Heraldic Description of Arms

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

The lion and the four stars of the Southern Cross on the Cross of St George have reference to the State of New South Wales which brought the University into being; the open book with SCIENTIA across its page reminds us of its original purpose. Beneath the shield is the motto 'Manu et Mente' ('with Hand and Mind'), which is the motto of the Sydney Technical College, from which the University has developed. The motto is not an integral part of the Grant of Arms and could be changed at will; but it was the opinion of the University Council that the relationship with the parent institution should in some way be recorded.
Subject, courses and any arrangements for courses including staff allocated, as stated in the Calendar or any Handbook or any other publication, announcement or advice of the University, are an expression of intent only and are not to be taken as a firm offer or undertaking. The University reserves the right to discontinue or vary such subjects, courses, arrangements or staff allocations at anytime without notice.

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

Contents

Calendar of Dates ......................................................... 1
Staff ............................................................................. 3

Introduction ...................................................................... 7

Faculty Information .......................................................... 8
Some People Who Can Help You ........................................ 8
Enrolment Procedures ...................................................... 8
Faculty Enrolment Restriction ........................................... 9
Professional Studies Library Facilities ................................. 9
Student Clubs and Societies ............................................. 9

Undergraduate Study: Course Outlines
Kensington Campus .......................................................... 11
School of Education ......................................................... 11
4085 Bachelor of Arts Bachelor of Education .................... 11
4065 Bachelor of Music Bachelor of Education .................. 13
4075 Bachelor of Science Bachelor of Education ................ 13
School of Health Services Management ............................ 16
4040 Bachelor of Health Administration BHA .................... 16
School of Librarianship ..................................................... 18
School of Social Work ..................................................... 18
4030 Bachelor of Social Work BSW ................................. 18
4785 Combined Social Work/Law Course BSW LLB ............ 20

St George Campus ............................................................ 21
School of Primary and Computer Education ..................... 21
7210 Associate Diploma in Applied Science (Business Computing) 21
4100 Bachelor of Education (Primary) .............................. 22
School of Sport and Leisure Studies .................................. 27
7230 Associate Diploma of Applied Science (Recreation Servicing) 27
4120 Bachelor of Applied Science (Sports Science) ............... 30
Professional Studies

School of Arts and Music Education

7250/7260 Associate Diploma in Arts (Expressive and Performing Arts) 32
4130 Bachelor of Music Education 35

Undergraduate Study: Subject Descriptions
Identification of Subjects by Number 39

Kensington Campus
Psychology 42
Health Services Management 42
Education 45
Social Work 46

St George Campus
Primary and Computer Education 48
Sport and Leisure Studies 58
Arts and Music Education 66

Graduate Study:
Kensington Campus 79
Graduate Enrolment Procedures 79
Graduate Courses 79

School of Education
5560 Diploma in Education DipEd 80
8905 Bachelor of Education (Honours) BEd 80
2990 Master of Education (Honours) MEd 81
8910 Master of Education MEd 81
2945 Master of Educational Administration (Honours) (MEdAdmin) 82
8960 Master of Educational Administration (MEdAdmin) 82
1970 Doctor of Philosophy (PhD) 83

School of Health Services Management
1950 Doctor of Philosophy (PhD) 83
2960 Master of Health Administration by Research (MHA) 83
8900 Master of Health Administration by Formal Course Work (MHA) 84
8940 Master of Health Planning (MHP) 84
8950 Master of Nursing Administration (MNA) 84
2965/2845 Master of Public Health by Research (MPH) 84

School of Librarianship
1990 Doctor of Philosophy (PhD) 85
2985 Master of Archives Administration by Research (MArchivAdmin) 85
2980 Master of Librarianship by Research (MLib) 85
8920 Master of Librarianship by Formal Course Work (MLib) 86
8921 Master of Librarianship by Formal Course Work (MLib) 86
8922 Master of Librarianship by Formal Course Work (MLib) 86
5591 Diploma in Information Management-Librarianship (DiplM-Lib) 87
5601 Diploma in Information Management-Archives Administration (DiplM-ArchivAdmin) 88

School of Social Work
1980 Doctor of Philosophy (PhD) 89
2970 Master of Social Work by Research (MSW) 89
8930 Master of Social Work by Formal Course Work (MSW) 89
8935 Master of Welfare Policy by Formal Course Work (MWP) 90

St George Campus
School of Primary and Computer Education 90
5610 Graduate Diploma in Educational Studies (GradDip) 90
8910 Master of Education by Thesis (MEd) 91

School of Arts and Music Education 92
5630 Graduate Diploma in Arts 92
## Graduate Study: Subject Descriptions
- Identification of Subjects by Number: 95
- Kensington Campus: 98
  - Accounting: 98
  - Health Services Management: 98
  - Librarianship: 102
  - Education: 107
  - Social Work: 117
- St George Campus: 113
  - Primary and Computer Education: 113
  - Arts and Music Education: 115

## Graduate Study: Conditions for the Award of Higher Degrees
- Higher Degrees: 123
  - Doctor of Philosophy: 125
  - Master of Archives Administration: 127
  - Master of Education at Honours Level: 129
  - Master of Education at Pass Level: 130
  - Master of Educational Administration at Honours Level: 131
  - Master of Educational Administration at Pass Level: 133
  - Master of Health Administration by Research: 133
  - Master of Health Administration by Formal Course Work: 135
  - Master of Health Planning: 135
  - Master of Librarianship by Research: 136
  - Master of Librarianship by Formal Course Work: 138
  - Master of Nursing Administration: 138
  - Master of Public Health by Research: 139
  - Master of Public Health by Formal Course Work: 141
  - Master of Social Work by Research: 141
  - Master of Social Work by Formal Course Work: 143
  - Master of Welfare Policy: 143
  - Graduate Diploma: 144

## Scholarships and Prizes
- Scholarships: 145
- Undergraduate: 145
- Graduate: 146
- Prizes: 149
- Undergraduate: 149
- Graduate: 149

## Diagrams and Tables: St George Campus
- Schedule of Subjects - Associate Diploma of Applied Science: Business Computing: 21
- Schedule of Subjects - Stage 1: Bachelor of Education: Primary: 23
- Summary of Primary Education Practicum: 25
- Schedule of Subjects - Stage 3: Bachelor of Education: Primary: 26
- Schedule of Subjects - Associate Diploma in Applied Science: Recreation Servicing Full-time: 28
- Recreation Servicing Part-time: 29
- Course Design - Bachelor of Applied Science: Sports Science: 30
- Schedule of Subjects - Bachelor of Applied Science (Sports Science): Exercise Science: 31
- Sports Coaching: 32
- Schedule of Subjects - Full-time Associate Diploma in Arts: Dance/Drama: 33
- Art/Fibre: 34
- Art/Crafts: 34
- Schedule of Subjects - Music Education: Semesters 1 to 4: 35
- Semesters 5 to 8: 36
- Session Progress Pattern, Part-time: 91
- Graduate Diploma in Educational Studies (Computer Education): 91
- Session Progress Pattern - Part-time Graduate Diploma in Arts: 93
Calendar of Dates

1990

Session 1 (67 teaching days)

26 February to 12 April
13 April to 22 April
23 April to 7 June
8 June to 13 June
14 June to 2 July
3 July to 22 July
Recess
Study Recess
Examinations
Midyear Recess

1991

29 March to 7 April
8 April to 14 June
15 June to 20 June
21 June to 9 July
10 July to 28 July

Session 2 (67 teaching days)

23 July to 21 September
22 September to 1 October
2 October to 31 October
1 November to 6 November
7 November to 23 November
13 November to 29 November
24 September to 30 September
29 July to 27 September
28 September to 7 October
8 October to 6 November
15 June to 20 June
21 June to 9 July
10 July to 28 July

Important Dates for 1990

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

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

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

April
Th 12 Last day for students to discontinue without failure subjects which extend over Session 1 only
F 13 Good Friday – Public Holiday
Mid-session Recess begins
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>April</td>
<td>S 14 Easter Saturday – Public Holiday</td>
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<tr>
<td></td>
<td>M 16 Easter Monday – Public Holiday</td>
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<td></td>
<td>Su 22 Mid-session Recess ends</td>
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<tr>
<td></td>
<td>W 25 Anzac Day – Public Holiday</td>
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<tr>
<td>May</td>
<td>T 8 Publication of provisional timetable for June examinations</td>
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<td>W 16 Last day for students to advise of examination clashes</td>
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<td>T 29 Publication of timetable for June examinations</td>
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<td>June</td>
<td>Th 7 Session 1 ends</td>
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<td>F 8 Study Recess begins</td>
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<td></td>
<td>M 11 Queen’s Birthday – Public Holiday</td>
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<td></td>
<td>W 13 Study Recess ends</td>
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<td></td>
<td>Th 14 Examinations begin</td>
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<td>July</td>
<td>M 2 Examinations end</td>
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<td></td>
<td>Th 12 Assessment results mailed to students</td>
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<td></td>
<td>F 13 Assessment results displayed on University noticeboards</td>
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<tr>
<td></td>
<td>Su 22 Mid-year Recess ends</td>
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<tr>
<td></td>
<td>M 23 Session 2 begins</td>
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<tr>
<td>August</td>
<td>Th 2 Last day for applications for review of Session 1 assessment results</td>
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<td>F 3 Last day for students to discontinue without failure subjects which extend over the whole academic year. Last day applications are accepted from students to enrol in Session 2 subjects.</td>
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<td>F 31 HECS Census Day for Session 2. Last day for students to discontinue Session 2 and whole year subjects so as not to incur HECS liability</td>
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<tr>
<td>September</td>
<td>F 7 Last day for students to discontinue without failure subjects which extend over Session 2 only</td>
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<td></td>
<td>S 22 Mid-session Recess begins</td>
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<tr>
<td></td>
<td>F 28 Closing date for applications to the Universities and Colleges Admission Centre</td>
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<tr>
<td>October</td>
<td>M 1 Labour Day – Public Holiday Mid-session Recess ends</td>
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<tr>
<td></td>
<td>T 2 Publication of provisional timetable for November examinations</td>
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<td></td>
<td>W 10 Last day for students to advise of examination clashes</td>
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<td></td>
<td>T 23 Publication of timetable for November examinations</td>
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<td>W 31 Session 2 ends</td>
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<tr>
<td>November</td>
<td>Th 1 Study Recess begins</td>
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<td>T 6 Study Recess ends</td>
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<td>W 7 Examinations begin</td>
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<td>F 23 Examinations end</td>
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<td>December</td>
<td>M 10 Assessment results mailed to students</td>
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<td>T 11 Assessment results displayed on University noticeboards</td>
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<td></td>
<td>T 25 Christmas Day – Public Holiday</td>
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<tr>
<td></td>
<td>W 26 Boxing Day – Public Holiday</td>
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<td></td>
<td>M 31 Public Holiday</td>
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</tbody>
</table>
Staff

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

Dean
Professor T. Vinson

Chairman
Associate Professor R.J. Barry

Sub-Dean St George campus
Mr G. Byrnes

Kensington Campus

School of Education

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

Associate Professors
Robert John Barry, BA PhD DipEd Syd., MSc Macq., DSc N.S.W., FIOP, MAIP, MAPsS, MSPR
Colman Kevin Harris, BA MEd Syd., PhD N.S.W.

Senior Lecturers
Rachel MacDonald Boyd, MA PhD Otago
Colin Fraser Gauld, BSc PhD DipEd Syd., MAIP

James Harry Gribble, BA PhD Melb., MPhil Lond.
Michael Robert Matthews, BSc MA MEd DipEd Syd., PhD N.S.W.
Barry Charles Newman, BA MSc PhD Syd.
Michael Francis Petty, BA Durh., MEd DipEd Calg., PhD Wis.
Robert Thomas Solman, BSc N.S.W., BSc Tas., PhD A.N.U.
John Sweller, BA PhD Adel.

Lecturers
Richard Martin Bibby, MA BD Otago, PhD Monash
Susan Joan Cass, BA DipEd N.S.W.
Patricia Davies, BA C.U.N.Y., MSc(Econ) L.S.E.
Neil Andrew Johnson, BBus Swin., DipEd Melb., MEAdmin N.E., PhD Alta.
Neil Wesley Keast BA Syd., DipTeach Armidale T.C.

Frederick Edward Trainer, MA PhD Syd.

Administrative Officer

*Conjoint appointment with the Australian Graduate School of Management

School of Health Services Management

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

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

Senior Lecturers
Philip William Batos, BCom LLB N.S.W., AHA
Pieter Jacob Degeling, BA Old., PhD Syd.
School of Librarianship

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

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

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

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

Tutor
Paul Wilson, BA PhD Lat., DiplIM-ArchivAdmin N.S.W.

Administrative Assistant
Raymond John Locke

School of Social Work

Head of School
Betsy May Wearing, BA LittB N.E., PhD N.S.W., ASTC

Professors of Social Work
Robert John Lawrence, BA DipSocSc Adel., MA Oxf., PhD A.N.U.
Tony Vinson, BA DipSocStud Syd., MA PhD DipSoc N.S.W.

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

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

Administrative Officer
Brett O’Halloran, BSocStud Syd.

Senior Research Fellow
Suzanne Elise Hatty, BA Macq., PhD Syd.

St George Campus

School of Primary and Computer Education

Principal Lecturer and Head of School
Robert Phillips, BA N.E., PhD Syd.
Staff

Principal Lecturers
George Byrnes, BA Syd., MLitt N.E.
Dennis Hewish, BA N.E., MEd Alta.

Senior Lecturers
Arthur Anderson, BSc DipEd Syd., MSc PhD N.S.W.
George Comino, BSc(ApplPsych) MEd N.S.W.
Robert Conners, BA DipEd Admin N.E., MEd Calgary, PhD Alta.
Kurt Marder, BA N.E., MEd Syd.
Edward Nettle, BA DipEd Syd., MA Macq.
Kevin Nolan, MA Fordham.
John Scheding, BSc Syd., MSc Macq., PhD Colorado, FGAA.

Lecturers
Rhonda Craven, BA Syd., DipTeach Alexander Mackie C.A.E.
Carmel Dusmarchelier, BA DipEd N.S.W., MLitt MA N.E.
William Fraser, MSc N.S.W., Grad DipEd Stud Syd. C.A.E.
Kerry McLeod, BA DipEd MA Macq., Grad Dip Comm Hawkesbury Agric. Coll., LTCL.
Brian Morley, BSc DipEd Syd., MSc Macq.
Kay Placing, BSc DipEd Syd., Grad DipEd Stud Syd. C.A.E.
Raymond Smith, BA Catholic U. of America, MA Siena Coll., Grad Dip Media A.F.T.S.
Denise Tolthurst, DipTeach BMath W'gong.
Patricia Thorpe, DipTeach BEd MS Stud Ed W'gong.
Alan Watson, BA N.E., MA PhD Syd., DipRE M.C.D.
Claire Wille, DipT Alexander Mackie C.A.E., Grad Dip Arts Syd C.A.E.

School of Sport and Leisure Studies

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

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

Lecturers
Peter Abernethy, BHMS (Ed) Qld.
Paul Batmen, MS Oregon, ACTT Victoria Coll., DipPhysEd A.C.P.E.
Connell Byrne, MA Calif. State, DipPhysEd Sydney Teachers Coll.
Rosemary Caldwell, BA N.S.W., DipPhysEd W'gong.
John Nolan, MA San Diego State
Pauline Sky, BA Kuring-gai C.A.E., MA N.S.W.
Kirsten Wood, BEd W'gong, MS Oregon.

School of Arts and Music Education

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

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

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

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

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

Professor T. Vinson
Dean
Faculty Information

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:

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

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

Kensington Campus

School of Education
Administrative Officer
Sheena Ward
(Room 38, Building G2, Western Campus, near Parade Theatre entrance)

School of Health Services Management
Administrative Assistant
General Office
(Room LG29A, The Chancellery)

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

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

Faculty of Professional Studies
Enrolment Procedures

Kensington Campus

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

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

Faculty Enrolment Restriction

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

Professional Studies Library Facilities

Kensington Campus

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

Social Sciences and Humanities Librarian: Pat Howard
Biomedical Librarian: Monica Davis
Law Librarian: Rob Brian
Physical Sciences Librarian: Rhonda Langford

St George Campus

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

Librarian: Sandra Sullivan

Student Clubs and Societies

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

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

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

Education Society

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

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

Social Work Students’ Association

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

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

St George Campus Location

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

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

*see overleaf for map.
Professional Studies

There are differing requirements for students commencing before 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 yet to complete the General Education requirement may select subjects from any of the three categories of the new program.

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

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

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

---

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 discuss some of the key questions they will face as Students and professionals.

The program requires students to undertake studies in three areas:

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

B. An introduction to, and critical reference upon, the cultural bases of knowledge, belief, language, identity and purpose.

C. An introduction to the development, design and responsible management of the systems over which human beings exercise some influence and control.

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

Course Outlines

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

Kensington Campus

School of Education

Professor of Education and Head of School
Professor M. Cooper

Administrative Officer
Sheena Wiard

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

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

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

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

The School of Education also offers

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

4055
Bachelor of Arts Bachelor of Education Course

Bachelor of Arts Bachelor of Education BABEd

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

Candidates for the BABEd pass degree are required to:

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

   **Year 1**
   - 58.041 Educational Psychology 1
   - 58.042 Sociological Perspectives on Education

   **Year 2**
   - 58.043 Theories, Values and Education
   - 58.044 Educational Psychology 2

   **Year 3**
   - 58.045 Schools, Knowledge and Power in Society
   - 58.046 Primary Schooling and the Transition to Secondary School

2. obtain at least an additional 90 credit points (including no more than 36 Level I credit points) in subjects offered by the Faculty of Arts, including either:
   - approved four-year programs including major sequences of at least 39 credit points in areas corresponding to each of two teaching subjects selected from the following list:
     - Computer Studies
     - Drama
     - Economics
     - English
     - English as a Second Language
     - French
     - Geography
     - German
     - History
     - Spanish
   - or
   - an approved four-year program, including a major sequence of at least 39 credit points in Mathematics or in Music together with suitable complementary subjects from other areas as approved by the School of Education.

3. satisfy requirements in the following Year 4 Education subjects:
   - 58.016 Educational Theory
   - 58.014 Curriculum and Instruction
   - 58.015 Teaching Experience

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

Approved Four-Year Programs

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

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

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

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

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

**Year 4 Teacher Education Subjects**

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

   - **58.016 Educational Theory:**
     - Philosophy of Education (30 hours)
     - Educational Psychology (30 hours)
     - Sociology of Education (30 hours)
     - Selected Study (20 hours)

   - **58.014 Curriculum and Instruction**
     - General Method (20 hours)
     - Assessment and Measurement (14 hours)
     - Special Method(s) (100 hours)

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

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

   - **58.015 Teaching Experience**
     - Microteaching (14 hours)
     - Teaching Practice (220 hours)

The Teaching Practice consists of two four-week blocks of supervised school experience in high school settings, one in each session. To allow for this school experience, the Selected Study strand of the Educational Theory subject and the Year 4 Arts programs listed above occupy ten weeks of session rather than the usual fourteen.
Honours Degree
At the conclusion of Year 4, students who have satisfied any prerequisite conditions may be permitted to enter the Honours Year in Education or in any of the Arts disciplines. Students who satisfy the requirements of the Honours Year as well as those for the award of the BABEd graduate with the award BABEd(Hons).

Honours in an Arts Discipline
Students wishing to proceed to the award of the degree at Honours Level must further complete:

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

Honours in Education
Students planning to proceed to Honours in Education are required to take, in Year 4, the BEd(Hons) subject:
58.893 Advanced Education 1
Those allowed to proceed to the fifth Honours year are required to satisfy the examiners in the BEd(Hons) subjects:
58.894 Advanced Education 2
58.799 Thesis

4065 Bachelor of Music Bachelor of Education Course

Bachelor of Music Bachelor of Education
BMus BEd
The Bachelor of Music Bachelor of Education course is a four year program of studies in Music, Arts and Education subjects. The course qualifies students to teach in Secondary Schools. Studies at the Honours level either in Music or in Education may be undertaken in a fifth year. In Years 1 and 2 students are enrolled in the BABEd course. They apply for transfer to the BMus course at the beginning of Year 3. Normally a grade of Credit or better is required in Music subjects in Years 1 and 2 before transfer to the BMus BEd in Year 3 is permitted. Those who decide not to proceed with the Education component of the degree will be permitted to transfer to either the BMus or the BA course with credit for all subjects previously passed.

Pass Degree
In order to qualify for the pass degree students must:
1. satisfy requirements in each of the Education subjects offered in Years 1, 2 and 3 as follows:

Year 1
58.041 Educational Psychology 1
58.042 Sociological Perspectives on Education

Year 2
58.043 Theories, Values and Education
58.044 Educational Psychology 2

Year 3
58.045 Schools Knowledge and Power in Society
58.046 Primary Schooling and the Transition to Secondary School
2. obtain at least an additional 90 credit points in Music and Arts subjects including no more than 36 Level 1 credit points as listed in the BMus program in the Faculty of Arts handbook. These points will normally include 61.1002 Music 1C, 61.2002 Music 2C, 61.3002 Music 3C, 61.3003 History of Performance Conventions, 61.3004 BMus Seminar in Musicology, 61.3005 Special Project and 61.3006 Orchestration and Arrangement.
3. satisfy requirements in the Year 4 subjects:
58.016 Educational Theory
58.014 Curriculum and Instruction
58.015 Teaching Experience
61.450 Year 4 Program in Music
4. satisfy any General Education requirements. (See under General Education Requirement in the previous section Faculty Information.)

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

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

1. Honours in Education
Students planning to proceed to Honours in Education are required to take, in Year 4, the BEd (Hons) subject:
58.893 Advanced Education 1
Those allowed to proceed to the fifth Honours Year, are required to satisfy the examiners in the BEd (Hons) subjects:
58.894 Advanced Education 2
58.799 Thesis

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

4075 Bachelor of Science Bachelor of Education Course

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

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

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

   **Year 1**
   - 58.041 Educational Psychology 1
   - 58.042 Sociological Perspectives on Education

   **Year 2**
   - 58.043 Theories, Values and Education
   - 58.044 Educational Psychology 2

   **Year 3**
   - 58.045 Schools, Knowledge and Power in Society
   - 58.046 Primary Schooling and the Transition to Secondary School

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

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

   - Biology
   - Chemistry
   - Geology
   - Mathematics
   - Physics

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

3. satisfy requirements in the following Year 4 Education subjects:
   - 58.016 Educational Theory
   - 58.014 Curriculum and Instruction
   - 58.015 Teaching Experience

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

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

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

The approved programs are as follows:

**0158 Physics**

**Year 1**
- 1.001
- 10.001
- Either both 2.121* and 2.131* or 2.141*

**Year 2**
- 1.002, 1.022, 1.032
- 10.1113†, 10.1114†, 10.2111†, 10.2112†
- Either 17.031* or 25.110*

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

**Year 4**
- 68.580 Applications of Science to Modern Technology

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

**Year 5 (Honours)**
- 1.104 or 1.304 or 1.504 or 1.604

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

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

**0258 Chemistry**

**Year 1**
- 1.001
- Either both 2.121 and 2.131, or 2.141
- Either 10.001, or both 10.012B and 10.021C

**Year 2**
- 25.110
- 17.031
- 25.120 or 17.041
- 2.102A, 2.102B, 2.102C, 2.102D

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

**Year 4**
- 68.580 Applications of Science to Modern Technology

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

**Year 5 (Honours)**
- 2.004

**1058 Mathematics**

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

**Year 2**
- 10.111A, 10.1113, 10.2112
- At least one unit from Level II Statistics
- At least one unit from 10.1114, 10.1115, 10.1116, 10.2111, 10.261A

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

Year 3
10.1127, 10.1128
3 Level III Mathematics units
3 units from Table 1‡ or the BA course

Year 4
10.580 Mathematics/Computing Project
Students proposing to proceed to Year 5 (Honours) in Mathematics must complete 6 Level III units and should preferably take Higher Mathematics subjects.

Year 5 (an optional Honours year)
10.123 or 10.223 or 10.323 or 10.623
At all levels a specified Mathematics subject may be replaced by its higher equivalent.

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

Year 1
Either both 2.121 and 2.131, or 2.141
Either 10.001, or both 10.012B and 10.021C
17.031, 17.041

Year 2
17.050
17.601
41.101
Three Level II units from Table 1‡ to provide prerequisites for Year 3.

Year 3
Four Level III units in one area from Table 1‡, offered by the Schools of Biochemistry (41), Biological Science (17), or Microbiology (44)
Three units from Table 1‡.
Students intending to take a major sequence (a minimum of 4 units) from any one of these schools should seek the advice of the school concerned as to a suitable combination of subjects.

Year 4
17.031
25.211, 25.212, 25.221
One unit from Table 1‡

Year 3
25.311, 25.312
Three units from Table 1‡

Year 4
68.580 Applications of Science to Modern Technology
Students proposing to proceed to Year 5 (Honours) in Geology must complete 7 Level III units

Year 5 (Honours)
25.004

Year 4 Teacher Education Subjects
These are made up as follows:

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

58.014 Curriculum and Instruction
General Method (20 hours)
Assessment and Measurement (14 hours)
and either
Science Method (150 hours)
or
Mathematics Method (120 hours)

58.015 Teaching Experience
Microteaching (14 hours)
Teaching Practice (220 hours)
The Teaching Practice consists of two four-week blocks of supervised school experience in high school settings, one in each session. To allow for this school experience, the Selected Study strand of the Educational Theory subject and the Year 4 subject Applications of Science to Modern Technology occupy ten weeks of session rather than the usual fourteen.

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

Honours in a Science Discipline or Mathematics
Students wishing to proceed to the award of the degree at Honours Level must further complete:

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

‡ see Science Faculty Handbook
2. in their fourth or fifth year of study, an approved Honours Level program in the School concerned.

Honours in Education
Students planning to proceed to Honours in Education are required to take, in Year 4, the BEd(Hons) subject: 58.893 Advanced Education 1
Those allowed to proceed to the fifth, Honours year are required to satisfy the examiners in the BEd(Hons) subjects: 58.894 Advanced Education 2 58.799 Thesis

Bachelor of Health Administration

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

1. The degree of Bachelor of Health Administration may be awarded as a Pass degree or as an Honours degree. Three classes of Honours are awarded: Class 1, Class 2 in two divisions and Class 3.

2. A candidate for the degree of the Bachelor of Health Administration (Pass or Honours) shall:
(1) comply with the requirements for admission;
(2) follow the prescribed course of study in the School of Health Services Management and satisfy the examiners in the necessary subjects.

3. A student who is in the later stages of the course as an external student shall in each year attend the residential school conducted by the School of Health Services Management in the middle of the academic year. Residential schools are currently held in Sydney, Melbourne and Perth (midyear only).

4. Students who are enrolled internally but who have permitted to undertake an additional subject on an external enrolment basis will be required to attend lectures at a residential school in the subject.

5. (1) A student enrolled in the external course shall not normally be permitted to enrol in more than three subjects in any one year.
(2) A student enrolled in the full-time course shall not normally be permitted to enrol in more than six subjects in any one year.

Honours Degree

6. A student who has completed the second year of the full-time course, or the corresponding stage of the external course, normally with grades of Credit or better in all subjects, may make a written application to the head of School of Health Services Management to enrol in the Honours subjects of the third year. These subjects are: 16.034 Management of Health Services Management to enrol in the Honours subjects of the School. The timing of University attendance is arranged with the student’s thesis supervisor.

7. A student who then achieves a high level of academic performance in the third year Honours subjects will normally be admitted to the final year of the Honours degree course. External students who have demonstrated outstanding achievement throughout the Pass course may be permitted to enrol in the final year of the Honours course even though they are unable to attend on a full-time internal basis during the final year.

8. The content of the Honours year subjects, 16.890 Thesis, 16.891 Advanced Studies in Health Administration A, and 16.892 Advanced Studies in Health Administration B, should be planned in collaboration with the student’s thesis supervisor.

9. Normally, full-time internal students will be expected to complete the Honours year requirements in one academic year, terminating with the submission of the thesis. External students will be required to complete at least one month of full-time attendance at the University during the two years of Honours enrolment in order to complete satisfactorily Honours course requirements. The timing of University attendance is arranged with the student’s thesis supervisor.
### Undergraduate Study: Course Outlines

#### 4040 Health Administration Degree Course

**Full-time (Pass)**

**Bachelor of Health Administration † BHA**

<table>
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<tr>
<th>Year</th>
<th>Course</th>
<th>Hours per week</th>
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</table>

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

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

#### 4040 Health Administration Degree Course

**External**

**Bachelor of Health Administration † BHA**

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

<table>
<thead>
<tr>
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<th>Course</th>
<th>Hours per week</th>
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</table>

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

Head of School
Professor W. Boyd Rayward

Administrative Assistant
Ray Locke

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

School of Social Work

Head of School
Dr. B. Wearing

Administrative Officer
Brett O’Halloran

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

4030 Social Work Degree Course

Bachelor of Social Work
BSW

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

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

The aim is to produce a social worker who has a general foundation for continuing professional learning, and can undertake independent professional practice at a basic level.
of competence, utilizing relevant knowledge and skills in accordance with the profession's values.

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

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

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

**Field Education**

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

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

**Admission to the Course**

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

**Progression**

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

**Honours**

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

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

**4030 Social Work Degree Course Full-time**

**Bachelor of Social Work**

**BSW**

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Hours per week (weekly averages) for the session</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.100</td>
<td>Psychology 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>53.003</td>
<td>Introduction to Australian Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>63.193</td>
<td>Social Work Practice 1</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>6 Level I credit points approved as counting towards the BA degree</td>
<td>4</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1 Category A General Education Elective</td>
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<td>4</td>
<td></td>
</tr>
</tbody>
</table>

| Year 2 | | |
|--------| | |
| 63.203 | Human Behaviour 1                             | 3  | 2  |
| 63.211 | Social and Behavioural Science1               | 2  | 0  |
| 63.232 | Research Methods 1                            | 0  | 3  |
| 63.253 | Social Welfare 1                              | 2.5| 2  |
| 63.282 | Social Work Practice – First Placement         |    |    |
| 63.292 | Social Work Practice Community Work           | 0  | 2  |
| 63.293 | Social Work Practice 2                        | 3  | 2  |
| 1 Category B General Education Elective           | 4  | 0  |

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

Year 3

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.303 Human Behaviour 2</td>
<td>S1 3 S2 3</td>
</tr>
<tr>
<td>63.312 Social and Behavioural Science 2</td>
<td>0 2</td>
</tr>
<tr>
<td>63.331 Research Methods 2</td>
<td>3 0</td>
</tr>
<tr>
<td>63.342 Social Philosophy 1</td>
<td>0 2</td>
</tr>
<tr>
<td>63.352 Social Welfare 2 - Strand A</td>
<td>0 2</td>
</tr>
<tr>
<td>63.362 Social Welfare 2 - Strand B</td>
<td>0 2</td>
</tr>
<tr>
<td>63.381 Social Work Practice - Second Placement</td>
<td></td>
</tr>
<tr>
<td>63.391 Social Work Practice - Casework, Group Work</td>
<td>4 0</td>
</tr>
<tr>
<td>63.392 Social Work Practice - Selected Studies Strand A</td>
<td>0 4</td>
</tr>
</tbody>
</table>

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

Year 4

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.441 Social Philosophy 2</td>
<td>S1 2 S2 0</td>
</tr>
<tr>
<td>63.451 Social Welfare 3 - Strand A</td>
<td>3 0</td>
</tr>
<tr>
<td>63.461 Social Welfare 3 - Strand B</td>
<td>3 0</td>
</tr>
<tr>
<td>63.471 Social Work Practice - Administration</td>
<td>2 0</td>
</tr>
<tr>
<td>63.481 Social Work Practice - Third Placement</td>
<td>*</td>
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<tr>
<td>63.491 Social Work Practice - Selected Studies Strand B</td>
<td>4 0</td>
</tr>
</tbody>
</table>

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

Honours

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.423 Honours Seminar</td>
<td>2 2</td>
</tr>
</tbody>
</table>

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.

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

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

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

Year 1

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.100 Psychology 1</td>
<td>S1 5 S2 5</td>
</tr>
<tr>
<td>53.003 Introduction to Australian Society</td>
<td>3 3</td>
</tr>
<tr>
<td>63.193 Social Work Practice 1 – Bridging Course</td>
<td>5 0</td>
</tr>
<tr>
<td>63.253 Social Welfare 1*</td>
<td>2 2</td>
</tr>
<tr>
<td>90.112 Legal System – Torts</td>
<td>4 4</td>
</tr>
<tr>
<td>90.741 Legal Research and Writing 1</td>
<td>2 2</td>
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</table>

Year 2

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>63.203 Human Behaviour 1</td>
<td>S1 3 S2 2</td>
</tr>
<tr>
<td>63.211 Social and Behavioural Science 1</td>
<td>2 0</td>
</tr>
<tr>
<td>63.232 Research Methods 1</td>
<td>0 3</td>
</tr>
<tr>
<td>63.232 Social Work Practice</td>
<td>**</td>
</tr>
<tr>
<td>63.239 Social Work Practice - Community Work</td>
<td>0 2</td>
</tr>
<tr>
<td>63.233 Social Work Practice 2</td>
<td>3 2</td>
</tr>
<tr>
<td>90.141 Contracts</td>
<td>4 4</td>
</tr>
<tr>
<td>90.621 Law, Lawyers and Society</td>
<td>4 0</td>
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</table>

Year 3

<table>
<thead>
<tr>
<th>Courses</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.303 Human Behaviour 2</td>
<td>S1 3 S2 3</td>
</tr>
<tr>
<td>63.332 Social Philosophy 1</td>
<td>0 2</td>
</tr>
<tr>
<td>63.352 Social Welfare 2 - Strand A</td>
<td>0 2</td>
</tr>
<tr>
<td>63.362 Social Welfare 2 - Strand B</td>
<td>0 2</td>
</tr>
<tr>
<td>90.161 Criminal Law</td>
<td>4 4</td>
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<tr>
<td>90.301 Property and Equity</td>
<td>4 4</td>
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<tr>
<td>90.216 Administrative Law</td>
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</table>
Year 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per week</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.312</td>
<td>Social and Behavioural Science 2</td>
<td>S1 S2</td>
</tr>
<tr>
<td>63.381</td>
<td>Social Welfare Practice - Second Placement (60 days)</td>
<td>**</td>
</tr>
<tr>
<td>63.391</td>
<td>Social Work Practice 3 - Case Work, Group work</td>
<td>4 0</td>
</tr>
<tr>
<td>63.392</td>
<td>Social Work Practice - Selected Studies Strand A</td>
<td>0 4</td>
</tr>
<tr>
<td>63.451</td>
<td>Social Welfare 3 - Strand A</td>
<td>3 0</td>
</tr>
<tr>
<td>90.101</td>
<td>Litigation</td>
<td>4 4</td>
</tr>
<tr>
<td>90.215</td>
<td>Federal Constitutional Law</td>
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</tr>
<tr>
<td>90.742</td>
<td>Legal Research and Writing 2</td>
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<tr>
<td>90.743</td>
<td>Research Component†</td>
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<tr>
<td>90.832</td>
<td>Legal Theory or</td>
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<tr>
<td>90.882</td>
<td>Law and Social Theory</td>
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</table>

Year 5

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per week</th>
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</thead>
<tbody>
<tr>
<td>63.461</td>
<td>Social Welfare 3 - Strand B</td>
<td>3 0</td>
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<td>63.471</td>
<td>Social Work Practice - Administration</td>
<td>2 0</td>
</tr>
<tr>
<td>63.482</td>
<td>Social Work Practice - Final Placement (60 days)††</td>
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<tr>
<td>90.721</td>
<td>Clinical/Legal Experience††</td>
<td>12 4</td>
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</tbody>
</table>

Year 6

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per week</th>
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<tbody>
<tr>
<td>63.491</td>
<td>Social Work Practice</td>
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<tr>
<td></td>
<td>Selected Studies - Strand B</td>
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</tr>
<tr>
<td></td>
<td>Law Electives - value 21 points</td>
<td>12 16</td>
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</table>

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

St George Campus

School of Primary and Computer Education

7210
Associate Diploma of Applied Science: Business Computing

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

SCHEDULE OF SUBJECTS

ASSOCIATE DIPLOMA OF APPLIED SCIENCE: BUSINESS COMPUTING

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>Cr. Pts</th>
<th>SESSION 2</th>
<th>Cr. Pts</th>
<th>SESSION 3</th>
<th>Cr. Pts</th>
<th>SESSION 4</th>
<th>Cr. Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>PROGRAMMING</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Principles of Programming 1 *</td>
<td>6</td>
<td>Principles of Programming 2</td>
<td>6</td>
<td>BASIC Programming</td>
<td>6</td>
<td>Databases Languages</td>
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</tr>
<tr>
<td>COMPUTER STUDIES</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>SOFTWARE AND APPLICATIONS</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Small Systems Software</td>
<td>6</td>
<td>Software Applications 1</td>
<td>6</td>
<td>Software Applications 2</td>
<td>6</td>
<td>Work Experience</td>
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<tr>
<td>BUSINESS STUDIES</td>
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<tr>
<td>Business Mathematics &amp; Communication</td>
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<td>Business Studies 1</td>
<td>6</td>
<td>Business Studies 2</td>
<td>6</td>
<td>Computers and People</td>
<td>6</td>
</tr>
</tbody>
</table>

# Credit points
*Contact hours per week

TOTAL CREDIT POINTS 96
software sales or support, computer operators, drafting assistants, and other positions at similar levels which benefit from the application of Business Computing.

