrographics and Image Management	3
LIBS3005	Environmental Control	2
<i>Session 2</i>		
LIBS3002	Conservation 3B	6
LIBS3004	Management and Preservation of MachineReadable Records	3
LIBS3006	Exhibition Management	2
<i>Full Year</i>		
General Education (Category B)		2
<i>Year 4</i>		
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 L2 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.

LIBS3002**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.

LIBS3004**Management & Preservation of Machine Readable 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.

LIBS3005**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 orbitals. 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 structure determination.

CHEM2031**Inorganic Chemistry and Structure***Staff Contact: Dr N. Roberts*

U1 SS 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
<i>Session 1</i>		
LIBS0808	Archival Development Project Proposals	3
<i>Session 2</i>		
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 MLib

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

		HPW
<i>Session 1</i>		
LIBS0807	Research Methods in Librarianship	3
<i>Session 2</i>		
LIBS0805	Issues in Librarianship	3

8920

Master of Librarianship (by Formal Course Work)

Master of Librarianship MLib

General Program

The general course of studies for the award of the degree of MLib may be taken in one year of full-time study or a longer period of part-time study. Candidates must complete a minimum course work requirement of the equivalent of eight 42-hour subjects. Subjects may be chosen from those offered in the General program and those offered in the Library Management and Information Science programs. Up to two subjects may be chosen from graduate subjects offered by other schools or departments with approval of the Head of the School of 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.

		C	HPW
Session 1 or 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

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

Master of Librarianship MLib

Library Management

		C	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
Session 1 or Session 2 Electives++			
		6	3

§ One year program.

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

+ Prerequisite LIBS0811.

++ Students may choose either LIBS0901 or two electives which 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

		C	HPW
Year 1			
Session 1			
IROB5901	Organizational Behaviour*	6	3
LIBS0811	Library and Information Services Management 1	6	3
Elective++		6	3
Session 2			
LIBS0812	Library and Information Services Management 2+	6	3
Elective++		6	3

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

+ Prerequisite LIBS0811.

		C	HPW
Year 2			
Session 1			
LIBS0807	Research Methods in Librarianship	6	3
LIBS0815	Economics of Information Systems	4	2
Session 2			
LIBS0805	Issues in Librarianship	6	3
LIBS0816	Information Processing Technology	4	2
Full Year			
LIBS0901	Project Report (Major)++	6	3
++ Students may choose either LIBS0901 or two electives which 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.			

8922**Master of Librarianship (by Formal Course Work) Part-time****Master of Librarianship
MLib****Information Science**

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

Year 1		C	HPW
<i>Session 1</i>			
LIBS0815	Economics of Information Systems	4	2
LIBS0823	Files and Database Systems	6	3
Elective++		6	3
<i>Session 2</i>			
LIBS0816	Information Processing Technology	4	2
Elective++		6	3
Year 2			
<i>Session 1</i>			
LIBS0820	Diffusion and Dissemination of Information	4	2
LIBS0821	Human Computer Interface Design+	6	3
<i>Session 2</i>			
LIBS0817	Information Storage and Retrieval Systems	6	3
LIBS0822	Operations Research	6	3
<i>Full Year</i>			
LIBS0901	Project Report (Major)++	6	3

+ Prerequisite LIBS0823.

++ Students may choose either LIBS0901 or two electives which 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.

5602**Graduate Diploma in Information Management-Archives/Records (Full-time)****Graduate Diploma in Information Management-Archives/Records
GradDiplM-Archiv/Rec**

		C	HPW
Common Core			
<i>Session 1</i>			
ILAS0101	Information Technology: Access Systems, and Resources	4	2
ILAS0103	Communication and Information in Society	4	2
ILAS0104	Management for Information Professionals	4	2
<i>Session 2</i>			
ILAS0102	Information Systems: Analysis, Design and Management	4	2
<i>Whole Year</i>			
ILAS0105	Information in Context	4	1
Archives Core			
<i>Session 1</i>			
ILAS0301	Record-Keeping Principles and Structures	4	2
ILAS0302	Archives/Records Control Principles	4	3
ILAS0303	Archives/Records Accessibility	4	2
<i>Session 2</i>			
ILAS0304	Archives/Records Disposal and Storage	4	3
<i>Whole Year</i>			
ILAS0305	Issues/Problems in the Management of Archives/Records Sources and Services	6	2
ILAS0306	Field Experience	4	1.5
Electives +			
<i>Session 1 or Session 2</i>			
ILAS0307	Special Research Project	4	2
ILAS0308	Laboratory in Conservation of Research Materials	4	2
ILAS0309	Care and Management of Special Collections	4	2
ILAS0311	Oral History	4	2
ILAS0312	Advocacy, Public Programs and Outreach	4	2
ILAS0314	Managing Photographs	4	2
ILAS0318	Managing Moving Images	4	2
ILAS0319	Primary Source Research Processes and Analysis	4	2

+ Two elective subjects can be chosen in the second session of full-time study or in and after the third sessions of part-time study.

5602

Graduate Diploma in Information Management-Archives/Records (Part-time)
**Graduate Diploma in Information Management-Archives/Records
GradDiplM-Archiv/Rec**

Part-time profile to be advised

5603

Graduate Diploma in Information Management-Librarianship (Full-time)
**Graduate Diploma in Information Management-Librarianship
GradDiplM-Lib**
Common Core
Session 1

		C	HPW
ILAS0101	Information Technology: Access Systems, and Resources	4	2
ILAS0103	Communication and Information in Society	4	2
ILAS0104	Management for Information Professionals	4	2

Session 2

ILAS0102	Information Systems: Analysis, Design and Management	4	2
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Whole Year

ILAS0105	Information in Context	4	1
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Librarianship Core
Session 1

ILAS0200	Organisation of Knowledge	6	2
ILAS0201	Information Resources	4	2
ILAS0203	Organisational Context and Information Seeking Behaviour	4	2

Session 2

ILAS0202	Information Access and Collection: Policies and Methods	4	2
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Electives **
Management Strand
Session 2

ILAS0210	Human Resources Management and Staff Development in Libraries	4	2
ILAS0211	Information Networks Management	4	2
ILAS0212	Measurement and Evaluation of Library and Information Services	4	2
ILAS0213	Client-centred Service Design and Delivery	4	2

Environments Strand
Session 2

		C	HPW
ILAS0220	Arts and Humanities Information Sources Services and Needs	4	2
ILAS0221	Asian Information Resources 1	4	2
ILAS0222	Community Information Sources Services and Needs	4	2
ILAS0223	Information Sources and Services in Education	4	2
ILAS0224	Government Information Sources Services and Needs	4	2
ILAS0225	Health and Life Sciences Information Sources Services and Needs	4	2
ILAS0226	Information Sources, Services and Needs in Industry, Business and Government	4	2
ILAS0227	Legal Information Sources, Services and Needs	4	2
ILAS0228	Science, Engineering and Technology Information Sources, Services and Need	4	2
ILAS0229	Social Sciences Information Sources, Services and Needs	4	2

General Strand
Session 1

ILAS0301*	Record-Keeping Principles and Structures	4	2
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Session 2

ILAS0230	Advanced Organisation of Knowledge	4	2
ILAS0231	Bibliographic Standards and Formats	4	2
ILAS0232	Computer Programming for Information Applications	4	2
ILAS0233	Computing Applications in the Information Environment	4	2
ILAS0234	Field experience	4	2
ILAS0235	Human Computer Interaction	4	2
ILAS0236	Index and Thesaurus Construction	4	2
ILAS0308*	Laboratory in Conservation of Research Materials	4	2
ILAS0309*	Care and Management of Special Collections	4	2
ILAS0318*	Managing Moving Images	4	2

Session 1 or Session 2

ILAS0311*	Oral History	4	2
ILAS0312*	Advocacy, Public Programs and Outreach	4	2
ILAS0314*	Managing Photographs	4	2
ILAS0319*	Primary Source Research Processes and Analysis	4	2

* In common with Archives/Records strand

**Students are required to choose four electives, at least one from each of the strands.

8923**Master of Information Management-Archives/Records (by Formal Course Work) Full-time *****Master of Information Management-Archives/Records
MIM-Archiv/Rec****Master of Information Management-Archives/Records**

- Articulates with the Graduate Graduate Diploma in Information Management-Archives/Records.
- Requires an additional summer session in which a Professional Attachment is completed and an additional session of full-time study or equivalent part-time study.

The objectives of the Masters program are to establish strong foundations in the knowledge, understanding and skills necessary for professional practice (in common with the Diploma program), and to offer opportunities to develop specialist knowledge and to build skills in the design of strategies for the improvement of systems and services for the management of archives and records.

Year 1 **C HPW**
As for GradDipIM-Archiv/Rec

Summer Session

ILAS0500	Professional Attachment	7	
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Year 2**Session 1 or Session 2**

ILAS0310	Seminar in the Management of Electronic Records and Data Archives	5	2
ILAS0313	Management Issues for Small Archives	5	2
ILAS0315	Seminar on Recordkeeping and Legal/Ethical Accountability	5	2
ILAS0320	Archival Development in Asia and the Pacific	5	2
ILAS0321	Local Government and Community Archives	5	2
ILAS0322	Archive History	5	2
ILAS0323	Sources For Context Analysis	5	2

* Students are required to choose electives to the value of 20 credit points in the third session of the full-time program or over the fifth and later sessions in the part-time program in Archives/Records. At least five credit points are to be chosen from the sequence of subjects listed above; 10 credit points may be taken from elsewhere in the School's graduate program. A Masters level subject from elsewhere in the University's graduate program may be substituted for five of the required 10 credit points (with the permission of both Heads of School).

8923**Master of Information Management-Archives/Records (by Formal Course Work) Part-time****Master of Information Management-Archives/Records
MIM-Archiv/Rec****Stage 1**

As for GradDipIM-Archiv/Rec

Stage 2

As for GradDipIM-Archiv/Rec

Year 3

Part-time profile to be advised

8924**Master of Information
Management-Librarianship
(by Formal Course Work) Full-time *****Master of Information Management-Librarianship
MIM-Lib****Master of Information Management-Librarianship**

- Articulates with the Graduate Graduate Diploma in Information Management-Librarianship.
- Requires an additional summer session in which a Professional Attachment is completed and an additional session of full-time study or equivalent part-time study.

The objectives of the Masters program are to establish strong foundations in the knowledge, understanding and skills necessary for professional practice (in common with the Diploma program), and to offer opportunities to develop specialist knowledge and to build skills in the design of strategies for the improvement of systems and services for the management of information in libraries and other information environments.

Year 1 **C HPW**
As for GradDipIMLib

Summer Session

ILAS0500	Professional Attachment	7	
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Year 2**Session 1 or Session 2**

ILAS0400	Advanced Information Retrieval	5	2
ILAS0401	The Asian Information Environment	5	2
ILAS0403	Bibliometrics and Citation Analysis	5	2
ILAS0406	International Information and Telecommunication Standards	5	2
ILAS0407	Special Project	5	2
ILAS0408	Asian Information Resources	5	2
ILAS0409	Handling Asian Information Materials	5	2

* Students are required to choose electives to the value of 20 credit points in the third session of the full-time program or over the third and fourth sessions in the part-time program. At least five credit points are to be chosen from the sequence of subjects listed above; 10 credit points may be taken from elsewhere in the School's graduate program. A Masters level subject from elsewhere in the University's graduate program may be substituted for five of the required 10 credit points (with the permission of both Heads of School).

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'

ILAS0101

Information Technology: Access Systems, and Resources

Staff Contact: Mr William Hood
C4 S1 HPW2

Basic understanding and competence in the use and exploitation of Information Technology, including Telecommunications, in various information environments; exploration and use of new and established information access systems, locally and remotely; overview of the structure and organisation of information resources with special emphasis on access and use of printed and electronic resources in information, library and archive studies.

Within this subject students specializing in the study of Librarianship will proceed to:

Option L: Information Systems for Libraries, understanding and use of integrated library management systems, including the functional applications; acquisitions, cataloguing, OPAC, serials management, in-house multimedia systems, mis, dss; awareness and use of internal and external information systems of the parent organisation; awareness, use and integration of national and international information systems.

Students specializing in the study of Archives Administration will proceed to:

Option A: Information Systems for Archives and Records Management : Understanding and use of systems for bibliographic control/access to and the management of records and archives holdings and for the administration of facilities, staff, funds, services and programmes within repositories; awareness, use and integration of comprehensive library, archives and records systems; linkages to external information systems pertinent to the parent organisation and to national and international bibliographic and exchange systems. comparison, selection and adaptation of commercial systems.

ILAS0102

Information Systems: Analysis, Design and Management

Staff Contact: Mrs Connie Wilson
C4 S2 HPW2

Theories, principles and practicalities of Information Retrieval Systems (IRS) and Database Management Systems (DBMS) including determination of application (functional and user) requirements, data elements and models, principles and methods of file organisation (content, structure, context), principal vocabularies and authority controls; principles and mechanisms for retrieval; search strategies, system documentation/metadata, evaluation, storage, security, integrity, longer term issues (disposal, continuing accessibility, preservation/migration, admissibility as evidence).

ILAS0103

Communication and Information in Society

Staff Contact: Ms Anne Pederson
C4 S1 HPW2

Examination of processes by which information and knowledge are created, integrated, disseminated, organized, used, and preserved. Topics include nature of communication; role of recordkeeping; evolution of literacy; need for 'mediacy', overview of recording, processing, communication, duplication and storage technologies; major societal challenges, issues, and trends for ensuring continuing access to information in the face of escalating social and technological change (including public/private sector roles, ownership and access to information and information services; individual, institutional and societal accountability).

ILAS0104

Management for Information Professionals

Staff Contact: Dr Patricia Willard
C4 S1 HPW2

Commonalities and differences among information professions and their contexts of practice; professional codes and standards; concepts and tools of management including: strategic planning; performance evaluation and quality assurance; financial planning and control; cost analysis; human resources management; communication, promotion and advocacy. Strategies for managing information agencies as systems

ILAS0105

Information in Context

Staff Contact: Dr Paul Wilson
C4 F HPW2

A special programme of structured visits, films/videos, on-site observations, distinguished speakers, lecture and seminar presentations which provides enrichment to the content of core subjects ILAS0101-ILAS0104. Students will be actively involved in the planning, promotion, implementation and presentation of these activities, enabling them to gain knowledge and experience in using a variety of communication skills and presentation modes

ILAS0200

Organisation of Knowledge

Staff Contact: Dr Jack Nelson
C6 S1 HPW2

Introduction to bibliography and bibliographic control; description for all types of materials and formats, including indication of their content, related specifically to Anglo American Cataloguing Rules AACR2(R), 1988; bibliographic standards; application of codes and formats, especially MARC (Machine Readable Cataloguing); indexing and classification systems, especially LCSH (Library of Congress Subject Headings) and DDC (Dewey Decimal Classification); physical forms of catalogues and indexes, especially OPACs; regional, national and international cooperation in bibliographic control, especially ABN (Australian Bibliographic Network), AARNet and INTERNET; place of cataloguing in library management; management of the cataloguing process in libraries.