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

Structure Of Program

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

4100

Bachelor of Education: Primary

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

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

Stage 2 of the course is the Professional Experience component of this sandwich mode for the Bachelor of Education: Primary degree. Students may proceed to Stage 2 immediately following Stage 1. It is considered appropriate early in Stage 1 of the course to provide an overview of the requirements of the teaching role.

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

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

Structure of Stage 1

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

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

Schedule of Subjects

Stage 1

First Year Session 1

requirements (17 hours weekly) 24 credit points.

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

First Year Session 2

requirement (16 hours weekly) 24 credit points.

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.1127</td>
<td>Child Studies 2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.1128</td>
<td>Teaching and Learning 2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.1129</td>
<td>Language Studies 2</td>
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<td>3</td>
</tr>
<tr>
<td>23.1130</td>
<td>Science 1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.1131</td>
<td>Physical Education 1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.1132</td>
<td>Music 1</td>
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<td>3</td>
</tr>
<tr>
<td>Elect two: General Studies Level 1</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>

22
### SCHEDULE OF SUBJECTS

#### STAGE 1: BACHELOR OF EDUCATION: PRIMARY

#### SESSIONS

<table>
<thead>
<tr>
<th>Session</th>
<th>Subject</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Education Studies (25 cr. pts.)</td>
</tr>
<tr>
<td>2</td>
<td>Teaching Studies (23 cr. pts.)</td>
</tr>
<tr>
<td>3</td>
<td>Curriculum Studies (75 cr. pts.)</td>
</tr>
<tr>
<td>4</td>
<td>General Studies (21 cr. pts.)</td>
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#### Subjects

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

### Second Year Session 1

requirements (17 hours weekly) 24 credit points.

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.2106</td>
<td>Exceptional Children</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23.2107</td>
<td>Curriculum Design,</td>
<td>3</td>
<td>4</td>
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<tr>
<td>23.2108</td>
<td>Science 2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.2109</td>
<td>Social Studies 2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23.2110</td>
<td>Physical Education 2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.2111</td>
<td>Music 2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Elect one: General Studies Level 2</td>
<td>2</td>
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<tr>
<td>Elect one: General Studies Level 3</td>
<td>2</td>
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</table>

### Second Year Session 2

requirements (17 hours weekly) 24 credit points.

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.2106</td>
<td>Exceptional Children</td>
<td>3</td>
<td>4</td>
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<tr>
<td>23.2107</td>
<td>Curriculum Design,</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23.2108</td>
<td>Science 2</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.2109</td>
<td>Social Studies 2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>23.2110</td>
<td>Physical Education 2</td>
<td>2</td>
<td>3</td>
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<tr>
<td>23.2111</td>
<td>Music 2</td>
<td>2</td>
<td>3</td>
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</tbody>
</table>

TOTAL CREDIT POINTS: 144
### Third Year, Session 1

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

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.3140</td>
<td>Educational Philosophy</td>
<td>3</td>
<td>3</td>
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<tr>
<td>23.3141</td>
<td>Teaching Children with Learning Difficulties 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>23.3301- School Attachment 1 (elect)</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.3142</td>
<td>Language Studies 4</td>
<td>2</td>
<td>3</td>
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<tr>
<td>23.3143</td>
<td>Art/Craft 3</td>
<td>2</td>
<td>3</td>
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<tr>
<td>23.3144</td>
<td>Mathematics 3</td>
<td>3</td>
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</tr>
<tr>
<td>23.3145</td>
<td>Health and Personal Development</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

- **Major Study:** General Studies Level 3
- **Practice Teaching** (20 days minimum) block

### Third Year, Session 2

**requirement (14/15 hours weekly) 24 credit points.**

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.3146</td>
<td>Educational Contexts</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.3147</td>
<td>Teaching Children with Learning Difficulties 2</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>23.3301</td>
<td>School</td>
<td>2</td>
</tr>
<tr>
<td>23.3148</td>
<td>Curriculum</td>
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<td>4</td>
</tr>
<tr>
<td>23.3160</td>
<td>Workshop (elect)</td>
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<tr>
<td>23.3161</td>
<td>Curriculum</td>
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<tr>
<td>23.3171</td>
<td>ElectiveT2</td>
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<td></td>
</tr>
<tr>
<td>23.3172</td>
<td>Language Studies 5</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>23.3173</td>
<td>Computer Awareness and Media Studies</td>
<td>2</td>
<td>4</td>
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</table>

- **Major Study:** General Studies Level 4
- **Practice Teaching** (20 days minimum) block

### School Attachment Electives

**Third Year, Session 1 and 2**

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject</th>
<th>(2 contact hrs pw)</th>
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</thead>
<tbody>
<tr>
<td>23.3301</td>
<td>Adapted Physical Education</td>
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</tr>
<tr>
<td>23.3302</td>
<td>Art and Craft</td>
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<tr>
<td>23.3303</td>
<td>Diagnostic Teaching</td>
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</tr>
<tr>
<td>23.3304</td>
<td>Drama in Education</td>
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</tr>
<tr>
<td>23.3305</td>
<td>Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>23.3306</td>
<td>Health</td>
<td></td>
</tr>
<tr>
<td>23.3307</td>
<td>Judaic Studies</td>
<td></td>
</tr>
<tr>
<td>23.3308</td>
<td>Language Curriculum Studies</td>
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</tr>
<tr>
<td>23.3309</td>
<td>Language Development in Multicultural Classrooms</td>
<td></td>
</tr>
<tr>
<td>23.3310</td>
<td>Mathematics</td>
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<tr>
<td>23.3311</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>23.3312</td>
<td>Non-Government Schooling</td>
<td></td>
</tr>
<tr>
<td>23.3313</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>23.3314</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>23.3315</td>
<td>Social Studies</td>
<td></td>
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<tr>
<td>23.3316</td>
<td>Teaching English as a Second Language</td>
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</tr>
<tr>
<td>23.3317</td>
<td>Looking in Classrooms Curriculum Electives</td>
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</table>

**Third Year, Session 1**

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

**Third Year, Session 2**

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject</th>
<th>(2 contact hrs pw)</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.3148</td>
<td>Australia's Heritage</td>
<td></td>
</tr>
<tr>
<td>23.3149</td>
<td>Computers in the Classroom</td>
<td></td>
</tr>
<tr>
<td>23.3150</td>
<td>Environment Education</td>
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<tr>
<td>23.3151</td>
<td>Health Promotion in the School</td>
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</tr>
<tr>
<td>23.3152</td>
<td>Judaic Studies K-6</td>
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</tr>
<tr>
<td>23.3153</td>
<td>Making Music</td>
<td></td>
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<tr>
<td>23.3154</td>
<td>Multicultural Education</td>
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<tr>
<td>23.3155</td>
<td>Non-Government Schooling</td>
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<tr>
<td>23.3156</td>
<td>Non-Sexist Education</td>
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<tr>
<td>23.3157</td>
<td>Sports Administration</td>
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<tr>
<td>23.3158</td>
<td>Teaching English as a Second Language</td>
<td></td>
</tr>
<tr>
<td>23.3159</td>
<td>Theatre for Children</td>
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</tr>
<tr>
<td>23.3160</td>
<td>Video Production</td>
<td></td>
</tr>
</tbody>
</table>

**Practicum Requirements Stage 1**

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

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

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

- broaden their experience, understanding and appreciation of the realities of schooling and of the nature, needs and capacities of children;
- demonstrate effective teaching and management skills;
• develop and refine their capacity to construct, implement and evaluate sequences of appropriate learning experiences; and
• develop a practical understanding and an appreciation of the role of the individual teacher within the school and within the community.

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

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

### Teacher-Initiate (Year 1)
This is the student's first experience in the schools and this is the time for the students to become acquainted with schooling, teaching and children.

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

### SUMMARY OF PRIMARY EDUCATION PRACTICUM

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

<table>
<thead>
<tr>
<th>SESSION 7</th>
<th>Cr. Pts</th>
<th>SESSION 8</th>
<th>Cr. Pts</th>
<th>SESSION 9</th>
<th>Cr. Pts</th>
<th>SESSION 10</th>
<th>Cr. Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Innovation and Research <em>(3)</em></td>
<td>6</td>
<td>Contemporary Issues in Primary Education <em>(3)</em></td>
<td>6</td>
<td>Curriculum Workshops (One) <em>(3)</em></td>
<td>6</td>
<td>Independent Study <em>(3)</em></td>
<td>6</td>
</tr>
<tr>
<td><strong>PROFESSIONAL TEACHER EDUCATION STUDIES</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Curriculum Electives: One <em>(3)</em> or Integrated Language <em>(3)</em></td>
<td>6</td>
<td>Education Electives (One) <em>(3)</em></td>
<td>6</td>
<td>Curriculum Design and Development <em>(3)</em></td>
<td>6</td>
<td>School-based Curriculum Project <em>(3)</em></td>
<td>6</td>
</tr>
</tbody>
</table>

# Credit points
*Contact hours per week

**Teacher-Assistant (Year 2)** See Curriculum Expectations also.

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

**Minimum Expectations:**
See minimum expectations at the initiate level to which should be added:

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

**Teacher-Associate (Year 3)**

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

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

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

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

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

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

Schedule of Subjects
Stage 3 of Course

Year 1, Session 1

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

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.4301</td>
<td>Innovation and Research Curriculum electives</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Elect one</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>OR</td>
<td>23.4302 Advanced Workshop in Integrated Language</td>
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Year 1, Session 2

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

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.4136</td>
<td>Contemporary Issues in Primary Education Education Electives</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Year 2, Session 1

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

<table>
<thead>
<tr>
<th>Subject Number</th>
<th>Subject</th>
<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Curriculum Workshop elect one</td>
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<td>6</td>
</tr>
<tr>
<td>OR</td>
<td>23.4336 Special Education OR</td>
<td></td>
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</tr>
<tr>
<td>23.4337</td>
<td>Literacy Development</td>
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Semester 10

<table>
<thead>
<tr>
<th>Subject Number</th>
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<th>Hours per week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.4339</td>
<td>Independent Study OR</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>23.4340</td>
<td>Educational Administration</td>
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<td></td>
</tr>
<tr>
<td>23.4341</td>
<td>Curriculum School-based Project</td>
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<td>6</td>
</tr>
</tbody>
</table>

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

Year 1, Session 1

Curriculum Electives
6 credit points (3 contact hrs pw)

<table>
<thead>
<tr>
<th>Subject</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>23.4303</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>23.4304</td>
<td>Child Health</td>
<td></td>
</tr>
<tr>
<td>23.4305</td>
<td>Crafts for Exceptional Children</td>
<td></td>
</tr>
<tr>
<td>23.4307</td>
<td>K-2 Focus</td>
<td></td>
</tr>
<tr>
<td>23.4308</td>
<td>3-6 Focus</td>
<td></td>
</tr>
<tr>
<td>23.4306</td>
<td>Language Across the Curriculum</td>
<td></td>
</tr>
<tr>
<td>23.4309</td>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>23.4310</td>
<td>Music</td>
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<tr>
<td>23.4311</td>
<td>Physical Education</td>
<td></td>
</tr>
<tr>
<td>23.4312</td>
<td>Religious Education (Christian)</td>
<td></td>
</tr>
<tr>
<td>23.4313</td>
<td>Religious Education (Jewish)</td>
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</tr>
<tr>
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<td>Social Studies</td>
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<tr>
<td>23.4317</td>
<td>Methods and Resources in Community Language Teaching</td>
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</tbody>
</table>

Year 2, Session 1

Curriculum Workshops
6 credit points (3 contact hrs pw)

<table>
<thead>
<tr>
<th>Subject</th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>23.4321</td>
<td>Australia's Heritage</td>
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<tr>
<td>23.4322</td>
<td>Computers in the Classroom</td>
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<tr>
<td>23.4323</td>
<td>Environment Education</td>
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<tr>
<td>23.4324</td>
<td>Health Promotion in the School</td>
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<tr>
<td>23.4325</td>
<td>Judaic Studies K-6</td>
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<tr>
<td>23.4326</td>
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<td>23.4329</td>
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<td>23.4333</td>
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<tr>
<td>23.4335</td>
<td>Video Production</td>
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</tr>
</tbody>
</table>

School of Sport and Leisure Studies

7230

Associate Diploma of Applied Science: Recreation Servicing

The School offers a course leading to the award of Associate Diploma in Applied Science with a specialisation in Recreation Servicing. Students enrolled in Recreation Servicing undertake specialist subjects such as recreation studies, outdoor
recreation, recreation coursemg, adaptive recreation and leisure for the aged. The course supports the specialisation with a broad experience in human and community studies appropriate for people to enter the Recreation industry.

**Structure of Course**

The course is structured in four related segments:

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

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

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

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

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

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

### 7232

**Associate Diploma in Applied Science: Exercise Science**

(no Intake In 1990 or thereafter)

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

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

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>Cr. Pts</th>
<th>SESSION 2</th>
<th>Cr. Pts</th>
<th>SESSION 3</th>
<th>Cr. Pts</th>
<th>SESSION 4</th>
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<td>Recreation in Society (4)</td>
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<td>(Outdoor Recreation (4) 3) OR (Adaptive Recreation (2) 2)</td>
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<td>Sports for Recreation (2)</td>
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# Credit points
*Contact hours per week

TOTAL: CREDIT POINTS 96

28
### SCHEDULE OF SUBJECTS - PART TIME ATTENDANCE PATTERN

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

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<th>SESSION 2</th>
<th>Cr. Pts</th>
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<table>
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<td>Outdoor Recreation 3 (4) OR (Adaptive Recreation 2 (2) OR Leisure for the Aged 2 (2)</td>
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<td>Part B</td>
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| 12 | 12 | 12 | 12 |

<table>
<thead>
<tr>
<th># Credit points</th>
<th>96</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contact hours per week</td>
<td></td>
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</tbody>
</table>

**TOTAL CREDIT POINTS** 96
Professional Studies

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

Bachelor of Applied Science (Sports Science)

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

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

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

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

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

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

<table>
<thead>
<tr>
<th>Segment</th>
<th>Credit Points</th>
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<tbody>
<tr>
<td>Foundation Studies</td>
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<tr>
<td>Major Studies</td>
<td>102</td>
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<td>Supportive Studies</td>
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<td>144</td>
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</table>

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

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

Structure Of Course

The course is structured in four related segments:

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

<table>
<thead>
<tr>
<th>Session</th>
<th>Foundation Studies</th>
<th>Elective Supportive Studies</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<td>2</td>
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<tr>
<td>3</td>
<td></td>
<td>Practicum 3</td>
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</table>

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

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

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

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

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

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

Through Sports Coaching Major Studies students learn coaching techniques and procedures, the organisation and administration of coaching courses, skills in the analysis of motor performance, techniques for individual and group coaching, and remediation of sports performance and fitness conditioning.
### BACHELOR OF APPLIED SCIENCE (SPORTS SCIENCE)

**SCHEDULE OF SUBJECTS FOR EXERCISE SCIENCE MAJOR STUDIES STUDENTS**

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>Cr.</th>
<th>SESSION 2</th>
<th>Cr.</th>
<th>SESSION 3</th>
<th>Cr.</th>
<th>SESSION 4</th>
<th>Cr.</th>
<th>SESSION 5</th>
<th>Cr.</th>
<th>SESSION 6</th>
<th>Cr.</th>
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<td>Nutrition 1 (2)</td>
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</tbody>
</table>

+ Credit points  
* Contact hours per week

Supportive Studies allow students through the last half of their course to select from a range of subjects which they see as necessary to meet their personal needs or to strengthen and/or broaden a particular vocational orientation. They may select from the range of Major Studies subjects which are not compulsory for their course. For example, an Exercise Science Major Studies student might select Principles of Coaching 2, as the first level subject is already a requirement. Students may also select single subjects or sequences of subjects in the field of Recreation. A small number of subjects have been written at the degree level in this field and include the following: Recreation Studies 1, 2 and Servicing of Specific Populations 1, 2 and 3.

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

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

### Schedule of Subject Sequences

**Bachelor of Applied Science (Sports Science)**

**Foundation Studies**

- Communication Skills
- Administration Studies 1, 2
- Socio-psychological Perspectives 1, 2
- Nutrition 1
# Bachelor of Applied Science (Sports Science)

## Schedule of Subjects

**For Sports Coaching Major Studies Students**

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<thead>
<tr>
<th>Session</th>
<th>Cr. Pts</th>
<th>Session 2</th>
<th>Cr. Pts</th>
<th>Session 3</th>
<th>Cr. Pts</th>
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<th>Cr. Pts</th>
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<th>Cr. Pts</th>
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</table>

+ Credit points
* Contact hours per week

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

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

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

**Supportive Studies**

Subjects available from the alternate Major Studies specialisation.

## Course Specific Subjects
- Recreation Studies 1, 2
- Servicing Specific Populations 1, 2, 3
- Selected General Studies subjects already accredited at degree level.

## Practicum
- Practicum 1, 2, 3

### School of Arts and Music Education

#### 7250 and 7260

**Associate Diploma of Arts: Expressive and Performing Arts**

The School offers a two-year full-time or four-year part-time course leading to the award of Associate Diploma in Arts: Expressive and Performing Arts. The course allows for some
specialisation in Dance and Drama or in Art and Fibre, provides other studies that support the selected specialisation or which meet individual student needs, and requires some interdisciplinary studies which promote broader perspectives on a range of expressive and performing arts.

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

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

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

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

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

The subjects in the Interdisciplinary Studies segment are compulsory as the segment is designed to have students develop broader perspectives on a range of expressive and performing arts and to integrate theoretical and practical elements.
## CURRENT IMPLEMENTATION OF SUBJECT SCHEDULE - FULL TIME ATTENDANCE PATTERN

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

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Cr. Pts</th>
<th>Session 2</th>
<th>Cr. Pts</th>
<th>Session 3</th>
<th>Cr. Pts</th>
<th>Session 4</th>
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<td>Arts and Society in Time (3)</td>
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<td>Arts Production/Exhibition (4)</td>
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*Credit points
*Contact hours per week

TOTAL CREDIT POINTS: 96

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

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

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<thead>
<tr>
<th>Session 1</th>
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<th>Session 2</th>
<th>Cr. Pts</th>
<th>Session 3</th>
<th>Cr. Pts</th>
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<td>Constructional Materials 1 (3)</td>
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<td>Music in the Arts 1 (3)</td>
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*Table continued overleaf.*
### Undergraduate Study: Course Outlines

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<td>Level 4 Major Study (Art or Fibre)</td>
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<td>Cr. Pts</td>
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### SCHEDULE OF SUBJECTS, SESSIONS 1 TO 4

**BACHELOR OF MUSIC EDUCATION**

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<th>SESSION 1</th>
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<th>Cr. Pts</th>
<th>SESSION 4</th>
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<td>Educational Psychology 1</td>
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<td>(3)</td>
<td>Musicology 3</td>
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<td>Foundations of Music Ed.</td>
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<td>Media &amp; Technology in Music Ed.</td>
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<td>SEGMENT B MUSICIANSHIP STUDIES 2</td>
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<td>Performance Elective Workshops</td>
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* Credit Points
* Contact hours per week
### SCHEDULE OF SUBJECTS, SESSIONS 5 TO 8

**BACHELOR OF MUSIC EDUCATION**

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<th>Cr. Pts</th>
<th>SEGMENT B</th>
<th>SESSION 7</th>
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<th>SEGMENT B</th>
<th>SESSION 8</th>
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<td>Harmony &amp; Aural Perception <em>(2)</em></td>
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<tr>
<td>TEACHING &amp; CURRICULUM STUDIES</td>
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<td>Music &amp; Contemporary Society <em>(2)</em></td>
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<td>Musicianship Electives** <em>(3)</em></td>
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</table>

TOTAL CREDIT POINTS: 96

* Credit Points
* Contact hours per week
** At the discretion of the Program Director, a Semester 7 student may undertake a General Study Elective (A, B or C2 or 4) instead of a Musicianship Elective.

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**4130 Bachelor Of Music Education**

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

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

During the course students will:

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

**Structure Of The Course**

Content of the Bachelor of Music Education Course is grouped in three segments:
Segment A - Professional Teacher Education Studies

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

Segment B - Specialist Music Studies

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

Segment C - General Studies

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

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

Students may not select the General Studies subjects in Music.

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

Practicum Requirements

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

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

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

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

Identification of Subjects by Number

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

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

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

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

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

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

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

Serving Subjects are those taught by a school or department outside its own faculty. Their subject descriptions are published in the handbook of the faculty which originates the subject and are also published in the handbook of the faculty in which the subject is taught. These subjects will be found at the back of this handbook.

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

HSC Exam Prerequisites

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

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

Information Key

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

- **S1 Session 1, S2 Session 2**
- **F Session 1 plus Session 2, ie full year**
- **S1 or S2 Session 1 or Session 2, ie choice of either session**
- **SS single session, but which session taught is not known at the time of publication**
- **CCH class contact hours**
- **L Lecture, followed by hours per week**
- **T Laboratory/tutorial, followed by hours per week**
- **hpw hours per week**
- **C credit or Credit units**
- **CR Credit level**
- **DN Distinction**
- **HD High Distinction**
- **X External***
<table>
<thead>
<tr>
<th>School, Department etc</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 School of Physics*</td>
<td>Science</td>
</tr>
<tr>
<td>2 School of Chemistry*</td>
<td>Science</td>
</tr>
<tr>
<td>3 School of Chemical Engineering and Industrial Chemistry (New Course)</td>
<td>Applied Science</td>
</tr>
<tr>
<td>4 School of Materials Science and Engineering</td>
<td>Applied Science</td>
</tr>
<tr>
<td>5 School of Mechanical and Industrial Engineering*</td>
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<tr>
<td>6 School of Electrical Engineering and Computer Science*</td>
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<td>7 School of Mines (Mineral Processing and Extractive Metallurgy and Mining Engineering)</td>
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<td>12 School of Psychology</td>
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<td>13 School of Fibre Science and Technology (Textile Technology)</td>
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<td>37 School of Applied Bioscience (Food Science and Technology)</td>
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Kensington Campus

Psychology

Psychology Level I Unit

12.100 Psychology 1 F L3T2
An introduction to the content and methods of psychology as a basic science, with emphasis on the biological and social bases of behaviour, relationship to the environment, and individual differences. Training in the methods of psychological enquiry, and in the use of elementary statistical procedures.

Psychology Level II and Psychology Level III
Consult the Combined Sciences Handbook for details.

Health Services Management

16.031 Management of Work L4
Individual and group behaviour in work organizations. Various management processes: group dynamics, motivation, leadership, power, conflict and communication. Using a variety of learning strategies, students are encouraged to develop analytical, diagnostic and practical skills for identifying problems in organizations, and to transfer key concepts to health care organizations in general and their own organization in particular.

Prerequisite: 16.031.

16.032 Management of Organizations L4
Emphasis on analytical skills. Develops the student's understanding of organization theory and its application to management. Theories covered include systems, contingency, administrative, action and resource dependency, the pluralist perspective. Level of analysis is at organizational level rather than micro-perspective of Management 1. Assessment of the evolving role of computer systems in health care, the management of computing systems and the use of computers in decision support.

Prerequisite: 16.031, 16.032.

16.033 Management of Health Services L4
Builds on the theoretical concepts and practice analysis developed in 16.031/16.032 Management 1 and 2. Analyses values, structures, management approaches and relationships within component organizations and programs of the Australian health services and related areas. Areas of study: comprehensive service provision, detailed analysis of individual organizations, departments or programs; roles of the manager; professional developments; concepts of micro-structure and social analysis. Students are required to use these and other tools in the analysis of practical situations.

16.034 Management of Health Services (Honours) L4
Prerequisites: 16.031, 16.032
Includes and extends the theoretical and practical studies in Management 3. Students produce a literature review of a significant aspect of health and hospital services management analysing major conceptual issues and their development.

16.111 Health Care Systems L4
The system of organizations, institutions, services and financial arrangements which constitute the Australian health care system. Constitutional, legal and economic environment in which the system operates, including the Federal structure of government. Main characteristics of public and private hospitals, nursing homes and other institutions, including funding arrangements and relationships with government. Community health and other non-institutional services and their objectives. The financing of health services, Commonwealth-State financial arrangements and the health insurance program. The health work force, with emphasis on the medical and nursing components. Comparisons of the Australian health care system with those of other countries.

16.112 Public Health and Epidemiology L4
Definitions of health and disease; basic epidemiological concepts; medical terminology; body systems; classification of disease; disease causation. Protection and promotion of health with emphasis on contemporary risk factors; diagnosis; treatment practices. Evaluation of health and health care; health status indicators; preventive and therapeutic trends; research strategies.

16.301 Political Science L4
The study of politics, with special reference to Australian political institutions and administrative practices. Topics include: concepts and theories of politics; Australian political institutions and the party system; the Constitution and intergovernmental financial and legal relations; public administration with special reference to the Commonwealth and New South Wales public services.

16.302 Social Policy and Administration L4
The scope and principles of social policy and administration; values and value analysis; models and theories of social policy; problems in policy formulation, implementation, administration and evaluation; contemporary Australian social policy especially health and the role of the health service administrator, health insurance, poverty, social security; systems of income guarantee, national compensation and national superannuation.

16.303 Research and Evaluation Methods L4
Prerequisites: 16.540, 16.711
The need for and special problems of health services research and evaluation; the nature of 'scientific' knowledge; distinction between research and evaluation; identifying appropriate research areas; reviewing the literature; statements of objectives and formulation of hypotheses; experimental and quasi-experimental designs; non experimental models including epidemiological approaches; sample selection;
means of acquiring data emphasizing questionnaire design and problems of measurement; introduction to analysis of data including coding and computer techniques; methods of presenting findings; reliability of research evidence; research ethics; research and decision making policy issues.

16.304 Management Skills L4
Available for internal students only.
Opportunity for students to learn some theory and then to practise the skills of communication, conflict management, problem solving, and decision-making. Several lecturers are involved in teaching this subject.

16.306 Administration of Nursing Services L4
Content is organized in terms of the material suggested by the standards for the Nursing Division of Hospitals compiled by the Royal Australian Nursing Federation. Major foci are the goals, structures, processes and control mechanisms common to nursing service departments.

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

16.308 Epidemiology for Health Administrators L4
The general purposes and content of epidemiological studies. Concepts and strategies of epidemiology. Sources, collection, collation and analysis of epidemiological data. The application of epidemiological methodology and information in the planning, operation and evaluation of health services.

16.309 Long Term Care Administration L4
Introduction to the more important theories, concepts and practical tools which are applicable to the evaluation, administration and planning of long term care institutions (including chronic, mental and special hospitals and nursing homes) and non-residential agencies and programs. Long term illness and the ageing process from the viewpoint of medical sciences and gerontology; patient assessment and rehabilitation; psychiatric care; geriatric care; social factors and the design of better care environments; financial and economic aspects of long term care; quality measurement and control; administration of long term care facilities, planning and co-ordinating institutions and agencies.

16.310 Human Resource Management L4
Drawing on concepts, theory and research introduced in Management 1, 2 and 3, students critically examine the various strategies available to manage human resources in health care organizations. Demonstration of the need to integrate these strategies amongst line management and not to view them simply as the specialist's domain. Topics include: human resource planning, industrial relations, training and development, EEO, occupational health and safety, and organization development. Students are encouraged to participate in a research project.

16.311 Computing Techniques for Health Service Management L4
Prerequisite: 16.711
BASIC programming and principles of operation of commercial software, including database management systems, word processors and spreadsheets. Application of software to, and development of, programming skills for health service management. Introduction to MINITAB and specific examples of database construction and interfacing of staff and computing systems. Concepts of decision support and role of personal computing in providing this to health service professionals, including mathematical modelling and simulation techniques.

16.312 Industrial Relations: A Health Sector View L4
The role of the health administrator, the employing authority, the unions and the Industrial tribunal will be examined within the context of the Australian health care system. The theory and practice of conflict management, collective bargaining, arbitration and conciliation, industrial democracy and negotiation skills will be treated within this health service framework. This subject has been designed to complement other subjects in the health administration course such as management, sociology, law and economics.

16.313 Research and Evaluation Methods L4
(Honours)
Prerequisite: 16.540, 16.711.
An extension of topics in 16.303 stressing the choice of constructive research problems, critical evaluation of the literature and formulation of a research protocol as background to the formal presentation of a thesis in Year 4.

16.316 Current Issues in Nursing L4
Controversial aspects of the nursing profession of particular interest to nursing and health administrators. Content updated regularly. Current topics include: nursing education, unionism vs professionalism, political action in nursing, factors affecting the nurse's participation in the work-force.

16.400 Field Experience 1

16.401 Field Experience 2
In order to relate theoretical instruction to practical experience, first and second year full-time students, under the supervision of a member of staff of the School, are attached to a number of health service agencies in the Sydney metropolitan area. Aims to allow students to familiarize themselves with a health agency setting to learn in a practical way the skills and responsibilities needed in the administration of health service agencies and the importance of interpersonal relationships. The attachment program is a compulsory part of the first and second year full-time BHA degree course, although students with general experience in health service agencies may be eligible for exemption with the approval of the Head of School.

16.421 Health Planning 1 L4
Planning concepts, principles and approaches. Processes and procedures of planning. Sources of planning information. Health service planning at the national, regional and local levels. Facilities planning, building and evaluation.
16.422 Health Planning 2A  L4
Prerequisite: 16.421.
Building design processes and procedures; health facility design and construction; location, layout, space allocation, traffic systems, supply and disposal systems, energy conservation. Construction and contract management, commissioning and equipping, maintenance and renovation; cost control and site supervision; briefing and evaluation techniques.

16.423 Health Planning 2B  L4
Prerequisite: 16.421.
Environmental psychology and perception; anthropometrics, physiology of comfort and work performance; accident prevention, safety and security; building performance measurement, design in use surveys. Design for particular groups of users: aged, children, handicapped; design for clinical and supportive service functions and activities, e.g. inpatient care, surgery, consultation, catering, cleaning, etc.

16.424 Health Planning 2C  L4
Prerequisite: 16.421.
Techniques and models for planning health services including elementary location theory; definition of catchment areas; measuring population characteristics and needs; formulae for allocation of resources. Prediction, forecasting and operations research techniques. Introduction to use of computers in health service planning.

16.520 Law 1T  L4
This is a compulsory terminating subject for eligible students who have previously studied Law subjects at tertiary level in other courses (such as Commerce degrees) which did not have a health services law component. Eligible students would enrol in 16.520 Law 1T instead of enrolling in 16.521 Law 1. 16.520 briefly revises elementary legal concepts of the kind covered more fully in 16.521, and then deals with selected health law topics of the kind covered in 16.522 Law 2.

16.521 Law 1  L4
General introduction to law in Australia with health service applications, designed for students who have not previously studied law subjects at tertiary level. Topics: how to study the discipline of law and commonly experienced student difficulties; the role of law in health administration and health planning; Australia's legal origins and the role of English law in Australia; federalism and the constitutional framework; types of legal rules with emphasis on judge-made rules, the theory of precedent, and legislation; access to legal advice; aspects of the law of torts, contracts, criminal law, administrative law; the coroner.

16.522 Law 2  L4
Prerequisite: 16.521.
An elective subject for students who have passed 16.521 and wish to study further aspects of health services law. Legal areas of special vocational concern for health administration and health planning. Relationships between existing laws and law reform proposals. The precise subject matter may vary from year to year depending partly on student's preferences and career expectation. Health law topics introduced in 16.521 also studied in more depth.

16.540 Health Information Systems  L4
An introductory subject with a financial and quantitative emphasis, having special reference to the application of measurement techniques to health services data. Elementary statistics for health services management with an introduction to the uses of computing in health care. Information systems relevant to hospital management. Introduction to concepts of accounting, costs and budgeting.

16.541 Accounting and Financial Management 1  L4
Prerequisite: 16.540.

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

16.551 Health Economics 1  L4
Prerequisite: 16.540.
An introduction to economic analysis as applied to the conditions and problems confronting Australia, with special reference to the economic aspects of health and medical care. Topics include: the elementary model of how resources are allocated by the price system in Australia; the economics of the public sector; health and welfare economics; efficient production and distribution of health services, demand and the utilization of services; finance and efficiency, cost benefit analysis and selected policy issues.

16.552 Health Economics 2  L4
Prerequisites: 16.540, 16.551.
Advanced topics in health economics, covering both macro and micro issues. Analysis of Australian health expenditure; hospital economics; health insurance.

16.611 Sociology, Ethics and Health 1  L4
An examination of health care issues, with specific reference to Australian society. Social and political dimensions of health policy and health care are discussed in terms of alternative sociological perspectives: consensus, conflict, pluralism and interactionism. Variations in health status and access to care...
among socioeconomic, ethnic and gender groups. Professional accountability. Social impacts of modern medical technologies, problems of chronic illness, disability and dying. Changes in the delivery of health care. Values and ethics. The range of ethical issues confronting health service managers. The social responsibility of health care professionals. The fundamentals of sociological research. Discussion throughout the course of research questions and alternative research strategies in relation to the issues.