ILAS0201 Information Resources

Staff Contact: Dr Helen Jarvis
C4 S1 HPW2

Synchronisation of information resources with the needs of the end-user/client. Negotiation of both expressed and actual needs/wants; identification of possible sources, (in print, electronic or other format, available locally or remotely) to meet those needs/wants; navigation of the physical or electronic routes (including the Internet) to obtain access to these sources; evaluation and comparison as to their appropriateness for the particular request in hand and the relative cost-benefit of their acquisition. The mechanics and economics of production and distribution. The processes by which disparate sources are organised and interpreted to form information resources.

ILAS0202 Information Access and Collection : Policies and Methods

Staff Contact: Dr Helen Jarvis
C4 S2 HPW2

Examination of processes of publication and distribution, print-based and electronic; library acquisition and access policies including collection development policies and resource sharing agreements; the virtual library; national approaches to collection and access including the concept of the Distributed National Collection; collection evaluation methods; interlibrary loan and reciprocal access policies; document delivery services; methods for costing and monitoring the impact of varying methods of access.

ILAS0203 Organisational Context and Information-Seeking Behaviour

Staff Contact: Mrs Connie Wilson
C4 S1 HPW2

Awareness of the role and functions of libraries and other types of information organisations; examination of aspects of information-seeking behaviour; human information processing; information flow among social and occupational groups and research on information needs and uses; interdisciplinary aspects of librarianship and information science.

ILAS0210 Human Resources Management and Staff Development in Libraries

Staff Contact: Dr Patricia Willard
C4 S2 HPW2

Introduction to basic principles of human resources management; consideration of their application and adaptation in libraries; review of current strategies used in libraries and other environments for staff development including skills and knowledge enhancement programs and structural approaches such as worker empowerment strategies.

ILAS0211 Information Networks Management

Staff Contact: Dr Helen Jarvis
C4 S2 HPW2

The development and characteristics of the major information networks impacting on Australia. Issues to be studied include: historical evolution; topology (both organisational and technical); standardisation (both

national and international); governance and financial management; and prospects for future development.

ILAS0212 Measurement and Evaluation of Library and Information Services

Staff Contact: Dr Patricia Willard
C4 S2 HPW2

Principles and practices in the evaluation of library and information services; determination and specification of service goals and objectives; development of performance evaluation strategies appropriate to desired outcomes including determination of performance indicators and targets; methods for costing and productivity measurement; performance related management strategies such as Total Quality Management and Continuous Improvement.

ILAS0213 Client-centred Service Design and Delivery

Staff Contact: Dr Patricia Willard
C4 S2 HPW2

Analysis of client service preferences; Service design incorporating principles and practices drawn from communications and marketing as well as information theory and research; Development of effective feedback mechanisms for particular services; Techniques for publicizing and promoting library and information services. Attention will be given to communication and interpersonal skill enhancement.

ILAS0220 Arts and Humanities Information Sources Services and Needs

Staff Contact: Dr Jack Nelson
C4 S2 HPW2

The structure of the literature, with special reference to major finding aids in the field, both in printed and electronic forms. Information and research needs of users at all levels. Important collections in libraries and other sources of publications and information.

ILAS0221 Asian Information Resources 1

Staff Contact: Dr Helen Jarvis
C4 SS HPW2

The major Asian databases and networks accessible from Australia will be studied, as well as significant print-based information sources. Students will have a structured introduction to the English language versions of these sources, wherever possible in an online environment. The range of sources will include Culture, Business, and Science and Technology. Students will be exposed to problematic areas such as handling non-roman scripts, lack of international standards, and uneven levels of development in various countries.

ILAS0222 Community Information Sources, Services and Needs

Staff Contact: Dr Patricia Willard
C4 S2 HPW2

Consideration of community diversity and information needs of individuals and groups comprising any specific community; information dissemination agencies which serve the community including the public library; information sources used in addressing community needs.

ILAS0223**Information Sources and Services in Education***Staff Contact: Dr Jack Nelson*

C4 S2 HPW2

Information needs of teachers, researchers, students and administrators in schools, colleges and universities. Information sources and services to meet these needs. Administrative, structural and other factors affecting the delivery of information in educational environments.

ILAS0224**Government Information Sources, Services and Needs***Staff Contact: Dr Paul Wilson*

C4 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. Structure and characteristics of government information sources. Role of libraries and librarians in the generation, distribution and preservation of government publications.

ILAS0225**Health and Life Sciences Information Sources, Services and Needs.***Staff Contact: Mrs Connie Wilson*

C4 S2 HPW2

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

ILAS0226**Information Sources, Services and Needs in Industry, Business and Government***Staff Contact: A/Prof Carmel Maguire*

C4 S2 HPW2

The nature and function of information services in public and private sector organizations and institutions. The study of information needs and the design of appropriate library and other information services. The role of special libraries and their relationship with other information agencies inside and outside the organization. Outsourcing of library services and entrepreneurial opportunities.

ILAS0227**Legal Information Sources, Services and Needs***Staff Contact: Mrs Connie Wilson*

C4 S2 HPW2

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

ILAS0228**Science, Engineering and Technology Information Sources, Services and Needs***Staff Contact: Mrs Connie Wilson*

C4 S2 HPW2

Generation, flow and documentation of scientific, engineering and technical information. Structure and characteristics of the scientific and technical literature.

Major scientific, engineering and technological databases. Information needs of scientists, engineers, and technologists. Role of scientific and technical libraries and librarians.

ILAS0229**Social Sciences Information Sources, Services and Needs***Staff Contact: Dr Jack Nelson*

C4 S2 HPW2

Generation, structure and use of the literature of political science, economics, law, psychology, sociology, geography and education. Control of and access to published and unpublished literature using print and electronic sources and methods.

ILAS0230**Advanced Organisation of Knowledge***Staff Contact: Dr Jack Nelson*

C4 SS HPW2

Extended coverage of descriptive cataloguing, classification and subject indexing, in particular to nonprint materials. Bibliographic databases, specifically ABN and INTERNET and their connection to library and non-library created indexes, bibliographies and catalogues.

ILAS0231**Bibliographic Standards and Formats***Staff Contact: Dr Jack Nelson*

C4 SS HPW2

History, present state and future prospects for bibliographic standards (AACR; LCSH and DDC) and formats (MARC) in regional, national and international perspectives. The significance of standards for bibliographic data creation, manipulation and transmission in library and environments.

ILAS0232**Computer Programming for Information Applications***Staff Contact: Mr William Hood*

C4 SS HPW2

An introduction to the principles and practice of computer programming with an emphasis on programming examples associated with bibliographic systems, and bibliometric analysis. The language Pascal is used to demonstrate a variety of programming needs and tasks.

ILAS0233**Computing Applications in the Information Environment***Staff Contact: Mr William Hood*

C4 S1 or S2 HPW2

Discusses the wide range and type of computing applications that are represented in the Information Environment including: desk top publishing, scanning and computer graphics, optical character recognition, personal bibliographic management, document imaging systems, networks and telecommunications.

ILAS0234**Field Experience***Staff Contact: Dr Paul Wilson*

C4 SS or SS HPW2

Preparatory lectures and orientation followed by up to 3.5 weeks for full-time work representing 120 real-time hours of small group (up to 3 persons) Field Work in a choice of

established library and other information service contexts supervised by experienced librarians and other information service managers according to guide-lines prepared by SILAS staff.

ILAS0235

Human Computer Interaction

Staff Contact: Mrs Connie Wilson
C4 SS HPW2

Survey of issues related to human computer communication. Role of the computer in society, psychological aspects of user behaviour, and applications of interactive computer systems considered for their significance to systems design and user training.

ILAS0236

Index and Thesaurus Construction

Staff Contact: Mrs Connie Wilson
C4 SS HPW2

Indexing principles and practice. Nature and examples of indexing languages, eg. thesaurus. Thesaurus construction. Usefulness of vocabulary control. Advances in indexing methods, including computer-assisted and automatic indexing.

ILAS0237

Laboratory in Conservation of Research Materials

Staff Contact: Dr Paul Wilson
C4 SS HPW2

This aim of this subject is to introduce students to some of the testing methods and treatment options involved in the conservation of archival/library materials. Emphasis will be placed on understanding the physical characteristics and structure of paper-based documentary materials and how these impact upon treatment decisions. Students will learn simple repair techniques and also how to construct protective enclosures.

ILAS0239

Care and Management of Special Collections

Staff Contact: Dr Paul Wilson
C4 SS HPW2

This subject looks at some of the major categories of special collections found in research libraries and archives. Examples include rare books, photographs, film, sound, documentary art, ephemera, maps and plans, and electronic media. Relevant managerial considerations such as acquisition policy, intellectual control, and exhibition practice will be examined as will preservation requirements for different media.

ILAS0301

Record-Keeping Principles and Structures

Staff Contact: Ms Ann Pederson
C4 S1 HPW2

This cornerstone subject complements and builds upon appropriate concepts and tools introduced in common core subjects and focuses them on recordkeeping systems. It reviews and further articulates the nature and multiple roles/functions which archives/records perform in an accountable and responsive society, explaining the evolution of key values, concepts, principles over time to the present; it provides a framework for understanding recordkeeping systems in their entirety, utilising the CADS(Control, Accessibility, Disposal, Storage) functional model developed by Australian Archives; it explains the

basic elements and requirements for effective design, implementation, management and evaluation of records and archival programmes; traces the development of mainstream practices for the effective management of records and archives throughout their primary/administrative and secondary/research "life cycles" in both the office and repository domains; then concludes with the latest issues, trends, directions in development of current "best practices" and standards for archives/records keeping systems and programmes in non-custodial and virtual environments and in the development of cooperative archival systems and alliances.

ILAS0302

Archives/Records Control Principles

Staff Contact: Dr Peter Orlovich
C4 S1 HPW3

The nature of records, archives and historical manuscripts. Organic relationships of records, archives and manuscripts. The evolution of control of record-keeping, including registry and classified filing systems. The physical and intellectual control of archives. The evolution of administrative history as a key to the intellectual control of archives, and its relationship to palaeography and diplomatic. Administrative analysis techniques for the control of archives. Instruments of constitutional and administrative change. Sources for documentation of administrative change. Case studies in the analysis and documentation of administrative context. Evolution of archival principles of provenance and original order. Evolution of the record group concept. Control of records and archives at the record and archive group level. Implications of administrative change for the control of records and archives. The series control concept. The evolution of provenance-based, thematic and subject-based finding aids and retrieval tools for archival materials at the repository level.

ILAS0303

Archives/Records Accessibility

Staff Contact: Ms Ann Pederson
C4 S1 HPW2

This subject builds upon the foundation established in Archives/Records Control to describe the evolution of principles of access to records and of research uses of records and archives; description of key access points required for effective retrieval systems for archival materials; standards and requirements for national and international finding aids and linkages with external databases for exchange of archival data and materials(Information Resources Directory Systems(IRDS)); planning/administering custodial and non-custodial/remote access and reference services and facilities; identification of major trends and continuing problems and issues related to control, access and retrieval of archives and records in all media; instruction of clients in the use of systems.

ILAS0304

Archives/Records Disposal and Storage

Staff Contact: Ms Ann Pederson and Dr Paul Wilson
C4 S2 HPW3

Content components would include elements and requirements for developing a effective framework for appraisal/disposal decision making; variations of

strategies, criteria and processes for appraisal/disposal decision making in differing contexts; linkages between appraisal/disposal and storage/preservation; planning and developing preservation programs; designing appropriate storage facilities; equipment and housing considerations; disaster preparedness and response; and ends with identification of major and continuing problems and issues related to records disposal, storage and preservation.

ILAS0305

Issues/Problems in the Management of Records/Archives Sources and Services

Staff Contact: Ms Ann Pederson
C6 F HPW2

Parallels subjects ILAS0301 and ILAS0304 with seminar based readings and discussion of key issues/controversies challenging archivists and records managers in custodial, non-custodial and virtual environments, in dealing with the widening diversity of record media and in designing mechanisms to capture (retrospectively and concurrently) important information in non-documentary forms (e-mail, oral history, etc.)

ILAS0306

Field Experience

Staff Contact: Dr Paul Wilson
C4 F HPW1.5

10 hours of preparatory lectures and orientation followed by 3.5 weeks for full-time work representing 120 real-time hours of small group (up to 3 persons) Field Work in a choice of established archival contexts supervised by experienced archivists according to guide-lines prepared by SILAS staff.

ILAS0307

Special Research Project

Staff Contact: Dr Peter Orlovich
C4 SS HPW2

An individually arranged program which could include a special research paper on a major topic of interest producing a 7-9,000 word research based paper, an archival finding aid, a recordkeeping system or information/documentation needs analysis; policy/procedures management manual or consultancy report, among other assessable products.

ILAS0308

Laboratory in Conservation of Research Materials

Staff Contact: Dr Paul Wilson
C4 SS HPW2

The aim of this subject is to introduce students to some of the testing methods and treatment options involved in the conservation of archival/library materials. Emphasis will be placed on understanding the physical characteristics and structure of paper-based documentary materials and how these impact upon treatment decisions. Students will learn simple repair techniques and also how to construct protective enclosures.

ILAS 0309

Care and Management of Special Collections

Staff Contact: Dr Paul Wilson
C4 SS HPW2

This subject looks at some of the major categories of special collections found in research libraries and archives. Examples include rare books, photographs, film, sound, documentary art, ephemera, maps and plans, and

electronic media. Relevant managerial considerations such as acquisition policy, intellectual control, and exhibition practice will be examined as will preservation requirements for different media.

ILAS0310

Seminar in the Management of Electronic Records and Data Archives

Staff Contact: To be advised
C5 SS HPW2

Tools for the management of records keeping systems and information products (data archives) created using new and emerging technologies in public and private sectors, including design, implementation and operational aspects over the short, immediate and long term. Major types of systems and their products. Analysis of management considerations for operational systems and for archival holdings within the office and repository environments. Development or adaption of alliances, strategies and standards for effective management. The electronic "life cycle" and key points for management control; Professional requirements and "best practices" for electronic recordkeeping; existing and emerging technical and professional standards; Metadata system construction and management; Problems, issues and continuing concerns.

ILAS0311

Oral History

Staff Contact: Ms Ann Pederson
C4 SS HPW2

Strategies and programs to fill in the gaps in our written records is an area of growing interest and importance in archives. Because of the technological dependencies, expense and legal and social sensitivities of these programs, careful design and management is required. To ensure success. Specific topics will include: nature of oral history (aural documentation vs reminiscences), components for effective program design and management including documentary, legal and ethical considerations; psychological factors influencing the oral history process; interview techniques; transcription and indexing; storage and care of aural materials; providing effective access to and reference services for aural materials; types of use (private study, publication, broadcast, exhibition, film/video etc.) of aural materials; problems and issues.