16.612 Sociology Ethics and Health 2 S2 L4
Prerequisite: 16.611.
Extension of 16.611 Sociology, Ethics and Health 1. Health care issues will be analysed, with increasing theoretical and methodological rigour.
16.711 Quantitative Methods and Statistics 1
16.712 Quantitative Methods and Statistics 2

Education

58.041 Educational Psychology 1 S1 2CCH
Begins the study of Educational Psychology by examining some aspects of development, and learning and instruction. Topics will include cognitive development; development of memory, learning and problem solving strategies; basic learning and motivational processes; and an introduction to instructional methods.

58.042 Sociological Perspectives on Education S2 2CCH
An examination of major sociological perspectives such as structural-functionalism, conflict theory, symbolic interactionism and phenomenology, as they relate to education. Examination of the role of the school as an agent of socialisation, with particular attention to such issues as gender, deviance, social class and ethnicity.

58.043 Theories, Values and Education S1 2CCH
Not offered in 1990.
Key issues in educational theory, including the justification of educational theories, purpose and value in education, neutrality, indoctrination and controversial issues, equality of educational opportunity, authority, freedom and rights, and sexism in educational ideals.

58.044 Educational Psychology 2 S2 2CCH
Prerequisite: 58.041.
Not offered in 1990.
This course continues the examination of instructional methods with an increasing emphasis on curriculum specific areas of psychology such as reading fluency and comprehension, processes involved in meaningful prose construction, and learning and problem solving in mathematics, the humanities and the natural and social sciences.

58.045 Schools, Knowledge and Power in Society S1 2CCH
Not offered in 1990.
An analysis of the role that schools (including universities) play in disseminating and legitimating knowledge, and in reproducing and reconstituting social and power relations within social formations. Discussion of major theoretical viewpoints (e.g. liberal rationalism, neo-Marxism, pragmatism, critical theory), along with contemporary research undertaken both within schools and on the relationship of the schooling experience to the social expectations of the emerging adult.

58.046 Primary Schooling and the Transition to the Secondary School S2 2CCH
Not offered in 1990.
Aims to help students gain some knowledge of the kind of schooling children experience before they enter secondary school. Topics include: group processes; communication in the classroom; the rationale, structure and content of the NSW primary syllabuses and support documents; the structure of primary schooling and its relation to secondary schooling; the teaching preparation of primary teachers; Year 6 students' expectations of secondary school; special schools. Students spend some time as teachers' assistants and observers in primary classrooms.

58.014 Curriculum and Instruction
See under Graduate Study (DipEd subjects) later in this handbook.

58.015 Teaching Experiences
See under Graduate Study (DipEd subjects) later in this handbook.

58.016 Educational Theory S1 L9, S2 T2
Three core sections and an options section. The core sections consist of studies in the philosophy of education, the psychology of education and the sociology of education. In the last section, Selected Studies in Education, each student chooses one study from a number offered. The topics depend on student interest, current issues in educational thought and the interests and expertise of available staff.
Details of the sections of the subject follow.
Philosophy of Education: Session 1: Philosophical questions concerning teaching and learning with particular reference to the various subjects taught in schools. Issues concerning the relationships between school subjects, the connection between knowledge and the development of mind, the value of school subjects in relation to other activities which could compose education and the social and ethical context of education. These issues are followed up in much more detail in Selected Studies in Session 2. The focus in Session 1 is upon logical and epistemological questions which are internal to the various teaching subjects. Students undertake one of the following: Philosophical Problems in Mathematics and Education or Language and Education or Literary Appreciation and Education or History and Education or Social Science and Education or Curriculum and Education.
Sociology of Education: The core of this section aims to place teaching and learning in a social context. Education affects society as well as being affected by it. The core examines
education in its broadest context, such as its relationship to the economy, as well as at an interpersonal level, such as deviance in the classroom. Topics also include disadvantaged groups in society, the curriculum, the Australian education system, radical education theory and the educational implications of global trends and problems.

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

Social Work

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

63.193 Social Work Practice 1 F 5CCH
An introduction to the basic repertoire of concepts and skills which social workers use in analysing and responding to problems encountered within different levels and types of professional practice. Working in small groups, students attempt to derive these basic concepts and skills before considering their formal treatment in professional literature. This problem-solving mode of education is also used for the purpose of introducing students to the scope and major concerns of the profession and to help them to develop greater self awareness and responsiveness to social concerns.

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

63.203 Human Behaviour 1 S1 L2T1, S2 L1T1
Normal human growth and development from birth to death with particular reference to the interrelationship of sociological, psychological and socio-economic aspects of living. The developmental theories of Freud and Erikson and concepts such as critical periods, sensitive periods, attachment and bonding are critically reviewed and contrasted to other approaches to development and placed in their cultural context. In discussing the individual in interaction with the environment, the way in which social institutions, organisations and the wider social structure promote or inhibit satisfaction of developmental needs is considered.

63.211 Social and Behavioural Science 1 S1 L1T1
Theories and concepts in the social and behavioural sciences of particular relevance for social work practice. Four broad theoretical perspectives are presented - functionalism, power-conflict theory, systems analysis and symbolic-interactionist theory. These perspectives are applied to the family, group and stratification.

63.232 Research Methods 1 S2 L1T2
General introduction to the characteristics of scientific method, the research process, research terminology, and types of research. Sampling, review of descriptive statistics, hypothesis testing using one or more samples. Introduction to multiple comparison procedures.

63.253 Social Welfare 1 F S1 L1 1/2T1, S2L1T1
This is a course designed to examine how societies and governments come to adopt policies about social welfare. An overview of the field of social policy is followed by a number of specific topics of contemporary interest and concern. Each topic is studied within the context of its history, the nature of current policies and theoretical bases of these policies. Topics covered include: child welfare, penal policy, race and ethnic relations, disability, drug abuse and several areas of health policy including social response to the AIDS epidemic. A special strand of the course is also devoted to the interface between Social Work Practice and the Law.

63.292 Social Work Practice - Community Work S2 T2
Theories, knowledge, skills and issues relevant to community work practice. Key concepts such as localism, participation, decision making, class, gender, racism, social change and social control are discussed. Different community work approaches (community action, locality development, social planning, consciousness raising) and contexts of practice (neighbourhoods, local government, disability, Aboriginal rights etc) are explored.

63.293 Social Work Practice 2 S1 T3 S2 T2
Workshops to develop skills in: basic communication in a range of social work contexts; basic social work interviewing skills focusing on the beginning and ending stages, assessment of interpersonal and community situations using a variety of theoretical perspectives and integrating material from other subjects, consideration of the purposes and parameters of social work practice.

63.303 Human Behaviour 2 F L2T1
Deviations from accepted norms - the biological, psychiatric, psychological and social. The first session deals with biological deviance - health and disease and social implications thereof. Students are also introduced to the theories of social deviance from Durkheim through to Interactionist and Political theories. In session 2 psychiatric deviance is dealt with. Mental health and illness and major theories of anxiety - Freud, Behaviourist, Existential are dealt with.

63.312 Social and Behavioural Science 2 S2 L1T1
Basic social theory applied to organisations, institutions, "communities", urban living and the state.
63.331 Research Methods 2

63.342 Social Philosophy 1

63.352 Social Welfare 2 - Strand A
This course continues the objectives of Social Welfare 1 to examine social welfare from within the context of history, theory and contemporary policy issues. Topics include income security, poverty and inequality, taxation, women and family policies, economic development and employment and models for the development and implementation of policies.

63.362 Social Welfare 2 - Strand B
This is a course with similar objectives to Strand A. Topics are chosen from those which are currently the subject of research focus of the course co-ordinator and lecturers. At present the course covers legal policy and criminology, education and employment policy, housing policy and homelessness, and health policy with a focus on epidemiology and community health.

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

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

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

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

63.451 Social Welfare 3 - Strand A
Social welfare arrangements in Australia within a broad societal frame of reference which encompasses provision for people within particular population categories. Current topics include: dependent children, the aged, migrants, and Aborigines. The approach is analytic and evaluative, the perspectives of various social theories being used to develop insights into the arrangements for the particular group studied.

63.461 Social Welfare 3 - Strand B
A course with similar objectives to Strand A. Topics are chosen from those which are currently the subject of research focus of the course co-ordinator and lecturers. At present topics include: physically handicapped, mentally ill, intellectually disabled and legal offenders.

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

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

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

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

63.282 Social Work Practice - First Placement
First placement is located in a wide range of settings. Basic skills and responsibilities of practice and a beginning understanding of working in a welfare organisation are emphasised. This placement occurs in Session II of year 2.
Professional Studies

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

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

63.481 Social Work Practice - Third Placement
Third placements is available in a variety of settings. Placements which are relevant to students' Social Work Practice Electives, and which help prepare them for their future career in Social Work are offered.
Students are encouraged to undertake placements in regional cities and rural areas of NSW.
This is a 60 day full time placement. It commences in week 1 of Session II of year 4 and ends in week 12 of that Session. The placement includes a week-long series of university based integrative seminars.

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

63.423 Honours Seminar F 2CCH
A two hour per week seminar covering methodology, social policy analysis and advanced practice theory. Representative topics include feminism and welfare policy, the work of contemporary social theorists such as Habermas and Foucault, and issues in family therapy. Students taking the seminar will also be required to complete a project of approximately ten thousand words.

St George Campus

Primary and Computer Education

Associate Diploma of Applied Science (Business Computing)

23.1133 Principles Of Programming 1 S1 4CCH
6 credit points
This subject is designed to develop the fundamental knowledge and skills needed to program microcomputers at an introductory level. Pascal will be used as the example of a programming language.
Students apply structured programming skills to the development of simple computer programs in Pascal.

23.1137 Principles Of Programming 2 S2 4CCH
6 credit points
Prerequisite: Principles Of Programming 1.
This subject extends students' skills needed for programming small business computer systems.
Students refine their knowledge of data structures in Pascal; develop and integrate program modules into menu driven software; apply common computer algorithms to the solving of simple business applications; and use computer graphics to communicate business information.

23.2121 Basic Programming S1 4CCH
Prerequisite: 23.1137
This subject provides an introduction to the fundamental concepts of the programming language called BASIC with an emphasis on structured programming.
Students learn the fundamental constructs of the BASIC programming language, apply structured programming principles in designing solutions to business-oriented problems, and code these solutions.

23.2122 Database Languages S2 4CCH
Prerequisite: 23.214
This subject develops in students the knowledge and skills needed to create database applications using commercially available database language packages.
Students learn to implement database designs in a variety of specific commercial microcomputer database systems and on a variety of microcomputers.

23.1134 Fundamentals Of Computing S1 4CCH
6 credit points
This subject provides an introduction to the structure, use and operation of computers in the small business and office environment.
Students are required to demonstrate a knowledge of the nature of the computer and its peripherals, including the internal structure and internal functioning of computers. They are also introduced to small data processing systems.

23.1138 Operating Systems and Communications S2 4CCH
6 credit points
Prerequisite: 23.1134
This subject familiarises students with the operating systems and interfaces of small computers. Students learn essential features of some standard computer operating systems such as MAC DOS, MS/DOS, PC/DOS. They are also introduced to computer codes and protocol associated with computer communication.
<table>
<thead>
<tr>
<th>Subject Code</th>
<th>Subject Name</th>
<th>Semester</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>23.2113</td>
<td>Systems Analysis</td>
<td>S1 4CC</td>
<td>6</td>
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<td></td>
<td>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.</td>
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<tr>
<td>23.2117</td>
<td>Systems Design Project</td>
<td>S2 4CCH</td>
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<td></td>
<td>This subject is designed to enable students to design, produce and implement a small computer based business program. Students gain experience in applying software and systems design principles in the development and evaluation of a small applications project in business.</td>
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<tr>
<td>23.1135</td>
<td>Small Systems Software</td>
<td>S1 4CC</td>
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<td></td>
<td>This subject introduces the student to selected word processing packages. Students are required to develop keyboard skills using a computer-based typing tutor.</td>
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<tr>
<td>23.1139</td>
<td>Software Applications 1</td>
<td>S2 4CCH</td>
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<td></td>
<td>This subject provides an introduction to the use of spreadsheets and graphics programs with emphasis on applications in the small business and office environment. Students learn the nature of spreadsheets and graphics programs, selected spreadsheet applications and the use of graphics programs in communicating and summarising information in the commercial environment.</td>
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<tr>
<td>23.2114</td>
<td>Software Applications 2</td>
<td>S1 4CC</td>
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<td></td>
<td>This subject provides an introduction to the use of data bases with emphasis on applications in the small business and office environment. Students learn the nature of hierarchical and relational data bases and their application in selected commercial and professional settings.</td>
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<tr>
<td>23.2118</td>
<td>Work Experience</td>
<td>S2</td>
<td>6</td>
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<td></td>
<td>(2 blocks, each of 10 days)</td>
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<td>This subject is designed to provide monitored work experience for all students in selected business settings, especially small business settings. It requires synthesis and application of some of the practical learnings and related experiences acquired during the program. Students undertake supervised and delegated clerical and business administration tasks, including tasks requiring competent use of microcomputers.</td>
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<tr>
<td>23.1136</td>
<td>Business Mathematics and Communication</td>
<td>S1 4CC</td>
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<td></td>
<td>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.</td>
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<tr>
<td>23.1140</td>
<td>Business Studies 1</td>
<td>S2 4CCH</td>
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<td></td>
<td>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.</td>
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<tr>
<td>23.2115</td>
<td>Business Studies 2</td>
<td>S1 4CC</td>
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<td></td>
<td>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.</td>
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<tr>
<td>Bachelor of Education (Primary) : Stage 1</td>
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<tr>
<td>Education Studies</td>
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<tr>
<td>23.1120</td>
<td>Child Studies 1</td>
<td>S1 3CCH</td>
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<td>This subject provides an introduction to the study of children by examining childhood in the context of an overview of human development through the total life-span. Students will be introduced to techniques of child study and to some representative theories of behaviour and development. Students gain insights into the nature of children by examining development from a life-span perspective. Theory and research are supplemented by observing and interacting with children.</td>
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<tr>
<td>23.1127</td>
<td>Child Studies 2</td>
<td>S2 2CCH</td>
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<td>This subject continues the study of children by focusing on learning and development in the early years, particularly middle childhood, with attention being given to the major areas</td>
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</table>
of functioning, to problems of development and to the further development of the skills of child study. The implications of developmental psychology for better teaching and learning in the primary school will be examined with emphasis on catering for individual differences. Course content emphasises major areas of functioning, including physical, cognitive, social and moral learning and development in the primary school years.

23.2101 Socio-Cultural Contexts of Education
6 credit points
The subject aims to develop understanding of the socio-cultural context within which schooling occurs and of the implications of this context for professional philosophies and practices.
This subject examines the societal context within which the school system operates in Australia. The course is intended to help students develop means of analysing the societal context so that they are able to understand the implications for their own work as teachers.

23.2106 Exceptional Children
4 credit points
This subject extends students' knowledge of children to the psychology and special educational needs of exceptional children including the talented, the mentally retarded, the learning disabled and children with physical and sensory handicaps.
Students examine the identification of children's learning needs and the measurements of their attainments and appropriate teaching techniques and strategies.

23.3140 Educational Philosophy
5 credit points
The course is concerned with students' ability to think critically about concepts, issues in education. Students are introduced to the concept of philosophy both as the history of ideas and as a critical mode of thinking.

23.3146 Educational Contexts
3 credit points
This subject focuses upon the context in which primary education takes place in Australia. The course examines the political, economic, social, historical, psychological, philosophical and legal factors that influence teaching and learning in the primary school.
Students in this course will analyse the structure and function of the various organisations, pressure groups and other variables that influence the primary school systems in New South Wales.

Teaching Studies

23.2121 Teaching And Learning 1
4 credit points
This subject introduces students to the basic principles of teaching and learning in primary classrooms and provides an opportunity for students to develop competence in a range of basic skills and behaviours. This subject also serves as a preparation for students' first block practice teaching experience.
Students will focus on three sets of teaching behaviours: presenting information; seeking participation; class management and organisation.

23.1128 Teaching And Learning 2
3 credit points
Prerequisite: 23.2121.
This subject aims to consolidate basic principles of teaching and learning in the classroom. It will provide students with an understanding of the general psychological contexts in which learning occurs as well as giving special attention to different approaches to learning and class management. Students will have an opportunity to further develop the skills introduced in Teaching and Learning 1.
Course content emphasises general principles of learning, together with contrasting theoretical approaches to learning and management. Theory and research are supplemented by the application of major theories to teaching and management.

23.2102 Teaching And Learning 3
4 credit points
This subject aims to help students develop more complex skills of teaching and to integrate the basic skills learned previously in developing more flexible and innovative settings for teaching and learning in the classroom.
Students in this course will be introduced to a variety of teaching and learning styles, factors that influence classroom relations and communication and to the theory and practice of grouping, individualising instruction and classroom organisational patterns.

23.1122 Media Usage
2 credit points
This is a practical introductory subject to provide students with basic equipment competencies and an awareness of the value of media materials in the classroom.
Students will be given the opportunity to develop skills in the production and application of a range of basic classroom media, so that their teaching is facilitated and so that they may produce and evaluate software appropriate for a range of curriculum settings.

23.2107 Curriculum Design, Measurement And Evaluation
4 credit points
The subject is designed to assist students to gain knowledge of the many factors involved in curriculum development and to begin to apply various curriculum theories and design techniques to relevant educational contexts.
Students are introduced to the processes of curriculum design and development and a range of educational issues that affect curriculum and the teacher's role as curriculum developer. Opportunities will exist to apply knowledge about how to plan a curriculum, to analyse elements contained in existing curricula, and use techniques to monitor the impact of curriculum upon pupils and pupil progress, within particular subject areas.
Curriculum Studies

23.1123 Language Studies 1  
S1 2CCH
2 credit points
This subject will provide a theoretical model of early language acquisition and development as the basis for effective language learning experiences K-6. This framework will also provide an understanding of the interdependent nature of the language arts. Through developing an understanding of language acquisition as a process, students will be guided towards insights concerning the integrated nature of language processing, leading to an understanding of the communication needs of the child and the use of appropriate curriculum resources.

23.1129 Language Studies 2  
S2 2CCH
3 credit points
Prerequisite: 23.1123
This subject seeks to provide a theoretical basis and practical experiences through which opportunities for effective writing may be developed for children in K-6. Particular emphasis will be placed on the student’s own writing abilities as a focus for encouraging the development of children’s writing.

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

23.2103 Language Studies 3  
S1 3CCH
4 credit points
Prerequisite: 23.1129
This subject is designed to provide a theoretical basis and practical application for literacy development.

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

23.3142 Language Studies 4  
S1 2CC
3 credit points
H
Prerequisite: 23.2103
This subject is designed to give an understanding of the theory and practice of Drama in Education.

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

23.3172 Language Studies 5  
S2 2CCH
3 credit points
Prerequisites: 23.3142
This subject is designed to extend students’ knowledge of children’s literature, their writers and content, by presenting a number of bases from which selected books can be studied in depth. In addition the course will examine specific strategies for using children’s books in classrooms.

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

23.1124 Mathematics 1  
S1 2CCH
3 credit points
This subject introduces the student to the fundamentals of Mathematics K-6 and concentrates on establishing the fundamental understandings, skills and approaches which form the basis for teaching and learning mathematics.

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

23.2104 Mathematics 2  
S1 3CCH
5 credit points
Prerequisite: 23.1124
This subject covers the primary school mathematics areas dealing with numeration and algorithms for whole and rational numbers. In addition the skills developed are applied to measurement and money in problem solving situations.

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

23.3144 Mathematics 3  
S1 3CCH
4 credit points
Prerequisite: 23.2104
This subject covers the areas of K-6 mathematics not covered in the previous courses. In addition to covering new content time is spent on special situations in the teaching of mathematics such as assessment and evaluation, the atypical child and programming of mathematics.

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

23.1126 Art/craft 1  
S1 2CCH
3 credit points
This subject strengthens the students’ own visual education while developing the knowledge and skills related to teaching art and craft in the primary school.

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

23.2105 Art/craft 2  
S1 2CCH
2 credit points
This subject extends students’ abilities in art and craft teaching. Emphasis is given to the planning and sequencing of teaching/learning experiences, taking into account the children’s stages of development.

It will extend students’ practical knowledge and skills of art and craft in workshop situations which will support their investigation of sequence and organisation of content of units of study.
23.3143  Art/craft 3  
S1 2CCH
3 credit points
This subject will continue to extend students' abilities in art and craft teaching. Emphasis is given to the planning and sequencing of teaching/learning experiences, taking into account the children's stages of development.

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

23.3173  Computer Awareness  
And Media Studies
S2 2CCH
3 credit points
This subject is intended to provide students with background and experiences in computer and media studies for themselves in their dual role of teacher and user.

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

23.3145  Health And Personal Development  
S1 or S2 2CCH
3 credit points
This subject is designed to increase students' understanding of health as it affects themselves, the children they teach and the community at large.

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

23.1132  Music 1  
S1 2CCH
3 credit points
This subject is essentially practical, offering a carefully structured sequence of experiences which are fundamental to the teaching and learning of music in the classroom.

23.2111  Music 2  
S2 2CCH
3 credit points
This subject builds upon the activities in Music 1 to further develop the students' individual skills and assist in their understanding of suitable music activities for K-6 children.

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

23.1131  Physical Education 1  
S2 2CCH
3 credit points
This subject is designed to provide the theory and practice necessary for teaching the fundamental skills of physical education in the games program years K-6.

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

23.2110  Physical Education 2  
S1 or S2 2CCH
3 credit points
This subject is designed to provide the theory and practice necessary for teaching the fundamental skills of physical education in the gymnastics and dance program for years K-6.

Students develop an understanding of the concepts of movement education and its role in motor skill development, specifically through the utilisation of gymnastics and dance movement forms.

23.3161  Curriculum Elective: Art  
S2 2CCH
4 credit points
This subject is intended to provide students with the opportunity to develop more advanced art skills, which they will apply to the planning and organisation of creative learning situations relevant to Primary Art Education.

Students learn more advanced skills in selected media and examine the possibilities for implementing the media and processes in the classroom. Students develop an understanding of the concepts of movement education and its role in motor skill development, specifically through the utilisation of gymnastics and dance movement forms.
23.3162 Curriculum Elective: Child Health S2 2CCH

4 credit points
This subject aims to prepare students for a possible role as the health resource person in a school and its community. Genetic and environmental factors which adversely affect normal development will be considered with special emphasis on the problems which result from neglect, deprivation and abuse.

23.3163 Curriculum Elective: Crafts For Exceptional Children S2 2CCH

4 credit points
Prerequisite: 23.3143
The workshop will allow students to plan and teach a program of craft designed for the needs of exceptional children in the context of the normal primary school environment. Students will build upon their knowledge and skills of art/craft curriculum planning by focusing upon a specific area of interest in craft education and planning and implementing a short-term craft curriculum for children with special needs.

23.3164 Curriculum Elective: Language Across The Curriculum S2 2CCH

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

23.3165 Curriculum Elective: K-2 Focus S2 2CCH

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

23.3166 Curriculum Elective: 3-6 Focus S2 2CCH

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

23.3174 Curriculum Elective: Mathematics S2 2CCH

4 credit points
Prerequisite: 23.2104
This subject allows students the opportunity to extend their knowledge of some content areas in Primary Mathematics, and to explore methods of teaching that content. The needs of the students will determine the areas to be treated.

23.3175 Curriculum Elective: Music S2 2CCH

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

23.3167 Curriculum Elective: Physical Education S2 2CCH

4 credit points
This subject is designed to provide students with the opportunity to develop an in-depth theoretical and practical knowledge of a selected area of study. Selection will be made from the following areas: fitness, games coaching, children's dance, gross motor development or aquatics. Content will vary according to the area selected and the particular focus selected.

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

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

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

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

23.3170 Curriculum Elective: Science S2 2CCH

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

23.3171 Curriculum Elective: Social Studies S2 2CCH

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

Participation in the subject will enable students to further develop their understanding and application of the principles of voice production and individual skills of instrumental playing and plan suitable experiences contributing to the musical growth of primary school children. The content will be designed to meet the needs of individual students and the group as a whole although it will contain a central core.
This workshop is intended to involve students in program examination, evaluation, development and design. It is intended to encourage students to use a greater range of skills in the implementation of health promotion and personal development programs.

23.3152 Curriculum Workshop: Judaic Studies K-6
4 credit points
This subject aims to provide an integrative approach to the curriculum issues associated with teaching Judaic Studies in the years K-6. Its focus is on the inter-relatedness of curriculum areas and the use of these inter-relations in programming.

23.3153 Curriculum Workshop: Making Music
4 credit points
It is anticipated that students who elect this course will have varied interests and may wish to focus on diverse aspects of music making within primary music education. It is therefore intended that the subject should be as flexible as possible to accommodate this diversity.

23.3154 Curriculum Workshop: Multicultural Education
4 credit points
This subject is designed to give students who have a particular interest in education for a multicultural society an opportunity to develop specialist curriculum packages that will contribute to the attainment of objectives contained in the N.S.W. Multicultural Education Policy Statement.

23.3155 Curriculum Workshop: Non-government Schooling
4 credit points
This subject is designed to provide an integrated approach to the issues associated with teaching in a non-government school. Students examine the diversity of non-government education in relation to its ability to meet the needs of the community.

23.3156 Curriculum Workshop: Non-sexist Education
4 credit points
Students will explore the nature of sexism and its influence in society and particularly in schools. A wide variety of ideas, strategies and resources will be developed to promote equality of educational experience. The nature and source of sexism in society in general, and in schools in particular, and the value of non-sexist education are treated. Sexist practices in schools are explored. Current curricula are examined and emphasis is given to developing ideas, strategies and resources to promote equality of educational experience.

23.3157 Curriculum Workshop: Sports Administration
4 credit points
The aim of the subject is to introduce students to sports administration and organisation and its application to school sports administration. Students will study selected aspects of administrative theory and its application to sports administration in schools.
The subject is designed to increase students' sensitivity to the language needs of children for whom English is a Second Language, and to develop competencies required in the teaching of English as a Second Language in the infant and primary classroom.

**23.3158 Curriculum Workshop: Teaching English As A Second Language**

*4 credit points*

Corequisite: 23.3316

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

**23.1159 Curriculum Workshop: Theatre For Children**

*4 credit points*

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

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

**23.3160 Curriculum Workshop: Video Production**

*4 credit points*

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

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

**School Attachments**

**23.3301 School Attachment For Adapted Physical Education (primary)**

*3 credit points*

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

**23.3302 School Attachment For Art And Craft**

*3 credit points*

Prerequisite or Corequisite: 23.3143

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

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

**23.3303 School Attachment For Diagnostic Teaching**

*3 credit points*

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

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

**23.3304 School Attachment For Drama In Education**

*3 credit points*

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

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

**23.3305 School Attachment For Exceptional Children**

*3 credit points*

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

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

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

**23.3306 School Attachment For Health Education**

*3 credit points*

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

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

**23.3307 School Attachment For Judaic Studies**

*3 credit points*

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

The subject will be directed to the various components of the Judaic Studies course including language, resources and programming.
23.3308 School Attachment In Language Curriculum Studies
S1 or S2 2CCH
3 credit points
This subject provides practical experiences which build on the foundations laid in the curriculum courses, Language Studies 1-4. Students will develop and implement a program using effective classroom language learning experiences. The approach may be integrated or specifically focused on an aspect which may involve speaking, listening, reading, or writing activities for a particular class of children. Students develop, implement and evaluate an aspect of a school language program.

23.3309 School Attachment For Language Development In Multicultural Classrooms
S1 or S2 2CCH
3 credit points
This subject aims to give students practical experience in at least one aspect of meeting the language needs across the curriculum of children in multicultural classrooms.

23.3310 School Attachment For Mathematics
S1 or S2 2CCH
3 credit points
This subject provides the student with an opportunity for more advanced teaching in mathematics or computing to small groups of children in conjunction with the classroom teacher. Students will plan and teach an integrated mathematics or computing unit. The unit may involve some special group of children such as O.C. or E.S.L. children.

23.3311 School Attachment For Music
S1 or S2 2CCH
3 credit points
This subject is designed to give students the opportunity to develop understandings and competencies related to music education at an advanced level and to apply those competencies in a practical classroom situation. The course is especially concerned with the involvement of primary school pupils in practical music making experiences and extension of the child’s creative abilities.

23.3312 School Attachment For Non-government Schooling
S1 or S2 2CCH
3 credit points
This school attachment aims to further the students’ knowledge of the teacher’s professional role beyond the classroom in the non-government schools. The content of this subject will depend largely upon the individual interests of the student. Each student will be attached, in an associate role, to a position which may include: school choir master/mistress; games coach; outdoor education supervision; residential house master/mistress; co-ordinator of religious studies.

23.3313 School Attachment For Physical Education
S1 or S2 2CCH
3 credit points
The school attachment provides students with an opportunity for more advanced teaching in the school, specifically concerned with subject teaching in Physical Education. The content of this course will vary depending on students’ interests, pupils’ needs in participating schools, the school setting, and the children’s level of performance.

23.3314 School Attachment For Science
S1 or S2 2CCH
3 credit points
This subject provides the student with an opportunity for more advanced teaching in science to small groups of children in conjunction with the classroom teacher. Students will plan and teach an integrated science unit. The unit may involve some special group of children such as O.C. or E.S.L. children.

23.3315 School Attachment For Social Studies
S1 or S2 2CCH
3 credit points
The attachment is designed to enable students to become directly involved with social studies in the classroom, to participate in the implementation of school-based curriculum planning, and to refine their teaching skills. Students accept responsibility for teaching all or part of a Unit within the school-based curriculum, undertake a self-evaluation of their teaching, and investigate the social studies resources within the school.

23.3316 School Attachment For Teaching English As A Second Language
S1 or S2 2CCH
3 credit points
Corequisites: 23.3158
This subject is designed to give the student practical, first-hand experience in teaching English as a second language and to complement the Curriculum Workshop in Teaching English as a Second Language. Students will develop and evaluate materials appropriate to their particular teaching situation. The student will work with an E.S.L. teacher and, depending on school policy and organisation, may be teaching either in a withdrawal situation or in a team-teaching ‘mainstream’ classroom.

23.3317 School Attachment For Looking In Classrooms
S2 2CCH
3 credit points
This subject is designed to enable students to develop skills in the observation and analysis of classroom teaching and to design learning experiences for children based on their observation and analysis. This school attachment provides students with an opportunity to further develop their own teaching through the acquisition and application of observation, analysis and planning techniques.

Bachelor of Education (Primary): Stage 3

23.4301 Innovation And Research
S1 3CCH
6 credit points
This subject examines innovation and research as processes in which teachers must be equipped to participate. The study of the innovation process highlights the stages in the
Throughout a school or an educational system, research is development, implementation and diffusion of innovation. Research is presented as an integral component of innovative activity, emphasizing being given to the understandings and competencies required for using the products of educational research and for undertaking action research and evaluation in the classroom.

Students will study the various dimensions in the innovation process and explore in detail factors that facilitate and hinder successful innovation. To place innovation in a practical context, students are introduced to the steps and variables involved in educational research and undertake a small-scale action research project.

23.4302 Advanced Workshop In Integrated Language 6 credit points
This subject refines students' understanding of the nature of spoken and written language and how it may be used in all curricula for primary school children. Students must have access to a primary school class to undertake the practical requirements of this course.

23.4316 Contemporary Issues In Primary Education 6 credit points
The subject is designed to examine substantial issues which arise from the practical experiences of primary classroom teachers.

The emphasis is on bringing theoretical perspectives, researched knowledge, and experiential data to bear on preferred solutions to the problems generated by such issues. Students learn to identify, analyse, and debate the merit of solutions to contemporary issues concerning primary education. As the issues which concern primary educators are for ever changing the course focuses on process.

That is the ability to identify legal and ethical issues, take positions, explore stances, refine and quality positions and then test those positions in a public forum. The issues and problems to be examined will be determined by the students in consultation with the lecturer.

23.4317 Education Elective: Educational Psychology 6 credit points
This subject will focus on recent influences and applications of psychology to education and educational decision making. Within this framework, students select areas of study for individual or group specialisation.

All students will be introduced to the influence, past and present, or psychology on education. Recent research in psychology of relevance to education and educational decision making will be reviewed.

23.4318 Education Elective: Sociology Of Education 6 credit points
This subject will enable students to extend previous understanding of the social context of schooling. Using sociological perspectives, students will critically analyse current issues in Australian society and education.

Students will be expected to further develop their knowledge of research methods for sociological investigation and action research and become more thoroughly acquainted with research literature and major reports dealing with social issues and problems affecting education.

23.4319 Education Elective: Philosophy Of Education 6 credit points
The subject is designed to provide students with an opportunity for detailed examination and analysis of the bases of major criticisms of contemporary schooling. Students review their understanding of philosophical analysis and their application of critical thinking to the evaluation of schooling aims and practices.

23.4320 Education Elective: History And Comparative Education 6 credit points
This subject aims to foster further awareness and understanding of major forces which influence educational policy and practice through study of selected issues in the development of education in Australia and overseas.

The course will examine aspects of Australian education, particularly primary education, from historical and comparative perspectives. The universality and continuity of forces and factors will be an underlying theme.

23.4336 Special Education 6 credit points
This subject seeks to provide both a practical and a theoretical basis through which opportunities for learning about literacy may be developed. Particular emphasis will be placed on the students' processes of learning, so that they may be more aware of literacy learning in young children.

Students will read, appraise and discuss current reading in literacy-related areas before observing, describing and evaluating children's language growth.

23.4337 Literacy Development 6 credit points
This subject offers students an opportunity to become involved in the multi-faceted task of curriculum design and to expand their notions of planning for a total school environment. It also offers students a context for increasing their awareness of the differing expectations which various communities have for their children.

Models and theories of curriculum development, the scope of curriculum development and factors which facilitate and inhibit curriculum development are examined.

23.4338 Curriculum Design And Development 6 credit points
This subject offers students an opportunity to become involved in the multi-faceted task of curriculum design and to expand their notions of planning for a total school environment. It also offers students a context for increasing their awareness of the differing expectations which various communities have for their children.

Models and theories of curriculum development, the scope of curriculum development and factors which facilitate and inhibit curriculum development are examined.
23.4341 Curriculum School-based Project S2 3CCH pw)
6 credit points
Prerequisite: 23.4338
This subject will use the skills and understandings developed in Contemporary Issues and Research and Development. The curriculum framework, theory and skills developed in Curriculum Design and Planning will be used by students in their construction of a curriculum module, and in implementation and evaluation of that module in an educational setting. The subject provides an opportunity for students to engage in a co-operative task as curriculum planners and to display their advanced skills in curriculum construction and analysis. The curriculum school-based project draws in an integrated manner upon the students' total experience in the degree program and in developing their expertise as professionals in teaching.

23.4340 Educational Administration S2 3CCH
6 credit points
This subject aims to introduce students to aspects of school organisation and administration that will lead to a fuller understanding of schools as complex organisations and of the dynamic forces interacting upon and within schools that promise or hinder their effective operation.