ILAS0312

Advocacy, Public Programs and Outreach

Staff Contact: Ms Ann Pederson
C4 SS HPW2

This subject would examine the importance of effectively communicating promoting the usefulness of records and archives to a number of significant "publics" and stakeholders as the key to developing and expanding a strong base of support within host organisations and in the wider client community. Specific topics would include: identification of significant management and client "publics"; corporate image management and public relations; planning successful events, programs and services for a wide ranging clientele; forging productive professional relationships and alliances (colleagues, hosts, clients, sponsors, other professions, non-users); sponsorship fund-raising and development.

ILAS0313
Management Issues for Small Archives
Staff Contact: to be advised
 C5 SS HPW2

Analysis of complex problems and issues facing managers of smaller archives in public and private sectors. Topics include: acquisition and collecting policies vs documentation plans/strategies; relationships with donors and other clients; new appraisal principles and practices; descriptive standards for archival materials; access regulations with regard to copyright, privacy/confidentiality, defamation; reprography and imaging options for access and preservation; public services and user education programs; resource management, allocation and development; strategic planning and programme assessment; effects of technological and societal change on long-term information sources and services.

ILAS0314
Managing Photographs
Staff Contact: Ms Ann Pederson
 C4 SS HPW2

This subject includes some discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the conception, capture, manipulation, and presentation of visual information; describes the major still image (film and print) visual sources, their technologies and formats and the requirements for their effective management within research collections utilising appraisal, descriptive control, storage and accessibility principles and practices; presents major research uses; highlights technological, legal and ethical issues and problems.

ILAS0315
Seminar on Record Keeping and Legal/Ethical Accountability
Staff Contact: to be advised
 C5 S2 HPW2

Investigation of the nature of recordkeeping as the arsenal of law; evolution of the concept of record as evidence; explanation of tools, principles and practices of diplomatics in authenticating records as evidence; legal implications of custody vs ownership; major laws and legal processes with requirements affecting recordkeeping; the interface between law and ethics; the ethical dimension of major controversies and issues will be highlighted using legal and ethical case studies.

ILAS0318
Managing Moving Images
Staff Contact: to be advised
 C4 SS HPW2

This subject includes some discussion of cognition theory and the basic psychological, physiological and technological considerations underlying the conception, capture, manipulation, and presentation of visual information as moving images; describes the major moving image sources (film and video); their technologies and formats and the requirements for their effective management within research collections utilising appraisal, descriptive control, storage/preservation and accessibility principles and practices; discusses major research uses of moving images; highlights technological, legal and ethical issues and problems.

ILAS0319
Primary Source Research Processes and Analysis
Staff Contact: to be advised
 C4 SS HPW2

Emphasis on understanding the cognitive processes in seeking and using information to support research; the development of the analytical skills and insights required to exploit a variety of primary sources; understanding of how users conduct the major types of research and the requirements they place on primary records and contemporaneous information sources (library and archival) and services; critical evaluation of client needs, information services and of research products.

ILAS0320
Archival Development in Asia and the Pacific
Staff Contact: Dr Peter Orlovich
 C5 SS HPW2

Archival development. The role of archives in national development. International archival cooperation and the International Council on Archives. Development of national, state and territorial archive services in Asia and the Pacific. Archival problems in developing nations.

ILAS0321
Local Government and Community Archives
Staff Contact: Dr Peter Orlovich
 C5 SS HPW2

Historical context of local authority archives. Local government record-keeping practices in Australia and New Zealand. Role of local government archive services. Planning, implementing, maintaining and promoting local government archive services. Basic standards. Local government archives legislation. Local authority and community organisation archives and community history.

ILAS0322
Archive History
Staff Contact: Dr Peter Orlovich
 C5 SS HPW2

Archives administration and the auxiliary sciences of history. The laws of evidence and the doctrine of custody. Archives and "scientific history" in the 19th century. The First World War and the opening of the archives. The socio-political origins of archival development. Overview of the origin and history of national, state and private archives in the 19th and 20th centuries. Archival training. The archives profession and archival associations.

ILAS0323
Sources for Context Analysis
Staff Contact: Dr Peter Orlovich
 C5 SS HPW2

Administrative context, organisation and functions. Machinery of executive, legislative and judicial agencies. Sources for the analysis of administrative context, including statutes, statutory instruments, legal instruments and constitutions. Bibliographic and archival sources for the analysis of administrative context. Source analysis techniques.

ILAS0400**Advanced Information Retrieval**

Staff Contact: Mrs Connie Wilson and Mr William Hood
C5 SS HPW2

Explores the availability, retrieval, transfer and repackaging of electronic information. Examines in-depth the theory and practice of information retrieval. Looks at various commercial information retrieval systems with the view of comparing the advanced features of major systems.

ILAS0401**The Asian Information Environment**

Staff Contact: Dr Helen Jarvis
C5 SS HPW2

Differing government and societal attitudes to freedom of information, and relative levels of literacy in different countries will be explored in a analysis of information services in four selected Asian countries (China, Japan, Indonesia and Cambodia), including patterns of research and publishing in both hardcopy and digital formats.

ILAS0403**Bibliometrics and Citation Analysis**

Staff Contact: Mrs Connie Wilson and Mr William Hood
C5 SS HPW2

Survey of current theory, method and empirical studies in Bibliometrics (the application of mathematics and statistical methods to books and other media of communication) and Citation Analysis (analytical method or tool using reference sources of printed and electronic communication).

ILAS0406**International Information and Telecommunication Standards**

Staff Contact: Dr Helen Jarvis
C5 SS HPW2

Analysis of the international standards that are assuming increasing importance in operations in the information sector. Particular attention will be paid to telecommunications and networking standards (for instance X.500, X.400, Z39.50), and to formats for exchange of machine-readable data (especially MARC and the Common Communications Format).

ILAS0407 Special project

Staff Contact: Head of School
C5 SS HPW2

In the third or later session of their course, students in the Master of Information Management may pursue a special project on an approved topic for which adequate and appropriate supervision can be arranged.

ILAS0408**Asian Information Resources 2**

Staff Contact: Dr Helen Jarvis
C5 SS HPW2

Students will specialise in the major vernacular information sources, from either Southeast Asia or Northeast Asia.

ILAS0409**Handling Asian Information Materials**

Staff Contact: Dr Helen Jarvis
C5 SS HPW2

The cycle of handling Asian materials will be discussed from the perspective of an Australian information agency. All aspects of technical processing from selection, through

acquisition to cataloguing and classification will be covered. A common set of procedures and exercises will be developed with modifications to cope with country and language variations. Prerequisite for admission to this subject will be competence in the language of the materials to be handled. (Initially Chinese, Japanese and Indonesian, with a view to expanding this module to cater for Thai, Vietnamese and Cambodian).

ILAS0500**Professional Attachment**

Staff Contact: to be advised
C7 S1

Attachments for full-time work of 6 - 8 weeks' duration will be arranged in the summer vacation preceding third session in the MIM program full-time and the fifth session in the part-time MIMArchiv/Rec program. These attachments will be arranged in archives, libraries and other information management environments in accordance with the specialty and the specialized interest of the student.

LISB0805**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.

LISB0806**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. Role of the International Council on Archives in archival development.

LISB0807**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.

LISB0808**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.

LIBS0811
Library and Information Services Management 1
Staff Contact: A/Prof Carmel Maguire
 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.

LIBS0815
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. Copyright, patents, licences and other systems aimed at ensuring appropriability of economic benefits from information. Market research and the pricing and distribution of information products and services.

LIBS0816
Information Processing Technology
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.

LIBS0817
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 analysis, design and costing; advanced technologies for information storage and retrieval.

LIBS0820
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.

LIBS0821
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. Introduces mathematical programming, probability and statistical decision theory, simulation, network analysis, inventory and queueing theory.

LIBS0823
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
 SS 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
 SS 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
 SS 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.

LIBS0838**Preservation Administration**

Staff Contact: Dr Paul Wilson
SS 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
SS 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
SS 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
SS 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
SS 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
SS 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
SS 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.

LIBS0902**Project Report (Minor)**

Staff Contact: Head of School
SS

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 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.

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 problem-solving approach in the first year, and a range of electives on selected aspects of social work in the final two years.

Field Education

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

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

Admission to the Course

Entry to the course is on a competitive basis. A small number of students may be admitted to Year 2 of the course if they have completed at least three full Year 1 BA degree course subjects, or their equivalent, including Sociology and Psychology at a level approved by the Faculty's Admissions Committee. These students may be permitted to undertake SOCW8193 Social Work Practice 1 as a 4 hour per week *Session 1* subject in Year 2.

The following indicates the principles on which the School of Social Work accredits other qualifications against its program. These are endorsed by the Australian Association of Social Workers (AASW), the national professional body which accredits our course.

for candidates holding a completed Australian Associate Diploma in a related field of study and admitted to a four year Social Work degree program, a minimum credit of 25% of that degree program;

for candidates having completed two years of a three year Australian Social Welfare degree program, or holding a completed three year Australian Social Welfare degree, and admitted to a four year Social Work degree program for credit, credit will be granted at a minimum of 25%, and normally in the range of 25-50%, of that degree program;

for candidates having completed one year of a three year Australian Social Welfare degree program and admitted to a four year Social Work degree program, a credit of up to 25% of that degree program;

for candidates transferring between four years Australian Social Work degree programs, full equivalent credit for comparable subjects (given differences in course structures between universities, year-by-year equivalence is not guaranteed);

the amount of credit for overseas qualifications will be given on a case by case basis.

Progression

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

General Education Requirement

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

Honours

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

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Social Work Degree Course Full-time

Bachelor of Social Work BSW

Year 1		HPW
<i>Session 1</i>		
SOC1131	Society and the Individual A	3
6 Level 1 credit points approved as counting towards the BA degree		4
<i>Session 2</i>		
SOC1831	Australian Giants? Public and Private Corporations	3
2 Category A	General Education Electives (56 hrs total)	4
<i>Full Year</i>		
PSYC1002	Psychology 1	5
SOCW8193	Social Work Practice 1	4

Year 2		HPW
<i>Session 1</i>		
SOCW8211	Social and Behavioural Science 1	2
2 Category B	General Education Electives (56 hrs total)	4
<i>Session 2</i>		
SOCW8232	Research Methods 1	3
SOCW8282	Social Work Practice - First Placement	*
<i>Full Year</i>		
SOCW8203	Human Behaviour 1	3/2
SOCW8254	Social Welfare 1	4/2
SOCW8291	Social Work Practice 2	3/4
<i>Year 3</i>		
<i>Session 1</i>		
SOCW8331	Research Methods 2	3
SOCW8381	Social Work Practice - Second Placement	**
<i>Session 2</i>		
SOCW8312	Social and Behavioural Science 2	2
SOC28342	Social Philosophy 1	2
SOCW8354	Social Welfare 2	3
<i>Full Year</i>		
SOCW8303	Human Behaviour 2	3
SOCW8395	Social Work Practice 3	4
<i>Year 4</i>		
<i>Session 1</i>		
SOCW8441	Social Philosophy 2	2
SOCW8454	Social Welfare 3	4
SOCW8492	Social Work Practice 4	6
<i>Session 2</i>		
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).

** 4 week block in February + 3 days a week (no recess) for Session 1 (55 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:

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

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

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

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

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

General Education 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 LAWS8820 and LAWS8320. The Category C requirement is satisfied through completion of the subjects SOCW8342 and LAWS6210.

4785 Combined Social Work/Law Course Full-time

Bachelor of Social Work/Bachelor of Laws BSW LLB

Social Work/Law

Year 1		HPW
<i>Session 1</i>		
SOC11131	Society and the Individual A	3
SOCW8193	Social Work Practice 1	4
<i>Session 2</i>		
SOC11831	Australian Giants? Public and Private Institutions	3
<i>Full Year</i>		
PSYC1002	Psychology 1	5
SOCW8254	Social Welfare 1*	3/2
LAWS1120	Legal System - Torts	4
LAWS7410	Legal Research and Writing 1	2

Year 2		HPW	Session 2		HPW
Session 1			SOCW8312	Social and Behavioural Science 2	2
SOCW8211	Social and Behavioural Science 1	2	SOCW8381	Social Work Practice - 2nd Placement (55 days)	**
SOCW8282	Social Work Practice 1st Placement (41 days)	**	LAWS2150	Federal Constitutional Law	4
LAWS6210	Law, Lawyers and Society	4	LAWS8320	Legal Theory or	
LAWS2140	Public Law	2	LAWS8820	Law and Social Theory	4
Session 2			Full Year		
SOCW8232	Research Methods 1	3	LAWS1010	Litigation	4
Full Year			SOCW8395	Social Work Practice 3	4
SOCW8203	Human Behaviour 1	3/2	Year 5		
SOCW8291	Social Work Practice 2	3/4	Session 1		
LAWS1420	Contracts	4	SOCW8492	Social Work Practice 4	6
Year 3			Session 2		
Session 1			SOCW8482	Social Work Practice - Final Placement (54 days) ++	**
LAWS2160	Administrative Law	4	Full Year		
Session 2			LAWS7210	Clinical/Legal Experience++	12/4
SOCW8342	Social Philosophy 1	2	Law electives 12 credit points		
SOCW8354	Social Welfare 2	3	Year 6		
Full Year			Full Year		
SOCW8303	Human Behaviour 2	3	Law Electives 21 credit pts		16/12
LAWS1610	Criminal Law	4	* Students do not take 1 hour/week law component of this subject in Session 1.		
LAWS3010	Property and Equity	4	** The first two fieldwork placements commence with a 3 or 4 week block (5 days per week) and continue on either 2 or 3 days per week during session time. The final placement is a 54 day block.		
Year 4			+ A Research Component is taken either after or concurrently with Legal Research and Writing 2.		
Session 1			++ These subjects are taken concurrently. The Social Work placement is served at Kingsford Legal Centre.		
SOCW8454	Social Welfare 3	4			
LAWS7420	Legal Research and Writing 2	1			
LAWS7430	Research Component+				

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: Ms Carmel Flasks

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, power/conflict 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.

SOCW8254

Social Welfare 1

Staff Contact: Dr Rosemary Berreen

F S1 L2 T2, S2 L1 T1

Basic concepts and terms relating to social welfare, social policy and social justice are examined and the social construction of welfare is explored. Political, economic and legal systems are outlined and demographic patterns considered. Ideological perspectives and theoretical views on welfare are introduced with emphasis on the impact of class, gender, ethnicity and race on welfare distribution. The roles of the state, family and informal networks, the voluntary sector and the market in delivering welfare are explored. Major trends in general and Australian social welfare history are analysed. Students are introduced to policy analysis frameworks.

SOCW8291

Social Work Practice 2

Staff Contact: Dr Richard Roberts

F S1 L1 T2, S2 L2 T2

There are three components to the subject:

- (i) workshops to develop skills in basic communication in a range of social work contexts, and basic social work interviewing skills focussing on the beginning and ending stages;
- (ii) conceptual frameworks for understanding social work practice and multidimensional assessment in social work practice;
- (iii) various models of community work are located and analysed in the contemporary social policy and economic context; selected skills in neighbourhood work, local research, communication, campaigning and meeting procedure are pursued; community work is critiqued within wider welfare practice, in particular issues of power and powerlessness that affect marginalized communities.

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

Social and Behavioural Science 2 deals with Sociological theories and evidence bearing on a number of issues of special relevance for thinking about contemporary society and social work, such as the economy, media, religion, prisons, sustainability and the limits to growth, organisations, inequality, community, education, power and ideology.

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.

SOCW8354

Social Welfare 2

Staff Contact: Dr Eileen Baldry

S2 L1 T2

Social Welfare 2 builds on the historical, ideological, political and economic background to the welfare state and social policy covered in Social Welfare 1. Policy analysis framework introduced in Social Welfare 1, together with perspectives from various policy theorists and analysts, are applied in the detailed discussion and analyses of major policies in policy domains such as health, housing, urban and regional, finance, transport and criminal justice. Comparative policy studies are used in various of these critical analyses.

SOCW8395

Social Work Practice 3

Staff Contact: Dr Diane Barnes

F T4

Session 1 provides specialised knowledge needed for social work intervention at the personal level. The two separate but clearly related components 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. In Session 2, students select two options from a range of elective modules each of which focus on a selected aspect or method of social work practice (e.g., practice in a functional social welfare field like health, legal settings, child and family welfare; in relation to particular population groups such as children, migrants; or specific methods of practice such as family therapy, community work).

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.

SOCW8454**Social Welfare 3**

Staff Contact: Prof Allan Borowski
S1 L2 T2

Building on Social Welfare 1 and 2, this subject introduces students to the social policy processes of formulation, implementation and evaluation. It also covers another, more detailed policy analysis framework than that presented in Social Welfare 1. These processes and elements of the policy analysis framework are utilized to closely examine some select policy domains (e.g., social security, employment) as well as the impact of several policies on the patterns of welfare experienced by people within major population groupings (e.g., immigrants, the aged).

SOCW8492**Social Work Practice 4**

Staff Contact: Dr Diane Barnes
S1 T6

Students undertake a 2 hour per week segment on social administration in which they are given an introductory overview of management and skills which will inform and guide their participation in subsequent employment whether or not they become administrators. It considers the values, knowledge and skills involved in the design, management, and evaluation of the human service organisations.

In the remaining four hours per week students undertake two additional practice electives to complement those taken in SOCW8393.

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 Karen Heycox
S2

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 Lesley Hughes
S1

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
S2

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 pre-trial 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 case-flow management techniques and alternative dispute resolution.

Criminal pre-trial 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 pre-trial 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 as 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 statutes which are included in the course.

LAWS1420**Contracts**

Staff Contact: Mr Denis Harley
C4.5 F HPW S1 2, S2 4

Note/s: Taken concurrently with LAWS2140 as a composite subject

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.

LAWS2140**Public Law**

Staff Contact: Mr Robert Shelly
C1.5 S1 HPW2

Note/s: Taken concurrently with LAWS1420 as a composite subject

This course introduces the students to the concept of "public law", its methods of reasoning, history and fundamental principles. It deals with the fundamental principles of constitutional and administrative law, with the ethical precepts underlying our constitutional system; with the essential features of our system of government, and with the increasing role of public international law. The course also introduces students to comparative law, especially the public law assumptions of the Civil Law system. Topics include the concept of public law; theories and history of constitutionalism; comparative methods of enforcing constitutional precepts; Australia's constitutional development; the separation of powers, responsible government and constitutional conventions; and the republicanism debate.

LAWS2150**Federal Constitutional Law**

Staff Contact: Prof George Winterton / Mr Keven Booker
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 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; co-ownership; 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

1. The lawyer/client 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 non-lawyers in delivering legal services.

LAWS7210**Clinical Legal Experience**

Staff Contact: Mr Simon Rice
C3 S1 S2 HPW8

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 non-legal, 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, bibliographies, periodical indexes, digests and material on law reform. An introduction to case analysis and statutes. Principles of legal writing, including plain English, citation practice, word processing and logical argument. 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, loose-leaf services and legal encyclopaedias. Practice in finding and updating the law on a topic. Foreign Legal systems and International

law. Further instruction on the use of computers for retrieval of legal materials.

LAWS7430

Research Component

Staff Contact: Mr Ian Cameron

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 no less than 30% of the total mark (in the case of a three-credit point subject, or 15% of the total mark in the case of a six-credit 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. Research Component may also be satisfied by taking one or more of the Research Thesis electives (LAWS6510, LAWS6520, LAWS6530). There is no formal teaching in LAWS7430 Research Component and no credit points are awarded for it.

LAWS8320

Legal Theory

Staff Contact: A/Prof Martin Krygier

C3 S1 or S2 HPW4

Introduction to 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.

LAWS8820

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 A. Adams

U2 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 School-approved 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 SOC1130.

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.

SOCI1831

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

GradDipC/FTTherapy

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:

1. 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 mid-November; 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

Session 1

SOCW7781	Research Issues in Couple and Family Therapy	2
SOCW7782	Sociology of Marriage and the Family	2

Session 2

SOCW7783	Clinical Practice I	4
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Full Year

SOCW7780	Theory of Couple and Family Therapy	2
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Year 2

Session 1

SOCW7784	Clinical Practice II	6
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Session 2

SOCW7785	Special Issues in Couple and Family Therapy	3
SOCW7786	Individual Learning Contract	3

HPW

Note: Students admitted to the course with Advanced Standing may be required to undertake the following subjects:

Sessions 1 or 2		HPW
SOCW7787	Theory of Couple and Family Therapy (Abridged) (in place of SOCW7780)	2
SOCW7809	Clinical Practice (Abridged) (in place of SOCW7783 and SOCW7784)	3

5552

Graduate Diploma in International Social Development

GradDiplntSocDev

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.

Year 1		HPW
<i>Session 1</i>		
SOCW7788	Issues in International Social Development	2
SOCW7789	Social Development Policy and Planning	2
SOCW7790	Community Development	2

<i>Session 2</i>		
SOCW7791	Preparation for International Practice	2
SOCW7792	Individual Project A - Part 1	2

Year 2		
<i>Session 1</i>		
SOCW7794	Social Infrastructure for International Aid	2
SOCW7795	Management of Human and Financial Resources	2
SOCW7796	Community Education Strategies	2

<i>Session 2</i>		
SOCW7793	Individual Project A - Part 2	6
or		
SOCW7786	Individual Project B*	3
SOCW7797	Research Methods*	3

*Only available for students intending to progress to Masters study.

5553

Graduate Diploma in Equity and Social Administration

GradDipEq&SocAdmin

Two year course/part time only.

2 x 14 week sessions/yr. Total course hours 252.

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		HPW
<i>Session 1 or Session 2*</i>		
SOCW7798	Equality and Diversity in Practice	2
SOCW7800	Research Issues in Equity	2
SOCW7801	Managing for Compliance	2
<i>Full Year</i>		
SOCW7799	Contemporary Social Theory	2

Year 2		
<i>Session 1 or Session 2*</i>		
SOCW7803	Equity Program Design and Evaluation	2
SOCW7804	Issues in Ethics and Equity	2
<i>Full Year</i>		
SOCW7802	Social Policy, Equity and Legislation	2

*Students should check in the particular year in which they take the subject whether it is offered in S1 or S2.

8930

Master of Social Work (by Formal Coursework)

Part-time.

It is possible for qualified social workers to progress from any of the above-listed graduate diplomas to a Master of Social Work (by Formal Coursework). This course is designed to enable social workers to give leadership in professional social work practice in the specialist area of their study. The course structure will take one of the

following three forms, leading respectively to Master of Social Work (Couple and Family Therapy), Master of Social Work (International Social Development) or Master of Social Work (Equity and Social Administration).

Admission requirements

Candidates must hold a Bachelor of Social Work Degree and have at least one year's professional practice experience. A candidate shall also have completed the coursework for one of the three graduate diplomas offered by the School at an acceptable level; exemptions will then be given for subjects in the 1st and 2nd years of the Masters program.

8931

Master of Couple and Family Therapy

MC/FTtherapy

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		HPW
<i>Session 1</i>		
SOCW7781	Research Issues in Couple and Family Therapy	2
SOCW7782	Sociology of Marriage and the Family	2
<i>Session 2</i>		
SOCW7783	Clinical Practice 1	4
<i>Full Year</i>		
SOCW7780	Theory of Couple and Family Therapy	2
<i>Year 2</i>		
<i>Session 1</i>		
SOCW7784	Clinical Practice II	6
<i>Session 2</i>		
SOCW7785	Special Issues in Couple and Family Therapy	3
SOCW7786	Individual Learning Contract	3
<i>Year 3</i>		
<i>Full Year</i>		
SOCW7808	Minor Thesis (General)	12

Note: Students admitted to the course with Advanced Standing may be required to undertake the following subjects:

Sessions 1 or 2		HPW
SOCW7787	Theory of Couple and Family Therapy (Abridged) (in place of SOCW7780)	2
SOCW7809	Clinical Practice (Abridged) (in place of SOCW7783 and SOCW7784)	3

8932

Master of International Social Development

MIntSocDev

Three 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.

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

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 these subjects in the first and second years of the Masters program.

Year 1		HPW
<i>Session 1</i>		
SOCW7788	Issues in International Social Development	2
SOCW7789	Social Development Policy and Planning	2
SOCW7790	Community Development	2
<i>Session 2</i>		
SOCW7791	Preparation for International Practice	2
SOCW7792	Individual Project A - Part 1	2
<i>Year 2</i>		
<i>Session 1</i>		
SOCW7794	Social Infrastructure for International Aid	2
SOCW7795	Management of Human and Financial Resources	2
SOCW7796	Community Education Strategies	2
<i>Session 2</i>		
SOCW7806	Individual Project B	3
SOCW7797	Research Methods	3
<i>Year 3</i>		
<i>Full Year</i>		
SOCW7808	Minor Thesis (General)	12

8933

Master of Equity and Social Administration**MEq&SocAd**

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***HPW****Session 1**

SOCW7798	Equality and Diversity in Practice	2
SOCW7799	Contemporary Social Theory	2
SOCW7800	Research Issues in Equity	2

Session 2

SOCW7799	Contemporary Social Theory	2
SOCW7801	Managing for Compliance	2

Year 2***Session 1**

SOCW7802	Social Policy, Equity and Legislation	2
SOCW7803	Equity Program Design and Evaluation	2

Session 2

SOCW7802	Social Policy, Equity and Legislation	2
SOCW7804	Issues in Ethics and Equity	2
SOCW7797	Research Methods	3

Year 3**Full Year**

SOCW7808	Minor Thesis (General)	12
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*All of the listed subjects will be offered at least once in any 2-year period, and students are required to complete each subject listed.

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

S1 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

S1 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.

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 relationship focussed 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 HPW 2

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 HPW 4

Corequisite: 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 HPW 6

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 HPW 3

Prerequisites: 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 given to therapy relating to issues of domestic violence and child abuse.

SOCW7786**Individual Learning Contract***Staff Contact: Ms Carmel Flaskas*

S2 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.

SOCW7787**Theory of Couple and Family Therapy (Abridged)***Staff Contact: Ms Carmel Flaskas*

SS HPW 2

This subject is intended for students who have recently undertaken formal training programmes in couple and family therapy, and therefore have a solid understanding of some of the major theory concepts in systemic therapy. Students will review and consolidate their previous learning, undertake a critical study of the theory and practice concepts of the Milan approach, and explore selected contemporary developments in systemic theory and practice.

SOCW7788**Issues in International Social Development***Staff Contact: Dr Barbara Ferguson*

S1 HPW 2

This subject introduces 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 HPW 2

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: Professor Tony Vinson***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 Part 1***Staff Contact: Dr Barbara Ferguson***S2 HPW2**

In this subject students develop 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 and the relevant policies and programs.

SOCW7793**Individual Project A - Part 2***Staff Contact: Dr Barbara Ferguson***S2 HPW6**

Students extend the work undertaken in SOCW7792, in relation to the problem or issue that forms the basis of their individual learning contract. A research proposal or a submission for an implementation plan to address the problem or issue is developed.

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: Dr Barbara Ferguson***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.

SOCW7797**Research Methods***Staff Contact: Dr Michael Wearing***S2 HPW 3**

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 the minor thesis.

SOCW7798**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.

SOCW7799**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.

SOCW7800**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.

SOCW7801**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. 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, conflict resolution, mediation and negotiation skills. The course develops students' understanding of the different meanings of compliance in management of equity policy.

SOCW7802**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.

SOCW7803**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.

SOCW7804**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.

SOCW7806**Individual Project B**

Staff Contact: Dr Barbara Ferguson
HPW 3

Students intending to progress from a Graduate Diploma to a Masters program build on the project work begun in SOCW7792 by developing a research proposal which then becomes the basis for their subsequent minor thesis research.

SOCW7807**Minor Thesis In Social Work**

Staff Contact: Individual Supervision
F HPW 12

Each student enrolled in a Master of Social Work course is required to submit a minor thesis which has explicit relevance to social work practice. Each candidate has a social work supervisor. 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 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.

SOCW7808**Minor Thesis (General)**

Staff Contact: Individual Supervision
F HPW 12

Each student enrolled in the Master of Couple and Family Therapy, Master of Equity and Social Administration or Master of International Social Development 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 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.

SOCW7809

Clinical Practice (Abridged)

Staff Contact: Ms Carmel Flasks

SS HPW 3

This subject is intended for students who have recently undertaken formal training programmes in couple and family therapy, and/or who have had substantial clinical training in Milan therapy through formal supervision of their work with couples and families. The course will consolidate and extend students' clinical training through a structured experience of direct supervision, develop practice skills, and ensure exposure to a variety of therapy situations. The emphasis of supervision will be on the relationship-focused developments in Milan therapy.

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.

School of Sport and Leisure Studies

St George Campus

Head of School
Associate Professor James Sockler

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.

Undergraduate Study

Course Outlines

4140 Bachelor of Leisure Studies Course

Bachelor of Leisure Studies BLeSt

The School offers a course leading to the award of the degree of Bachelor of Leisure Studies. Students enrolled in Leisure Studies undertake specialist subjects in areas such as outdoor recreation, leisure theory, leisure for specific populations and leisure management. The course supports these specialized areas with a broad experience in human and community studies appropriate for people to enter the Leisure industry.