Students will study selected aspects of organisational theory that promote effective school management. The subject focuses upon interpersonal relations and communication, leadership styles, decision making and evaluation theory and practice within the schools.

23.4339 Independent Study S2 3CCH
6 credit points
Prerequisite: 23.4301
This subject offers students the opportunity to extend knowledge and skills gained in the study of earlier courses and in the practice of teaching. Students study in depth a particular aspect of education. They may carry out a theoretical study which involves the retrieval and synthesis of resource material or they can undertake a field study of action research study.

Students will select a topic in the field of education related to their interests and professional involvement. They will prepare and present a substantial and scholarly essay or report.

23.4303 - 23.4315 Curriculum Electives S2 3CCH
6 credit points
See Schedule of Subjects for Stage 3, Primary Education on p.25

23.4321 - 23.4335 Curriculum Workshops S2 3CCH
6 credit points
See Schedule of Subjects for Stage 3, Primary Education on p.25.

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Professional Studies

Sport and Leisure Studies

Associate Diploma of Applied Science (Recreation Servicing)

33.2210 Human Development S1 2CCH
3 credit points
Prerequisite: 33.2210.
The subject is designed to give an overview of development during the years from conception to adolescence. Students learn selected techniques of child study and examine the nature of the course of development from conception to adolescence from the standpoints of theory, research, observation and personal experience.

33.2211 Human Development 2 S2 2CCH
3 credit points
This subject provides students with the deeper understanding of the behaviour and development of individuals during the adult years. Students examine the nature and course of human development from early adulthood to death by examining the changes and associated events and issues arising at each stage.

33.2813 Community Studies 1 S1 2CCH
3 credit points
This subject will introduce students to the basic concepts of sociological study and its application to community health and leisure patterns in Australian society.

Course content emphasises aspects of culture and society; socialisation; social patterns and institutions; social stratifications; and social and technological change.

33.2814 Community Studies 2 S2 2CCH
3 credit points
This subject provides students with a more extensive overview of life style patterns and their influence on community health.

Content emphasises aspects of health and the quality of life; physical activity and health; nutrition and weight control; licit drugs; and coping with stress.

33.2301 Communication 1 S1 2CCH
3 credit points
This subject emphasises the building of students' confidence and the development of their skills specific to effective communication. The course introduces aspects of communication theory and gives participants wide practical experiences in a range of communication modes.

Content focuses on interpersonal and group communication and the management of interpersonal relationships.

33.2302 Communication 2 S2 2CCH
6 credit points
This subject further develops students' communication skills with regard to self, interpersonal and person-to-group modes. Students are also introduced to aspects of information theory in its relationship to individual experience of institutions.
Content is built around communication workshops, introduces drama-related activities and furthers students' experience of journal writing using themes related to Exercise Science.

33.2811 Administration Studies 1
3 credit points
This subject introduces students to the formal study of the theory and practice of administration. The content explores selected theories useful in explaining administrative functioning, variables associated with administrative behaviour and aspects of decision-making and communication networks.

33.2812 Administration Studies 2
3 credit points
Prerequisite: 33.2811
This subject is designed to further students' understanding of the theory and practice of administration by focusing on particular administrative procedures and techniques. Students' studies emphasise methods of publicity and promotions; aspects of the law in relation to organisations and employees; financial administration; and committee structures and their functioning.

Specialist Studies

33.8612 Introduction to Leisure and Recreation
6 credit points
This subject is designed to introduce students to the study of leisure and recreation so that they become familiar with basic concepts, parameters, issues and applications relevant to the field. Students will develop a basic understanding of leisure and recreation and society, become familiar with the literature pertaining to the field and aware of the strategies and techniques for accessing information relating to the field.

33.8613 Recreation In Society
6 credit points
This subject is designed to develop students' understanding of the place of recreation and leisure. It provides a focussed perspective on the development of contemporary society, examines leisure in relation to Australian cultural norms and through analysis of the changing structure of social patterns explores the future of leisure and recreation.

33.8614 Recreation Leadership
6 credit points
Prerequisite: 33.8612
This subject is designed to introduce the student to the role of the recreation leader in a variety of recreation settings. Students study and experience the role of the recreation leader as a coach, teacher, demonstrator, referee and motivator. They are required to demonstrate knowledge of minor games and lead-up games associated with popular Australian sports and with the selection of indoor games and activities.

33.8615 Recreation Programming
3 credit points
The purpose of this subject is to consolidate students' understanding of material presented in the recreation activity courses and relate the material to program planning. Students are required to demonstrate skill in planning recreation programs for diverse populations in a variety of settings.

33.8616 Dance for Recreation
3 credit points
This subject provides a practical introduction to dance as a social activity, an avenue of creative expression and an enjoyable study of particular movement styles. Students participate in technique classes in social dance, folk dance and square dance. They explore movement experiences especially via the work of Laban and team basic teaching strategies.

33.8617 Sports For Recreation
3 credit points
The subject is designed to provide participants with knowledge of and experience in a selected number of individual and team type sports. It will develop personal abilities and skills to enable participants to coach the sport at an elementary, recreational level. Sports will be selected from golf, bowls, ten-pin bowls, tennis, badminton and squash; and from hockey, soccer, netball, volleyball, rugby and cricket.

33.8618 Art/crafts For Recreation
6 credit points
This subject is designed to develop basic skills in art and crafts and appropriate teaching strategies in the arts to cater for the creative needs of children, adults and the aged. Students participate in skills workshops and experiences in planning units of work, as well as learning to structure workshops for different groups.

33.8619 Outdoor Recreation 1
6 credit points
This subject is designed to provide students with an understanding and appreciation of land based outdoor recreation activities. It will differentiate between traditional competitive team games and leisure type activities. Students study and participate in camp craft, bushwalking/backpacking, abseiling, rock climbing and caving. They are required to demonstrate survival techniques for land based outdoor recreation activities and skills in bike education, and are made aware of environmental education resources. Students will be required to undertake some work outside the normal lecture schedule.

33.8620 Outdoor Recreation 2
6 credit points
This subject is designed to introduce the students to a variety of popular water based activities emphasising participation and safety. Students develop skills in canoeing and sailing,
snorkelling, scuba diving, water safety, aquarobics and other water sports.

Students will be required to undertake some work outside the normal lecture schedule.

33.8621 Outdoor Recreation 3  S1 2CCH
6 credit points
This subject is designed to complete the sequence of outdoor recreation course units by having students examine in greater depth the principles of land and water based activities.

Students are required to participate in outdoor recreational activities at a more advanced level of proficiency, to demonstrate skills of supervision and leadership and to communicate their understanding of ecological issues concerned with recreational use of natural resources.

Students will be required to undertake some work outside the normal lecture schedule.

33.8622 Psychology Of Disability  S1 2CCH
3 credit points
This subject explores the psychological dimensions of illness and disability.

Students examine the application of psychological principles to the disabled in the general community and to those people requiring a specialised environment to meet their needs.

33.8623 Adaptive Recreation 1  S2 2CCH
3 credit points
This subject provides an overview of appropriate and individualised active recreational activities for the disabled, so that recreational pursuits can be an integral part of the disabled person’s lifestyle. Students are required to demonstrate ways of adapting recreational activities for disabled people taking into account the physical, mental, emotional and social status of the participant.

33.8624 Adaptive Recreation 2  S2 2CC
3 credit points
This subject investigates the nature and description of selected disabilities as they affect physical recreation. This closer examination of the disability is designed to reveal a person’s potential for movement, the safety precautions necessary and the need for individualised standards in performance.

Students are required to organise and plan for suitable, satisfying leisure activities for some disabled individuals.

33.8625 Leisure For The Aged 1  S2 2CCH
3 credit points
This subject provides an overview of the changes and associated events and issues which occur during old age as they affect recreation and leisure patterns.

Students are led to understand the value of recreation for the aged. They examine their need for individualised recreation programs and their leisure and recreation options, while focusing both on these activities and on the nature and characteristics of the recreation participants.

33.8626 Leisure For The Aged 2  S2 2CCH
3 credit points
This subject provides students with a deeper understanding of the behaviour and leisure patterns of the aged.

Students learn selected techniques of recreational management and examine the varied responses of the aged to active and passive leisure pursuits in different group settings.

Supportive Studies

Students may undertake Program-specific Supportive Studies course units or selected Specialist Studies from a Sports Science strand which is not their specialisation. Alternatively, subject to the approval of the Program Director, they may elect as Supportive Studies selected subjects from the Associate Diploma in Arts or from the College’s schedule of General Studies. Students must complete three subjects regardless of whether they elect any subject with an academic weighting of more than 3 credit points.

Program-specific Supportive Studies:

33.5873 Leisure Activities  S1 2CCH
3 credit points
This subject introduces students to a variety of activities which cater for individual and group preferences for use of leisure time.

Students are required to study and participate in leisure activities of a physical kind ranging from relaxing to strenuous, quiet to exciting, and covering indoor and outdoor situations or situations which range from no equipment being required to requirement for highly specialised equipment.

Students gain a knowledge of recreation preferences of others and undertake a self evaluation of their own preferences in satisfying use of their leisure time.

Part or all of this subject may be taught outside normal lecture hours and at venues other than at the School.

33.5872 Racquet Sports  S2 2CCH
3 credit points
This subject introduces students to the rules, skills and tactics of tennis, badminton and squash.

Students gain knowledge of movement principles associated with each sport and must understand the court markings and rules associated with them. They must develop basically correct skills and tactics in playing these games and in officiating them.

33.5871 Aquatic Safety  S2 2CCH
3 credit points
This subject is an introduction to a variety of popular aquatic activities with emphasis being placed in each case on the safety aspects necessary for the enjoyment and teaching of the sport.

All students learn and practise rescue and resuscitation, the teaching of swimming, and pool and surf safety. They learn basic skills and the correct use of equipment and the safety aspects of snorkelling and scuba, sailing, canoeing, springboard diving, and water polo.
Practical Studies

33.0801 Practicum 1

This practicum of 80 hours duration introduces students to the practical work involved in appropriate community agencies. Students help participants or clients on a one to one basis; take part in sessions given by a recreation leader; plan, lead and evaluate sessions with small groups; observe efficient recreation organisation; and complete related practicum requirements.

33.0802 Practicum 2*

This practicum of 160 hours requires students' participation in a wide range of activities associated with community recreation servicing.

Recreation Servicing students plan, lead and evaluate sessions with individuals and groups; and provide advice on the appropriateness of recreational and leisure activities. Where students work in rehabilitation activities they will do so under the close supervision of an appropriate professional. Students are required to demonstrate a positive professional attitude and commitment in activities of the recreation setting where they are placed.

* Students may commence this Practicum in third semester.

33.8851 Exercise and Sports Injuries

This subject aims to develop students' knowledge of the more common injuries arising from participation in physical activity and emphasises strategies for the prevention of injury.

Students study the more common injuries sustained in sport and physical activity, strategies for the prevention of injury, and preliminary management of sport injuries. The course deals with agencies associated with the proper management and treatment of injuries and different forms of rehabilitative exercise and training.

33.8854 Anatomy

This subject is designed to provide students with a basic knowledge of structure and function of the major systems of the human body. It will also provide a foundation that will allow students to analyse movements and sports skills.

33.8860 Biomechanics

The subject introduces students to the physical laws governing motion and how these laws apply to human movement.

Motion, angular motion and forces are the basis for understanding, analysing and improving human movement in general and sports specific activity. Remediation is considered in terms of efficient and inefficient application of physical laws.

33.8861 Motor Learning

The subject provides a foundation in the principles that underpin the development of motor skills.

Students examine the nature and types of skills, information processing, the nature and state of the learner, the learning process and conditions of learning.

33.8862 Skill Acquisition

This subject is designed to enable students to understand the ways by which people learn to perform sporting skills.

Students develop the ability to demonstrate skills, analyse performance and provide remediation. Practice sessions planning and the use of coaching aids, particularly audio visual equipment are addressed.

33.8863 Coaching Methods I

The subject is designed to provide a firm base for practical coaching strategies. Coaching schedules, session management and skill sequencing from the basis of practical involvement.

Students integrate the theories, concepts and principles of sports coaching in a number of modes and situations.

33.8864 Coaching Methods II

The subject is designed to allow students to specialise in coaching a particular sport.

Students, by applying the general theories, concepts and principles considered in Coaching Methods I to a specific sport, may qualify at the N.C.A.S. level II. (N.B. The N.C.A.S. qualification would be contingent upon the student meeting any prerequisite of the particular sport).

33.8865 Sports Organisation

This subject introduces students to sports organisation and administration. It covers club constitutions, by-laws, record keeping, tournament and competition schedules.

Students will gain an appreciation of and practice in the administration skills required for effective management.

33.8866 Sociology of Sport

The subject addresses the sociological aspects of sport, in particular sport and social institutions, sport and social processes. Current problems of education, commercialism, professionalism, racism and politics are major considerations.

Students develop an understanding of social issues and their ramifications for sports organisers.

33.8867 Psychology of Sport

This subject analyses the competitive sports process. It studies how personality and situational variables affect motivation, anxiety and aggression in sport.

Students focus on the psychological skills needed by coaches and athletes for successful and enjoyable sports participation.
Supportive Studies

33.5888 Directed Study S2 2CCH
3 credit points
Prerequisite: Approval of Head of School
This final session subject is a directed study in a discipline or multi-disciplinary area of interest to the student and of relevance to his or her course of studies. It should extend the knowledge and understanding of the subject through a systematic literature review, investigation of a specific topic and purposeful reporting.

33.5887 Introduction to Skill Acquisition S1,2 2CCH
3 credit points
This subject aims to extend the student’s knowledge of motor learning and how it applied to the teaching/learning situation. It is concerned with analysing skill, identifying strengths and weaknesses of individuals and structuring a teaching environment to facilitate learning.

Bachelor of Applied Science(Sports Science) Foundation Studies And Major Studies

33.1141 Communication Skills S1 3CCH
3 credit points
The subject is designed to provide an overview of several contemporary modes of effective communication including both inter-personal and intra-personal aspects. It has a strong practical emphasis. Students will be introduced to aspects of communication theory and be given wide practical experience in a range of communication modes. Content focuses on interpersonal communicative skills, effective oral presentation and non-verbal communication techniques, together with writing techniques related to recent developments in Sports Technology.

33.1142 Administration Studies 1 S1 2CCH
3 credit points
This subject is designed to gain an understanding of administration, its theory and its practice. The content explores selected theories useful in explaining administrative functioning and variables associated with administrator behaviour. The decision making process and communication networking are considered.

33.2125 Administration Studies S2 2CCH
3 credit points
Prerequisite: 33.1142
This subject is designed to further students' understanding of particular administrative procedures and techniques. In particular it will examine business management, promotion and marketing. A significant part of the course work will involve students in the organisation of a seminar/workshop for professionals in the industry.

33.1143 Socio-psychological Perspectives 1 S2 2CCH
3 credit points
This subject is designed to provide students with an appreciation of the role of Sport and Recreation in Society and an understanding of the social norms and forces that influence behaviour related to sport and recreation.

33.1144 Socio-psychological Perspectives 2 S2 4CCH
3 credit points
This subject analyses the competitive exercise and sports process. Students study how personality and situational variables affect motivation, anxiety and aggression in sport and exercise. It focuses on the psychological skills needed by leaders, coaches and athletes for successful and enjoyable sport and exercise participation.

33.3186 Socio-psychological Perspectives 3 S2 4CC
6 credit points
Prerequisites: 33.1143 and 33.1144
This subject is to provide opportunities for students to apply in the field selected principles and concepts studied in Socio-psychological Perspectives 1 and 2.

33.3186 Students will explore a range of diagnostic techniques that will provide valuable data for behaviour modification. Each student will be required to undertake a research project.

33.3186 Nutrition 1 S1 2CCH
3 credit points
This subject is designed as an introduction into the complex study of Nutrition. It provides a basis on which students can develop further understanding of the relationship between nutrition and health and fitness. Students study the importance of correct food selection in order to obtain the desired essential nutrients while avoiding or minimising foods which are related to obesity or which are considered detrimental to good health. Dietary guidelines related to specific community groups are examined.
33.3182 Nutrition 2

6 credit points
Prerequisite: 33.2126

This subject is designed to present the latest in knowledge on all aspects of diet, to improve understanding of sound nutrition with specific reference to health and fitness activities. Students are introduced to a range of issues related to optimising the nutritional value of a variety of foods. Also students will study in detail, various dietary regimens related to weight control, athlete training and sports competition.

33.1145 Biophysical Bases of Human Movement 1

6 credit points
Prerequisite: 33.1145

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

33.1146 Biophysical Bases of Human Movement 2

6 credit points
Prerequisite: 33.1146

This subject is designed to introduce the student to the principles, concepts and applications of applied anatomy and biomechanics in relation to exercise prescription and the analysis of sports skills. Students are involved in the application of biomechanical principles of muscular contraction with respect of exercise prescription, including postural deviations and potentially dangerous movements.

33.2127 Biophysical Bases of Human Movement 3

6 credit points
Prerequisite: 33.2127

This subject is designed to enable students to understand the physical laws governing motion, and to apply these laws to human movement.

Students will study the effects of various forms of motion and types of forces on human movement particularly with respect to correct exercise performance and sport skills techniques.

33.2128 Biophysical Bases of Human Movement 4

6 credit points
Prerequisite: 33.2128

This subject aims to develop students knowledge of the more common injuries arising from participation in physical activity and emphasises strategies for the prevention of injury.

Students will be introduced to various types of injuries arising from activity and the correct management techniques involved. Students will also study principles of injury prevention.

33.1147 Exercise Physiology 1

6 credit points

This subject introduces students to basic physiological functions involved in the performance of work and exercise.

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

33.1148 Exercise Physiology 2

6 credit points
Prerequisite: 33.1148

This subject is designed to extend knowledge gained in the prerequisite course and to examine the effects of important physiological responses, environmental elements and induced substances on physical performance.

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

33.3177 Exercise Physiology 3

6 credit points
Prerequisite: 33.3177

The subject is designed to examine in depth, selected topics in exercise physiology which are pertinent to the area of exercise science.

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

33.1150 Exercise Programs And Prescription 1

6 credit points

This subject is designed to introduce the student to the underlying concepts of exercise programming and prescription. Principles of aerobic fitness and flexibility development will be applied to appropriate exercise programming.

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

33.2129 Exercise Programs And Prescription 2

6 credit points

This subject aims to extend the student's knowledge of exercise programming and prescriptions. Specifically the course focuses on resistance training and physiological training regimens designed to enhance sports performance.

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

33.2130 Exercise Programs And Prescription 3

6 credit points
Prerequisite: 33.2129

This subject is designed to extend the student's knowledge of exercise programming and prescription. Specifically the course focuses on training programs for special populations.
Students will be introduced to a wide variety of exercise programs designed for specific subgroups within the Australian community. Such groups include the elderly, disabled, asthmatics, cardiac prone, obese and diabetics.

33.3178 Exercise Programs And Prescription 4
6 credit points
Prerequisite: 33.2130
This subject aims to extend the student's knowledge of exercise programming and prescription. Specifically the course focuses on training of the elite sporting populations.

Students will study the importance of specific fitness components for particular sports and examine established training programs with regard to their effectiveness in preparing the elite athlete for maximum performance.

33.3179 Exercise Programs And Prescription 5
6 credit points
Prerequisite: 33.3178
This subject is designed to extend the student's knowledge of exercise programming and prescription. Students will complete detailed work in one specific area relating to programming in exercise science.

Students will be involved in the selection of a specific research area in exercise science as it relates to exercise programs and the prescription of exercise. Research procedures will be studied and applied in the analysis of data and the writing of a report for publication.

33.2131 Assessment And Data Analysis 1 S1 4CCH
6 credit points
The subject is designed to introduce the student to the study of statistics and to a range of established tests of physical fitness. Students will be introduced to components of physical fitness and will become proficient in administering a range of physical fitness testing procedures. Fitness assessment data will be subjected to basic statistic analysis.

33.3180 Assessment And Data Analysis 2a S1 4CCH
6 credit points
Prerequisite: 33.2131
This subject is designed to introduce Exercise Science Major Studies students to a broader range of statistical procedures and more complex fitness assessment procedures.

Students will be introduced to more complex statistical procedures. They will study and become proficient in conducting more sophisticated tests of physical fitness utilising technologically advanced testing equipment.

33.3185 Assessment And Data Analysis 2b S2 4CCH
6 credit points
Prerequisite: 33.2131
This subject aims to extend Sports Coaching Major Studies students' knowledge of assessment and data analysis. Specifically students will investigate sports assessment techniques.

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

33.3181 Assessment And Data Analysis 3 S2 4CCH
6 credit points
Prerequisite: 33.3180
This subject is designed to give students experience in the planning, organisation and administration of a variety of fitness assessment programs.

Students will gain experience in working as a team in the planning and administering of fitness assessment programs for specific community and sporting groups. They will be responsible for the analysis of data and the writing of the assessment reports.

33.1149 Principles of Coaching 1 S1 4CCH
6 credit points
Prerequisite: 33.3189
This subject is designed to give students an adequate foundation in the ways in which motor skills are developed, improved and effectively taught.

It focuses on the nature and types of skills, information processing, the nature and state of the learner, the learning process and conditions of learning.

33.1151 Principles of Coaching 2 S2 4CCH
6 credit points
Prerequisite: 33.1149
This subject is designed to enable students to understand the ways in which people learn to perform sporting skills efficiently and strategies for teaching such skills.

Students develop the ability to demonstrate skills, analyse performance and provide remediation. Competence in planning coaching sessions and use of coaching aids is developed.

33.2132 Principles of Coaching 3 S1 4CCH
6 credit points
Prerequisite: 33.1151
This subject is designed to allow students to integrate the theories, concepts, and principles of coaching in a number of modes and situations.

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

33.2133 Principles of Coaching 4 S2 4CCH
6 credit points
Prerequisite: 33.2132
This subject is designed to allow students to specialise in the coaching of a particular sport, leading towards ac accreditation by the national body. Students will be expected to qualify, or where appropriate show significant progress towards the National Coaching Accreditation Scheme (N.C.A.S.), at Level II in a specific sport. Credit is given for work undertaken with the N.C.A.S.

33.3183 Principles of Coaching 5 S1 4CCH
6 credit points
Prerequisite: 33.2133
This subject is designed to introduce students to coaching strategies appropriate to the elite athlete. Coach-athlete relationships, goal setting strategies and advanced diagnostic techniques are explored. The use of athlete/situational test instruments are evaluated.
This subject focuses on adaptive recreation skills and activities which accompany ageing as they affect recreation and leisure patterns of senior adults in the community. Students are led to understand the value of recreation for senior adults and to develop skills in promoting appropriate recreational activities. They examine the need of senior adults for individualised recreation programs and their leisure and recreation options.

**Practicum**

**33.0805 Practicum 1 (Exercise Science)**
Practicum 1, of 60 hours duration, introduces students to the practical work involved in fitness centres, sports complexes or sports organisations. The first 30 hours will be conducted on campus with the remaining 50 hours consisting of one 10 hour visitation module involving visits to 4 different agencies, plus two 20 hour work experience modules conducted at an approved centre.

**33.0806 Practicum 2 (Exercise Science)**
Practicum 2 consists of 80 hours duration requiring students to participate in a wide range of activities associated with fitness evaluation, exercise prescription and exercise leadership. Of the 80 hours, 60 hours will be conducted on campus and 20 hours in a health centre.

**33.0807 Practicum 3 (Exercise Science)**
Practicum 3 consists of 80 hours of satisfactory work in an approved agency, of which 60 hours must be of practical nature. It involves a wide range of practical work associated with organising and leading Sports Science activities in an agency setting.

**33.0808 Practicum 1 (Sports Coaching)**
This 80 hour subject aims to extend the student’s practical knowledge and experience in the sport they wish to coach. The subject specifically focuses on the students gaining or where appropriate, showing significant progress towards gaining Level One N.C.A.S. (National Coaching Accreditation Scheme) accreditation for their particular sport.

**33.0809 Practicum 2 (Sports Coaching)**
Prerequisite: 33.0808
This 80 hour subject aims to extend the students practical knowledge and experience in the sport they wish to coach. The subject specifically focuses on the students gaining or where appropriate, showing significant progress towards gaining Level Two N.C.A.S. accreditation for their particular sport.

**33.0810 Practicum 3 (Sports Coaching)**
Prerequisite: 33.0809
This 80 hour subject aims to extend the student’s practical knowledge and experience in the sport they wish to coach. The subject specifically focuses on the students undertaking independent coaching in an approved Sports Coaching setting. (Alternate practical activities such as participation in an overseas Practicum, working as a research assistant or a laboratory attendant/teaching assistant may be approved for
Professional Studies

some students as a method of partially fulfilling the requirements of a Practicum subject).

Arts and Music Education

Associate Diploma of Arts (Expressive and Performing Arts)

Major Studies

69.4600 Dance 1
8 credit points
This subject is designed to introduce the participants to several of the dance techniques available, including Modern Jazz and Afro-Latin, and to present an overview of relevant dance history. Body conditioning and alignment exercises will be introduced.

69.4601 Dance 2
6 credit points
Students will continue their studies, and extend their work from the Dance 1 subject, with the emphasis upon technical development, dance anthropology and evaluation and criticism of dance. Content includes technical classes in various ethnic styles of dance.

69.4602 Dance 3
12 credit points
This subject caters for those students who have specifically chosen dance in the second year by extending their technical ability in the styles introduced in Dance 1. It also introduces them to the vocabulary of creative dance and to the basic skills of demonstrating and teaching dance.

69.4603 Dance 4
12 credit points
This subject extends the technical work on Ethnic Dance begun in Dance 2 and introduces students to composition, choreography and production. Students compose a brief original dance work and perform in the choreographed works of other class members.

69.4114 Drama 2
6 credit points
This subject is designed to extend the knowledge and skills of students required in acting, producing and evaluating drama. Course activities include voice and speech work, work on characterisation, the art of imagery and illusion, and an introduction to back stage technical areas.

69.4115 Drama 3
12 credit points
This subject is designed to introduce the students to some of the theoretical background to acting and production and to cultivate in them an historical perspective on drama whilst continuing to develop their practical theatre skills. Activity includes further work in voice, work on scripted material, studies of approaches to original/ensemble/devised drama, a study of acting/production styles, and a variety of genres.

69.4116 Drama 4
12 credit points
This subject is built around the production of a significant and original, group devised play, for a series of public performances. Students will be involved in research and development, preparatory improvisation workshops, seminars presented by guest artists, technical workshops and rehearsals for public performances.

69.4101 Art 1
8 credit points
This subject is an introduction to the basic principles of design in Art and students take part in a variety of practical design exercises. These will assist them to perceive qualitative relationships, to experience various strategies associated with the processes of art making and analysis of design problems, and to work creatively and confidently to solve design problems. Their investigations focus on both two and three dimensional compositions. This subject is a foundation for further study in either two or three dimensions, particularly in the areas of Art, Clay and Fibre.

69.4102 Art 2
6 credit points
This subject is to provide students with practical experiences in either two or three-dimensional art. Students will have the opportunity to gain theoretical and practical experiences in the fields of drawing and painting or drawing and sculpture.

69.4103 Art 3
12 credit points
This subject will introduce students to technical skills in the creation of graphic design images, extend their knowledge and skills in painting or sculpture, and introduce ways of critically responding to historical and contemporary works of art.

69.4104 Art 4
12 credit points
This subject will provide the student with the opportunity to develop advanced skills by selecting and specialising in one strand from those offered in the previous 3 semesters.
Students are expected to complete a major series of works that are related through imagery, idea, media or technique.

69.4105 Fibre 1
8 credit points
This subject is an introduction to designing and working with fabrics and includes basic spinning, weaving and dyeing. Practical exercises explore and adapt a range of fabric and non-fabric materials to the creation of small and large off-loom weaving pieces. Students also survey historical and contemporary examples of fabric art, and study selected examples in more depth.

69.4106 Fibre 2
6 credit points
This subject is an introduction to fabric printing techniques. The development of skills in textile design will be explored through mono printing, block printing and silk screen printing.

69.4107 Fibre 3
12 credit points
Unit A: Weaving. This segment of the subject allows exploration of more complex weaving techniques and further development of the concepts of colour, pattern and texture as applied to large scale, off-loom weaving. Related disciplines which could be used in conjunction with weaving exercises will be investigated.

Unit B: Surface Design. This segment of the subject is an introduction to batik as a fabric decoration. It incorporates the study of modern style technology plus traditional waxing techniques which will be the basis for the production of a batik major work.

69.4108 Fibre 4
12 credit points
This subject provides opportunities for the development of concepts and designs through the investigation of materials. Comparative size of works and the relationship of threads will be explored.

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

69.4109 Clay 1
8 credit points
This subject investigates the nature of clay as an expressive medium and develops practical skills in using a variety of handbuilding techniques to create clay forms. Students will study the structure of clay, its preparation and care, use handbuilding techniques, investigate surface design and study the ceramic forms and pottery from selected cultures.

69.4110 Clay 2
6 credit points
This subject extends students' practical skills and investigates sculptural form through clay. Students will be introduced to the operation of the electric kiln and continue further experimentation with glazes and glaze variations that are achievable using the electric kiln.

Practical workshops will focus upon developing functional and expressive ceramic forms and investigating ways of creating sculptural forms.

69.4111 Clay 3
12 credit points
This subject introduces students to wheel throwing techniques and continues the investigation of the development and evolution of ceramic form using traditional and experimental clay forming processes. Experimental and normal commercial glazes will be tried to achieve particular effects and students will be introduced to building and firing of a simple wood-fired kiln.

69.4112 Clay 4
12 credit points
This subject allows students to apply the practical skills and knowledge they have gained from Clay 1-3 to the planning and implementing of a personal clay project, to continue the investigation and creation of clay forms, and practical classes in glaze and firing techniques. The subject will also investigate professional opportunities for craftspersons working with clay in Australia.

Supportive Studies

69.4350 Communication 1
3 credit points
This subject is an introduction to basic communications. Participants take part in activities which explore various communication modes. The relationship of communication (both oral and written) within and between Arts modes and other areas of experience is given special attention.

69.4351 Communication 2
6 credit points
This subject establishes a theoretical foundation for communication based upon a model which views communication studies as a multi-disciplinary area of study. Students are introduced to key concepts in communications and extend some of the skills and awareness developed in Communication 1.

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

69.4706 Music In The Arts 1
4 credit points
This introductory subject examines the roles of music in contemporary Australian and selected non-western societies and relationships between music and other art forms.

The subject examines elements of music, functions of music in traditional cultures and the multicultural society of contemporary Australia, roles and training of musicians in different cultures, and practical music making activities using simple musical instruments.
This subject introduces the basic tools, joining techniques and surface finishes appropriate to metals used in the formation of art metal construction and jewellery.

69.4123 Constructional Materials C (metal)  
24 credit points  
This subject is aimed at the development of finer techniques in forming, shaping and finishing major projects of art metal and jewellery.  
Students will work with a range of decorative metals and silver solder, and surface treatment techniques that will include enamelling, colouring and etching of metal.

69.4710 Choir And Vocal Ensemble  
6 credit points  
The aim of this workshop is to provide students with a number of experiences in singing in various types of choral groups.  
Students will sing in large and small groups, develop a choral repertoire, develop skills in sight reading, and perform in public.

69.4124 Computer Resources For Artists  
6 credit points  
This subject introduces students to the micro computer and to general purpose software applications including word processing, graphics, and spreadsheets that could be applicable to design projects, presentation of layouts or scripts, or procedures associated with small business or community arts activities.

69.4709 Jazz Workshop  
6 credit points  
Pre-requisite: Approval of the Course Co-ordinator  
These workshops enable students with appropriate performing skills to gain experience in the art of jazz improvisation in solo and ensemble situations. Students study the nature of jazz, its historical developments, from its African roots, its integration with European music at the beginning of this century and its present eclectic state as a result of influences from different musical cultures. Students are required to master the basic blues and to learn the standard repertoire, as well as composing blues as other jazz forms.

69.659 Video  
6 credit points  
The subject will assist students to examine the potential of video to present imagery in a variety of creative formats and to gain technical skills in the production of short experimental works from on-site and studio production projects.

69.4118 Constructional Materials A (wood) 1  
4 credit points  
This subject introduces the basic techniques used in the shaping, forming and fabrication of timber.  
Students will study properties of wood, the operation of basic hand and machine tools in forming and joining timber, make wooden items using various constructional techniques and surface treatments for wood, and follow safe working procedures.

69.4119 Constructional Materials A (wood) 2  
4 credit points  
This subject will extend techniques and processes introduced in Wood 1. Students will construct light cabinets and use timber decoration techniques.

69.4120 Constructional Materials B (leather) 1  
4 credit points  
This subject introduces the basic forming, joining and decorating techniques appropriate to the construction of projects using specific types of leather.  
Students will study the properties of leather and methods of manufacture; safe working procedures; leatherworking tools and their functions; leather decoration, and joining processes. They will make various leather items.

69.4121 Constructional Materials B (leather) 2  
4 credit points  
This subject is aimed at the development and extension of leather-craft techniques, in the production of advanced leather projects.  
Students will investigate and practise forming, joining and decorative processes used in contemporary leather craft.

69.4122 Constructional Materials C (metal) 1  
4 credit points  
This subject introduces the basic tools, joining techniques and surface finishes appropriate to metals used in the formation of art metal construction and jewellery.

Interdisciplinary Studies

69.4117 Design And The Arts  
4 credit points  
This subject is concerned with introducing students to the theory and practice of design in the arts. Practical exercises in design will present the principles of design and will assist
students to develop technical skills in a range of design-related arts problems.

69.6600 Arts And Society In Time S2 3CCH
4 credit points
This subject involves students in historical investigation of the expressive and performing arts.

Students will gain some research skills through practical experiences involving investigation, description, analysis and interpretation of the arts. Studies from literature, the visual arts and crafts, drama, theatre and music will assist students to examine the generation of ideas and the contribution of the arts to cultural identity.

69.6601 Arts Production/Exhibition S2 4CCH
6 credit points
This subject involves students in applying their creative skills and conceptual understandings to the planning and presentation of a multi-arts production/exhibition. The arts works invented by individuals or groups will investigate and express a response to a common theme, idea or concept.

The multi-arts presentation may take the form of a series of small performance/exhibition pieces, or a larger inventive performance/exhibition. Students work, in part, as a creative team and are expected to resolve artistic problems in imaginative and creative ways.

Bachelor of Music Education

Education Studies

69.3271 Human Development S1 3CCH
4 credit points
The subject is designed to give an overview of development during the total life span. Students will be introduced to techniques for behavioural study, and to some representative theories of development.

69.3272 Adolescent Growth And Development S2 3CCH
4 credit points
This subject introduces the student to the principles and processes of adolescent development, in particular the physical changes, social requirements and personal needs of adolescent development. Practical work involves gathering data by interview of adolescents and relating these data to various theories of adolescent development.

69.3273 Educational Psychology 1 S1 3CCH
4 credit points
This subject will provide students with an understanding of human learning, the processes by which it occurs, its outcomes, and the major psychological theories which identify and justify various teaching methods.