Schedule of Subjects

Year 1		C	HPW
<i>Session 1</i>			
SLST1141	Communication Skills	10	3
SLST4111	Sociology of Community	10	3
SLST4217	Leisure in Society	15	4
SLST6411	Outdoor Recreation 1	15	4
SLST6532	Music for Recreation	15	4
SLST7721	Practicum 1		
<i>Session 2</i>			
SLST4122	Human Development	10	3
SLST4228	Leisure in Australia	15	4
SLST6322	Studies in Specific Populations	10	3
SLST6422	Outdoor Recreation 2	15	4
SLST6544	Art in Society	15	4
SLST7721	Practicum 1		

Year 2		C HPW	
Session 1			
SLST4133	Social Psychology of Leisure	15	3
SLST4239	Recreation Leadership	15	4
SLST6333	Servicing Specific Populations 1 (Disability)	15	4
SLST6531	Sport for Recreation	15	4
Elective Cat A	General Education	5	2
SLST7742	Practicum 2		
Session 2			
SLST1142	Administration Studies 1	10	2
SLST4240	Programming for Leisure	17	4
SLST6344	Servicing Specific Populations 2 (Ageing)	17	4
SLST6543	Dance for Recreation	16	4
Elective Cat A	General Education	5	2
SLST7742	Practicum 2		
Year 3			
Session 1			
SLST4155	Admin. & Management Studies	15	3
SLST4251	Recreation Promotion & Marketing	15	4
SLST6355	Servicing Specific Populations 3 (Integration) or	15	4
SLST6453	Outdoor Recreation 3	15	4
SLST7651	Professional Ethics & Social Responsibility in Leisure	15	3
Elective Cat B	General Education	5	2
SLST7763	Practicum 3		
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	5	2
SLST7763	Practicum 3		
Total Hours: 102			
Total Credit Points: 378			

4120

Bachelor of Sports Science Course

Bachelor of Sports Science
BSpSc

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		C	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			
Session 1			
SLST1146	Kinesiology	4	3
SLST1148	Exercise Physiology 2	5	4
SLST1150	Exercise Programs & Prescription 1	4	3
SLST2132	Introduction to Coaching	4	3
or			
SLST3256	Nutrition for Health	4	3
SLST3267	Statistics for Sports Science	4	3
Category A	General Education Elective	2	2
Session 2			
SLST0806	Practicum 2 (Ex Science)		*
or			
SLST0809	Practicum 2 (Sp Coaching)		*
SLST2129	Exercise Programs & Prescription 2	4	3
SLST3278	Laboratory Fitness Assessment Procedures	4	3
SLST3289	Biomechanics Theory & Practice	4	3
SLST3300	Administration Studies	4	3
SLST3312	Advanced Exercise Physiology	5	4
or			
SLST2133	Coaching Methodology	5	4
Category A	General Education Elective	2	2
* 80 hours of field experience			
Year 3			
Session 1			
SLST2128	Exercise and Sports Injuries	4	3
SLST3184	Sports Management	5	3
or			
SLST3324	Advanced Laboratory Assessment Procedures	5	3
SLST3336	Exercise Programs & Prescription for Specific Populations	4	3
SLST3348	Stress and Performance	4	3
Elective		4	3
Category B	General Education Elective	2	2

Session 2		C	HPW
SLST0807	Practicum 3 (Ex Science)		*
or			
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
	Elective	4	3
Category B General Education			
Elective		2	2
* 80 hours of field experience			

Elective Subjects

Elective subjects selected must carry a minimum of four credit points.

Session 1			
SLST2132	Introduction to Coaching (Exercise Science)	4	3
SLST3184	Sports Management (Ex Science)	5	3
SLST3256	Nutrition for Health (Sp Coaching)	4	3
SLST3324	Advanced Lab Assess Procedures (Sports Coaching)	5	3
SLST3410	Application in Biomechanics	4	3
SLST3421	Electromyographic Analysis of Movement	4	3

Session 2		C	HPW
SLST3375	Assessment Program Design & Implementation (Sp Coaching)	6	3
SLST3443	Nutrition in Sport & Exercise	4	3
SLST3465	Sport Psychophysiology	4	3
SLST3476	Corporate Health Management	4	3
SLST9897	Independent Study	4	3

Not all electives will be offered each session.

Students may choose elective subjects from other undergraduate degree courses, with the approval of the Head of School.

BSpSc (Honours)

Students who complete the BSpSc Pass Degree with a superior academic record (normally with grades of credit or better in all subjects) may make written application to the Head of the School of Sport & Leisure Studies to be admitted to the Honours Program (4th year).

In the Honours year, students complete a research-based subject, the subject Professional Ethics and a Thesis. Students may be required to undertake additional course work to support their thesis topic.

Year 4 (Honours)

Session 1			
PROF0001	Professional Ethics	4	2
SLST3487	Research Procedures & Design in Sports Science	6	3
SLST3498	Thesis	10	
Session 2			
SLST3498	Thesis	10	

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.

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 Liz Lowe

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 Neumayer
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.

SLST4155**Administration and Management Studies**

Staff Contact: Dr Robert Neumayer
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 Neumayer
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 Neumayer
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 Neumayer
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.

SLST6322**Studies in Specific Populations**

Staff Contact: Dr Robert Neumayer
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.

SLST6333

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.

SLST6344

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 Neumayer
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.

SLST6544**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.

SLST7651**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
F

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
F

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 neuromuscular 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.

SLST1148

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 Liz Lowe

C4 S1 HPW3

Prerequisite: SLST1146

This subject aims to develop students knowledge of the more common injuries arising from participation in physical activity and emphasises strategies for the prevention of injury. Students are introduced to various types of injuries arising from activity and the correct management techniques involved. Students also study principles of injury prevention.

SLST2129

Exercise Programs and Prescription 2

Staff Contact: Dr Tim Olds

C4 S2 HPW3

This subject aims to extend the student's knowledge of exercise programming and prescriptions. Specifically the subject focuses on resistance training regimes designed to enhance good health, activities of daily living and sports performance. Students will study the physiological basis for the expression of strength and physiological responses to resistance training programs.

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: Dr Bruce Wilson

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: Dr Kevin Norton*

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 musculoskeletal, 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 tutorial experiences.

SLST3211**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: Ms Liz Lowe*

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 science in preparation for specific studies in exercise science. Topics covered include biological chemistry, metabolic processes, biophysics, introductory biochemistry, physical laws of motion, mathematical calculations and interpretation of data.

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 product-moment 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.

SLST3278**Laboratory Fitness Assessment Procedures***Staff Contact: Dr Kevin Norton*

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 health-related issues. Health is discussed in holistic terms by studying the many factors involved in the regulation of a healthy lifestyle. Particular issues include the health-related topics of fitness, nutrition, leisure, stress management and the causes and prevention of disease and illness.

SLST3312

Advanced Exercise Physiology

Staff Contact: Mr John Schell

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.

SLST3324

Advanced Laboratory Assessment Procedures

Staff Contact: Dr Tim Olds

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 Specific 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 designing training programs for specific populations. The subject covers physiology specific to each population group and the implications this has on exercise performance and programming. Areas covered include ageing, pregnancy, asthma, cardiovascular disease, obesity and diabetes.

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, self-regulation, 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

Prerequisite: SLST3245

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 coach-athlete 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: A/Prof James Sockler

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: Mr John Schell

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.

This 80 hour subject aims to extend the students practical knowledge and experience in the sport they have chosen to study. Activities are campus and field based with students expected to develop, organise, implement and evaluate coaching sequences for all participants. Twenty hours are conducted on campus with the remaining 60 hours being in the field with a supervising coach.

SLST0810**Practicum 3 (Sports Coaching)***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 Accreditation 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: Dr Kevin Norton*

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:

- (1) A sequence of two subjects in research methodology.
- (2) Elective specialization: student selects four (4) subjects from the Human Performance area, with particular emphasis on Exercise Physiology, Motor Control/Sports Psychology and Sports Administration.
- (3) A major project which provides the student with an opportunity to pursue an area of interest within the discipline.

Each subject has a value of one unit, while the major project has a value of two units. To qualify for the degree, candidates are required to complete 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
SLST9010	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
SLST9250	Nutrition for Peak Performance
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
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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

IROB5902 Organizational Behaviour B

IROB5906 Human Resource Management A

IROB5907 Human Resource Management B

School of Economics

ECOE5114 Economics A

ECOE5352 The Modern Business Corporation

ECOE5357 International Economic Relations since the Nineteenth Century

ECOE5355 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 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 Performance 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

inferential research techniques appropriate to their research interests and needs.

SLST9100

Sports Administration - Theory and Practice

Staff Contact: A/Prof Jim Sockler

S1 HPW2

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

SLST9110

Current Issues in Sport Administration

Staff Contact: A/Prof Jim Sockler

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

S2 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

This subject involves the 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

This subject involves the development of specific enhancement techniques in the manipulation of performance. Topics covered include application of methods for the mental preparation of elite and sub-elite athletes. This is achieved through seminar and practical sessions.

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.

SLST9450

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

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 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; stress-strain relationships; stress analysis of simple elements

application to musculoskeletal 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, Federal/State 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, divergence, 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

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.

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.

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.

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.

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 Scheduling

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

Year 1		C	HPW
<i>Session 1</i>			
TEED1133	Principles of Programming 1	6	4
TEED1134	Fundamentals of Computing	6	4
TEED1135	Small Systems Software: Word Processing	6	4
TEED1136	Business Mathematics and Communications	6	4

Session 2		C	HPW
TEED1137	Principles of Programming 2	6	4
TEED1138	Operating Systems and Communications	6	4
TEED1139	Software Applications 1: Spreadsheets	6	4
TEED1140	Business Studies 1	6	4

Year 2**Session 1**

TEED2113	Systems Analysis	6	4
TEED2114	Software Applications 2: Databases	6	4
TEED2115	Business Studies 2	6	4
TEED2121	BASIC Programming	6	4

Session 2

TEED2117	Systems Design Project	6	4
TEED2118	Work Experience	6	4
TEED2119	Computers and People	6	4
TEED2122	Database Languages	6	4

Primary Teacher Education Courses

The School offers the following two courses for intending and then practising primary school teachers. They prepare students to teach grades Kindergarten to Year 6 (K-6). Qualified teachers can also undertake the Graduate Diploma of Educational Studies (Computer Education) which is detailed elsewhere in this handbook.

Course 4101 - Bachelor of Teaching (Primary) provides pre-service teacher training and the base qualification for working in the teaching profession. The course is offered as a full-time course which is undertaken over 3 years.

Having attained a Bachelor of Teaching (Primary), or its equivalent, students and practicing teachers may then apply to undertake Course 4102 Bachelor of Education (Primary). This course requires a minimum of a further two years part-time study and relevant professional experience. The course may be awarded at Pass or Honours level. In order to be eligible for the award students must achieve satisfactory results in the subjects studied, and have accumulated 120 days of professional teaching experience. Having attained this award practicing teachers should apply to their employer for recognition as being 4 year trained. The course is often referred to as "year 4" or the "fourth year qualification". Applications for entry into the Bachelor of Education (Primary) are made directly to the University.

Sequence of learning

The sequence of learning comprises three stages :

1. Years 1-3. Course 4101 - Bachelor of Teaching (Primary)
2. 120 days professional teaching experience
3. Years 4-5. Course 4102 - Bachelor of Education (Primary).

4101**Bachelor of Teaching (Primary) Course****Bachelor of Teaching
BTeach****The BTeach 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 of forces 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.

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.

Field Experience

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.

Special Course Requirements

The following are requirements associated with 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.

Credit Point Requirements

The credit points allocated for successful completion of each subject over the three years of this course are shown in the schedule of subjects.

Successful completion of the Bachelor of Teaching requires a total of 116 points.

Each subject = 3 points

Practice Teaching = 4 points

General Education = 2 points

Total for 1st year = 12 (subjects) x 3 (points) + 4 (Practicum) = 40 points

Total for 2nd year = 10 (subjects) x 3 (points) + 4 (Practicum) + 4 (2 x General Education) = 38 points

Total for 3rd year = 10 (subjects) x 3 (points) + 4 (Practicum) + 4 (2 x General Education) = 38 points

Schedule of Subjects

The course requires full-time attendance over three years. 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 Studies :

TEED7110	Developmental Psychology 1: The Life Span	3	2
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TEED7111	Psychology of Teaching and Learning	3	2
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Teaching and Curriculum Studies :

TEED7130	Teaching 1: Introduction Skills	3	2
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Key Learning Areas :

TEED7150	English 1	3	3
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TEED7151	Mathematics 1	3	3
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TEED7152	Science and Technology 1	3	3
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Field Experience :

TEED7160	Practicum 1 (20 days min)	4	
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Session 2

Education Studies :

TEED7112	Developmental Psychology 2: Children 5-12	3	2
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Teaching and Curriculum Studies :

TEED7131	Teaching 2: Advanced Skills	3	2
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TEED7132	Technology in Education	3	2
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Key Learning Areas :

TEED7153	Human Society and Environment 1	3	3
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TEED7154	Personal Development Health and Physical Education 1 * 3	3	3
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TEED7155	Creative and Practical Arts 1	3	3
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Year 2

Session 1

Education Studies :

TEED7211	Schools and Society	3	2
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TEED7230	English as a Second Language	3	2
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Key Learning Areas :

TEED7253	Human Society & Environment 2	3	3
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TEED7254	Personal Development Health and Physical Education 2	3	3
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TEED7255	Creative and Practical Arts 2	3	3
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Field Experience :

TEED7260	Practicum 2 (20 days min)	4	
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Session 2

Education Studies :

TEED7210	Developmental Psychology 3: Children with Special Needs	3	2
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Teaching and Curriculum Studies :

TEED7250	English 2	3	3
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TEED7251	Mathematics 2	3	3
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TEED7252	Science and Technology 2	3	3
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Teaching and Curriculum Studies Electives :

Students must elect one subject from those in group A. Not all subjects may be available in any given session. Students are also required to undertake Teaching and Curriculum electives in year 3 and may choose their year 3 group A electives from those offered in year 2.

Group A electives: 3 2

Teaching & Curriculum for the:

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

General Education	C	HPW
Category A session 1	2	2
Category A session 2	2	2

In year 2 students must choose one General Education Category A subject each session. Each subject involves 28 hrs study over the session. A list of General Education subjects offered is made available at the beginning of each session. Students can also contact the Centre for Liberal and General Studies.

Year 3

Session 1

Teaching and Curriculum Studies :

TEED7330	Teaching 3: Programming and Evaluation	3	2
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Key Learning Areas :

TEED7350	English 3	3	3
TEED7351	Mathematics 3	3	3
TEED7352	Science and Technology 3	3	3
Filed Experience			
TEED7360	Practicum 3 (20 days min)	4	

Session 2

Education Studies

TEED7310	Philosophy of Education	3	2
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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

Teaching and Curriculum Studies Electives :

Students in their third year must elect one subject each session from Groups A and B below. One must come from A and students may also choose from those Group A electives offered to second year students in that session. Not all subjects may be available in any given session

Group A Electives 3 2

Teaching & Curriculum for the:

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

Group B Electives 3 2

Teaching and Curriculum in:

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

General Education

Category B session 1	2	2
Category B session 2	2	2

In year 3 students must choose one General Education Category B subject each session. Each subject involves 28 hrs study over the session. A list of General Education subjects offered is made available at the beginning of each session. Students can also contact the Centre for Liberal and General Studies. Students can also contact the Centre for Liberal and General Studies.

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Bachelor of Education (Primary) Course

Bachelor of Education BEd

The BEd Program

The course 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

Eligible students may undertake studies in this course which leads to the award of Bachelor of Education with 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.

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.

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 following schedule are compulsory. The remaining six are chosen from the three strands of: Education Studies; Teaching and Curriculum Studies and Key Learning Areas. Subject availability is dependant on a sufficient number of students electing the subject and lecturer availability.