69.3274 Educational Psychology 2 S2 3CCH
3 credit points
Prerequisite: 69.3273
The subject aims to deepen students' understanding of the concept of individual differences, and of ways to assess and cater for the individual needs of pupils. Special emphasis in this subject is given to the psychology of creativity and methods of fostering it in the classroom.

69.3275 Sociology of Education S2 3CCH
3 credit points
The subject aims to introduce students to the study of the sociology of education and to develop an understanding of how society impinges upon and affects schooling.

69.3277 Philosophy of Education S2 3CCH
4 credit points
This subject is concerned with students' ability to think logically about concepts and problems in education. Study will be made of some important philosophies of education with their implications for educational practice in the secondary school.

69.3281 Education of Atypical Children S2 6CCH (6 weeks)
4 credit points
This subject develops students' knowledge of learner differences and extends their understanding of the psychology of disabilities and aspects of the special needs of exceptional children.

69.3283 Studies of The Australian Adolescent S1 3CCH
3 credit points
Prerequisite: 69.3272
The subject is designed to give students an opportunity to study current research and discussion on issues concerning Australian adolescents. By an examination of evidence from Australian studies and by their own research, students' understanding of current issues in adolescent development in relation to education will be extended.

Teaching And Curriculum Studies

69.9071 Teacher Development 1 S1 3CCH
3 credit points
This subject is designed to introduce students to basic teaching skills with opportunities to put the skills into practice through micro teaching experiences.

69.9072 Teacher Development 2 S2 3CCH
3 credit points
Prerequisite: 69.9071
The subject is designed to consolidate and extend the foundations of generic teaching skills established in Teacher Development 1, and to employ and refine a range of music specific teaching procedures and skills.

69.9073 Teacher Development 3 S1 3CCH
3 credit points
Prerequisite: 69.9072 Corequisite: 69.9750
This subject relates directly to the program aims concerned with developing a sound knowledge of music education ranging from pre-school to matriculation with a focus on the non-elective music classroom.
69.9074 Teacher Development 4  
**S1 3CCH**  
3 credit points  
Prerequisite: 69.9073  
This subject underpins the aims concerned with developing a sound knowledge of music education, especially in the secondary elective classroom.

69.9075 Teacher Development 5  
**S2 6CCH (6 weeks)**  
5 credit points  
Corequisite: 69.0414  
This subject is directly associated with the extended practice teaching period. It comprises a four-week period of preparation for the extended practicum, and a two-week period of review and evaluation of the experience following the practice teaching period.

69.9750 Foundations of Music Education  
**S1 3CCH**  
3 credit points  
This introductory subject provides students with the opportunity to examine general and curriculum issues in Music Education theory and practice. 
Students examine the philosophical foundations of Music Education and contemporary curriculum policy documents for years K-12. The curriculum emphasis is on contemporary Music Education of the young child and students explore selected approaches to developing concept areas of duration, pitch, dynamics, tone colour and structure.

69.9076 Media and Technology in Music Education  
**S2 3CCH**  
3 credit points  
This subject introduces students to educational technology, the use of media in classroom settings, the development of software materials, and the range of resources available from libraries and Professional Resource Centres.

69.9753 Creative Music Workshop  
**S1 3CCH**  
3 credit points  
This subject is designed to expose students to a range of possibilities in teaching music creativity at all levels of the secondary music curriculum.

69.9077 Curriculum Studies in Music Education 1  
**S2 3CCH**  
4 credit points  
This subject aims to develop a sound knowledge of music education ranging from pre-school to matriculation, and to develop expertise and confidence in fostering music education over a wide range of curricula.

69.9078 Curriculum Studies in Music Education 2  
**S1 3CCH**  
5 credit points  
Prerequisite: 69.9077. This subject is designed to develop expertise and confidence in fostering music education over a wide range of curricula with particular emphasis on curricula related to the senior years of secondary schooling.

69.9723 Movement Education Workshop  
**S1 3CCH**  
3 credit points  
This subject introduces students to a wide range of dance forms and expressive movement experiences, stressing the relationship between music and movement.

69.9724 Kodaly Music Education Workshop  
**S1 3CCH**  
3 credit points  
This subject introduces students to the Kodaly concept of music education, its philosophy and teaching techniques.

69.9725 Orff-Schulwerk Workshop  
**S1 3CCH**  
3 credit points  
This subject aims to provide students with an understanding of the philosophy and practices underlying the Orff-Schulwerk approach to music education, and to develop skills required for its application in the school.

69.9726 Suzuki Talent Education Workshop  
**S2 3CCH**  
3 credit points  
Students develop an understanding of the Suzuki philosophy of music education, and its application to the early development of musical awareness, sensitivity, and the acquisition of instrumental performance skills by young children.

Specialist Studies – Musicianship

69.7741 Harmony and Aural Perception 1  
**S1 2CCH**  
2 credit points  
This subject consolidates students' knowledge of and skills in diatonic harmony in a variety of written and practical contexts.

69.7742 Harmony And Aural Perception 2  
**S1 2CCH**  
2 credit points  
Prerequisite: 69.7741  
This subject aims to broaden and extend students' knowledge of diatonic harmony, involving four-part vocal writing and writing for solo instruments, ensembles and voices with piano accompaniment.

69.7743 Harmony And Aural Perception 3  
**S1 2CCH**  
2 credit points  
Prerequisite: 69.7742  
This subject aims to broaden the students' knowledge of diatonic harmony vocabulary, and also to introduce the foundations of counterpoint.

69.7744 Harmony And Aural Perception 4  
**S2 2CCH**  
2 credit points  
Prerequisite: 69.7743  
This subject will broaden students' knowledge in the disciplines of harmony and counterpoint writing, and to extend aural awareness in ways that relate aural skills with practical media.

69.7745 Harmony And Aural Perception 5  
**S1 2CCH**  
2 credit points  
Prerequisite: 69.7744  
This subject examines further chromatic chordal vocabulary and advanced counterpoint.
This subject examines the modern applications of harmony and counterpoint in the structure and styles of 20th century composition.

**69.7746 Harmony And Aural Perception 6**  
S2 2CCH  
2 credit points  
This subject examines the modern applications of harmony and counterpoint in the structure and styles of 20th century composition.

**69.4701 Musicology I**  
S1 2CCH  
2 credit points  
This subject provides students with an introduction to the discipline of Musicology. Students investigate the multifaceted nature of the discipline of Musicology and apply musicological skills to general studies of Western music.

**69.4702 Musicology 2**  
S2 2CCH  
2 credit points  
Prerequisite: 69.4701  
This subject furthers students' introduction to the methodology of musicology. Students explore aspects of musicological method pertinent to a broad study of Western music from the mid-eighteenth century to about 1950. These aspects include historical and analytical methods, theory, primary source work, bibliography and performance practice.

**69.4703 Musicology 3**  
S1 2CCH  
2 credit points  
Prerequisite: 69.4702  
This subject enables students to apply skills and knowledge acquired in Musicology I and II to the detailed study of a particular period. Students apply musicological skills to detailed studies of selected topics from the Renaissance and Baroque periods.

**69.4704 Musicology 4**  
S2 2CCH  
2 credit points  
Prerequisite: 69.4703  
This subject requires students to apply musicological skills to detailed analytical studies of selected works from the Classical and Romantic periods. Students undertake detailed study of selected major works of Haydn, Mozart, Beethoven, Schuman, Liszt, Berlioz, Brahms and Elgar.

**69.4705 Musicology 5**  
S1 2CCH  
3 credit points  
Prerequisite: 69.4704  
This subject requires students to apply musicological skills to the study of the sources and development of 20th Century music. Students examine aspects of the breakdown of tonality, the emergence of new approaches to tonality and the emergence of new musical styles and musical/artistic movements.

**69.7760 Music And Contemporary Society**  
S1 2CCH  
4 credit points  
This subject examines the role of music of all kinds in the modern world and its impact upon society.

**69.7761 Musical Aesthetics and Philosophy 1**  
S2 2CCH  
2 credit points  
This introductory subject aims to develop an understanding of some of the perennial issues arising from the creation and perception of music and other art forms.
Professional Studies 

Specialist Studies - Performance

69.7791 Practical Studies (Major) 1
3 credit points

69.7792 Practical Studies (Major) 2
3 credit points
These subjects are designed to enable students to undertake a major study in a chosen musical medium, vocal or instrumental. Students are required to develop technical facility and demonstrate artistic development through the study of selected repertoire.

69.7793 Practical Studies (Major) 3
3 credit points
Prerequisite: 69.7792

69.7794 Practical Studies (Major) 4
3 credit points
Prerequisite: 69.7794
These subjects are designed to develop and extend students' practical musicianship in their chosen musical medium.

69.7795 Practical Studies (Major) 5
3 credit points
Prerequisite: 69.7794.

69.7796 Practical Studies (Major) 6
3 credit points
Prerequisite: 69.7794
These subjects are designed to extend and refine students' practical musicianship and to develop confidence in performance.

69.7797 Practical Studies (Major) 7
4 credit points
Prerequisite: 69.7796
This subject is the culmination of the student's major study in instrument or voice. Subject expectations focus on artistic and technical maturity and more emphasis is given to self-directed study. Students are also tutored in the methodology of teaching instrument or voice to individual pupils.

69.7703 Practical Studies (Minor) 1
2 credit points
Prerequisite: 69.7702

69.7704 Practical Studies (Minor) 2
2 credit points
Prerequisite: 69.7702
These subjects are designed to develop technical competency in a chosen area (instrumental or vocal). A course in applied keyboard is concerned with the development of skills of special application to the needs of the classroom music teacher.

69.7705 Practical Studies (Minor) 3
2 credit points
Prerequisite: 69.7704

69.7706 Practical Studies (Minor) 4
21 credit points
Prerequisite: 69.7704
These subjects are designed to extend students' practical musicianship and competency in the chosen area of study. They also include further development of applied keyboard skills to meet the special needs of classroom music teachers.

69.7707 Practical Studies (Minor) 5
2 credit points
Prerequisite: 69.7796

69.7711 Opera Workshop

69.7712 Opera Workshop

69.7713 Opera Workshop

69.7714 Opera Workshop
2 credit points
These subjects deal with various aspects of opera and music theatre. Students are encouraged to participate in the design, rehearsal, and presentation of stage productions.

69.7721 Orchestra & Instrumental Ensemble Workshop

69.7722 Orchestra & Instrumental Ensemble Workshop

69.7723 Orchestra & Instrumental Ensemble Workshop

69.7724 Orchestra & Instrumental Ensemble Workshop
2 credit points
These subjects provide students with opportunities to play in various instrumental ensembles, thereby developing orchestral and ensemble techniques and a knowledge of suitable repertoire for teaching purposes.

69.7731 Chamber Music Workshop

69.7732 Chamber Music Workshop
69.7733 Chamber Music Workshop

69.7734 Chamber Music Workshop  S1 2CCH
2 credit points
By providing students with a wide range of experience in playing in chamber music groups, this subject aims to develop musicianship and also an understanding of the disciplines of chamber music performance.

69.7736 Jazz Workshop

69.7764 Jazz Workshop  S1 or S2 2CCH
2 credit points
These workshops enable students with appropriate performance skills to gain experience in the jazz idiom in various instrumental combinations.

69.7774 Conducting Workshop

69.7775 Conducting Workshop  S2 2CCH
2 credit points
This subject aims to develop technical skills in directing and conducting musical ensembles, and to promote qualities of leadership and general musicianship through practical experiences in working with choral and instrumental groups.

69.7778 Choir And Vocal Ensemble

69.7782 Choir And Vocal Ensemble
69.7783 Choir And Vocal Ensemble
69.7784 Choir And Vocal Ensemble  S1 2CCH
2 credit points
This subject aims to provide students with a range of experiences in singing in various types of choral groups.

The Practicum
The practicum includes practical educational experiences integral to subjects, on-campus and in-school observations, micro-teaching experiences, and blocks of in-school teaching experiences.

69.0411 Practice Teaching – Year 1  3 week block
Prerequisite: 69.0412 and 69.9047
This period allows students to consolidate some of the teaching goals of the subjects Teacher Development 1-4, to demonstrate mastery of many music teaching requirements, to explore areas of the music curriculum with which they are less familiar, and to ensure that their experiences have encompassed a broad sample of secondary school music classes.

69.0414 Extended Practice Teaching  S2 10 week block
Prerequisites: 69.0413, 69.9078, 69.7796, 69.7760
The extended practice teaching period requires students to demonstrate a full commitment to specialist music teaching and associated professional activities in a secondary school over a significant period of time. The associated course unit Teacher Development 5 is integrated into the same semester. Students are not admitted to the Extended Practice Teaching unless adequate educational, teaching and musicianship competencies have been demonstrated.

General Studies
St George Campus
The General Studies Subjects described in this section are common to the following programs:
- Bachelor of Education (Primary)
- Bachelor of Applied Science (Sports Science)
- Bachelor of Music Education
- Associate Diploma in Applied Science (Recreation Servicing)

General Studies subjects are designed to give students the opportunity to develop further their intellectual, social and cultural interests as aspects of their personal development. In these subjects students become involved in self-selected activities which challenge the development of specific interests, talents and skills.

Students must note carefully their relevant course requirements and choose carefully the appropriate subjects. Note that specific course requirements are found in the appropriate section of this handbook or will be described to the students by a Faculty staff member.

Student demand and staff availability will determine the General Studies subjects that will be offered in any particular semester.

Course Units
26.010a Aboriginal Studies 1  S1 or S2 2CCH
3 credit points
This subject is designed to introduce students to the study of Australian Aboriginal culture in both historical and contemporary contexts.

Students learn about the complexity of traditional Aboriginal society, and are introduced to a history of
Aboriginal-European contact and the consequences of this contact on Aboriginal life.

26.011S Aboriginal Studies 2 S1 or S2 2CCH
Traditional Aboriginal Society
3 credit points
This subject is designed to explore in some depth the nature of traditional Aboriginal society.
After a survey of Australian pre-history and archaeological research, students will focus on anthropological inquiry into traditional Aboriginal society. Aspects such as languages, kinship, religion, and the nature of the Dreaming will be investigated so as to illustrate the complexity and distinctiveness of traditional Aboriginal life.

26.012S Aboriginal Studies 3 S1 2CCH
Aboriginal Issues
3 credit points
This subject is designed to familiarise students with the history of Aboriginal-European contact and the legacy of this contact.
Students learn of the interaction between Aboriginal people, explorers and the first settlers, of the Aboriginal resistance to invasion and of government policies and practices. The main issues of concern for contemporary Aborigines such as land rights, mining and human rights, will be viewed in an historical context.

26.013S Aboriginal Studies 4 S2 2CCH
Contemporary Aboriginal Culture
3 credit points
This subject is designed to acquaint students with the unique contribution to Australian culture of Aboriginal Australians.
Students learn of significant Aboriginal achievements and are familiarised with some contemporary writers, musicians, artists and dancers.

26.014S Art 1 S1 or S2 2CCH
3 credit points
This subject will give students the opportunity to gain theoretical and practical understandings in the fields of drawing, painting and sculpture.
Students learn selected methods of representation in two and three dimensional media and approaches to evaluating art works.

26.015S Art 2 S1 or S2 2CCH
3 credit points
This subject provides students with disciplined experiences, practical and conceptual, which will form the basis of the specialisation in either two-dimensional or three-dimensional art.
Students gain knowledge of technical and creative possibilities within their areas of specialisation and investigate areas of art history according to individual interests.

26.016S Art 3 S1 2CCH
3 credit points
Students will explore at an intensive level ways of developing images in their field of specialisation. There will be opportunities for students to take up subsidiary studies in fields which will extend and enrich their specialisation.
Students consolidate their practical expertise whilst undertaking additional studies which complement their specialisations.

26.017S Art 4 S1 2CCH
3 credit points
This subject will allow students to bring their major projects to conclusion, requiring them to show evidence of research into their field of specialisation and to consolidate personal and informed viewpoints in the fields of aesthetics and the visual arts.
Students' individual pursuits in advanced studies practice, research and art criticism will be emphasised.

26.018S Australian Studies 1 S1 or S2 2CCH
The Development of Australian Society
3 credit points
This subject will present an overview of significant events and trends which have shaped Australia's development. It aims to explore aspects of the Australian experience - to explain how and why a settlement, which began as a penal colony, has developed into a highly organised, affluent society.
This subject will first focus on the geographical environment, and its earliest inhabitants; then, on several major influences after 1788 which have helped reshape that environment.

26.019S Australian Studies 2 S1 or S2 2CCH
The Nineteenth Century Story
3 credit points
This subject is designed to help students assess the contributions of Aborigines, convicts and migrants to Australia's growth in the colonial period.
This subject will focus on two historical periods - 1788-1850, and 1850-1900, as the context from which to examine the social, economic and political growth in the century.

26.020S Australian Studies 3 S1 or S2 2CCH
Australia in the Twentieth Century - Federation to 1950
3 credit points
This subject looks at the evolution of Australia, the nation state. It will focus on the political, economic and social characteristics of Australian Society and examine the events, internal and external, which have influenced its growth.
This subject will focus on the fifty years of Federation, with stress on the politics and international status of a federated Australia, social welfare in a White Australia, and the influence of world events on economic growth.

26.021S Australian Studies 4 S2 2CCH
Post War Development in Australia - 1950-1984
3 credit points
This subject identifies the main characteristics of modern Australian society, in order to highlight some of the significant issues which have come to the fore within the Australian experience in the period since 1950.
This subject will focus broadly on the period since World War 2, examining social classes and underprivileged social groups, technological trends and their ecological impact in both urban and rural areas, and Australia's role in world affairs.

26.022S Design Crafts 1
S1 or S2 2CCH

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

Students will study the elements and principles of design which should enable them to make enlightened aesthetic responses and to be aware of the application of basic design principles to their work.

26.023S Design Crafts 2
S1 or S2 2CCH

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

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

26.024S Design Crafts 3
S1 2CCH

3 credit points
This subject aims to develop further design skills and extend specialist craft knowledge through a supportive workshop. This should be related to the advanced craft project to be undertaken in Semester 6.

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

26.025S Design Crafts 4
S2 2CCH

3 credit points
This subject will provide for an advanced workshop in the selected craft area. Implicit will be the application of problem solving techniques based upon knowledge and expertise gained in previous design craft courses.

The knowledge and expertise gained in previous design crafts subjects will be applied to design, construct and evaluate a major craft project.

26.026S Drama 1
S1 or S2 2CCH

3 credit points
This subject is designed to provide students with the basic expertise which will enable them to understand the background and development of contemporary English speaking theatre, and the nature of dramatic expression.

Students study selected areas of developing English speaking theatre with representative scripts, the basic skills required for their presentation, and the nature and process of the critical evaluation of dramatic performance.

26.027S Drama 2
S1 or S2 2CCH

3 credit points
The subject is designed to enable students to develop a deeper understanding and practical appreciation of the main forms of dramatic expression that have contributed to contemporary English speaking theatre.

Students study significant forms of dramatic expression in contemporary theatre with specific scripts exemplifying these forms, together with acting theory, theatre techniques and practical skills.

26.028S Drama 3
S1 2CCH

3 credit points
The subject is designed to enable students to develop the necessary groundwork for the preparation of a public performance through further extension of their range and depth of knowledge of drama and theatre arts in both theory and practice.

Students undertake the necessary preparatory work for the performance of a selected play script or scripts.

26.029S Drama 4
S2 2CCH

3 credit points
The subject is designed to enable students to present an adequate public performance of a specific script or scripts.

Students prepare, rehearse and perform publicly a specific script or scripts.

26.030S Environmental Studies 1
S1 or S2 2CCH

The Natural Australian Environment

3 credit points
This subject provides an overview of a number of different Australian ecosystems including rainforests, woodlands, desert and wetlands. Some current environmental issues associated with the ecosystems are considered. The study of a local area will be included.

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

26.031S Environmental Studies 2
S1 or S2 2CCH

People and their Environment

3 credit points
This introductory subject concentrates on the interaction of people with their normal environment and the influence of forms of technology. Environments can include domestic, urban, industrial or agricultural surroundings. The theme will emphasise a considered and responsible use of the environment and include selected case studies.

Students study some of the aspects of man made environment and examine some of the issues involved in the quality and nature of the environment.

26.032S Environmental Studies 3
S1 2CCH

Australian Plant and Animal Studies

3 credit points
Australia has many unique native plants and animals which are valuable in their own right and plan an important part in the natural environment. The subject provides an overview of these Australian organisms and will concentrate on particular
The class will interpret major works of literature not encountered earlier in the course and compare major works of prose fiction, poetry and drama, attending closely to both form and content. The class will study major modern works of prose fiction, poetry and drama, against a background of contemporaneous political, philosophical and artistic events.

26.035S Literature 2
3 credit points

Through a more advanced study of selected prose, poetry and drama from one historical period, namely the period beginning with the start of World War 1 and issuing in Modernism, the subject will encourage greater appreciation of modern literature. The class will study major modern works of prose fiction, poetry and drama, against a background of contemporaneous political, philosophical and artistic events.

26.036S Literatures 1
3 credit points

Building on all previous literature courses, this subject consolidates knowledge of how writers with diverse cultural background and interests create meaning. By introducing students to increasingly mature works of prose fiction, poetry and drama from significant periods and places, the course aims to encourage a lasting appreciation of literature in its richness and variety. The class will interpret major works of literature not encountered earlier in the course and compare major works of prose fiction, poetry and drama, attending closely to both form and content.

26.037S Literature 3
3 credit points

Following on the study in previous units of literary variety in prose, poetry and drama from each genre during the modern period, this subject focuses on major literature written before 1914 and gives students a deeper understanding of it. The class will study major pre-modern works of prose fiction, poetry and drama, against a backdrop of contemporaneous political, philosophical and artistic events.

26.038S Literature 4
3 credit points

The subject will include an introduction to the nature of mathematics and the work of the professional mathematician, and a hands-on introduction to computing.

26.039S Mathematics And Computing 2
3 credit points

This subject introduces students to computers and computing. Students will learn to program a microcomputer in a dialect of the BASIC language, and will gain an elementary understanding of computer architecture. The subject will include an overview of what computers are and can do, and how they are programmed.

26.040S Mathematics And Computing 3
3 credit points

This subject has two major foci. Firstly, students will learn good programming techniques; secondly, students will extend their knowledge of a dialect of BASIC. The course content will include top-down design and structured programming.

26.041S Mathematics And Computing 4
3 credit points

The elements of several areas of mathematics will be studied in detail, both for their own sake and as case studies in mathematical thinking. The subject will include the nature of mathematical thinking, inductive and deductive reasoning, fallacies and paradoxes, mathematical proof, and a study of a deductive system.

26.042S Moral Studies 1
3 credit points

Contemporary Moral Dilemmas

This subject will introduce students to the discipline of ethical inquiry through the analysis and evaluation of arguments and counter-arguments surrounding life and death choices in contemporary society. Students learn to evaluate various ethical theories in relation to life and death choices.

26.043S Moral Studies 2
3 credit points

Theories of Ethics

This subject will expand the scope of ethics to embrace more than life and death choices (eg. honesty, caring, respect for persons, authority, government), and consider various comprehensive ethical theories in comparison with utilitarianism. Students learn to relate general principles to specific issues: Utilitarianism as a naturalistic theory; Other naturalistic theories; The naturalistic fallacy.

26.044S Moral Studies 3
3 credit points

Freedom and Determinism

This subject will examine various notions of human freedom as the basis for morality, and will consider the consequences for this of various traditions of deterministic thought.
Students learn to present a well argued case for either freedom or determinism as a characteristic of the human predicament.

26.045S Moral Studies 4
Existentialist Ethics
S1 2CC
3 credit points
Students will consider the existentialist movement as a response to pervasive deterministic thought, and to the 'waste land' of European society through the two world wars. Students learn to critically evaluate the existentialist movement and the contribution of individual authors as an answer to the contemporary problems of personal and social morality.

26.046S Music 1
S1 or S2 2CC
3 credit points
This subject is designed to extend and refine students' awareness of the role of music as a reflector and interpreter of ideas and structures in society. It promotes a facet of personal development and a breadth of outlook through the discipline of participation and self-expression in musical activities and studies. Students are introduced to a study of the socio-cultural development of music.

26.047S Music 2
S1 or S2 2CC
3 credit points
This subject is designed to identify the characteristics of style and structure through listening, detailed interpretation of music scores, and practical experience. Students will study the style and structure of specific musical works.

26.048S Music 3
S1 2CC
3 credit points
Students will elect a strand with either Musicological or Practical emphasis. Students will learn to apply elements of musicological or practical study to the various compositions under consideration.

26.049S Music 4
S1 2CC
3 credit points
Students will make an in-depth study of a specific approved topic chosen from their area of specialisation in the previous semester. Students will develop and bring to conclusion major projects in their fields of specialisation.

26.050S Religion Studies 1
Religion in Australia
S1 or S2 2CC
3 credit points
Students will be introduced to the structuring concepts and methodology of the discipline of Religion Studies through a study of the changing religious consciousness of the Australian continent from Dream Time, the Judeo-Christian influence of European settlement, and the growing resurgence of Islam and Asian religions in the Australian community.

26.051S Religion Studies 2
Judaic, Christian and Islamic Traditions
S1 or S2 2CC
3 credit points
This subject will assist students in developing an understanding of Judaism, Christianity and Islam, the contexts from which they arose, and the meaning they have for devotees in given religious communities. Students learn to understand the nature of Judaism, Christianity and Islam through a study which includes their historical and social contexts.

26.052S Religion Studies 3
Asian Religions
S1 2CC
3 credit points
Students will be assisted in developing an understanding of Hinduism, Buddhism and Japanese religion, the contexts from which they arose, and the meaning they have for devotees in given religious communities. Students learn to understand the nature of Hinduism, Buddhism and Japanese religion through a study which includes the historical and contemporary social contexts of the religions.

26.053S Religion Studies 4
Philosophy of Religion
S2 2CC
3 credit points
This subject aims to assist students to critically appraise the knowledge acquired in previous units. Students will be assisted in developing proficiency in making a systematic evaluation of the claims of religion through linguistic and conceptual analysis. Students learn to extend their understanding and to investigate a credibility of the claims of religion through participation in philosophical discussion on specific concepts.

26.054S Sports Studies 1
Physiology of Human Performance
S1 or S2 2CC
3 credit points
This subject is designed to introduce students to the principles of exercise physiology and the application of these principles to training and sports performance. Students will also experience a wide range of assessment procedures in relation to human performance parameters. Students will study areas of human physical performance and review the physiological responses to physical stress and exercise, and how they are assessed.

26.055S Sports Studies 2
Motor Skill Acquisition
S1 or S2 2CC
3 credit points
This subject develops the understanding of skilled performance covered in the previous level by looking at factors which contribute to the learning of motor skills. Students will study how people effectively acquire the skills required for participation in a variety of sports.
26.056e  Sports Studies 3  
Sport and Society

3 credit points
This subject is designed to develop the students' awareness of the role that sport plays in various societies and social situations.

Students' study will encompass an overview of contemporary issues in sports in Australian society.

26.057e  Sports Studies 4  
Integrated Sports Studies

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

This subject will enable students to study and attempt to put into practice the theories in exercise physiology, motor learning and social participation developed in the preceding courses.
Graduate Study

Graduate Enrolment Procedures

All students enrolling in graduate courses should obtain copies of the free leaflets Re-enrolling 1990 for Post-graduate Students and Information for Graduate Students, available from School Offices and the Admissions Office. These leaflets provide detailed information on enrolment procedures and fees, enrolment timetables by faculty and course, enrolment in miscellaneous subjects, locations and hours of Cashiers, and late enrolments.

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

Graduate Courses

The Faculty of Professional Studies consists of the Schools of Education, Health Services Management, Librarianship and Social Work on the Kensington Campus; and the Schools of Primary and Computer Education, Sport and Leisure Studies, Arts and Music Education on the St George Campus. Facilities are available in each of these schools for research programs leading to doctoral or Master's degrees. In addition the following formal course Master's degrees are offered: Master of Education; Master of Educational Administration; Master of Health Administration; Master of Health Planning; Master of Nursing Administration; Master of Librarianship; Master of Social Work and Master of Welfare Policy. Courses for the award of a graduate diploma are available in education and information management (librarianship or archives administration). A post-graduate Bachelor of Education Honours degree course is also available.

At the St George Campus the following postgraduate courses are offered: Graduate Diploma in Educational Studies - Computer Education (GradDip Ed Studies), the Master of Education (MEd), and the Graduate Diploma in Arts - Expressive and Performing Arts (GradDip Exp Perf Arts).

In addition to the postgraduate subjects offered by each school in 1990, the Faculty is introducing two electives that will be available to students in Education, Health Administration, Librarianship and Social Work. Participation in these electives will provide an opportunity for cross-discipline interaction and the chance to view one's field of specialization in the context of the public service professions generally.

Kensington Campus

School of Education

The School of Education offers a one-year full-time course for graduates leading to the award of the Diploma in Education (DipEd). A two-year post-graduate research and course-work program leading to the degree of Bachelor of Education with Honours is also available at the pre-service level. In addition, the school offers programs leading to the award of the degrees of Master of Education (MEd), Master of Educational Administration (MEdAdmin) and Doctor of Philosophy (PhD).
A course leading to the award of the Diploma in Education (DipEd) is available to graduates of the University of New South Wales or other approved universities. The Graduate Diploma course is designed to give professional training in education to graduate students. It is normally taken over one year of full-time study but it is also possible for this course to be taken over two years on a part-time basis.

Re-enrolment in Diploma in Education

Candidates who fail in half or more of their subjects will not be permitted to re-enrol unless the Higher Degree Committee of the Faculty of Professional Studies grants permission because it considers the circumstances to be exceptional.

Subjects

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.013</td>
<td>Theory of Education</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Philosophy of Education</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Psychology of Education</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Sociology of Education</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Selected Studies in Education</td>
<td></td>
</tr>
</tbody>
</table>

58.014 Curriculum and Instruction

Students are required to satisfy requirements in General Method, Assessment and Measurement, and in each of two special method subjects or in one double method subject.

- General Method: 20
- Assessment and Measurement: 14
- Special Methods see below

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Subject</th>
<th>Number of hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Commerce/Economics Method</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>English Method</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>French Method</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Geography Method</td>
<td>50</td>
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<tr>
<td></td>
<td>German Method</td>
<td>50</td>
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<tr>
<td></td>
<td>History Method</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td>Mathematics Method - Double</td>
<td>120</td>
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<tr>
<td></td>
<td>Science Method - Double</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td>Spanish Method</td>
<td>50</td>
</tr>
</tbody>
</table>

58.015 Teaching Experience

- Microteaching: 14
- Teaching Practice: 220

8905 Bachelor of Education Course (Honours)

The School offers a 2-year Bachelor of Education with Honours course. This two-year post-graduate course consists of the content of the Graduate Diploma in Education course (58.013 Theory of Education, 58.014 Curriculum and Instruction and 58.015 Teaching Experience) together with additional work undertaken in the first year, and a further year devoted to study and research in Education.

First Year

- 58.013 Theory of Education (S1 L9, S2 T6)
- 58.014 Curriculum and Instruction (S1 L2 T5.5, S2 L2 T6)
- 58.015 Teaching Experience
- 58.893 Advanced Education 1 (one unit) (S2 L2)

Second Year

- 58.894 Advanced Education 2 (F L4)
  - Unit 1 (28 hours)
  - Unit 2 (28 hours)
  - Unit 3 (28 hours)
  - Unit 4 (28 hours)
- 58.799 Thesis (F)

Each student proceeding to Advanced Education 2 and the Thesis will be assigned a Supervisor. Following consultation between the Supervisor, the student and a member of the Bachelor of Education with Honours Course Committee, the Committee may recommend the appointment of a Co-supervisor. The thesis will be prepared under the guidance of the Supervisor and Co-supervisor if appointed, and they will guide the student's selection of the appropriate subjects of study, units 1, 2, 3 and 4.

Conditions for the Award

Enrolment and Progression

Students enrolled in the Diploma in Education course, who achieve a grade of Distinction or High Distinction in at least one of the Educational Psychology, Philosophy of Education and Sociology of Education strands of 58.013 Theory of Education offered in Session 1, and who have no failing grades, will be invited to transfer to the Bachelor of Education (Honours) course. They will enrol in the additional subject 58.893 Advanced Education 1 in Session 2. Students must pass 58.013 Theory of Education, 58.014 Curriculum and Instruction, 58.015 Teaching Experience and 58.893 Advanced Education 1 before progressing to the Second Year.

Assessment

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

A final 'honours mark' will be calculated; this will be one-fifth the mark for 58.894 Advanced Education 2 and four-fifths of the mark for 58.799 Thesis. Based on this mark the Bachelor of Education Degree will be awarded with a class of Honours.
Master of Education Course (Honours)

8910
Master of Education Course

Master of Education
MEd

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

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

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education and are expected to satisfy in subjects to the value of four units at a suitable standard and to submit a thesis. Alternatively, students without a degree awarded at Honours Level in Education or other relevant subject may apply for registration after completing subjects to the value of 6 units, including a two-unit project, at an acceptable standard (a high credit average, including at least a credit for the report, would be a minimum requirement). Such students transferring from Pass Level to Honours Level registration then complete the degree by means of a thesis.

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

Subject to the discretion of the Head of School, students may choose up to two of their electives from subjects offered by other Schools in the faculty or by other faculties within the University of New South Wales, or may receive credit for a maximum of two units for subjects of comparable standard successfully completed within the faculty of Professional Studies, other faculties of the University of New South Wales or another recognised institution.