Credit Point Requirements

Eligibility for the award of the Bachelor of Education at Pass level requires prior attainment of the Bachelor of Teaching, or equivalent, 120 days teaching experience, and 40 credit

points through successful completion of 8 subjects within the Bachelor of Education course. At honours level, 50 credit points are required together with TEED8121.

BEd

Each subject = 5 points

Total for Pass level = 8 (subjects) x 5 (points) = 40 points

Total for Honours level = 7 (subjects) x 5 (points) = 35 points plus TEED8120 (15 points) = 50 points, plus attendance in TEED8121

Schedule of Subjects

Year 1		C	HPW
Session 1			
Education Studies:			
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 **	5	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 Education 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 Education

Category C

TEED8171	Contemporary Issues in Education and Social Responsibilities *	5	2
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Session 2

Education Studies :

TEED8113	Contemporary Developments in Primary Education	5	2
TEED8114	Sociology of Education	5	2
TEED8118	Education Research Methods B**	5	2
TEED8120	Honours Thesis	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

** 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.

General Education

Category C

TEED8172	Professional Ethics for Teachers *	5	2
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* This is a compulsory subject.

Recommended Computing Equipment and Software School Statement

It is recommended that all students in the School of Teacher Education purchase a computer and appropriate software. All assignments in all subjects must be word-processed, where appropriate, and this is much more easily done when students have a computer at home. Access to the computer labs on campus is available to all students of the School, but machines may not be available at peak times because of the high demand. Students who do not have their own printer are welcome to use the printers in the computer labs, provided that their hardware and software are compatible with that available in the labs.

Minimum recommendations for Teacher Education students:

Hardware:

- Apple Macintosh LC-class computer (or Apple PowerBook laptop).

Software:

- System 7.1 or later (supplied with computer)
- ClarisWorks or Microsoft Works
- Anti-viral program such as Symantec
- Anti-Virus for Macintosh, or Disinfectant.

Minimum recommendations for Business Computing students:

Hardware:

- Apple Macintosh LC-class computer, or IBM - compatible with i486 CPU, or laptop equivalent of either.

Software:

- System (usually supplied with computer)
- Word processor (Microsoft Word)
- Spreadsheet (Microsoft Excel)
- Database (such as Filemaker Pro or Access)
- Anti-Viral program (SAM, Disinfectant, or MacAfee)
- HyperCard (Macintosh only)

Programming languages: BASIC and Pascal (seek advice from School staff for current brand recommendations).

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational 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 organisations, 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 computerisation 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. It requires synthesis and application of some of the practical learning's 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 children's books suitable for use within a K-6 context. It aims to provide a basis in theory and practice, from which to consider the role of literature in the primary curriculum. Students will learn how to encourage children to read both extensively and intensively. A number of theoretical perspective's from which selected books can be studied will be presented, with a focus on strategies for classroom practice. The development of students' own analytical and teaching skills will be emphasised, in order to enrich children's learning through literature.

TEED7151**Mathematics 1**

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 perspective's; 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 interrelated 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-utilised 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.

or/

(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

C4 S1

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 analysing 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.

TEED7231

Curriculum and Teaching for the Student with Disabilities, Learning Difficulties and Behaviour Problems

Staff Contact: Dr Loretta Giorcelli

C3 SS 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 individualised educational and/or management programs, will give emphasis to the complex and interrelated nature of children's 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 SS 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 SS 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.

TEED7235

Teaching and Curriculum for the Child with English as a Second Language

Staff Contact: Ms Debbie Scott

C3 SS 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 perspective's. It will focus on empowering students to understand and teach Aboriginal Studies effectively. Students will be assisted to: recognise 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 perspective's 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 S1 HPW3

Prerequisite: TEED7160

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

TEED7255

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, improvisational 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**TEED7310**

Philosophy of Education

C3 S2 HPW2

Philosophy of Education involves critical examination of the processes of education. This subject allows students to focus on philosophical issues arising, in seminal instances, from in-school experiences (as a pupil and/or during practicum in previous sessions). At times schooling, as a social practice, gives rise to dilemmas for the practitioner which require consultation, discussion and reflection. This subject focuses on fundamental questions related to pedagogy, the curriculum and the social context of schooling. It is grounded in the pursuit of wisdom and enlightened practice based upon philosophical reflection, debate, and the reading of some of the relevant literature on the topic. Besides the use of writing, a signifying practice, in and out of class, students will collaborate in the preparation of seminars. Some of the areas and themes include: ethics, epistemology, politics, aesthetics, religion, social harmony, and security.

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 SS HPW2

Prerequisite: TEED7250

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

TEED7332**Curriculum and Teaching in Mathematics**

Staff Contact: Mr Bill Buckley

C3 SS 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 SS 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.

TEED7344**Teaching and Curriculum in Human Society and Environment**

Staff Contact: Mr Bill Buckley

C3 SS 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 SS 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 children's 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 SS 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.

or

(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 SS 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 SS 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 SS 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 SS 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 SS 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 SS 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 SS 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 guided by their supervisors.

TEED8120

Honours Thesis

Staff Contact: Prof Michael Dunkin
C15

The student is required to submit a thesis embodying the results 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 collegiality 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 Coordinator of the Honours program once a month.

TEED8122

Trends In Research on Children

Staff Contact: Dr Alan Watson
C5 SS 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 children's 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 SS 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.

TEED8130

Models of Curriculum Development

Staff Contact: Dr Alan Watson
C5 SS 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 SS 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 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 SS 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 SS 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 curricula for gifted students both in the regular classroom and in

special settings such as withdrawal programs, opportunity classes, interest clubs and mentor programs.

TEED8134

Current Approaches in Education for Students with Disabilities, Learning Difficulty or Behaviour Disorder.

Staff Contact: Dr Loretta Giorcelli
C5 SS 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 SS 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 SS 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.

TEED8152

Mathematics 4A

Staff Contact: Dr Alan Watson
C5 SS 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 SS 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 SS 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 SS 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 SS 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.

TEED8157

Human Society and Environment 4B

Staff Contact: Dr Alan Watson

C5 SS 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 perspective's. Teaching principles and skills are applied to develop teaching resources.

TEED8158

Personal Development, Health and Physical Education 4A

Staff Contact: Dr Alan Watson

C5 SS HPW2

This subject aims to provide the student with 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 SS 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 SS 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 SS 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

SS 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 SS 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 program 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.

TEED8171

Contemporary Issues in Education and Social Responsibility

Staff Contact: Dr Alan Watson

C5 SS HPW2

This subject examines the prevailing winds of change in educational policy and practice, and attempts to assess the responsibility of the teaching profession in responding to contemporary national and global challenges.

Particular attention will be paid to aspects of the intellectual, legal, economic cultural and vocational contexts of contemporary schooling, and the role of teachers in shaping policies to meet the future needs of the nation and its children.

TEED8172**Professional Ethics for Teachers**

Staff Contact: Dr Alan Watson

C5 SS HPW2

The responsibilities of teachers in relation to the expectations of pupils, parents, government and employers is examined against a background of ethical theory.

Particular attention will be given to the notions of individual and collective professional responsibility, and the resolution of ethical conflict in schools, professional societies and the broader community. Students will be required to devise and defend a code of professional ethics.

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 is available to graduates of The University of New South Wales or other approved universities. The course is designed to give professional training in education to graduate students. It is a full-time course taken over one year.

Teaching Methods

The course requires students to study in each of two single method subjects or in one double Method subject. Students must meet entry prerequisites to be eligible to apply for admission and to undertake their preferred teaching methods. Prospective students should contact the School of Teacher Education to ascertain entry prerequisites and the availability of specific teaching methods.

Only certain single method subject combinations are permissible and not all method subjects may be available in any given year. The availability of language Methods other than English will be subject to student numbers.

Programs of Study

Students are required to enrol under a specific program of study determined by the method subjects being undertaken within the course:

Program Code 1000:

Students undertaking one double method or two single methods

Program Code 2000:

Students undertaking two single methods, one of which is a LOTE method (Language Other Than English) requiring the undertaking of the subject *Language Maintenance A*

Program Code 3000:

Students undertaking two single methods, both of which are LOTE methods requiring the undertaking of subjects *Language Maintenance A* and *Language Maintenance B*

Single Method Subjects

Method		Year Offered	Number of Hours
TEDG6122	Computer Studies	1996	68
TEDG6123	Drama	1995	68
		1996	
TEDG6124	English	1995	68
		1996	
TEDG6125	English as a Second Language	1995	68
		1996	
TEDG6126	Chinese	1995	68
		1996	
TEDG6127	French	1995	68
		1996	
TEDG6128	Japanese Method	1995	68
		1996	
TEDG6129	Spanish	1995	68
		1996	
TEDG6130	German	1995	68
		1996	
TEDG6131	Indonesian	1995	68
		1996	
TEDG6133	History	1995	68
		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
 A language Method and another language Method
 English Method and English as a Second Language Method
 Computer Studies Method and Mathematics Method.

Students undertaking one LOTE (Language Other Than English) method are required to undertake the subject *Language Maintenance A*. Students undertaking two LOTE methods are required to undertake the subjects *Language Maintenance A* and *Language Maintenance B*.

Language Maintenance Subjects	Number of Hours
TEDG6134 Language Maintenance A	36
TEDG6135 Language Maintenance B	36

Double Method Subjects Method	Year Offered	Number of Hours
TEDG6136 Mathematics	1995	136
	1996	
TEDG6137 Physical Education	1995	136
	1996	
TEDG6138 Science	1995	204
	1996	

Other Subjects	Number of Hours
TEDG6139 Special Education	28
TEDG6140 Adolescent Learning and Development	48
TEDG6141 Educational Elective A	16
TEDG6143 Educational Elective C	16
TEDG6144 Professional Issues and Responsibilities	56
TEDG6145 Teaching Experience	
Preparing for Teaching	8
Microteaching	18
Teaching Practice	220

Field Experience

There are three strands to the subject Teaching Experience in which field experience is undertaken: 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 7 week block teaching component of Teaching Practice.

Special Rules Regarding Re-enrolment

Candidates who fail in either two single method subjects, one double method subject or in the subject Teaching Experience 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.

Schedule of Subjects

Session	Method Subject(s)*	Weeks	
		Units	HPW
TEDGxxxx		2.0	14 *
TEDG6134	Language Maintenance A	0.5	14 2
TEDG6135	Language Maintenance B	0.5	14 2
TEDG6139	Special Education	0.5	14 2
TEDG6140	Adolescent Learning and Development	0.5	14 3
TEDG6144	Professional Issues and Responsibilities	1.0	14 4

Session	Method Subject(s)*	Weeks	
		Units	HPW
TEDGxxxx		2.0	4 *
TEDG6141	Educational Elective A	0.5	4 4
TEDG6143	Educational Elective C	0.5	4 4
TEDG6145	Teaching Experience	3.0	
	Preparing for Teaching		2 4
	Microteaching		2 9
	Teaching Practice****		****

* Students undertaking program of study code 1000 viz 2 single methods each of 4 hours study per week, or 1 double method of 8 hours per week, except in the case of Science Method which requires 12 hours per week.

** students undertaking program of study code 2000 are required to undertake this subject in addition to their method studies viz 2 single methods each of 4 hours study per week

*** students undertaking program of study code 3000 are required to undertake this subject, Language Maintenance A and their method studies viz 2 single methods each of 4 hours study per week

**** 5 single days and a 7 week block

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.

Credit Point Requirements

The credit points allocated for successful completion of each subject are shown in the schedule of subjects.

Successful completion of the Graduate Diploma of Educational Studies requires a total of 48 credit points.

Schedule of Subjects

The course is offered as part-time study over two years (4 four sessions). All subjects shown as three hours per week include one hour per week independent computer laboratory work.

Year 1

Session 1

Education Studies:

TEDG2022	Computers and Teaching 1: Courseware	4	3
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TEDG2011	Information Technology and Society	4	2
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Applied Computer Studies:

TEDG5646	Information Processing 1: Word Processing	4	3
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Session 2

Education Studies:

TEDG0011	Computers and Teaching 2: Curriculum	4	2
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Computer Studies:

TEDG5613	Programming and Problem Solving	4	3
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Applied Computer Studies:

TEDG5657	Information Processing 2: Spreadsheets and Databases	4	3
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Year 2

Session 1

Education Studies:

TEDG0022	Computers and Teaching 3: Applications	4	2
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TEDG5635	Curriculum Project	4	3
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Computer Studies:

TEDG5624	Programming Techniques	4	3
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Applied Computer Studies:

TEDG5668	Information Processing 3: Hardware	4	3
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Session 2

Elective Studies:

First Elective Study		6	3
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Second Elective Study		6	3
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Total Credit Points		48	
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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.

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Master of Education in Teaching (by Formal Course Work)

MEdTeach

The MEdTeach (by Formal Course Work) 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 and Unit Values

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. The Unit values allocated for successful completion of subjects offered by the School of Teacher Education are shown in the schedule of subjects.

Subject to the discretion of the Head of School, students may choose up to four 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 four 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

Year 1

Session 1

Studies in Teaching:

TEDG1001	Models and Strategies of Teaching*	1	2
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TEDG1101	Computers in Education	1	2
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TEDG1104	Issues in Computer Education	1	2
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TEDG1105	Teaching Programming and Problem Solving	1	2
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TEDG1106	Computer-based Resource Design and Production	1	2
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TEDG1121	Issues in Science Education	1	2
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TEDG1193	Current Approaches in Australian Indigenous Curriculum Studies*	1	2
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Studies in Education:

TEDG1204	Research Methods in Education A	1	2
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Master of Education in Teaching (by Research)

MEdTeach

The MEdTeach (by Research) 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.

Session 2		C	HPW
Studies in Teaching:			
TEDG1102	Computers and Teaching	1	2
TEDG1103	Computers and the Learning Process	1	2
TEDG1107	Managing with Computers in Schools	1	2
TEDG1108	Teaching Curriculum Courses in Computing	1	2
TEDG1122	Scientific Concept Development Children	1	2
TEDG1131	Educating the Student with Disability, Learning Difficulty or Behaviour Disorder	1	2
Studies in Education:			
TEDG1202	Teacher Education and Professional Development	1	2
TEDG1205	Research Methods in Education B	1	2

Projects**		C	HPW
TEDG 1301	One-unit Project	1	n/a
TEDG1302	Two-unit Project	2	n/a

* Availability is subject to approval.

** Projects may be approved in any of the Studies in Teaching and Studies in Education listed above and may be taken in either session 1 or session 2.

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)

Education Studies

TEDG2011

Information Technology and Society

Staff Contact: Mrs Kaye 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 Kaye 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.

TEDG5657

Information Processing 2: SS and DB

Staff Contact: Mrs Kaye Placing

C4 S2 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 computer languages, one of which is selected as the main vehicle of instruction.

Elective 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 Kaye 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.

TEDG2031

Computers in Educational Administration

Staff Contact: Mrs Kaye 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.

Education Studies

TEDG5671

Designing Educational Packages

Staff Contact: Mrs Kaye 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 Kaye 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.

TEGD5021**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.

TEGD5715**Machine Language Applications**

Staff Contact: Mrs Kaye Placing
C6 S2 HPW3

Prerequisites: TEGD5668, TEGD5613

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.

TEGD5704**Programming Applications**

Staff Contact: Mrs Kaye Placing
C6 S2 HPW3

Prerequisite: TEGD5613

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.

TEGD5602**Teaching Curriculum Courses in Computing**

Staff Contact: Mrs Kaye 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.

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.

TEGD6124**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 junior syllabus emphasises the value of student-centred learning, wide reading, small group discussion, process writing and peer and student self assessment. Strategies are developed for managing the classroom and planning units of work to achieve these syllabus aims. 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.

TEGD6125**English as a Second Language Method**

Staff Contact: Ms Rosemary Kearney
S3 (S1 HPW4 S2 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.

TEGD6126 Chinese Method**TEGD6127 French Method****TEGD6129 Spanish Method****TEGD6130 German Method****TEGD6131 Indonesian 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.

Graduate Diploma in Education**TEGD6123****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

TEDG6133**History Method**

Staff Contact: Ms Rosemary Kearney
S3 (S1 HPW4 S2 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 inquiry 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.

TEDG6134 Language Maintenance A

TEDG6145 Language Maintenance B
S3 (HPW2 for each LOTE method taken)

Language maintenance classes are run on the Kensington campus. As part of their teacher preparation students will undertake study and practice in the language they are learning to teach. Some work in language maintenance may involve computer assisted instruction.

All LOTE Method students will enrol in Language Maintenance A; students undertaking two LOTE Methods will enrol in Language Maintenance B as well.

LOTE Method students will do at least two hours of language maintenance for each of their LOTE methods for the weeks during which Method classes are held.

TEDG6136**Mathematics Method (Double)**

Staff Contact: Ms Rosemary Kearney
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: Ms Rosemary Kearney
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: Ms Rosemary Kearney
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, inquiry 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 the education of students with disabilities, learning difficulties and learning disorders. Strategies and criteria for identifying students' needs are examined. Various curricular adaptations and support strategies will be explored. Appropriate teaching strategies including those that incorporate Special Education technology are also discussed.

TEDG6140**Adolescent Learning and Development***Staff Contact: Ms Rosemary Kearney**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.

TEDG6141**Educational Elective A***Staff Contact: Ms Rosemary Kearney**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: Ms Rosemary Kearney**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: Ms Rosemary Kearney**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: Ms Rosemary Kearney**S2**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.

*Microteaching:**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 S2 HPW2

Various learning environments are covered, eg., individualised learning, inquiry 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 S1 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.

TEDG1105

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 solving.

TEDG1106

Computer-based Resource Design and Production

Staff Contact: Dr Arthur Anderson
U1 S1 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 S2 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.

TEDG1121

Issues in Science Education

U1 S1 HPW2

General introduction to some of the issues of importance in contemporary primary and secondary school science education. Aims of science education, instructional theories and factors influencing curriculum development in science education, for example, science, technology and society, the nature of choice, environmental education, scientific literacy, instructional strategies in science, problem solving, "children's science" and attitudes in science.

TEDG1122

Scientific Concept Development in Students

Staff Contact: Dr Arthur Anderson
U1 S2 HPW2

The nature of concepts in science education; the notion of "children's science"; use of interviews to explore students' thinking about scientific phenomena; a survey of research into "children's science" and the development of scientific ideas in primary and secondary school students; implications for classroom thinking.

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.

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 Scheduling
 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 inquiry; 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 qualitative data.

TEDG1207
Educational Implications of Women's Studies
 U1 S1 HPW2

Leading feminist theorists and implications of their writing for career teachers. Whilst feminist educators are the focus, the importance of feminist literature, including novels, is highlighted as an influence in the construction of social identity. The development of an alternative, yet practical, method of interpersonal communication through exploration of ways in which school students construct gendered identities. The use of feminist theory as a basis for constructing an egalitarian school and empowered teachers. Issues in higher education and history are also evaluated as they affect educators and educational administrators.

TEDG1301
One Unit Project
 U1 SS

Projects may be approved in any of the Studies in Teaching and Studies in Education within this course.

TEDG1302
Two Unit Project
 U2 SS

Projects may be approved in any of the Studies in Teaching and Studies in Education within this course.

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

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.

Professional Development Centre

Kensington Campus

Director
Associate Professor Peggy Nightingale

Postgraduate Program Coordinator
Mr Greg Ryan

Administrative Officer
Ms Lynne Bruce

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 through a range 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. Through the Faculty it offers programs of graduate study in teaching and learning in higher education explicitly designed to contribute to the professional development of teaching staff by virtue of being based within the rigorous study of their actual practice as teachers. Enrolment in these programs is restricted to teachers 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 either a Graduate Certificate (CertHEd), Graduate Diploma (GradDipHEd) or a 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 teachers 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 has a workload of 210 postgraduate assessable hours to be completed in one session. Within each unit candidates undertake projects within the context of teaching their own discipline. The first unit, PDCS1001 Introduction to the Study of University Teaching, is a prerequisite for all subsequent subjects. The second unit is to be chosen from either PDCS1002 or PDCS1003.

Students may then complete the Masters degree course by studying four more subjects and completing a 2 unit project, or studying two more subjects and completing a 4 unit project.

Applicants must be in full or part-time academic employment in Higher Education in a teaching capacity; thus, their qualifications, skills and/or experience must be appropriate for teaching in an Australian university.

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 recognised institution.

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 who are successful at one level may upgrade to the next.

Certificate Subjects

PDCS1001	Introduction to the Study of 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	Researching Educational Practice
PDCS2007	Professional Expertise
PDCS3001	Project 2 unit
PDCS3002	Project 4 unit

Notes: 1. All subjects listed above have a unit value of one except for the two and four-unit projects.

2. Students should consult the Professional Development Centre for information regarding subject availability in any particular year. Schedule of subjects offered may vary from indications below.

Subject Descriptions

Descriptions of all subjects are presented in alphanumeric order within organisational 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 the Study of University Teaching
Staff Contact: Mr Greg Ryan
SS

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 by independent study.

PDCS1002

Communication and Knowledge

Staff Contact: A/Prof Peggy Nightingale
SS

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 by independent study.

PDCS1003

Facilitating Student Learning

Staff Contact: Mr Greg Ryan
SS

Prerequisite: PDCS1001 or equivalent

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

PDCS2001

Designing and Developing Curricula

Staff Contact: Mr Greg Ryan
S2

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 trans-disciplinary 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 mode and by independent study.

PDCS2002

Assessment and Feedback

Staff Contact: Ms Susan Toohey
S1

Prerequisite: Two units at 1000 level

Includes the effect of assessment on learning, formative and summative assessment, methods of assessment, constructing appropriate tools for assessment, issues in continuous assessment, self and peer assessment, ways of giving feedback, assessment in the departmental context and ethical issues in assessment. Available in class mode and by independent study.

PDCS2003

The Context of Teaching and Learning

Staff Contact: A/Prof Peggy Nightingale
S2

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 organisation 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 organising the teaching learning process, within typical university settings. This may include: organisational and institutional factors influencing teaching and learning effectiveness; the nature, history, and role of lectures, tutorials, seminars, laboratory/studio/field experiences, approaches such as open learning, independent study, projects, problem-based learning, case methods, peer learning, group and collaborative learning, mastery learning, 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. Available in class mode and by independent study.

PDCS2005

Information Technology for Teaching and Learning

Staff Contact: Mr Chris Hughes
S2

Prerequisite: Two units at 1000 level

Introduction to the use of computers to support teaching and learning in the various settings of higher education, with particular emphasis on: computer-assisted learning, the computer as a productivity tool for teachers and learners, and computer mediated communications. Students will be able to focus their study on the applications of computer use for, inter alia, curriculum design, teaching methods, and the quality of student learning. Students taking this course will be expected to be already familiar with the use of a

computer for word processing and basic file management, and to have access to the email system. Available in class mode only.

PDCS2006

Researching Educational Practice

Staff Contact: Mr Doug Magin

S1

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: conceptualising small scale research, the self-critical educational community, co-operative inquiry, action research and evaluation, research and professional development, the interpretive and critical educational research traditions, qualitative and quantitative approaches, facilitating classroom research, processes and self-appraisal. Available by independent study only.

PDCS2007

Professional Expertise

Staff Contact: A/Prof Peggy Nightingale

S1

Prerequisite: Two units at 1000 level

Surveys current perspective's on the nature of professional knowledge, particularly the expertise involved in competent professional practice, emphasising the experiential roots and the place of experience in professional training programs. Close study of the formation of expertise among

those who teach others (including trainers, facilitators, coaches and developers) applying principles to other professional areas of interest. Critique of design/implementation of approaches to continuing, in-service and on-the-job training as well as preparatory training for the professions. Available in class mode and by independent study.

PDCS3001

Masters Project two unit

Staff Contact: Mr Greg Ryan

SS

Pre or Corequisite: At least two units at 1000 level and two 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: 420 postgraduate assessable hours.

PDCS3002

Masters Project four unit

Staff Contact: Mr Greg Ryan

SS 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: 840 postgraduate assessable 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
Master of Applied Science	MAppSc	and all handbooks
Master of Architecture	MArch	Applied Science
Master of Archives Administration	MArchivAdmin	Built Environment
Master of Art	MArt	Professional Studies
Master of Art Administration	MArtAdmin	College of Fine Arts
Master of Art Education	MArtEd	College of Fine Arts
Master of Art Education(Honours)	MArtEd(Hons)	College of Fine Arts
Master of Arts	MA	Arts and Social Sciences
Master of Arts (Honours)	MA(Hons)	University College
Master of Art Theory	MArtTh	Arts and Social Sciences
Master of Biomedical Engineering	MBiomedE	College of Fine Arts
Master of Building	MBuild	Engineering
		Built Environment

Title	Abbreviation	Calendar/Handbook
Master of the Built Environment	MEnv	Built Environment
Master of the Built Environment (Building Conservation)	MEnv	Built Environment
Master of Business Administration	MBA	AGSM
Master of Business Administration (Executive)	MBA(Exec)	AGSM
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 Economics
Master of Commerce	MCom	Commerce and Economics
Master of Community Health	MCH	Medicine
Master of Computational Science	MComputationalSc	Science
Master of Computer Science	MCompSc	Engineering
Master of Construction Management	MConstMgt	Built Environment
Master of Couple and Family Therapy	MCFT	Professional Studies
Master of Defence Studies	MDefStud	University College
Master of Design(Honours)	MDes(Hons)	College of Fine Arts
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 <i>without supervision</i>	ME	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	Professional Studies
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 Management	MIM	Professional Studies
Master of Information Science	MInfSc	Engineering
Master of International Social Development	MIntSocDev	Professional Studies
Master of Medicine	MMed	Medicine
Master of Landscape Architecture	MLArch	Built Environment
Master of Landscape Planning	MLP	Built Environment
Master of Laws	LLM	Law
Master of Librarianship	MLib	Professional Studies
Master of Management Economics	MMgtEc	University College
Master of Mathematics	MMath	Science*
Master of 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 Music Education (Honours)	MMusEd(Hons)	Arts and Social Sciences
Master of Optometry	MOptom	Science*
Master of Policy Studies	MPS	Arts and Social Sciences
Master of Project Management	MProjMgt	Built Environment

Title	Abbreviation	Calendar/Handbook
Master of Public Health	MPH	Medicine Professional Studies
Master of Psychological Medicine	MPM	Medicine
Master of Psychology (Applied)	MPsychol	Science†
Master of Psychology (Clinical)	MPsychol	Science†
Master of Real Estate	MRE	Built Environment
Master of Real Property	MRProp	Built Environment
Master of Safety Science	MSafetySc	Applied Science
Master of Science	MSc	Applied Science Built Environment Engineering Medicine Science*† University College
Master of Science <i>without supervision</i>	MSc	Applied Science Built Environment Engineering
Master of Science (Industrial Design)	MSc(IndDes)	Built Environment
Master of Science and Society	MScSoc	Arts and Social Sciences
Master of Social Work	MSW	Professional Studies
Master of Sports Science	MSPSc	Professional Studies
Master of Sports Medicine	MSPMed	Medicine
Master of Statistics	MStats	Science*
Master of Surgery	MS	Medicine
Master of Taxation	MTax	ATAX
Master of Town Planning	MTP	Built Environment
Master of Urban Development and Design	MUDD	Built Environment
Graduate Diplomas		
Graduate Diploma	GradDip	AGSM Applied Science Architecture Arts and Social Sciences Commerce and Economics Engineering Medicine Professional Studies Science*†
	GradDipC/F Therapy	Professional Studies
	GradDipClinEd	Medicine
	GradDipEq&SocAdmin	Professional Studies
	GradDipHEd	Professional Studies
	GradDipHPEd	Medicine
	GradDipIndMgt	Engineering
	GradDipIntSocDev	Professional Studies
	GradDipPaed	Medicine
	GradDipSpMed	Medicine
	DipEd	Professional Studies
	Grad DipIM-Archiv/Rec	Professional Studies
	GradDipIM-Lib	Professional Studies
	DipFDA	Science*
Graduate Certificates		
	GradCertHealthAdmin	Professional Studies
	GradCertHEd	Professional Studies
	GradCertPhiT	Arts and Social Sciences

*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.

Qualifications

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 the 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 it 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 and/or research.

Fees

8. 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 Couple and Family Therapy (MCFT)

1. A Masters degree may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.
2. (1) A candidate for the Degree shall:

Qualifications

- (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.

(c) have completed the coursework for the Graduate Diploma in Couple and Family Therapy at an acceptable standard.

(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 Masters 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 Masters 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) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five 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.

Fees

4. A candidate may 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 eighteen months.
- (4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/or research.

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Education (MEd) At Pass Level

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.

(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.

**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) 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.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and

(b) have had at least three years of practical experience in an area of education of a kind acceptable to the Committee.

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

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

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)

1. The degree of Master of Education in Creative Arts by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

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 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 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 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.

**** or equivalent work as determined by the Higher Degree Committee.**

- (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.
- (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

- 1. 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);
- or

- (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 Equity and Social Administration (MEqSocAdmin)

1. A Masters Degree may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.
2. (1) A candidate for the degree shall:

Qualifications

- (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 or have other qualifications and experience at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).
 - (b) have completed the coursework for the Graduate Diploma in Equity and Social Administration at a credit level or above.
- (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 Masters shall be made on the prescribed form which shall be lodged with the Registrar at least 2 calendar months before the commencement of session in which enrolment is to begin.

(2) A candidate for the Masters 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) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five 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.

Fees

4. A candidate may pay such fees as may be determined from time to time by the Council.

Master of Health Administration (MHA) by Research

1. The degree of Master of Health Administration by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation or design.

Qualifications

2. (1) A candidate for the degree shall:

(a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(ii) have had at least three years experience in the health services of a kind acceptable to the Committee.