Educational Research Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.220G Experimental Design and Analysis</td>
<td>1</td>
</tr>
<tr>
<td>58.224G Qualitative Research Procedures</td>
<td>1</td>
</tr>
<tr>
<td>58.225G Multivariate Analysis using the Linear Model</td>
<td>1</td>
</tr>
<tr>
<td>58.226G Factor Analysis and Multivariate Analysis of Variances</td>
<td>1</td>
</tr>
</tbody>
</table>

Philosophy of Education Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>No. of units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.256G Moral Education</td>
<td>1</td>
</tr>
<tr>
<td>58.258G Philosophy of the Curriculum</td>
<td>1</td>
</tr>
<tr>
<td>58.254G Philosophy of Science and Education</td>
<td>1</td>
</tr>
<tr>
<td>58.257G Philosophy of History Education</td>
<td>1</td>
</tr>
<tr>
<td>58.266G John Dewey and Progressive Education</td>
<td>1</td>
</tr>
<tr>
<td>58.277G The Nature of Intelligences</td>
<td>1</td>
</tr>
<tr>
<td>58.278G Social Philosophy and Education</td>
<td>1</td>
</tr>
<tr>
<td>58.267G Social Philosophy and Education</td>
<td>1</td>
</tr>
<tr>
<td>58.268G Ideology and Education</td>
<td>1</td>
</tr>
<tr>
<td>58.269G Advanced Studies in Ideology and Marxian Theory</td>
<td>1</td>
</tr>
<tr>
<td>58.270G Introduction to the Philosophy of Education</td>
<td>1</td>
</tr>
<tr>
<td>58.289G Marxism and the Study of Education</td>
<td>1</td>
</tr>
<tr>
<td>58.290G Deschooling and Free Schooling</td>
<td>1</td>
</tr>
<tr>
<td>58.450G Epistemology and Learning Theory</td>
<td>1</td>
</tr>
<tr>
<td>58.451G Personal Development Programs in Schools</td>
<td>1</td>
</tr>
<tr>
<td>58.452G Education and Evolutionary Theory</td>
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Sociology of Education Subjects

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<tr>
<th>Subject</th>
<th>No. of units</th>
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<tbody>
<tr>
<td>58.305G The Role of Education in Society</td>
<td>1</td>
</tr>
<tr>
<td>58.314G Applying Sociological Research to Educational Problems</td>
<td>1</td>
</tr>
<tr>
<td>58.319G Social Trends and Problems: Implications for Education</td>
<td>1</td>
</tr>
<tr>
<td>58.320G Social Trends and Problems: Implications for Education</td>
<td>1</td>
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<tr>
<td>58.321G The Role of Education in Society</td>
<td>1</td>
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<tr>
<td>58.322G Migrant Education</td>
<td>1</td>
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<tr>
<td>58.323G Socialization and Education</td>
<td>1</td>
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<tr>
<td>58.324G Social Interaction in the School and Classroom</td>
<td>1</td>
</tr>
<tr>
<td>58.326G The Family and the School</td>
<td>1</td>
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<tr>
<td>58.328G Women and Girls in the Educational System</td>
<td>1</td>
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<td>58.410G Social and Educational Ideals</td>
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Science Education Subjects

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<tr>
<td>58.331G The Development of Scientific Concepts</td>
<td>1</td>
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<td>58.332G Evaluation in Science Education</td>
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Professional Studies

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<th>Code</th>
<th>Subject</th>
<th>No. of units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.333G</td>
<td>Primary Science Education</td>
<td>1</td>
</tr>
<tr>
<td>58.334G</td>
<td>The Nature of Science and Science Education</td>
<td>1</td>
</tr>
<tr>
<td>58.336G</td>
<td>Chemical Education</td>
<td>1</td>
</tr>
<tr>
<td>58.337G</td>
<td>Physics Education</td>
<td>1</td>
</tr>
<tr>
<td>58.338G</td>
<td>Selected Issues in Science Education</td>
<td>1</td>
</tr>
<tr>
<td>58.339G</td>
<td>Research in Science Education</td>
<td>1</td>
</tr>
<tr>
<td>58.340G</td>
<td>Education in the Physical Sciences</td>
<td>1</td>
</tr>
<tr>
<td>58.361G</td>
<td>Child Growth and Development 1</td>
<td>1</td>
</tr>
<tr>
<td>58.362G</td>
<td>Child Growth and Development 2</td>
<td>1</td>
</tr>
<tr>
<td>58.364G</td>
<td>Psychological Bases of Instruction</td>
<td>1</td>
</tr>
<tr>
<td>58.375G</td>
<td>Psychophysiology in the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>58.386G</td>
<td>Applying Experimental Psychology in Education</td>
<td>1</td>
</tr>
<tr>
<td>58.387G</td>
<td>Human Problem Solving</td>
<td>1</td>
</tr>
<tr>
<td>58.390G</td>
<td>The Psychology of Reading</td>
<td>1</td>
</tr>
<tr>
<td>58.391G</td>
<td>Cognition and Instruction in Mathematics and Mathematically-Based Subjects</td>
<td>1</td>
</tr>
</tbody>
</table>

Note:
1. A one-unit subject is of 2 hours per week for one session. The project report has the value of two units.
2. Candidates with appropriate Honours degrees may be registered for the degree of Master of Education at Honours Level at initial enrolment. Their program consists of subjects to the value of four units and a research thesis. (Such candidates will lose Honours registration after completion of these subjects if the standard attained is considered unsatisfactory by the Higher Degree Committee.)
3. Candidates who have the Higher Degree Committee’s approval to transfer from the Pass Level to the Honours Level in the Master of Education (MEd) degree course after completion of subjects to the value of six units are reminded of the conditions governing maximum time.
4. Not all the preceding subjects will be offered in any one year.

Adult and Continuing Education Subjects

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>No. of units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.244G</td>
<td>Adult Learning</td>
<td>1</td>
</tr>
<tr>
<td>58.245G</td>
<td>Course Design and Development</td>
<td>1</td>
</tr>
<tr>
<td>58.903G</td>
<td>Current Issues in Adult, Continuing and Professional Education</td>
<td>1</td>
</tr>
<tr>
<td>58.902G</td>
<td>Distance Education</td>
<td>1</td>
</tr>
<tr>
<td>58.904G</td>
<td>Managing Continuing Education Programs</td>
<td>1</td>
</tr>
</tbody>
</table>

Literary Education Subjects

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>No. of units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.247G</td>
<td>Critical Approaches to Higher School Certificate English Texts</td>
<td>1</td>
</tr>
<tr>
<td>58.265G</td>
<td>Values in Teaching and Reading Literature</td>
<td>1</td>
</tr>
<tr>
<td>58.248G</td>
<td>The Filming of Literature: Implications for Teaching</td>
<td>1</td>
</tr>
</tbody>
</table>

Miscellaneous Subjects

<table>
<thead>
<tr>
<th>Code</th>
<th>Subject</th>
<th>No. of units</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.280G</td>
<td>Project</td>
<td>2</td>
</tr>
<tr>
<td>58.246G</td>
<td>Instructional Design for Software</td>
<td>1</td>
</tr>
<tr>
<td>58.389G</td>
<td>Computer-Assisted Instruction 1</td>
<td>1</td>
</tr>
<tr>
<td>58.384G</td>
<td>Computer-Assisted Instruction 2</td>
<td>1</td>
</tr>
<tr>
<td>58.243G</td>
<td>Research on the Learning and Teaching of Mathematics</td>
<td>1</td>
</tr>
<tr>
<td>58.379G</td>
<td>Exceptional Children in the Classroom</td>
<td>1</td>
</tr>
<tr>
<td>58.380G</td>
<td>Exceptional Children - Language Disabilities</td>
<td>1</td>
</tr>
<tr>
<td>58.381G</td>
<td>Advanced Exceptional Children A</td>
<td>1</td>
</tr>
</tbody>
</table>

2945
Master of Educational Administration Course (Honours)

8960
Master of Educational Administration Course

Master of Educational Administration MEdAdmin

The conditions for the award of the degree of Master of Educational Administration are set out under Conditions for the Award of Higher Degrees later in this handbook.

The Master of Educational Administration degree course is intended to contribute to the preparation of individuals for administrative positions in educational institutions and systems, as well as to serve the needs of educational administrators at a variety of other levels.

A feature of the course is a range of electives to build on particular interests developed from core studies or from particular background experiences of individual students.

The degree of Master of Educational Administration may be taken at Honours Level, and selected students have the opportunity to proceed to the degree of Doctor of Philosophy by research.

Candidates for the degree are normally required to take subjects to the value of eight units.

Applicants for registration for the degree awarded at Honours Level are normally required to possess a bachelor degree at Honours Level in Education and are expected to satisfy in...
subjects to the value of four units, including at least two from the core, at a suitable standard and to submit a thesis. Alternatively, students without a degree awarded at Honours Level may apply for registration after completing subjects to the value of 6 units, including at least two of the core subjects and a two-unit project, at an acceptable standard (a high credit average, including at least a credit for the report, would be a minimum requirement). Such students transferring from Pass Level to Honours Level registration then complete the degree by means of a thesis.

Subject to the discretion of the Head of School, students may choose up to two of their electives from subjects offered by other Schools in the faculty or by other faculties within the University of New South Wales, or may receive credit for a maximum of two units for subjects of a comparable standard successfully completed within the faculty of professional Studies, other faculties of the University of New South Wales or another recognised institution.

### Core Subjects

<table>
<thead>
<tr>
<th>Unit</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.564G</td>
<td>Organisation and Administration of Education in Australia</td>
</tr>
<tr>
<td>58.565G</td>
<td>Administrative and Organisational Behaviour in Education</td>
</tr>
<tr>
<td>58.566G</td>
<td>Organisation Theory in Education</td>
</tr>
<tr>
<td>58.567G</td>
<td>Understanding Educational Research</td>
</tr>
</tbody>
</table>

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

### Elective Subjects

<table>
<thead>
<tr>
<th>Unit</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>58.568G</td>
<td>Supervision and Development of Educational Personnel</td>
</tr>
<tr>
<td>58.569G</td>
<td>Development and Evaluation of Educational Programs</td>
</tr>
<tr>
<td>58.572G</td>
<td>Legal Aspects of Educational Administration</td>
</tr>
<tr>
<td>58.510G</td>
<td>Policy Making in Education</td>
</tr>
<tr>
<td>58.570G</td>
<td>Planned Change in Education</td>
</tr>
<tr>
<td>58.571G</td>
<td>Financial Issues in Educational Administration</td>
</tr>
<tr>
<td>58.572G</td>
<td>Women in Educational Administration</td>
</tr>
<tr>
<td>58.502G</td>
<td>Communication Theory and Theory of Human Relations</td>
</tr>
<tr>
<td>58.904G</td>
<td>Managing Continuing Education Programs</td>
</tr>
<tr>
<td>58.531G</td>
<td>Selected Aspects of Educational Administration</td>
</tr>
<tr>
<td>58.525G</td>
<td>Social Issues and Educational Policy</td>
</tr>
<tr>
<td>58.573G</td>
<td>Supervised Fieldwork in Educational Administration</td>
</tr>
<tr>
<td>58.280G</td>
<td>Project</td>
</tr>
</tbody>
</table>

Students may choose up to four of their electives from subjects in the Master of Education course.

### 1970

**Doctor of Philosophy**

**Doctor of Philosophy**

**PhD**

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

### School of Health Services Management

The School of Hospital Administration was founded in 1956 with a grant from the W.K. Kellogg Foundation to provide training in hospital administration. In 1969 the name was changed to School of Health Administration, and in 1989 to School of Health Services Management, in accordance with its broader objectives in teaching and research. It serves the needs of hospitals and health services throughout Australia but overseas candidates may also be admitted.

The School provides three formal graduate courses leading to the award of the degrees of Master of Health Planning, Master of Health Administration and Master of Nursing Administration. In addition, the degrees of Master of Health Administration and Doctor of Philosophy may be awarded following periods of full-time or part-time research in hospital and health service administration. The School also offers the Master of Public Health program in conjunction with the Faculty of Medicine.

### 1950

**Doctor of Philosophy**

**Doctor of Philosophy**

**PhD**

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

### 2960

**Master of Health Administration (by Research)**

**Master of Health Administration**

**MHA**

Facilities are available in the School for students to undertake research studies leading to the degree of Master of Health Administration, as either full-time internal students, part-time internal students, or part-time students external to the University. Students are required to have a suitable first degree and are normally expected to have considerable experience in their proposed field of study within the health or hospital services. Enquiries should be directed to the Head of School.
The course has been designed to equip students with the basic knowledge required for senior managerial and planning work in hospitals and other health services. The objective of the course is to develop graduates who are: 1. competent general and financial managers, 2. competent planners, 3. knowledgeable about "Public Health" (the health status of the Australian and other communities) and the Australian health care system, 4. knowledgeable about society, law and ethics, 5. competent in quantitative skills.

The degree is awarded on the successful completion of the program outlined below. The program may be taken on a full-time or part-time basis, internal basis or external basis (correspondence plus compulsory residential schools) or a mixture of full-time, part-time and external. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. However, students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field. The maximum time for completion of the full-time course is eight academic sessions.

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

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

**Master of Health Administration (by Course Work)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>16.970G</td>
<td>Management of Work</td>
</tr>
<tr>
<td>16.971G</td>
<td>Management of Organizations</td>
</tr>
<tr>
<td>16.907G</td>
<td>Accounting and Financial Management 1</td>
</tr>
<tr>
<td>16.941G</td>
<td>Epidemiology</td>
</tr>
<tr>
<td>16.942G</td>
<td>Public Health</td>
</tr>
<tr>
<td>16.981G</td>
<td>Sociology, Ethics and Health</td>
</tr>
<tr>
<td>16.901G</td>
<td>Quantitative Methods and Statistics 1</td>
</tr>
<tr>
<td>16.904G</td>
<td>Health Care Systems</td>
</tr>
<tr>
<td>16.935G</td>
<td>Health Economics 1</td>
</tr>
<tr>
<td>16.939G</td>
<td>Health Service Law 1</td>
</tr>
<tr>
<td></td>
<td>Plus 2 electives</td>
</tr>
</tbody>
</table>

Those students who are inexperienced (ie less than three years) in the health service area are required to undertake a planned program of field experience (16.953 Fieldwork in Health Service Organization) in addition to the 12 subjects.

Electives are chosen by the student in consultation with the Head of the School of Health Services Management (or nominee) from graduate subjects offered within the University or by another tertiary institution. The approval of the relevant Head of School is required to undertake an elective offered outside the School of Health Services Management.
The degree is awarded on the successful completion of the program below. Enrolment in the course may be full-time, part-time or external. Students enrolled externally complete most of their work by correspondence, with the exception of two one-week residential schools held in each session. External studies are not offered to students resident in the Sydney region.

The normal time for completion of the full-time course is three academic sessions. The maximum time is eight academic sessions (four years). Students may be allowed to complete the degree in two academic sessions provided they have a four-year undergraduate degree (or equivalent) plus three or more years appropriate experience in the health field.

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

The course is designed to equip students with the basic knowledge required for senior managerial and planning work in hospitals and other health services.

The objective of the course is to develop graduates who are:
1. competent general and financial managers,
2. competent planners,
3. knowledgeable about "Public Health" (the health status of the Australian and other communities) and the Australian health care system,
4. knowledgeable about society, law and ethics,
5. competent in quantitative skills.

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

**Master of Nursing Administration**

- 16.970G Management of Work
- 16.907G Accounting and Financial Management 1
- 16.941G Epidemiology
- 16.942G Public Health
- 16.901G Quantitative Methods and Statistics 1
- 16.904G Health Care Systems
- 16.981G Sociology, Ethics and Health
- 16.933G Health Service Law 1

Plus 4 electives, two of which must be from the following nursing administration subjects:
- 16.961G Nursing Theory
- 16.962G Nursing Administration
- 16.963G The Nurse Executive Role

**School of Librarianship**

The School of Librarianship offers graduate courses leading to the award of the degrees of Doctor of Philosophy, Master of Archives Administration (MArchivAdmin) by research, Master of Librarianship (MLib) by research or course work, the Diploma in Information Management - Archives Administration (DiplIM-ArchivAdmin) and the Diploma in Information Management - Librarianship (DiplIM-Lib). The conditions for the award of these degrees and diplomas are set out later in this handbook under Conditions for the Award of Higher Degrees.

**1990**

**Doctor of Philosophy**

**Doctor of Philosophy (PhD)**

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

**Master of Archives Administration**

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

**2985**

**Master of Archives Administration (by Research)**

**Master of Archives Administration (MArchivAdmin)**

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

<table>
<thead>
<tr>
<th>Hours per session</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.805G Issues in Archives Theory and Practice</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>55.808G Research Methods in Archives</td>
<td>42</td>
<td>0</td>
</tr>
</tbody>
</table>

**Master of Librarianship**

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

Advanced study in librarianship by formal course work is designed to provide education in broad areas of specialization beyond the basic professional level. In addition to a general course of study for this degree there is a course for those who wish to specialize in Library Management and a course for those who wish to specialize in Information Science.

There may be occasional field excursions at times to be arranged.

**2980**

**Master of Librarianship (by Research)**

**Master of Librarianship (MLib)**

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

Hours per session (S1 or S2)

55.805G Issues in Librarianship
55.807G Research Methods in Librarianship

82 42 42 0

55.805G Issues in Librarianship
55.807G Research Methods in Librarianship

8920 Master of Librarianship (by Formal Course Work)

Master of Librarianship MLib

General Program
The general course of studies for the MLib may be taken in one year of full-time study or a longer period of part-time study. Candidates will complete a minimum course work requirement of the equivalent of nine 42-hour subjects. Subjects may be chosen from those offered in the General program and those offered in the Library Management and Information Science programs. Up to two subjects may be chosen from graduate subjects offered by other schools or departments with approval of the Head of the School of Librarianship and the Head of School in which the subjects are offered. A student in the general MLib program may choose to undertake a project in lieu of one 42-hour subject.

If a candidate in the general program elects to undertake a project, he or she will normally take 55.844G Project Seminar listed below or 55.807G Research Methods in Librarianship. The course work requirements for students undertaking the Project will be reduced by the equivalent of one 42-hour subject.

Students in the specialist MLib programs listed below, with the permission of the Head of School, may transfer to the General program at any time during their course of studies.

8921 Master of Librarianship (by Formal Course Work)

Full-time §

Master of Librarianship MLib

Library Management

Hours per session (S1 or S2)

30.935G Organizational Behaviour
55.805G Issues in Librarianship
55.807G Research Methods in Librarianship
55.811G Library and Information Services Management 1
55.812G Library and Information Services Management 2†
55.815G Economics of Information Systems
55.816G Information Processing Technology
55.901G Project Report**

28 0 42

☐ One year program
* This subject is undertaken within the Master of Commerce degree program.
** Represents 20 percent of the total course
† Prerequisite 56.811G

‡ Students may choose as electives other MLib subjects or graduate subjects offered by another school or department. Approval for enrolment must be obtained from the Head of School of Librarianship as well as the Head of the School in which the other subjects are offered.

8921 Master of Librarianship (by Formal Course Work)

Part-time

Master of Librarianship MLib

Library Management

Year 1

Hours per session (S1 or S2)

30.935G Organizational Behaviour
55.811G Library and Information Services Management 1
55.812G Library and Information Services Management 2†
55.901G Project Report**

42 0 42 28 56

* This subject is undertaken within the Master of Commerce degree program.
† Prerequisite 55.811G.
Students may choose as electives other MLib subjects or graduate subjects offered by another school or department. Approval for enrolment must be obtained from the Head of School of Librarianship as well as the Head of the School in which the other subjects are offered.

### Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.805G</td>
<td>Issues in Librarianship</td>
<td>S1: 0, S2: 42</td>
</tr>
<tr>
<td>55.807G</td>
<td>Research Methods in Librarianship</td>
<td>42</td>
</tr>
<tr>
<td>55.815G</td>
<td>Economics of Information Systems</td>
<td>28</td>
</tr>
<tr>
<td>55.816G</td>
<td>Information Processing Technology</td>
<td>28</td>
</tr>
<tr>
<td>55.901G</td>
<td>Project Report**</td>
<td>0, 28</td>
</tr>
</tbody>
</table>

** Represents 20 percent of total course.

### 8922

**Master of Librarianship (by Formal Course Work)**

#### Part-time

**Master of Librarianship MLib**

#### Information Science

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

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Code</td>
<td>S1: 28, S2: 0</td>
</tr>
<tr>
<td>55.815G</td>
<td>Economics of Information Systems</td>
</tr>
<tr>
<td>55.816G</td>
<td>Information Processing Technology</td>
</tr>
<tr>
<td>55.817G</td>
<td>Information Storage and Retrieval Systems</td>
</tr>
<tr>
<td>55.823G</td>
<td>Files and Database Systems Electives</td>
</tr>
<tr>
<td>55.901G</td>
<td>Project Report**</td>
</tr>
</tbody>
</table>

### Year 2

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.818G</td>
<td>Issues in Information Science</td>
<td>70</td>
</tr>
<tr>
<td>55.820G</td>
<td>Diffusion and Dissemination of Information</td>
<td>14</td>
</tr>
<tr>
<td>55.821G</td>
<td>Man-machine communication†</td>
<td>0, 42</td>
</tr>
<tr>
<td>55.822G</td>
<td>Operations Research</td>
<td>42</td>
</tr>
<tr>
<td>55.901G</td>
<td>Project Report**</td>
<td>28</td>
</tr>
</tbody>
</table>

† Prerequisite 55.823G; Corequisite 55.816G or equivalent subject.

Students may choose as an elective, a graduate subject offered in another Higher Degree program of the University. Approval for enrolment must be obtained from the Head of School of Librarianship as well as the Head of the School in which the other subject is offered.

### Graduate Diploma Courses

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

#### Progression In the School's Graduate Diploma Courses

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

### 5591

**Diploma in Information Management – Librarianship**

#### Full-time †

**Diploma in Information Management – Librarianship**

**DipLM-Lib**

The graduate diploma course leading to the award of the Diploma in Information Management – Librarianship is designed to provide university graduates with a basic education in librarianship and the opportunity to specialize. The University is unable at this stage to provide facilities for all eligible applicants and admission is, therefore, competitive.

Candidates must hold a degree, other than in librarianship, from the University of New South Wales or other approved University. The course is a one-year full-time program. There is a fieldwork/field trip component in some subjects which is assigned in handouts at the beginning of each session.

The course is made up of seven compulsory subjects (three Common Core subjects and four Librarianship Core subjects) and 112 hours of electives. Choice of all elective subjects must be approved by the Head of the School of Librarianship. The Special Project may be substituted, upon approval, for 28 hours of electives.

† Number of hours of attendance required per week is approximately 16.
Professional Studies

<table>
<thead>
<tr>
<th>Compulsory Subjects</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>Common Core</td>
<td>S1</td>
</tr>
<tr>
<td>55.400 Information Storage and Retrieval</td>
<td>63</td>
</tr>
<tr>
<td>55.401 Information Technology and Media</td>
<td>42</td>
</tr>
<tr>
<td>55.402 The Information Environment</td>
<td>28</td>
</tr>
</tbody>
</table>

Librarianship Core

<table>
<thead>
<tr>
<th></th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.503 Bibliographic Organization 54</td>
<td>0</td>
</tr>
<tr>
<td>55.504 Information Sources: Selection, Collection and Use 54</td>
<td>0</td>
</tr>
<tr>
<td>55.505 Role of Libraries and Librarians 12</td>
<td>0</td>
</tr>
<tr>
<td>55.506 Library and Information Services Management 0</td>
<td>21</td>
</tr>
</tbody>
</table>

Electives †

<table>
<thead>
<tr>
<th></th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.507 Indexing Languages and Processes 0</td>
<td>28</td>
</tr>
<tr>
<td>55.508 Information Needs in Educational Environments 0</td>
<td>28</td>
</tr>
<tr>
<td>55.509 Information Needs in the Community 0</td>
<td>28</td>
</tr>
<tr>
<td>55.510 Information Needs in Industry, Business and Government 0</td>
<td>28</td>
</tr>
<tr>
<td>55.511 Health Sciences: Literature, Information Needs and Services 0</td>
<td>28</td>
</tr>
<tr>
<td>55.512 Literature of Pure and Applied Sciences 0</td>
<td>28</td>
</tr>
<tr>
<td>55.513 Literature of the Arts and Humanities 0</td>
<td>28</td>
</tr>
<tr>
<td>55.514 Law: Literature, Information Needs and Services 0</td>
<td>28</td>
</tr>
<tr>
<td>55.515 Government Publications 0</td>
<td>28</td>
</tr>
<tr>
<td>55.516 Children's and Young Adults' Materials 0</td>
<td>28</td>
</tr>
<tr>
<td>55.517 Literature of the Social Sciences 0</td>
<td>28</td>
</tr>
<tr>
<td>55.518 Marketing and Promotion of Information Services 0</td>
<td>28</td>
</tr>
<tr>
<td>55.519 Staff Management and Staff Development in Libraries 0</td>
<td>28</td>
</tr>
<tr>
<td>55.520 Automated Processing Systems 0</td>
<td>28</td>
</tr>
<tr>
<td>55.521 Computer Programming for Bibliographic Systems 0</td>
<td>28</td>
</tr>
<tr>
<td>55.522 Library Networks 0</td>
<td>28</td>
</tr>
<tr>
<td>55.523 Special Project Seminar Equivalent to 28 hours 0</td>
<td>28</td>
</tr>
<tr>
<td>55.644 Records Management 0</td>
<td>28</td>
</tr>
</tbody>
</table>

† Not all electives are necessarily available each year.

5601 Diploma In Information Management – Archives Administration

Diploma in Information Management – Archives Administration

DiplM-ArchivAdmin

The Graduate Diploma course leading to the award of the Diploma in Information Management – Archives Administration is designed to provide education in the principles and methods of the administration of archives and manuscripts and of such aspects of current records management as are of special relevance to the administration of archives.

Candidates must hold a degree from the University of New South Wales or any other approved university. It is desirable that candidates have studied history.

Each candidate completes the program of study comprising 10 compulsory subjects, three of which are core subjects common to both diplomas offered by the School. The program may be taken as a full-time course in one year or as a part-time course over two years. Both are daytime courses.

in addition to formal course work there may be excursions to relevant institutions.

The University is unable at this stage to provide facilities for all eligible applicants and admission is, therefore, competitive.

<table>
<thead>
<tr>
<th>Common Core</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.400 Information Storage and Retrieval</td>
<td>63</td>
</tr>
<tr>
<td>55.401 Information Technology and Media</td>
<td>42</td>
</tr>
<tr>
<td>55.402 The Information Environment</td>
<td>28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Archives Core</th>
<th>Hours per session</th>
</tr>
</thead>
<tbody>
<tr>
<td>55.641 Archive Theory and History</td>
<td>28</td>
</tr>
<tr>
<td>55.642 Management of Archives</td>
<td>50</td>
</tr>
<tr>
<td>55.643 Administrative History</td>
<td>28</td>
</tr>
<tr>
<td>55.644 Records Management</td>
<td>0</td>
</tr>
<tr>
<td>55.645 Conservation of Archive Materials</td>
<td>0</td>
</tr>
<tr>
<td>55.647 Special Project</td>
<td>28</td>
</tr>
</tbody>
</table>

 Equivalent to 28 hours

† Number of hours of attendance required per week is approximately 19.
The School of Social Work provides opportunities for graduate social work study leading to the award of the research degree of Doctor of Philosophy (PhD), the Master of Social Work (by Research) degree, and the Master of Social Work (by Formal Course Work) degree. The School also offers the Master of Welfare Policy (by Formal Course Work) degree for non-social work graduates.

The conditions for the award of these degrees are set out later in this handbook under Conditions for the Award of Higher Degrees.

1980
Doctor of Philosophy
PhD

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

In addition to a thesis, each candidate is required to complete two one-session subjects, usually 63.741G Social Policy Analysis and 63.724G Social Work Research Methods A or 63.725G Social Work Research Methods B, normally in the first year of registration.

2970
Master of Social Work (by Research)
MSW

In addition to a thesis, each candidate is required to complete two one-session subjects, usually 63.741G Social Policy Analysis and either 63.724G Social Work Research Methods A or 63.725G Social Work Research Methods B, normally in the first year of registration.

8930
Master of Social Work (by Formal Course Work)
Part-time
MSW

This course is designed to enable social workers to give leadership in professional practice at the different levels and in the various fields of social work intervention. A common basis for advanced practice is provided through subjects covering recent developments in the social and behavioural sciences, the analysis of social policy and social planning, research methods and contemporary social work practice theories. In addition, candidates focus on selected challenges and opportunities relevant to their particular professional responsibilities.

In the final session of registration, each candidate, working on a part-time basis, undertakes and reports on a project which is related to social work practice.

Classes are scheduled on one day per week from 2 pm to 8 pm. The course is normally taken on a part-time basis according to the following program.
Professional Studies

Year 1

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.713G Social and Behavioural Science</td>
<td>1.5</td>
<td>1.5</td>
</tr>
<tr>
<td>63.724G Social Work Research Methods A</td>
<td>1.5</td>
<td>0</td>
</tr>
<tr>
<td>63.725G Social Work Research Methods B</td>
<td>0</td>
<td>1.5</td>
</tr>
<tr>
<td>63.733G Advanced Social Work Practice 1</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

Year 2

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.741G Social Policy Analysis</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>63.742G Social Planning</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>63.753G Advanced Social Work Practice 2</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Year 3

<table>
<thead>
<tr>
<th>Hours per week</th>
<th>S1</th>
<th>S2</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.761G Project</td>
<td>12</td>
<td>0</td>
</tr>
</tbody>
</table>

A candidate may take this program over a shorter period with the approval of the Head of School. Except with the permission of the Head of School, a student may not proceed to the next year of this program until the student has fulfilled all the requirements of the previous year.

*Note: Electives are chosen by students from among the graduate subjects of the University, in consultation with the Head of School of Social Work and with the permission of the Heads of the Schools offering the subjects.
† The School estimates that students need to spend 12 hours per week on the project. Further details are available from the School.

St George Campus

School of Primary and Computer Education

5610 Graduate Diploma in Educational Studies (Computer Education)

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

The course is available to qualified teachers, and aims to provide them with the skills, knowledge and attitudes necessary to teach effectively with computers and about computers and computing.

The course provides students with opportunities to:

- analyse critically the learning process in order to plan for the effective use of the computer in teaching/learning situations;
- develop critical awareness of the social, psychological and philosophical implications of the use of computers in society, industry, and education;
- evaluate the educational worth of available software;
- use effectively computer hardware and software of relevance to education, in all appropriate aspects of their work;
- develop understandings and competencies in the principles of structured computer programming;
- develop computer awareness in their students;
- develop those skills and attitudes which will enable them to provide leadership in the development of computing policy in their educational setting.

Structure of The Course

The following diagram summarises the subject requirements for the Graduate Diploma in Educational Studies (Computer Education), and indicates the titles of individual core subjects.
GRADUATE DIPLOMA IN EDUCATIONAL STUDIES (COMPUTER EDUCATION)
SESSION PROGRESS PATTERN... PART-TIME STUDY OVER FOUR SESSIONS

<table>
<thead>
<tr>
<th>Session 1</th>
<th>Session 2</th>
<th>Session 3</th>
<th>Session 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCATION STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computers and Teaching 1 *(3)</td>
<td>4</td>
<td>Computers and Teaching 2 *(2)</td>
<td>4</td>
</tr>
<tr>
<td>Information Technology &amp; Society *(2)</td>
<td>4</td>
<td>Programming and Problem Solving *(3)</td>
<td>4</td>
</tr>
<tr>
<td>COMPUTER STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Programming and Problem Solving *(3)</td>
<td>4</td>
<td>OR Programming Techniques *(3)</td>
<td>4</td>
</tr>
<tr>
<td>APPLIED COMPUTER STUDIES</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Processing 1 *(3)</td>
<td>4</td>
<td>Information Processing 2 *(3)</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>12</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>

# Credit points
* Contact hours per week
NOTE: All subjects shown as three hours per week
Include one hour per week of independent computer laborato ry work.

8910 Master of Education (by Thesis)

Some students of the former St George Institute of Education are continuing in the Master of Education (by Thesis) described below. There are no new enrolments into this course. For a full description students should consult the 1989 Handbook of Sydney College of Advanced Education.

The Course

The Master of Education (by Thesis) was introduced in 1987 to facilitate the professional development of a broad range of people who work in educational settings. Specifically, the course endeavours to help students:

* understand the nature of educational research and the various approaches to it;
* formulate research problems in education;
* demonstrate a knowledge of research techniques and skills in using them;
* design educational investigations and carry them out;
* analyse and interpret data;
* present research findings in an appropriate form.

Having successfully completed the course by demonstrating that they can formulate and carry out a substantial research project, graduates should be well equipped to:

* advise on the development of innovations on the basis of research outcomes;
* act as a resource for colleagues in the conduct of research;
* contribute as members or leaders of research teams;
* carry out further research independently;
* proceed to further graduate work based on research.

Structure Of Course

For applicants admitted as qualifying students the program consists of two parts: two qualifying courses and a thesis. The two qualifying courses are completed concurrently and require one year of part-time study. The thesis normally requires 2-3 years of part-time study.

The qualifying subject entitled Conducting Educational Research, which meets for three hours each week in the evening when the Faculty is in session, is designed to enable the students to:

* understand the nature of research as applied to education;
* describe the research process;
* explore and define research problems;
* understand the different approaches and methods used in educational research;
* select sample or subjects appropriate for different research methods;
* describe mechanisms for data collection characteristics of each method;
* understand qualitative and quantitative ways of data analysis;
The Thesis will be completed with the guidance of a Supervisor. This gives the students clear direction for the completion of the Thesis. The Faculty is able to provide supervision in the following broad areas: - Secondary Education; - Primary Education; - Nurse Education; - Early Childhood Education; - Adult/Technical Education; - Professional Studies - interpret and present research findings; - evaluate existing research reports on education; - state appropriate formats for a research report; - develop skills in the preparation of research proposals. The qualifying course entitled Directed Research is designed to assist students to: - review the literature in their area of research interest; - identify a significant problem in the area; - design a study to solve the problem; - master appropriate techniques for the collection, collation and analysis of relevant data; - formulate their research proposals; and - justify their proposals under conditions of critical scrutiny; - deepen their understanding of an area of research interest. Due to the individualised nature of the Directed Research course, monthly rather than weekly meetings are held. The typical pattern for these meetings would be seminar sessions conducted by a Thesis Supervisor and would involve a small number of students who are developing thesis proposals within the same broad area of research interest. By the end of the qualifying subjects, the students will have: - developed and have approved their thesis proposal; - completed the majority of the literature survey for their thesis; - developed and trialed any instruments (tests, questionnaires, interview schedules, etc.) which they will use in their research study. This gives the students clear direction for the completion of the major portion of the course, the writing of the Thesis. The Thesis will be completed with the guidance of a Supervisor and one or two Associate Supervisors. The Supervisors will be staff who have particular expertise in the candidates field of study and/or expertise in the methods used in the research study. Candidates are expected to meet periodically with their Supervisor or Associate Supervisor (or both) and to supply draft copies of chapters of the Thesis as they are developed. The Faculty is able to provide supervision in the following broad areas: - Adult/Technical Education; - Early Childhood Education; - Nurse Education; - Primary Education; - Secondary Education.

### Subject Schedule

<table>
<thead>
<tr>
<th>Subject No</th>
<th>Subject</th>
<th>Hours Per Week</th>
<th>Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>96102</td>
<td>Conducting Educational Research</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>96103</td>
<td>Directed Research</td>
<td>*</td>
<td>12</td>
</tr>
<tr>
<td>96104</td>
<td>Thesis</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Year 3 (minimum time for the award)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>96105</td>
<td>Thesis</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

### School of Arts and Music Education

**5630 Graduate Diploma of Arts: Expressive And Performing Arts**

The School offers a Course leading to the award of Graduate Diploma in Arts: Expressive and Performing Arts (Grad.Dip. Arts). The Course is available to:

- candidates who have a professional involvement in one or more arts areas, and who wish to develop an inter-disciplinary approach to the study and practice of the arts;
- graduate teachers wishing to extend their experience in the arts for personal enrichment and/or professional development; and
- community leaders and leisure-related activity officers seeking additional arts qualifications.

The intent of the Course is to provide students with increased knowledge and experiences in the arts that will extend their arts studies from previous Courses, introduce practical and theoretical studies that will challenge them intellectually and encourage competency in the practice of specific visual and performance modes of expression.

The Course presents students with formal and informal learning experiences in specific arts and in interdisciplinary arts studies which lead them to:

- acquire knowledge of the theory and practice of the expressive and performing arts through history;
- use interdisciplinary methods and approaches for historical interpretation of expressive and performing arts theories, practices and forms;
- become familiar with critical models of artistic analysis and interpretation;
- develop and extend fundamental skills and techniques associated with the expressive and performing arts; and
- synthesise perceptual knowledge and conceptual understandings of the arts.

### Structure Of Course

The content of the Graduate Diploma in Arts: Expressive and Performing Arts is grouped in two segments of study:

- Interdisciplinary Arts Studies; and
- Practical Studies

Interdisciplinary Arts Studies comprise four compulsory units dealing with the study of historical and contemporary forms and their cultural significance. An Independent Study unit is included.

Practical Studies are offered in a variety of expressive and performing arts areas designed to provide students with fundamental and extension studies in the processes and practices of various art forms. In their fourth semester students complete a combined Arts Production.
GRADUATE DIPLOMA IN ARTS: EXPRESSIVE AND PERFORMING ARTS
SESSION PROGRESS PATTERN... PART TIME STUDY OVER FOUR SESSIONS

<table>
<thead>
<tr>
<th>SESSION 1</th>
<th>Cr. Pts</th>
<th>SESSION 2</th>
<th>Cr. Pts</th>
<th>SESSION 3</th>
<th>Cr. Pts</th>
<th>SESSION 4</th>
<th>Cr. Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTERDISCIPLINARY STUDIES</td>
<td>Arts and Society in Time <em>(3)</em></td>
<td>4</td>
<td>Modernism in the Arts <em>(3)</em></td>
<td>4</td>
<td>The Arts Experience <em>(2)</em></td>
<td>4</td>
<td>Independent Study</td>
</tr>
<tr>
<td>ARTS STUDIES</td>
<td><strong>(2)</strong></td>
<td></td>
<td><strong>(2)</strong></td>
<td></td>
<td><strong>(2)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PRACTICAL STUDIES</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Elective</td>
<td>Combined Arts Production</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>(2)</td>
<td>(2)</td>
<td>(2)</td>
<td>(2)</td>
<td>(2)</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
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<tr>
<td></td>
<td>12</td>
<td>12</td>
<td>12</td>
<td>12</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

# Credit points
* Contact hours per week
** Students undertake six elective Practical Studies, including at least two sequences of Level 1 and Level 2 courses.

Elective Course units within the Practical Studies segment are: Art 1, 2; Craft 1, 2; Dance 1, 2; Drama 1, 2; Music 1, 2; Photography 1, 2; Video 1, 2; and Writing 1, 2.

Students undertake or select course units as set out in the accompanying diagram.

TOTAL CREDIT POINTS: 48
Subject Descriptions

Identification of Subjects by Number

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

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

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

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

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

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

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

Servicing Subjects are those taught by a school or department outside its own faculty. Their subject descriptions are published in the handbook of the faculty which originates the subject and are also published in the handbook of the faculty in which the subject is taught. These subjects will be found at the back of this handbook.

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

HSC Exam Prerequisites

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

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

Information Key

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

- **S1 Session 1, S2 Session 2**
- **F Session 1 plus Session 2, ie full year**
- **S1 or S2 Session 1 or Session 2, ie choice of either session**
- **SS single session, but which session taught is not known at the time of publication**
- **CCH class contact hours**
- **L Lecture, followed by hours per week**
- **T Laboratory/tutorial, followed by hours per week**
- **hpw hours per week**
- **C credit or Credit units**
- **CR Credit level**
- **DN Distinction**
- **HD High Distinction**
- **X External**
<table>
<thead>
<tr>
<th>School, Department etc</th>
<th>Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Subject also offered for courses in this handbook</td>
<td></td>
</tr>
<tr>
<td>1 School of Physics*</td>
<td>Science</td>
</tr>
<tr>
<td>2 School of Chemistry*</td>
<td>Science</td>
</tr>
<tr>
<td>3 School of Chemical Engineering and Industrial Chemistry (New Course)</td>
<td>Applied Science</td>
</tr>
<tr>
<td>4 School of Materials Science and Engineering</td>
<td>Applied Science</td>
</tr>
<tr>
<td>5 School of Mechanical and Industrial Engineering*</td>
<td>Engineering</td>
</tr>
<tr>
<td>6 School of Electrical Engineering and Computer Science*</td>
<td>Engineering</td>
</tr>
<tr>
<td>7 School of Mines (Mineral Processing and Extractive Metallurgy and Mining Engineering)</td>
<td>Applied Science</td>
</tr>
<tr>
<td>8 School of Civil Engineering*</td>
<td>Engineering</td>
</tr>
<tr>
<td>9 School of Fibre Science and Technology (Wool and Animal Science)</td>
<td>Applied Science</td>
</tr>
<tr>
<td>10 School of Mathematics*</td>
<td>Science</td>
</tr>
<tr>
<td>11 School of Architecture</td>
<td>Architecture</td>
</tr>
<tr>
<td>12 School of Psychology</td>
<td>Biological Sciences</td>
</tr>
<tr>
<td>13 School of Fibre Science and Technology (Textile Technology)</td>
<td>Applied Science</td>
</tr>
<tr>
<td>14 School of Accounting*</td>
<td>Commerce and Economics</td>
</tr>
<tr>
<td>15 School of Economics*</td>
<td>Commerce and Economics</td>
</tr>
<tr>
<td>16 School of Health Services Management</td>
<td>Professional Studies</td>
</tr>
<tr>
<td>17 Faculty of Biological and Behavioural Sciences*</td>
<td>Biological and Behavioural Sciences</td>
</tr>
<tr>
<td>18 School of Mechanical and Industrial Engineering (Industrial Engineering)</td>
<td>Engineering</td>
</tr>
<tr>
<td>19 School of Information Systems</td>
<td>Commerce and Economics</td>
</tr>
<tr>
<td>20 Centre for Petroleum Engineering Studies</td>
<td>Applied Science</td>
</tr>
<tr>
<td>21 Department of Industrial Arts Architecture</td>
<td>Professional Studies</td>
</tr>
<tr>
<td>22 Faculty of Professional Studies</td>
<td>Professional Studies</td>
</tr>
<tr>
<td>23 School of Primary and Computer Education</td>
<td>Applied Science</td>
</tr>
<tr>
<td>24 School of Mines (Applied Geology)</td>
<td>Liberal and General Studies</td>
</tr>
<tr>
<td>25 School of Liberal and General Studies</td>
<td>Applied Science</td>
</tr>
<tr>
<td>26 School of Geography</td>
<td>Commerce and Economics</td>
</tr>
<tr>
<td>27 School of Marketing*</td>
<td>Engineering</td>
</tr>
<tr>
<td>28 School of Surveying*</td>
<td>Commerce and Economics</td>
</tr>
<tr>
<td>29 School of Industrial Relations and Organizational Behaviour</td>
<td></td>
</tr>
<tr>
<td>30 School of Arts and Music Education</td>
<td>Professional Studies</td>
</tr>
<tr>
<td>31 School of Optometry</td>
<td>Science</td>
</tr>
<tr>
<td>32 Centre for Biomedical Engineering</td>
<td>Science</td>
</tr>
<tr>
<td>33 School of Sports and Leisure Studies</td>
<td>Professional Studies</td>
</tr>
<tr>
<td>34 School of Building</td>
<td>Architecture</td>
</tr>
<tr>
<td>35 School of Town Planning*</td>
<td>Architecture</td>
</tr>
<tr>
<td>36 School of Landscape Architecture*</td>
<td>Architecture</td>
</tr>
<tr>
<td>37 School of Applied Bioscience (Food Science and Technology)</td>
<td>Applied Science</td>
</tr>
<tr>
<td>38 Graduate School of the Built Environment</td>
<td></td>
</tr>
<tr>
<td>39 Faculty of Applied Science</td>
<td>Applied Science</td>
</tr>
<tr>
<td>40 Centre for Safety Science</td>
<td>Applied Science</td>
</tr>
<tr>
<td>41 School of Biochemistry*</td>
<td>Biological and Behavioural Sciences</td>
</tr>
<tr>
<td>42 School of Applied Bioscience (Biotechnology)</td>
<td>Applied Science</td>
</tr>
<tr>
<td>43 School of Microbiology*</td>
<td>Biological and Behavioural Sciences</td>
</tr>
<tr>
<td>44 School of Biological Science</td>
<td>Biological and Behavioural Sciences</td>
</tr>
<tr>
<td>45 School of Biological Science</td>
<td>Biological and Behavioural Sciences</td>
</tr>
<tr>
<td>46 Faculty of Applied Science</td>
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Professional Studies

Kensington Campus

Accounting

14.940G Accounting and Financial
Management A

An introduction to financial accounting and reporting for companies. Financial information systems design; internal controls. Traditional and alternative concepts and measures. Thinking about accounting.

14.941G Accounting and Financial
Management B

Prerequisite: 14.996G or equivalent.

Techniques of financial analysis, and the design and operation of financial advisory systems which are associated with managerial choice. Topics include: individual and managerial choice — formalizing the choice process; corporate and financial modelling; product mix decisions — cost and demand estimation, cost-volume-profit analysis, linear and goal programming; scheduling decisions — inventory models; project evaluation, including network analysis and capital budgeting; management accounting systems as decision support systems.

Faculty Electives

22.002 Social Research

Introduction to a range of quantitative and qualitative research techniques, and to philosophical considerations underlying social research. Presuppositions of social research; principles, assumptions and problems with specific research techniques such as statistics, participant observation, interviewing, etc. Students who satisfactorily complete this unit will be able to read research literature and reports in an informed manner. Of particular use for students interested in pursuing or commissioning social research.

22.001G Professional Ethics

All professions and professionals are constantly confronted by ethical challenges. The aim is to develop capacity for ethically justified professional conduct. Nature of ethics: descriptive, prescriptive, meta-ethics; ethical choice based on human action to achieve human well-being. Professional conduct: specialisation and the division of labour between and within occupations, the rise and features of professional occupations, their location in the educational, occupational, and organizational structure of society, their power and influence, their formal codes of conduct. Ethical assessment of relations of professions and professionals with clients, employing organizations, other occupations, government, and society at large; the nature and worth of professional service, its distribution, social and economic issues and benefits, who can practice? Learning is through comparative analysis, drawing on students' knowledge of their respective professions.

Health Services Management

16.901G Quantitative Methods and
Statistics 1

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

16.902G Health Services Statistics

Prerequisite: 16.901G or equivalent.

The application of statistical methods to health planning and administration problems, and other problems of direct relevance to the health care field. Demography, including measures of mortality, fertility and population replacement; population projections. Statistics of morbidity, disability and health status, including the use of sample surveys for establishing the prevalences of disease; the Australian Health Survey; the International Classification of Diseases. The measurement of the utilization of health services, including international comparisons of hospital bed usage. Statistics for utilization review; hospital discharge data, the analysis of length of stay, including the use of diagnosis related groups. The statistical evaluation of hospital performance; management information systems.

16.903G Ethics of Resource Allocation

Prerequisites: 16.935G and 16.981G, or equivalents.

The management of scarce resources in relation to concepts of equity and justice. An examination of the ways in which choices are made, and the organizational structures which determine how and by whom resource allocation decisions are made within the health care system. A review of the most significant ethical issues which are confronting administrators and other health professionals. Case studies which demonstrate value judgements, the ethical and economic conflicts relating to an equitable distribution of resources, and the determination of priorities.

16.904G Health Care Systems

Examination of the structure and function of health care systems with special reference to the Australian health care system. The constitutional, economic and political environments within which health care systems operate, and the characteristics of institutional and non-institutional care are reviewed. Expenditure, funding arrangements and systems of health insurance and the health workforce are studied. Current policy issues are reviewed.

6.907G Accounting and Financial
Management 1

An introduction to double-entry accounting including the underlying conventions and doctrines to provide a working knowledge of both accrual and cash-based accounting systems, the utilization of accounting records for the presentation and interpretation of profit and loss accounts,
Balance sheets and fund statements. Introductory financial statement analysis, option appraisal and an overview of hospital specific fund accounting.

16.908G Accounting and Financial Management 2
Prerequisite: 16.907G or equivalent.
An investigation of hospital fund accounting to provide a level of operational competence. Exposure to budgeting techniques and evaluation procedures, including budgets as control mechanisms, motivational exercises, etc. A review of budget options including simulation models, budget variance, cost analysis and control. Investment evaluation and discounted cash flow techniques. Accounting for investment including leases. Cost allocation procedures. An overview of the "subjectivity" of accounting numbers; the potential political and financial pressures placed upon reporting and report formats. Alternative valuation techniques. Exposure to forecasting and projection techniques.

16.911G Quality Assurance for Health Administrators
Prerequisite: 16.904G or equivalent.
An overview of quality assurance within the health care system, and of the development of quality assurance programs in Australia and overseas. A review of the roles and methodology of peer review, clinical review, screening criteria for risk management, patient satisfaction and accreditation. Techniques relating to the implementation of quality assurance programs. Integration of quality assurance concepts into the roles and functional responsibilities of health administrators.

16.930G Health Services Planning 1
Examination of the major concepts used in planning health services systems within a context of resources allocation, at a community, regional and national level. Students develop an appreciation for techniques used in data collection, analysis and modelling for health planning. They develop skills in the analysis of environments external to health service organizations of a societal, political and health status nature. They develop analytic skills in assessment of organizations within service areas, and develop management skills appropriate for policy making, program evaluation and health services resource distribution.

16.931G Introduction to Organization Behaviour
Aims to encourage students to develop a greater understanding and analysis of behaviour in health organizations. Micro-level theories are covered from various organizational perspectives: psychology, sociology, political science, and anthropology. Topics include: values and attitudes; motivation, communication, leadership and power; group dynamics and conflict; organizational culture and decision-making. A major component is an experiential learning exercise.

16.933G Health Services Law 1
Overview of the central aspects of the history, structure and functions of Australia's federalist legal system, including the place of Australia in the world; review of the role of law in the professional practice of health services administration, planning and public health; relationships and interactions between law, ethics and morality in the regulation of health services; study of selected areas of legal doctrinal rules and court procedures of special relevance to health administrators, planners and public health practitioners including relevant material from the fields of international, public and private law.

16.934G Health Services Law 2
Prerequisite: 16.933G or equivalent.
Legal areas of special vocational concern for health administration and health planning, including administrative law, contract law, criminal law, industrial law and tort law. The precise subject matter will vary from year to year depending partly on students' preferences and career expectations. Topics may include: negligence, consent, confidentiality and privacy, defamation, employer's liability, occupier's liability, insurance, worker's compensation, mental health, occupational health and safety, food drugs packaging and labelling, death issues (certificates, wills, euthanasia, etc), tissue transplantation, family planning, administrative regulation of health personnel and institutions, federalism, international health law, patient rights and responsibilities, meeting procedure.

16.935G Health Economics 1
Economic analysis as applied to resource allocation, planning and evaluation in health services. Topics: the basic concepts and methods of economic analysis, economics of the public and private sector, decision making, supply and demand, pricing and non-pricing methods of allocation, welfare analysis, economic planning of health services, cost benefit evaluation, cost effectiveness, analysis and economics of hospitals and economic impact of health insurance.

16.936G Physical Planning and Design
Planning processes applied to physical and environmental design. Regional, urban and local planning issues. Building design and building project management. Cost planning, network analysis and commissioning. Briefing, design and evaluation methods. Ergonomics and environmental psychology. Applications to health and welfare facilities. Administrative, medical and nursing policy implications.

16.937G Research and Evaluation Methods
Special problems of health services research and evaluation; distinction between research and evaluation; identifying research areas; reviewing the literature; statements of objectives and formulation of hypotheses; experimental and quasi-experimental designs; non-experimental models including epidemiological approaches; sample selection; means of acquiring data emphasizing questionnaire design and problems of measurement; introduction to analysis of data; methods of presenting findings; reliability of research evidence; research ethics; research and decision-making; policy issues.

16.938G Policy Studies
Contemporary health policy issues including the politics of health care; principles of policy formation and analysis. Seminar topics on specific policy issues are determined after discussion with members of the class. Past topics have included: health care technology and its evaluation; occupational health and safety; government control of private medical practice; hospital cost containment; the impact of
Professional Studies

Medicare; Commonwealth/State financial relationships; quality assurance and utilization review; the regionalized administration of health services.

16.939G Health Services Planning 2
Prerequisite: 16.930G or equivalent.
The application of health planning concepts and techniques to the formulation and evaluation of plans for the provision of community-based and institutional health services.

16.940G Medical Care Organization
Prerequisite: 16.931G or equivalent.
Specific aspects of the organization of medical care. Topics include: the administration and review of clinical work, participation of medical staff in planning and development of facilities and services, the integration of the function of health care personnel in both the administration and delivery of services, and accreditation of hospitals and other health service institutions.

16.941G Epidemiology
Principles and methods of epidemiologic investigation of both communicable and non-communicable diseases including descriptive, analytic and experimental epidemiology. The distribution and dynamic behaviour of disease in the population; data collection, collation and analysis; consideration of screening surveys; longitudinal and case-control studies, etc. The uses of epidemiology in planning, operation and evaluation of health services.

16.942G Public Health
Distribution patterns and determinants of disease and disability with particular reference to diseases of major Australian concern. Preventive, treatment and rehabilitation strategies. The uses of epidemiology in the planning, operation and evaluation of health services.

16.943G Interpersonal Communication in Organizations
A theoretical and practical subject which aims to increase students' understanding of, and capacity to deal with, communication problems in organizations. Teaches students to improve their own communication skills by a series of communications exercises, role plays, simulations and games. Students are able to chart their progress with a check-list developed for the course.

16.944G Health Economics 2
Prerequisites: 16.935G or equivalent.
Builds on the basic analysis of Health Economics 1 with greater emphasis on planning. Topics include: demand and utilization analysis and prediction, cost-benefit analysis and project evaluation, costs and models of health delivery units, optimum size and location, inflation control, regional planning models and rationalization, financing systems and incentives for efficiency, alternative economics and political economy of health services.

16.945G Workforce Planning
Prerequisites: 16.930G and 16.935G, or equivalents.
The application of workforce planning in the health services. Task analysis as a workforce planning technique; career mobility; supply of health personnel, projection of supply, wastage rates; approaches to measurement of demand for health personnel and projection of demand; changing productivity in the health sector. Workforce planning at the institutional level; demographic and mathematical models. Analysis of recent studies of the Australian health workforce. Current issues in workforce planning such as licensure and regulation, maldistribution of health personnel, role of women in the health sector.

16.946G Management Information Systems
Prerequisite: 16.942G or equivalent.
troduction to computers, input/output mechanisms, processing systems. Issues of privacy and confidentiality, systems study and costs of computers. Use of computers in the health system. Positive patient identification, clinical decision-making systems, pathology and investigatory services systems. Administrative systems including payroll, personnel and maintenance systems. Computerization of medical records and use of computers in quality assurance programs. Total health and hospital information systems. Regional community health information systems.

16.947G Comparative Health Care Systems
Prerequisite: 16.937G or equivalent.
A comparative study of personal, public and hospital health services in US, USSR, Britain and selected Asian, European and Third World countries. The course discusses the respective roles of government and private enterprise, health manpower, organizational structures, financing, regionalization and legislation. Particular attention to the relationship between social-political philosophy and the provision of health services. Methods of determining health needs, forces which inhibit achievement of goals, results of pertinent empirical studies in the international literature, aspects of evaluation including outcome measures and innovative approaches in health delivery.

16.948G Operations Research for Health Planning and Administration
Prerequisite: 16.901G or equivalent.
Operations research methodology and techniques as applied to health services. Model building and systems approach. Typical operations research problems such as competition, queuing, inventory, allocation, search and scheduling problems as they appear in a health services environment. Techniques associated with these problems such as game theory, simulation, linear programming, PERT and CPM. Testing and sensitivity of solutions. Analysis of actual applications.

16.949G Organizational Analysis in Health Services
Prerequisite: 16.931G or equivalent.
Students conduct an analysis of one health organization according to a specific organizational theory perspective (eg systems, contingency, administrative, action). The level of analysis is at the organizational level, and students are instructed in measurement, data collection and analysis of organizational attributes. This exercise forms a backdrop to discussions of key organizational issues relating to centralization, complexity, uncertainty, and resource dependency etc.
16.950G Computing Techniques for Health Services Management

Prerequisite: 16.901G or equivalent.

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

16.951G Special Topic in Health Administration or Planning

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

16.953G Fieldwork in Health Service Organization

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

16.954G Nursing Theory

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

16.955G Nursing Administration

Content is organized according to the Standards for Nursing Division of the Royal Australian Nursing Federation. The relationship and interdependence of the structural and control aspects of nursing management. Topics include: staffing, patient classification systems, assignment patterns, quality assurance, performance appraisal. Discussion of issues associated with topics; practical application of skills.

16.956G The Nurse Executive Role

The interdependent and collaborative aspects of health executive roles with particular emphasis on the nurse executive role. Concepts examined include: responsibility, authority, accountability. Professional development aspects, such as networking and mentoring, are integrated throughout the subject.

16.957G Nursing Research

Prerequisites: 16.901G, 16.937G or equivalents.

Topics include: critical analysis of research studies, writing a research protocol, the nursing administrator's role in developing strategies for utilizing research in practice.

16.958G Historical Trends in Nursing

Major focus on the history of nursing in Australia, but comparative analyses are made of trends in the UK and North America.

16.959G Current Issues in Nursing

This subject's content changes regularly as issues within the nursing profession dictate. Distinguished from the undergraduate subject 16.316 Current Issues in Nursing by its emphasis on policy making.

16.967G Politics, Policies and Power in Nursing

The political participation of nurses in Australia with comparative analyses of other countries from which data is available. Consideration of strategies for political action.

16.970G Management of Work

Exploration of the nature, culture and organization of work, of the response elicited from workers by the different types and patterns of work organization. An examination of technological change processes and of the introduction of practices such as quality assurance in the work organization. The development of practical skills such as managing information systems, analysis and design of jobs, workforce planning and appraisal, time management, interpersonal skills in negotiating, dealing with conflict and building relationships at work.

16.971G Management of Organizations

Examines the development and content of current theories of organization and management, and evaluates their recommendations for the doing of managerial work; examines the relationship between theory and practice in the management of organizations; fosters an appreciation of the dynamics of managerial behaviour and extends understanding of what is entailed in the constitution and maintenance of managerial control; develops a model of management which will facilitate conceptualization of the nature of managers' involvement in the conduct and structuring of relations within and between organizations and enhance their capacities in: decision making; policy development and planning; resource allocation; organizational adaptation and change; and the accomplishment of managerial control.

16.973 Industrial Relations in the Health Services

Employer-employee relationships within the Australian health services, including trade unionism, wage determination and personnel management in the workplace. The development of trade unions and related associations; their structure, objectives and operations. The health unions and associations. Health Commissions and hospitals as employer organizations. The legal framework of wage determination arbitration and conciliation. The interpretation of selected legislation and awards. Union management interaction, negotiation, grievance handling and collective bargaining. The nature and resolution of industrial conflict; worker participation, job enrichment, the impact of technological development in the health services.

16.974G Management of Health Services

Prerequisites: 16.970G, 16.971G.

The management of health service agencies within prevailing patterns of social policy, with specific attention to function and objectives; alternative models of structure and organization; accountability, responsibility, evaluation, quality assurance and accreditation. Enhancement of skills in monitoring change in social policy and the health environment; development of requisite managerial and clinical roles and relationships; management dynamics. Exploration of professional paradigms, role-modelling and value-critical analysis in the health service context.
16.981G Sociology, Ethics and Health

An examination of health care issues as social issues, with specific reference to Australian society. Social and political dimensions of health policy and health care are discussed in terms of alternative sociological perspectives: consensus, conflict, pluralism and interactionism. Variations in health status and access to care among socioeconomic, ethnic and gender groups. Professional accountability. Social impacts of modern medical technologies. Problems of chronic illness, disability and dying. Changes in the delivery of health care. Values and ethics. The range of ethical issues confronting health services managers. The social responsibility of health care professionals. The fundamentals of sociological research. Discussion throughout the course of research questions and alternative research strategies in relation to the issues.

16.982G Health and Society

Prerequisite: 16.981G or equivalent.


16.992G Project

28 hours.

16.993G Project

42 hours.

16.994G Project

56 hours.

16.995G Research Project A

L2

16.996G Research Project B

L3

Librarianship

Diploma in Information Management—Librarianship

Diploma in Information Management—Archives Administration

Common core subjects

55.400 Information Storage and Retrieval

Basic principles, concepts and activities involved in information storage and retrieval – theory and practice. Interrelationships of files, records and data elements. Methods of description of media as physical objects. Content analysis of records through application of indexing and classification principles. Data structures and the design of data collection forms, record formats, and files. Application of description, coding, classification and indexing techniques for storage and retrieval of data and records from files. Applications of the general principles of computer-based systems for description, content analysis, storage and retrieval of information in computer laboratories through practical database creation for various records, production of indexes to these records and information retrieval on both student-created files and commercially-produced databases.

55.401 Information Technology and Media

A review of the technologies used to record, manipulate, communicate, duplicate, and store information: their development, characteristics, operation, and interrelationships. Present and future applications and uses for libraries and archives. Impact and issues of technology in the workplace and society. Conservation programs for information agencies. Standards for production, use, and storage of information media. Identification of agents causing damage and deterioration of information media. Disaster precautions and salvage. Techniques for preservation of paper-based information media, including simple repairs.

55.402 The Information Environment

Nature and diversity of the agencies which provide and manage information in contemporary society, and the place of libraries and archives among them. Environmental and organizational factors which influence the characteristics of information agencies and the methods which they adopt to meet the needs of their clienteles. Factors which influence people's behaviour in recording, seeking, selecting and using information. Internal structure and operations of information agencies as organizations. Management principles and techniques which promote effectiveness in information agencies. Techniques used in analysing information-related behaviour and in measuring the effectiveness of information agencies. Research into human, environmental and organizational aspects of information flow, and its utilization in the design of more effective information agencies and systems.

Librarianship core subjects

55.503 Bibliographic Organization

55.504 Information Sources: Selection and Use
Selection of information sources including development of policies, and criteria for evaluating the sources in different media and for different groups. Aids to selection. Principles of collection development and methods of evaluation.


Generation and use of sources of information: monographs, serials, reports, patents, theses, translations, reference works, official publications, bibliographies, abstracting and indexing services. Generation and use of non-print information sources. Use of information sources in the reference process. Communication channels, Interviewing, Searching techniques. Referral techniques. User education. Generation, flow and use of information in various disciplines, e.g. law, life sciences, history. Identification of information needs in these disciplines and for special interest groups, e.g. migrants, young people.

55.505 Role of Libraries and Librarians
The historical evolution of libraries. Sources of their cultural and legislative authority and responsibility. Their relationship to other information agencies. Library standards. The work of librarians and the profession of librarianship.

55.506 Library and Information Services Management

55.507 Indexing Languages and Processes
Nature of indexing languages. Examples of indexing languages: subject authorities, thesauri, etc. Arguments for and against vocabulary control. General criteria for indexing effectiveness. Theory, pros-and-cons, and 'state-of-the-art' of indexing methods, including computer-assisted and automatic indexing. Future prospects and research needs in these areas.

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

55.509 Information Needs in the Community
The identification of information needs of individual members of the population including need for material to support self-education and recreation. Stress on individuals' needs for information necessary for the conduct of personal and business affairs. The roles of libraries and other information agencies in meeting these needs.

55.510 Information Needs in Industry, Business and Government
The bureaucratic environment and its organization. Implications of position level and function in the hierarchy for information gathering behaviour. Bibliographic, statistical and administrative files and their control. The role and responsibility of designers and managers of information systems. Access, confidentiality, and responsiveness. Current and inactive records control and management.

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

55.512 Literature of the Pure and Applied Sciences
Generation, flow and documentation of information in the pure and applied sciences. The structure and characteristics of the literature, with special emphasis on the major information sources in the various subject fields available in print or machine form. The nature, subject content and the practitioners of science as well as the role of the science librarian.

55.513 Literature of the Arts and Humanities
The structure of the literature, with special reference to major reference works in the field. Information and research needs of users at all levels. Important collections in libraries and other sources of publications and information.

55.514 Law: Literature, Information Needs and Services
Identification of information needs of individuals and institutions in the legal profession. Characteristics of information flow and role of libraries and other information agencies in the process. Generation and structure of legal information sources, including statutes, case law and academic literature. Control of, and access to legal information through law reports and other printed and machine-readable bibliographic aids.

55.515 Government Publications
These networks. The role of standardization in network support.

Network governance and organization at local and national levels.

BLICMP. Practice in the use of software and procedures used in comparison with other networks such as OCLC, RLIN and based networks such as ABN, CLANN and ASCIS, and

Analysis of development and characteristics of Australian library microcomputers.

Applications and procedures on mainframe and

Commercial systems. Integrated systems. Interfaces with acquisitions, and cataloguing systems. In-house systems.

Automated Processing Systems

History, analysis and comparison of library automated processing systems, including circulation, serials control, acquisitions, and cataloguing systems. In-house systems. Commercial systems. Integrated systems. Interfaces with networks.

Computer Programming for Bibliographic Systems

Introduction to programming principles and practice, with emphasis on text-processing capabilities of languages. Applications and procedures on mainframe and microcomputers.

Library Networks

Analysis of development and characteristics of Australian library based networks such as ABN, CLANN and ASCIS, and comparison with other networks such as OCLC, RLIN and BLICMP. Practice in the use of software and procedures used in these networks. The role of standardization in network support. Network governance and organization at local and national levels.

Special Project Seminar

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

Records Management

Offered as a Librarianship elective and an Archives core subject. See description under Diploma in Information Management – Archives Administration.

Diploma in Information Management – Archives Administration

Archives Theory and History


Management of Archives


Administrative History

Administrative history as a key to the arrangement, comprehension and use of archives. Administrative change and context control using administrative analysis techniques. The analysis of record keeping systems and practices in Australia and other countries having historical and constitutional connections with the United Kingdom, including the development and role of correspondence registration systems and record registries. The nature, evolution, and interpretation of particular administrative, legal, commercial and financial records, forms and instruments. Bibliographic and other sources for the exposition of the administrative machinery underlying archives within Australia and other countries having British historical antecedents.

Records Management

Principals and historical development of records management; access and retrieval; application of technology to records management; record registries and immediate storage centres; records storage and vital records protection; preparation of studies proposals and reports; consultancy work; forms design. Records management issues and challenges.
55.645 Conservation of Archive Materials S2 W1-4
Conservation administration; conservation policies and programs; principles and ethics of conservation; disaster minimisation; presentation copying; diagnosis of conservation problems; conservation of maps, plans and photographs.

55.646 Archives Field Work F
Candidates are assigned, in groups of two or more, to a program of supervised field work. Such activities take place within an archival agency or an organization approved by the School. The activities include most of the following: a records system survey, the arrangement and description of a suitable group of archives, reference work, the analysis of current records keeping systems, records management surveys, records disposal scheduling and analysis of archival policies, procedures and documentation.

55.647 Special Project F
Each candidate enrolled in the Diploma in Information Management - Archives Administration, is required to submit one of the following projects: 1. compile, either manually or on database, a finding aid to an approved archive or manuscript group, or a component thereof; 2. undertake a records survey of the records and archives of an approved institution or organization; 3. such other individual project as may be approved by the School.

Master of Archives Administration

55.806G Issues in Archives Theory and Practice S2
Contemporary issues in archives theory and practice including the implications of developments in information processing technology for traditional methods of archive-keeping; the implications for traditional archive concepts and principles of administrative change in organizations; the documentation of administrative change for the control of archives; the nature and form of archival finding media; archival services and information networks.

55.808G Research Methods in Archives S1
The nature of research, and the potential applications of research techniques in archives administration, including analysis of research methodologies used in information studies, and in the historical and social sciences with a substantial archive-oriented research basis; preparation of research proposals and the evaluation of research projects and their results.

55.807G Research Methods in Librarianship S1
The nature, necessity and techniques of research in librarianship and contributions of information science; functions and techniques of statistical analysis; preparation of research proposals; state of the art of research in librarianship and the evaluation of research projects.

55.811G Library and Information Services Management 1 S1
Libraries in the political process. The nature of the library as a bureaucracy. The library as a system. The management of library finance. Work study and position classification in libraries.

55.812G Library and Information Services Management 2 S2

55.815G Economics of Information Systems S1

55.816G Information Processing Technology S1
The application of computer, photographic, micrographic and telecommunication technology to the solution of information problems. Translation of needs into equipment specifications. Advances in information processing technology.

55.817G Information Storage and Retrieval Systems F

55.818G Issues in Information Science S1
Contemporary issues in information science; including the role of the information scientist as researcher and as data administrator. Technology transfer in and through information science. Task group projects designed to allow opportunities for work on information science problems.

55.820G Diffusion and Dissemination of Information S1
Review of studies of information needs and of the behaviour of scientists, engineers and other professional and social groups as users of information. Technology transfer and the diffusion of innovations and implications for the design of information systems.

55.821G Man-machine Communication S2
Includes some discussion of cognition theory and the basic psychological, physiological and technological considerations.
underlying the requesting, assimilation and presentation of information. The influence of these factors on dialogue with report generating, retrieval and interactive educational systems.

55.822G Operations Research

The formulation and application of mathematical and statistical models for the solution of managerial and industrial problems, including mathematical modeling, simulation, network analysis, inventory and queuing models. Attention to examples arising in library practice.

55.823G Files and Database Systems

File structures, database management systems and file interrogation systems in a text processing or bibliographical environment. Topics: relations, their mapping and normalization; access methods; data organization; independence, integrity and security; CODASYL databases, relational databases and query languages.

55.830G Bibliographic Control

Issues and problems in the area of bibliographic control. Topics include: online public access catalogues, developments in automated classification, bibliographic formats and standards, catalogue code revision and non-traditional subject indexing systems such as PRECIS and NEPHIS.

55.832G Women in the Information Profession

The influence of women in the information professions and the implications of the feminization of these professions for their members and for society. Topics include: historical development and feminization of the information professions, trends in workforce composition, relation between feminization and status, the design of information systems and services, research on women and technology in relation to the design, control and utilization of information technology.

55.833G Seminar in History of The Book

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

55.834G Seminar in History and Biography in Library and Information Science

Biographical studies of important figures especially from the nineteenth and early twentieth centuries. Special attention is paid to the contribution of their subjects to the creation of major library, bibliographic and archival agencies and to the development of the theoretical and technical advances for which they were responsible as seen against the particular social and historical context of their times. The biographical approach provides an interesting avenue into the history of the field and a special context for re-examining important texts relating to it.

55.835G Seminar in Scientific and Technical Communication

Philosophical bases and societal context of formal and informal communication and knowledge; role of information in the advancement of science, technology, social sciences and humanities; information uses and needs; information policy; and information in an organizational context.

55.836G Seminar in Bibliometrics and Scientometric Indicators

Application of mathematics and statistical methods to documents and other media of communication; quantitative analysis of document collections and services with a view to improve documentation, information and communication activities; quantitative aspects of the generation, propagation and utilization of scientific information to better understand the mechanism of scientific research as a social activity.

55.838G Preservation Administration

Examination and analysis of long-term conservation and preservation problems and issues facing information system designers and managers. Areas include: preservation program planning and administration, conservation priorities and treatments for various media; testing, monitoring and evaluation of environments and collections; disaster minimization and recovery measures; technological problems and solutions for mass storage, information transfer, and de-acidification and cooperative planning for inter-institutional preservation projects.