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

(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

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

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).
- (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
- (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment.
- (4) There is normally an experience requirement of three years experience in the health field. Those students who are inexperienced (ie less than three years) in the health service field are required to undertake a planned program of field experience in addition to the twelve subjects.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by 31 October of the year before the year in which enrolment is to begin.
- (2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.
- (3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Health Planning (MHP)

1. The degree of Master of Health Planning by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

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

(ii) either have undertaken appropriate postgraduate or professional studies at a level acceptable to the Committee or have had at least three years experience in the health services of a kind acceptable to the Committee.

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

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar by 31 October of the year before the year in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time or external candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time or external candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of Higher Education (MHEd)

1. The degree of Master of Higher Education by course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

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) 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 Information Management (MIM)

1. The degree of Master of Information Management 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 have been awarded an appropriate degree of Bachelor from the University of New South Wales or 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.

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 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 twelve academic sessions for a part-time candidate. In special cases a variation of these times may be granted by the Committee.

Fees

4. A candidate will pay such fees as may be determined from time to time by the Council.

Master of International Social Development (MIntSocDev)

1. A Masters Degree may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.
2. (1) A candidate for the degree shall:

Qualifications

- (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) have completed the coursework for the Graduate Diploma in International Social Development at a credit level or above.
- (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 Masters 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 Masters 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) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five 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.

Fees

4. A candidate may pay such fees as may be determined from time to time by the Council.

Master of Librarianship (MLib) *by Research*

1. The degree of Master of Librarianship by research may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

Qualifications

2. (1) A candidate for the degree shall:
 - (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and
 - (b) have been awarded a Diploma in Information Management Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and
 - (c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

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

(3) When the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant, before being permitted to enrol, to undergo such examination or carry out such work as the Committee may prescribe.

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the 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.

Qualifications

2. (1) A candidate for the degree shall:

- (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and
- (b) have been awarded a Diploma in Information Management Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee or, if intending to specialise in Information Science, the degree of Bachelor awarded shall have had a major in computer science at a level acceptable to the Committee, and
- (c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

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

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least two calendar months before the commencement of the session in which enrolment is to begin.

(2) A candidate for the degree shall be required to undertake such formal subjects and pass such assessment as prescribed.

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.

(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or four sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and eight sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

4. A candidate shall pay such fees as may be determined from time to time by the Council.

Master of 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 enrol for the degree.

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.

(2) In every case, before permitting a candidate to enrol, the Head of the School in which the candidate intends to enrol shall be satisfied that adequate supervision and facilities are available.

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

(a) full-time attendance at the University;

(b) part-time attendance at the University;

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

(4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.

- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate. In the case of a candidate who has been awarded the degree of Bachelor with honours or who has had previous research experience the Committee may approve remission of up to one session for a full-time candidate and two sessions for a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than ten academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

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.

Qualifications

2. (1) A candidate for the degree shall:

- (a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and
- (b) have had at least two years' professional experience of a kind acceptable to the Committee; or
- (a) have been awarded an appropriate degree at a level acceptable to the Committee;
- (b) have had at least two years' work experience 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 is also required to undergo such assessment and perform such other work as is prescribed by the Committee.
- (5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.
- (6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.
- (7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate.
- (8) A full-time candidate for the degree shall present for examination not later than four academic sessions from the date of enrolment. A part-time or external candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. In special cases an extension of these times may be granted by the Committee.

Thesis

- 4. (1) On completing the program of study a candidate shall submit a thesis embodying the results of the investigation.
- (2) The candidate shall give in writing to the Registrar two months notice of intention to submit the thesis.
- (3) The thesis shall present an account of the candidate's own research. In special cases work done conjointly with other persons may be accepted, provided the Committee is satisfied about the extent of the candidate's part in the joint research.
- (4) The candidate may also submit any work previously published whether or not such work is related to the thesis.
- (5) Three copies of the thesis shall be presented in a form which complies with the requirements of the University for the preparation and submission of theses for higher degrees.

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

Examination

5. (1) There shall be not fewer than two examiners of the thesis, appointed by the 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 Qualifications

1. The degree of Master of Social Work by Formal Course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:

- (a) have been awarded the degree of Bachelor of Social Work from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and
 - (b) have had at least one year's professional experience of a kind acceptable to the Committee;
 - (c) have completed the coursework for the Graduate Diploma in Couple and Family Therapy, International Social Development, or Equity and Social Administration, at an acceptable standard. (Exceptions may be made for overseas candidates).
- (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 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) Unless the candidate is accepted into the program with specific subject exemptions, no candidate shall be awarded the Masters until the lapse of five 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.

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 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.

Qualifications

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, GradDiplM-Archiv/Rec or GradDiplM-Lib)

1. 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)

1. The Graduate Diploma in Couple and Family Therapy 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 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 the 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 in Equity and Social Administration (GDipEqSocAdmin)

1. The Graduate Diploma in Equity and Social Administration may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. A candidate for the diploma shall:

Qualifications

(1) 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 or have other qualifications and/or work experience at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee).

(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 the diploma shall be made on the prescribed form which shall be lodged with the Registrar at least 2 calendar months 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.

Fees

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.

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 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. 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 International Social Development (GradDipIntSocDev)

1. The Graduate Diploma in International Social Development may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. A candidate for the diploma shall:

Qualifications

(1) 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).

(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 the 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 two 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.

Fees

4. A candidate may pay such fees as may be determined from time to time by the Council.

Graduate Certificate (GradCertHealthAdmin or GradCertHed)

1. 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 the certificate 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 Condition

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 submitted to the Scholarships Unit (c/- Student Centre) by 31 January each year. Please note that not all of these awards are available every year.

proposed travel. Applications close 31 October with the Scholarships Unit.

Australian Development Co-operation Scholarship (ADCOS)

- V Tuition fees. Some students may be eligible for airfares and a stipend.
- T Determined by normal course duration
- C This award is for international students from selected countries only. 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.

General

ANSETT Travel Awards

- V A limited number of return tickets for travel within Australia on ANSETT Australia or to an international destination serviced by ANSETT International (currently Hong Kong, Indonesia and Japan) will be provided by the award.
- C Applicants must be permanent residents or Citizens of Australia. The scholarship may be awarded to a student(s) undertaking full-time study in a 4th year honours program. The scholarship will be awarded on the basis of a number of factors including academic performance and the relevance and merit of the

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. Applications close 7 March.

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

University Honours Year Scholarships

- V \$1000
- T 1 year
- C 25 scholarships will be awarded on the basis of academic merit for students entering an 'add-on' honours year, that is the honours year in a degree course which is normally a pass degree but which has the option of a further year of study at Honours level. Applications close with the Scholarships Unit on 28 October.

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 or

grandchildren of Alumni of the University of New South Wales and may be either permanent residents of Australia or international students. Applications close 13 January.

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, UNSW, Sydney 2052 (tel: (02) 385 4878).

General Accident Australian Bicentennial St Andrews Scholarship

- V £Stg4840
- T Approximately 12 months
- C Applicants should be Australian citizens who are proceeding to Honours in Economics, History, Philosophy, Economic and Social History or Social Anthropology. The awards are for study at St Andrews, United Kingdom. Applications close 12 November.

The UNSW Co-op Program

The University of New South Wales has industry-linked education scholarships to the value of \$9800 per annum in the following areas: Accounting (and Economics or Finance); 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*, 2. *Awards for Postgraduate Study Overseas*, 3. *Directory of Postgraduate Study*, published by the Graduate Careers Council of Australia, PO Box 28, Parkville, Victoria 3052;* 4. *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 826, 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

ANSETT International Travel Awards

- V A limited number of tickets for travel with ANSETT International (currently services Hong Kong, Indonesia and Japan)
- C The scholarship is only available to international students. Students living in Hong Kong, Indonesia or Japan and proposing to commence study at the University may apply for a single ticket at the start of their course. Students currently in Australia may apply for a return ticket. The scholarship will be awarded on the basis of a number of factors including academic performance and the relevance and merit of the proposed travel. Applications close with the Scholarships Unit on 31 October.

ANSETT Travel Awards

- V A limited number of return tickets for travel within Australia on ANSETT Australia or to an international destination serviced by ANSETT International (currently Hong Kong, Indonesia and Japan) will be provided by the award.
- C Applicants must be permanent residents or Citizens of Australia. The scholarship may be awarded to a student(s) undertaking full-time study in a postgraduate course (Postgraduate Diploma, Masters by Coursework or Research or PhD). The scholarship will be awarded on the basis of a number of factors including academic performance and the relevance and merit of the proposed travel. Applications close with the Scholarships Unit on 31 October.

Australian Awards for Research in Asia (AARA)

- T 3-12 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 17 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 16 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. Students should have a past or future interest in Japan. Applications close on 31 October with Kobe Steel Australia P/L, Level 32 Gateway, 1 Macquarie Place, Sydney, 2000.

Australian Postgraduate Awards

- V \$11,687 to \$18,679 (1993 rates). Other allowances may also be paid. Tax free.
- T 1-2 years for a Masters and 3-4 years for a PhD degree
- 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.

Australian Development Co-operation Scholarship (ADCOS)

- V Tuition fees. Some students may be eligible for air fares and a stipend.
- T Determined by normal course duration
- C This award is for international students from selected countries only. Information should be obtained from Australian Diplomatic Posts in the home country. 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 (tel: (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, tel: (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
- T Up 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 12-21 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 1TZ, 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.

Professional Studies

John Metcalfe Scholarship

- V Up to \$4000 pa
- T 1 year
- C Applicants must be enrolled in one of the full-time graduate programs of the School of Librarianship. Applications close with the Registrar 28 February.

Prizes

Undergraduate University Prizes

The following 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. Law prizes are awarded only for students enrolled in the LLB or Jurisprudence courses.

Information regarding the establishment of new prizes may be obtained from the Enrolments and Assessment 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 Association Prize

- V Statuette
- C Achievement for community benefit by a student in the final or graduating year

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 Administrative and Organizational Behaviour in Education by a student in the Master of Educational Administration degree course

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 part-time Bachelor of Health Administration degree course in not fewer than 6 subjects

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 Services 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

The Hunt and Hunt Health Law 1 Prize

V \$200.00

- C The best performance in the subject HEAL9331 Health Services Law 1, by a student proceeding to the degree

of either Master of Health Planning, Master of Health Administration, or Master of Public Health. Both internal and external candidates are eligible, provided that they are studying within Australia

School of Information, Library and Archive Studies

The Law Foundation of New South Wales Prize for Law: Literature, Information needs and Services

V \$500.00

- C The best performance in LIBS0514 Law: Literature, Information Needs and Services

The Melvin Weinstock Prize in Librarianship and Archives Administration

V \$500.00

- C High academic achievement, contribution to the life of the school, and potential to make an outstanding contribution as an information professional, shown by a graduand during a Doctoral, Masters or Graduate Diploma degree programme

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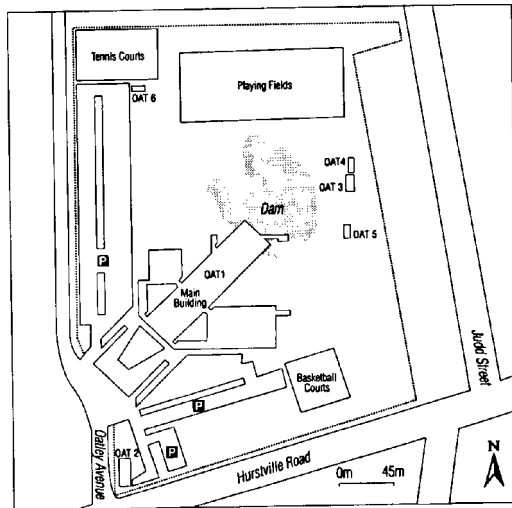
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St George Campus Location

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.



OATLEY

The University of New South Wales • Kensington Campus

Theatres

Biomedical Theatres E27
Central Lecture Block E19
Chemistry Theatres
 (Dwyer, Mellor, Murphy, Nyholm, Smith) E12
Classroom Block (Western Grounds) H3
Fig Tree Theatre B14
Jo Myers Studio D9
Keith Burrows Theatre J14
MacAuley Theatre E15
Mathews Theatres D23
Parade Theatre E3
Physics Theatre K14
Quadrangle Theatre E15
Rex Vowels Theatre F17
Science Theatre F13
Sir John Clancy Auditorium C24
Webster Theatre G15

Buildings

Applied Science F10
Arcade D24
Architecture H14
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
Heffron, Robert (Chemistry) E12
International House C6
John Goodsell (Commerce and Economics) F20
Kensington Colleges (Office) C17
Library (University) E21
Link B6
Main, Old K15
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
Pavilions E24
Philip Baxter College (Kensington) D14
Quadrangle E15
Sam Cracknell Pavilion H8
Samuels Building F26
Shalom College N9
Webster, Sir Robert G14
Unisearch House L5
University Regiment J2
University Union (Roundhouse) E6
University Union (Blockhouse) G6
University Union (Squarehouse) E4
Wallace Wirth School of Medicine C27
Warrane College M7
General
Aboriginal Resource & Research Centre E20
Aboriginal Student Centre A29
Accommodation (Housing Office) 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
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
Centre for Membrane Science & Technology F10, K14
Chaplains E4
Chemical Engineering and Industrial Chemistry F10
Chemistry E12
Civil Engineering H20
Co-op Bookshop E15

Commerce and Economics (Faculty Office) F20
Communications Law Centre C15
Community Medicine D26
Computer Science and Engineering G17
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
Equal Employment Opportunity: 30 Botany Street
 Randwick
Examinations C22
Facilities Department C22, B14A
Fees Office C22
Fibre Science and Technology G14
Food Science and Technology B8
French C20
Geography K17
Geomatic Engineering K17
German and Russian Studies C20
Graduate School of the Built Environment H14
Groundwater Management and Hydrogeology F10
Health Service, University E15
Health Services Management C22
History C20
Human Resources C22
Industrial Design G14
Industrial Relations and Organizational Behaviour F20
Information, Library & Archives Studies F23
Information Systems E15
Information Technology Unit F25
International Student Centre F9
IPACE Institute F23
Japanese Economic and Management Studies E15
Landscape Architecture K15
Law (Faculty Office) F21
Law Library F21
Legal Studies & Taxation F20
Liberal and General Studies C20
Library Lawn D21
Lost Property C22
Marine Science D26
Marketing F20
Materials Science and Engineering E8
Mathematics F23
Mechanical and Manufacturing Engineering J17
Media Liaison C22
Medical Education C27
Medicine (Faculty Office) B27
Microbiology and Immunology D26
Michael Birt Gardens C24
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
Psychology F23
Publications Section C22
Remote Sensing K17
Research Office: 34-36 Botany Street Randwick
Safety Science B11a
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, Housing etc E15
 Counselling E15
Students' Guild E15
Swimming Pool B4
Textile Technology G14
Theatre and Film Studies B10
Town Planning K15
WHO Regional Training Centre C27
Wool and Animal Sciences G14
Works and Maintenance B14A