55.841G Community Information Services

Topics to be covered are: different client groups, their information needs, the traditional and non-traditional resources available, administrative structures, problems of funding, relationships with government.

55.842G Evaluation and Performance Measurement in Information Agencies

Topics include: political and administrative context of measurement, systems analysis, identification of different kinds of measures, design of output measurement instruments, problems of implementation, analysis, interpretation of data, staff and organizational development.

55.843G Special Topic in Library and Information Science

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

55.844G Project Seminar

This provides a context for students to formulate problems for investigation as projects, to explore the background of these problems, to examine methodological issues to which they give rise and to prepare a formal proposal to guide subsequent study.

55.845G Information Technology in Asia

Focuses on the uneven and combined development of information technology in Asia. Issues include: the tremendous disparities in adoption of various information technologies; the impact of oral versus literate traditions, roman versus non-roman script languages, and other historical and cultural variables; different governmental approaches to the introduction and indigenous development of technology; and different models employed in information technology education, innovation and social experimentation.
Education Graduate Diploma Course

58.013 Theory of Education S1 L9, S2 T6

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

Details of the sections of the subject follow.

Psychology of Education: The course covers such topics as the self and self-esteem, individual differences, the adolescent in the classroom, aspects of instruction, cognitive processing, memory, perception and reading.

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

Sociology of Education: The purpose of the Sociology of Education core is to place teaching and learning in a social context. Education both affects society and is affected by it. The core examines education in its broadest context, such as its relationship to the economy, as well as at an interpersonal level, such as deviance in the classroom. Topics also include disadvantaged groups in society, the curriculum, the Australian education system, radical education theory and the educational implications of global trends and problems.

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

58.014 Curriculum and Instruction S1 L2 T5 S2 L2 T6

A core section and a special methods section.

General Method: including topics such as classroom management, policy documents, educational technology and language across the curriculum.

Assessment and Measurement: including test planning, standardized tests, marking and reporting, essay-type tests, scaling of test scores, uses and effects of assessment.

Special Methods: Students select two single method subjects or one double method subject.

Commerce/Economics Method

A workshop approach is adopted in lectures and tutorials with the students playing an active part in the interpretations of the Junior Commerce and Senior Economics Syllabuses. The technological revolution has resulted in dramatic changes to our society and these changes are particularly pertinent to the teaching of Commerce and Economics. The tutorials give students a practical guide as to how lessons should be presented to take account of the mixed ability levels of their classes. The most recent innovations in presenting materials are explored, the emphasis being on the relationship between ability level, student motivation and teacher effectiveness. Forays into the local community are undertaken in an attempt to develop in the beginning teacher an appreciation of the resources of the community.

English Method

Provides practical ideas for properly implementing the NSW Junior and Senior English syllabuses. The new junior syllabus emphasises the value of student-centred learning, wide reading, small group discussion, process writing and peer and student self assessment. Strategies are developed for managing the classroom and planning units of work to achieve these syllabus aims. Members of this course will participate in the same kind of learning activities they will be using with secondary students, activities such as working in small groups to prepare resources they can use in teaching.

French Method

German Method

Spanish Method

These subjects have several aspects. Method discusses audio visual language teaching, including some attention to the history and development of these methods and of linguistics. Practical sessions complement this theory; teaching techniques are considered, material from the audio visual course utilized and practice teaching problems discussed.

Geography Method

Lecture-discussions are aimed at interpreting the syllabuses through a variety of approaches, understanding the
structuring of individual lessons as part of work units, and examining methods of presentation of material in relation to pupil motivation, classroom management and varying class ability levels. This is followed by an in-depth treatment of some aspects of Geography teaching through workshops structured around a range of audio-visual materials. Experience is gained in the production of fieldwork units, printed materials, wall charts, black and white and colour 35 mm slides, overhead transparency materials, sound cassettes and multi-media kits.

History Method
The seminar/workshop covers the nature and value of History, a study of the NSW junior and senior History syllabuses, varieties of lesson activities and teaching techniques, and methods of evaluation. The development of student-centred, enquiry based learning which encourages the development of skills through creative and imaginative activities is stressed. The program is closely related to practice teaching experiences. Practice is given in the planning of lessons and units of work, and the opportunity is available to prepare resources for use in teaching.

Mathematics Method – Double
Six main aims: to examine the objectives of teaching Mathematics at the secondary level; to consider elementary notions concerning a Mathematics curriculum and its construction; to compare the New South Wales secondary Mathematics syllabuses with those of other systems; to discuss strategies and methods of teaching Mathematics with special reference to the School and Higher School Certificates; to prepare Mathematics aids for classroom use and to consider evaluation in all its aspects.

Science Method – Double
This subject is designed to build confidence in the use of a wide variety of teaching techniques and procedures. A range of resource material developed in recent curriculum projects in secondary Science both in Australia and overseas is introduced.

In addition to assisting students to develop skills in planning lessons, presenting demonstrations, managing Science classrooms, and using a range of audio-visual equipment, students learn in workshop sessions how to teach aspects of various topics in biology, chemistry, geology and physics at both junior and senior levels. General issues, including the nature of Science, pupil preconceptions in Science, individualization in Science teaching, use of microcomputers, primary Science teaching, safety and legal issues for Science teachers, are covered in lecture sessions.

Students are also required to develop resource material in areas of their choice in a major project undertaken as part of Science Method.

58.015 Teaching Experience
Co-requisite: 58.014 Curriculum and Instruction

Teaching practice involves two blocks of 20 days, one in Session 1 and the other in Session 2. Each student is placed in a different high school in each session and works in close association with one or more teachers. In the first block the emphasis is upon a gradual introduction to teaching and in the second it is upon developing teaching competence.

Master of Education Degree Course

Educational Research

58.220G Experimental Design and Analysis
Prerequisite: 58.901G or equivalent.

A priori and post hoc comparison procedures. Orthogonal contrasts and polynomial trend analysis. Factorial designs. Two-way analysis of variance designs with measures repeated over one or both variables. Statistical control of variables through analysis of co-variance. Extended experience with the analysis of data by means of computer.

58.224G Qualitative Research Procedures

Emphasis on an understanding of qualitative research procedures. Topics include: problems of participant observation, examination of some participant observation studies, the problem of humanistic research, interviewing and data collection in participant observation, language and meaning, ethnography, case study method, the social experiment, choice of type of method to suit the problem.

58.225G Multivariate Analysis using the Linear Model

Research design and data analysis involving many variables in one or more linear composites. Techniques include multiple, partial and canonical correlation; multiple regression analysis, multiple discriminant analysis and canonical correlation analysis. Rotation of discriminant functions. Application of each technique to educational research. Use of package computer programs.

58.226G Factor Analysis and Multivariate Analysis of Variance

The extraction and rotation of common factors by graphical and analytic means. Component analysis. The use of factor analysis in determining or confirming the hypothetical constructs underlying a set of variables. Factor analysis as a tool in the construction of educational and psychological tests. The extension of factorial analysis-or-variance designs to include many dependent variables. Analysis of data in non-orthogonal designs, both univariate and 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.

58.231G Measurement in Education

Principles of test construction reviewed. Validity and reliability, the construction of true and error scores, the classical test theory model and other weak true-score models,
criterion-referenced testing, theory and methods of scaling, the multi-trait multi-method matrix method for validation. Examination of standardized educational and psychological tests.

58.233G Quantitative Methods Associated with Categorical Variables

The components of non-parametric methods involving frequencies and proportions. Binomial probability distributions; the Cox-Stuart tests, sign test. Hypergeometric examination of standardized educational and psychological frequencies and proportions. Binomial probability tests. The multi-trait multi-method matrix method for validation.

58.234G Quantitative Methods Associated with Ranked Observations

Correlation of ordinally measured variables: Spearman’s formula and Kendall’s index. Kendall’s coefficient of concordance. Theory underlying correction for tied observations, methods of randomization, construction of discrete distributions and significance testing. Tests using independent samples: Mann-Whitney, normal-scores and Kruskal-Wallis tests; Kendall-McSweeney test for multivariate designs. Tests for related samples: Wilcoxon matched-pairs test; normal-scores version and extension to many-sample designs. Post hoc and a priori analysis where appropriate, including tests for polynomial trend. Hodges-Lehmann, multiple-Wilcoxon and normal-scores tests for blocked designs. Friedmann’s test for ranking across occasions; post hoc and normal-scores procedures. Rank analysis of co-variance: Quade’s test for one or many dependent or concomitant variables.

58.235G Researching Educational Practice

Ways of conducting small scale research and evaluation studies within the classroom situation for those who wish to research their own educational practices either alone or with colleagues. There is a balance between theory and practice, and the content includes: conceptualizing small scale research, the self-critical educational community, cooperative inquiry, action research and evaluation, research and professional development, the interpretative and critical educational research traditions, qualitative and quantitative approaches, facilitating classroom research, processes of self-appraisal.

58.901G Essentials of Inferential Research

Provides sufficient knowledge of inferential research methods to allow students intelligently to read and assess educational research reports. Topics include design, sampling, measurement, measures of central tendency and dispersion, correlation, sampling distributions and their use in making inferences about means and contrasts. Statistical procedures such as analysis of variance, regression analysis and factor analysis are studied at a conceptual level. Problems associated with measurement and generalization are discussed wherever appropriate. Experience in running package programs and interpreting outputs is provided by means of microcomputers.

Philosophy of Education

58.256G Moral Education

Concept of morality; values and moral values; relationship between educating and valuing. Concepts of heteronomy and autonomy. Kant and links with empirical research of Kohlberg, Dewey’s proposals for moral education. Moral education and the forming of dispositions. Claims to moral knowledge. Moral education and rationality; the problem of transcendental justifications; the problem of form and content in rational moral education. Indoctrination; relationship between intention, method and content.

58.258G Philosophy of the Curriculum

Philosophical considerations relevant to an analysis of such issues as integration of the curriculum, specialized versus liberal education, the ‘hidden’ curriculum, compulsory curricula, vocational education, the education of the emotions, etc. Analysis of such concepts as rationality, autonomy, equality, freedom, intelligence, creativity, knowledge, self-realization, wants, needs, interests etc, with a view to establishing their significance in curriculum construction.

58.264G Philosophy of Science and Education

Through a detailed analysis and commentary on the central texts of Galileo, chiefly his Dialogue Concerning the Two Chief World Systems, various important issues in the history and philosophy of science are elucidated: the continuity of science, the role of mathematics in descriptions of the world, the interaction between metaphysics and science, the relationship between evidence and theory, rationality.

58.267G Philosophy of History Education 1

Competing theories of the nature of history. Understanding and explaining in history teaching. Facts and objectivity in history. Value judgements in history and history teaching. The point of studying history.

58.268G Philosophy of History Education 2

Prerequisite: 58.267G or equivalent.

Epistemological considerations in history; eg knowledge of past events, concepts of time. Theories of cause and effect in history. Covering law theories in historical explanation. Empathy in historical understanding and history teaching. Comparisons of the roles of the historian and the teacher of history.

58.275G John Dewey and Progressive Education

The educational assumptions, principles and theories of John Dewey, and of the progressive education movement he helped to found. A philosophical approach in critical examination of these assumptions, principles and theories. Attempts to apply
Progressive principles in schools in England, the United States and Australia, both to determine their success from a progressive point of view and from other viewpoints.

58.277G The Nature of Intelligence

Theories about intelligence and their relation to educational practice. Alternative concepts of intelligence and philosophical problems of definition, testing and the evaluation of tests. Intelligence and other mental attributes, eg creativity, flair, intellect, imagination, insight. Intelligence and the ethics of educational selection. A philosophical critique of psychological and sociological contributions.

58.278G Social Philosophy and Education 1

Identification and study of concerns central to social philosophy, such as freedom, authority, justice, the relation of the individual to society, rights and laws, the nature of society, desirable forms of social organization, etc. Detailed study of selected issues as they relate specifically to the provision of schooling within social formations.

58.279G Social Philosophy and Education 2

Prequisite: 58.278G or equivalent.

An extension of 58.278G which concentrates on the work of two or more philosophers as this relates to issues considered previously, again with special emphasis on the relationship between social philosophy and schooling in particular and education in general within social formations. Philosophers whose works may be considered include Plato, Hobbes, Locke, Rousseau, Mill, Mannheim, Mao Tse Tung.

58.285G Ideology and Education 1

Education, both in the sense of an institutionalized process concerned with socialization (schooling), and in the sense of the transmission of knowledge within a society, is closely interrelated with the issue of ideology. Theories of ideology from Marx to the present; and the promulgation of ideology through institutions, theory and lived experience, with specific emphasis on schooling.

58.286G Advanced Studies in Ideology and Marxist Theory

Prequisite: 58.285G or 58.286G or equivalent.

Examination, at advanced level, of contemporary literature and debate concerned with Marxist theory and/or the theory of ideology as they relate to issues such as the provision of compulsory schooling, the role of schooling the reproduction of social relations, education and the legitimation and dissemination of knowledge, schooling the establishment of hegemony, school curricula and labour relations.

58.287G Introduction to Philosophy and Education

Educational issues such as concepts of education, educational institutions and authority, knowledge and the curriculum. Both philosophical techniques and the role of philosophy of education.

58.288G Marxism and the Study of Education

The texts of Marx and Engels, and the understanding of them in their intellectual, political and economic climate to enable central Marxist themes concerning knowledge, the State, ideology, labour theory, history to be seen in their original form. How these core ideas relate to on-going issues in educational practice and theory.

58.299G Deschooling and Free Schooling

Fundamental rethinking of educational methods and objectives will be studied. Several different kinds of approach will be examined, including those of innovative educational thinkers such as Bradman, Neill and others.

58.450G Epistemology and Learning Theory

Psychologists have examined how individuals acquire knowledge; philosophers have debated what knowledge is. Many educationists have recognized that the two concerns are related. This relationship between psychology and philosophy is examined, the work of Piaget, Popper, Dewey and Hamlyn being used as a basis for the discussion.

58.451G Personal Development Programs in Schools

Development of material and issues arising from the State high schools' Personal Development Program. Emphasis is placed upon classical texts on human sexuality and on the place of values in the teaching of personal development courses in schools.

58.452G Education and Evolutionary Theory

Darwin's theory of evolution is used to elucidate important and topical issues in the history and philosophy of science and associated educational issues. Darwin's own writings are considered in their scientific, cultural, political and religious contexts.

Sociology of Education

58.305G The Role of Education in Society 1

The social effects educational institutions have, evaluating conventional and radical perspectives on, eg the school's selection function, its socialization function, the economic functions of education, the child's experience of school, the history of education, the problem of school reform, Liberal reform, deschooling, progressive and other general analyses of the social functions of education considered with special reference to the claim that schools cannot be satisfactorily reformed into democratic and educative institutions while they are required to carry out their present social and economic functions. The concept of education and educational ideals, for the purpose of clarifying thought on the extent to which existing schools and universities are educative. Aspects of social theory related to the role of education in society, especially the general consensus and conflict perspectives on society and the significance of values, ideas and ideology.
58.314G Applying Sociological Research to Educational Problems

Introduction to applied research in the sociology of education. Content tailored to the needs of students enrolled in the course and may include: methodology and the logic of sociological enquiry; an evaluation of recent studies of Australian educational systems; how to use the computer in sociological research. Students encouraged to conduct their own research study in an area within the field of sociology of education.

58.319G Social Trends and Problems: Implications for Education 1

Examines major social problems and trends evident at the global level in order to evaluate the aims of educational institutions in industrialized countries. stresses 'limits to growth' themes such as population growth, resource and energy availability, nuclear energy, environmental pollution, the relations between rich and poor nations and the future of capitalism. The focal issue: the possibility that continued commitment to affluence and growth will lead to critical ecological, economic and political problems. The desirability of fundamental social change towards 'alternative' lifestyles and institutions. If such social change were implemented, the aims of education would require fundamental revision. Educational systems currently geared to affluence, growth and similar social goals; perhaps they should be focused on the achievement of self-sufficient, medium-technology, communal ways of life in non-growth and frugal alternative societies. A number of issues to do with the quality of life including inequality in society, the claimed decline of community, sexual repression, work, leisure and the 'counter culture'. Implications for desirable social and educational change.

58.320G Social Trends and Problems: Implications for Education 2

Prerequisite: 58.319G.

A more detailed examination of topics dealt with in 58.319G, and the exploration of new aspects of those and related topics. It is primarily a reading and research subject in which students undertake: 1. guided reading at depth in major works and fields dealt with in 58.319G. 2. library and other forms of research designed to further the analysis of central issues.

58.321G The Role of Education in Society 2

Prerequisite: 58.305G or equivalent.

A more detailed examination of topics dealt with in 58.305G, and the exploration of new aspects of those and related topics. It is primarily a reading and research subject in which students undertake: 1. guided reading at depth in major works and fields dealt with in 58.305G. 2. library and other forms of research designed to further the analysis of central issues.

58.322G Migrant Education

Sociology of migration, with particular emphasis on pluralism and education in Australia. Designed to provide educators who are, or may in future, be dealing with migrant children with theoretical insights into migration, and practical approaches to the problems migrants face with regard to schools. Opportunities are provided for students to interact with representatives of the ethnic community and people employed by agencies which deal with migrants. Emphasis on the problems inherent in educating children from non-English speaking families.

58.323G Socialization and Education

The ways which schools prepare pupils for their future occupational and social roles. The impact of both the formal and hidden curricula on pupil values and skills. The socialization of teachers in colleges and universities and the influence on teacher attitudes and behaviours of anticipatory socialization and work experience. Critical examination of the outcomes of socialization for pupils and teachers, and the appropriateness of the educational experiences provided by pupils and teachers.

58.325G Social Interaction in the School and Classroom

An examination of the interactionist perspective and its application to studies of the school and classroom. Topics include: socialization effects of the school; peer relationships, student and teacher attitudes towards school life; deviance within the school and classroom; the impact of outside groups on school and classroom; the effect of architecture upon interaction.

58.326G The Family and the School

Topics include: the nature of the family, the socialization of children within a family group, language, social class and the family, types of families, characteristics of families, cross cultural study of families, an historical review of family life, the link between home and school.

58.329G Women and Girls in the Educational System

Sociological theory and its relevance to the study of women in the educational system. Specific topics: sex role socialization; social expectation; cultural contradictions experienced by women in the educational system; sex stereotypes; occupational outcomes; women teachers. Current trends for change.

58.410G Social and Educational Ideas

Several theoretical positions on the nature of the good society, human ideals and the ideal nature of education are examined in order to draw implications for the aims of education. Special attention is given to implications deriving from the critical evaluation of current social and educational problems. Competing ideals discussed may include self-actualization, moral autonomy, the rational individualist, the person in social relations, the child of God.

Science Education

58.331G The Development of Scientific Concepts

Prerequisite: 58.336G or equivalent.

Nature of concepts and conceptual structure in science education; use of interviews to explore the cognitive structure of science students, survey of research into the development
in students, of important concepts in various scientific disciplines; implications of neo-Piagetian developmental models for science education.

58.332G Evaluation in Science Education S1 or S2 L2
Prerequisite: 58.338G or equivalent.

58.333G Primary Science Education S1 or S2 L2
Prerequisite: 58.338G or equivalent.
Aims of primary science education, the problem of integrating science with other subjects in the primary curriculum and implications of the theories of Piaget, Bruner and Gagne for teaching science in the primary school. Examination of such elementary science curricula as Science-A Process Approach, Science Curriculum Improvement Study and Science 5-13.

58.334G The Nature of Science and Science Education S1 or S2 L2
The nature of science and its implications for science education. The inter-relatedness of philosophy of science, history of science, sociology of science and psychology of science. Aspects of scientific methodology, scientific concepts, aims in science and characteristics of scientists. Nature of theories, the propagation and testing of theories, the characteristics of scientific communities, the personalities of scientists, scientific attitudes, the nature of observations, experiments, laws, definitions, explanations and predictions, and the role of 'control' in science. The position of science within society: the effects of society upon science and science upon society; science and technology. The perspectives on science explicit or implicit in science curriculum materials. The effectiveness of the historical case study, the scientific paper, the experiment, and the direct exposition of the nature of science in portraying the scientific enterprise. Experimental studies on the views held by various groups within the domain of science education, on the nature of science.

58.336G Chemical Education S1 or S2 L2
May not be taken in a program containing 58.340G Education in the Physical Sciences.
The learning and teaching of chemistry at the primary, secondary and tertiary levels, with the main emphasis on the secondary level. Special reference to: aims in chemical education; the relationship between chemistry and other scientific and related disciplines; chemistry in integrated studies; the role of chemistry in a total curriculum; current curriculum materials available; recent changes in the chemistry being taught and the methods of teaching being applied; chemical concepts and procedures offering special difficulties in being taught or learnt; and recent research into the learning and teaching of chemistry.

58.337G Physics Education S1 or S2 L2
May not be taken in a program containing 58.340G Education in the Physical Sciences.

Recent innovations in the teaching of physics in schools and universities: Piagetian-based programs; changes in the role of laboratory work; the use of historical materials; physics curriculum projects; the use of computers in physics instruction; physics in integrated subjects.

58.338G Selected Issues in Science Education S1 or S2 L2
Aims of science education; theories of cognitive development and their relevance for science education; principles of curriculum development. Issues influencing curriculum development in science education; eg science and society, integration of the sciences, the nature of science, and scientific attitudes.

58.339G Research in Science Education S1 or S2 L2
Prerequisite: 58.338G or equivalent.
National and international studies of science education; research methodology in science education; science education research in Australia; science education research concerned with characteristics of science teachers, pupils, and classrooms; beliefs of pupils and teachers about science, development of scientific concepts and attitudes, science curriculum projects.

58.340G Education in the Physical Sciences S1 or S2 L2
May not be taken in a program containing 58.336G and/or 58.337G.
The learning and teaching of the physical sciences (physics and chemistry) at the primary, secondary and tertiary levels with reference to recent developments and research, concepts and skills with special difficulties, learning theories, laboratory work and demonstrations, curriculum materials, computers, language, and integrated science.

Educational Psychology

58.361G Child Growth and Development 1 S1 or S2 L2
An introduction to research which has led to the development of major theories about child development. Emphasis on the contributions these theories have made to child rearing and education.

58.362G Child Growth and Development 2 S1 or S2 L2
Prerequisite: 58.361G or equivalent.
An in-depth analysis of development commenced in 58.361G. Major areas: moral and language development, the formation of attitudes and anxieties and comparative studies of child rearing and adolescent development in contrasting cultures.

58.364G Psychological Bases of Instruction S1 or S2 L2
Consideration of those variables which may be manipulated to optimise the instructional process, with the aim of providing a firm foundation for pre-planned instructional sequences. The
58.375G Psychophysiology in the Classroom S1 or S2 L2
A practical study of human reactions to simple stimuli in the learning and teaching situation. Physiological changes in both learner and teacher under differing conditions of stress and motivation are related to relevant psychological constructs such as attention and perception.

58.386G Applying Experimental Psychology in Education S1 or S2 L2
Current psychological experimentation in education. Designed to provide students with a sufficiently detailed background to enable them to carry out experimental research in selected areas. These areas reflect contemporary literature and staff interests. Students are expected to design and/or execute a small project in collaboration with staff members. This project is intended to be of use in students' subsequent research activities. Students also expected to familiarize themselves with one or more of the texts. Selected research papers discussed throughout the session.

58.387G Human Problem Solving S1 or S2 L2
How human beings think, reason and solve problems. The basics of what is known about human thinking including the major concepts, methods, and research findings which have been produced over the last half century, along with relevant applications.

58.390G The Psychology of Reading S1 or S2 L2
The theoretical concepts underlying the study of reading, and these concepts related to the development of reading skills. The experimental examination of propositions derived from psychological theory, and practical aspects of teaching reading in the light of the empirical evidence.

58.391G Cognition and Instruction in Mathematics and Science S1 or S2 L2
Factors which affect mathematical problem solving skill. Detailed study of the differing strategies employed by novice and expert problem solvers; the consequences of the strategies normally employed by novices on the acquisition of expertise; techniques designed to hasten the development of appropriate problem solving expertise; and effects of skill in one domain on problem solving ability in another.

58.245G Course Design and Development S1 or S2 L2
An overview of the elements in designing and developing special courses for particular groups of learners, especially in adult and continuing education. The course will focus on the methods and role of needs assessment in planning courses; models of instructional development; instructional design elements; task analysis, learner constraints, communications/media options, learning strategies and materials design, course development and organizational change. Individualizing options, management issues in developing courses, formal and informal strategies for evaluation.

58.902G Distance Education S1 or S2 L2
Examines the worldwide scope of distance education; the effect of distance education on traditional educational institutions; the social implications of distance education; the management of distance learning. The impact on teaching and learning at a distance of technology such as cassette tapes, radio, video tapes, computing and teleconferencing. Opportunity to design learning packages with some of these technologies.

58.904G Managing Continuing Education Programs S1 or S2 L2
Examines issues and methods for effective management of continuing (adult) education programs, including: marketing with various groups; promotion of programs; organizational issues and effective learning environments; problems in human resource development; training trainers; policy concerns for mandatory professional development; facilitation of participation; team development strategies; use of educational technology; cost benefit analysis of courses.

58.265G Values in Teaching and Reading Literature S1 or S2 L2
Philosophical and psychological considerations in analysis of the aims and nature of literary education, eg the relevance of literary critical concepts and procedures to the teaching of English in schools; moral concerns in literature and their significance for teachers and children (including the question of censorship and the issue of 'suitable' books for children); the role of 'feeling' and emotion in literary response; the nature of 'empathy' in the context of fiction; creativity; intention; imagination; etc.
58.247G Critical Approaches to Higher School Certificate English Texts
A selection of texts prescribed for Higher School Certificate 2 unit and 3 unit English are the subject of critical analysis. Approaches to teaching the texts in schools are discussed. Issues in the theory of literary education are related to the practice of teaching literature.

58.248G The Filming of Literature: Implications for Teaching
English teachers frequently use films of novels and plays as stimuli to children's interest in and comprehension of literary works. The subject examines the complexities involved in transposing literature into film, eg the problem of transposing the narrative voice and tone of a novel into the film's mise-en-scene, camera positioning, montage, music, actors' appearances, movements, gestures, etc. A detailed examination of several novels and films is designed to alert students to such issues and to develop a discriminating approach to the use of film in teaching literature.

Miscellaneous

58.280G Project
On a topic approved by the Head of School, with appropriate consultation and supervision.

58.246G Instructional Design for Software S1 or S2 L2
The principles of software design for educational applications. Research on the psychology of software design both in terms of micro-learning strategies and screen format design. Matching learning strategies to software programming. Design structures allowed in authoring languages and systems. Examination of the interaction between computer and learner. The stated and implied learning strategies employed by large machine systems versus micro-computer systems. Instructional implications of educational languages. Evaluation of educational software.

58.383G Computer-Assisted Instruction 1 S1 or S2 L2
An introduction to CAI emphasizing the language BASIC. No background knowledge of computing expected. Students are taught to construct psychologically-sound lessons in an area of their choice using terminals located in the School of Education. Emphasis on educational objectives and associated instructional strategies, lesson logic structure, and the evaluation of lessons both with respect to educational goals and lesson-writing and running costs. The bulk of the subject work is taught by means of CAI. On completion of the subject students are expected to have written both linear and branching programs. (These form the basis of assessment.)

58.384G Computer-Assisted Instruction 2 S1 or S2 L2
Prerequisite: 58.383G or equivalent.
Further theoretical investigations and practical applications of CAI. The use of BASIC is extended and students are introduced to the role of microcomputers in the development of CAI systems. Complex branching programs are constructed and tested by students.
### Core Compulsory Subjects

#### 5.564G Organisation and Administration of S1 or S2 L2 Education in Australia


#### 5.565G Administrative and Organisational S1 or S2 L2 Behaviour in Education

**Exclusion:** May not be taken in a program containing 5.501G or equivalent.

Considers issues central to the administration and organisation of education: educational leadership, decision making, administrative power and individual influence, individual perceptions, communication with staff, behaviour of educational groups, staff motivation and satisfaction, coping with stress, educational and administrative dilemmas, responding to change; financial management/recording. Study of research into these issues in educational settings.

#### 5.566G Organisation Theory in Education S1 or S2 L2

**Exclusion:** May not be taken in a program containing 5.501G or equivalent.

The application of organisation theory to educational administration. Scientific management theory, bureaucracy and professional educators, human relations, open systems theory. Contemporary critiques of conventional theories of educational organisations. Educational goals, organisational culture, educational technology, the educational environment, interorganisational linkages, organisational effectiveness. Alternative theories of educational organisation.

#### 5.567G Understanding Educational Research S1 or S2 L2

**Exclusion:** May not be taken in a program containing 22.002 or equivalent.

Introduction to a range of quantitative and qualitative research techniques used to study educational administration, and to philosophical considerations underlying research.

### Elective Subjects

#### 5.280G Project

Prerequisites or corequisites: 5.564G, 5.565G, 5.566G and 5.567G or equivalents. **Exclusions:** May not be taken in a program containing 5.573G or 5.533G or equivalents.

Individual, supervised study on a topic approved by the Head of School.

#### 5.502G Communication Theory and Theory of Human Relations S1 or S2 L2

Prerequisites or corequisites: 5.564G, 5.565G, 5.566G and 5.567G or equivalents.

Interpersonal relations in administration: communication theory; small and large groups; influence of individuals, pressure groups, public opinion; communication in decision making in the context of interactive and rational models.

#### 5.510G Policy Making In Education S1 or S2 L2

Prerequisites or corequisites: 5.564G, 5.565G, 5.566G and 5.567G or equivalents.

Deals with political and policy issues in education. The meaning of policy. Policy making in the context of decision making and influences on educational policy making, theoretical approaches to policy making; models of decision making behaviour and limitations of policy analysis models. Policy making in a political system; political orientation of policy makers. Environmental, organisational and management influences on policy making. Identifying needs for new and amended policy. Stages in policy development and implementation. Theoretical perspectives on the policy making process, and use of theoretical frameworks in developing policy guidelines.

#### 5.525G Social Issues and Educational Policy S1 or S2 L2

Prerequisites or corequisites: 5.564G, 5.565G, 5.566G and 5.567G or equivalents.

Major issues in educational policy and its application in the school. The issues, which arise at both institutional and national levels of policy making and decision making, involve the competing demands of equity, efficiency and expediency, the rights of individuals and the struggle for control of education policy.

#### 5.527G Legal Aspects of Educational Administration S1 or S2 L2

Prerequisites or corequisites: 5.564G, 5.565G, 5.566G and 5.567G or equivalents.

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

58.531G Selected Aspects of Educational Administration S1 or S2 L2
Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents.

Opportunity to study under visiting professors or lecturers with special experience and competence in selected aspects of educational administration not offered elsewhere in the course. Topics include: adult education, administration in tertiary education institutions, history of educational administration in Australia, politics of education.

58.568G Supervision and Development of Educational Personnel S1 or S2 L2
Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusion: May not be taken in a program containing 58.533G or equivalent.

Deals with the management of human resources in educational organisations. Recruitment, selection and induction of staff; appraisal and development of teaching and administrative performance; administrative dilemmas, conflict, and career paths for educational personnel; and professional improvement strategies for educational administrators. Further attention to staff motivation, satisfaction and stress.

58.569G Development and Evaluation of Educational Programs S1 or S2 L2
Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusion: May not be taken in a program containing 58.533G or equivalent.

Examines the development of curricula and other educational programs. The nature, goals and content of educational programs, models of program development, personnel involved, organisational processes and administrative tasks in developing and implementing programs. Program evaluation: the meaning, purposes and nature of evaluation, the uses of evaluative information, evaluation models, program review procedures, development of criteria and standards, collection, analysis and reporting of data, ethical issues in reporting findings, and audiences of evaluation.

58.570G Planned Change In Education S1 or S2 L2
Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusion: May not be taken in a program containing 58.522G or equivalent.

Managing change in educational organisations. Theoretical and practical issues associated with change: perspectives on planned change, sources of change, reasons for innovating, phases of planned change, role of and recurring problems for change agents/administrators, equipping administrators to instigate and manage change, and methods for implementing and maintaining change. Each issue considered in the light of the current educational situation in Australia.

58.571G Financial Issues In Educational Administration S1 or S2 L2
Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusion: May not be taken in a program containing 58.524G or equivalent.

Economics and financial management as they relate to education. Introduction to economic concepts; research and thinking about financing and allocating educational resources, issues of educational efficiency, effectiveness and equity, and political influences on educational provision. Students are encouraged to consider a range of current economic and educational issues in the light of theoretical discussion. Budgeting processes, financial resource allocation and facilities management in educational organisations.

58.572G Women in Educational Administration S1 or S2 L2
Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents.

Examines the theoretical and practical implications of gender for thinking about issues relating to educational organisation and administration. Issues such as feminist scholarship and androcentric bias in educational research; the historical context, societal expectations and constraints associated with women as educators; educational equity in instruction and the design of materials; women in higher education; female culture and gender differences in administration.

58.573G Supervised Fieldwork in Educational Administration S1 or S2 L2
Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents. Exclusion: May not be taken in a program containing 58.528G or 58.533G or equivalents.

On-the-job administrative training for a specified period under the joint supervision of a practising educational administrator and the Coordinator of the Master of Educational Administration course. Available to students by individual arrangement; placements depend on the needs and interests of students and on availability of suitable locations. Intended to give the student experience in a new administrative context. Written report required on completion.

58.904G Managing Continuing Education Programs S1 or S2 L2
Prerequisites or corequisites: 58.564G, 58.565G, 58.566G and 58.567G or equivalents.

Examines issues and methods for effective management of continuing (adult) education programs, including marketing with various groups; promotion of programs; organisational issues and effective learning environments; problems in human resource development; training trainers; policy concerns for mandatory professional development; facilitation of participation; team development strategies; use of educational technology; cost benefit analysis of courses.
Social Work

Except with the permission of the Head of School, a student may not proceed to the next year of the designated part-time program until the student has fulfilled all the requirements of the previous year of this program.

63.713G Social and Behavioural Science F L/T1.5
Recent developments in the social and behavioural sciences that have special relevance to social work practice. Emphasis is on Australian applicability.

63.724G Social Work Research Methods A S1 L/T1.5
The research process and its application to knowledge building, theory testing and evaluation in social work and welfare settings. Quantitative and qualitative methods. The problem of values in research. The political context of research activity.

63.725G Social Work Research Methods B S2 L/T1.5
Quantitative research methods using mainframe and microcomputer program packages to give students experience in statistical manipulation of data; introduction to a range of multivariate techniques appropriate to social work research.

63.733G Advanced Social Work Practice 1 F L/T2
An overview and critical analysis of contemporary social work practice theory. Contemporary issues facing the social work profession in Australia and internationally include: problems of professional identity and organization, interprofessional relationships, social work in welfare bureaucracies, the composition and deployment of the social work workforce in welfare services, relationships with other welfare personnel, and the profession's international responsibilities.

63.741G Social Policy Analysis S1 L/T2
A comparative examination of the development of social policy and social administration as a subject area in Britain, Australia, USA and other countries. Boundary problems, characteristic concerns, social policy and economic policy, social policy and the social sciences, the movement towards more systematic analysis and more explicit theory.

63.742G Social Planning S2 L/T2
To gain some understanding of the current state of social planning theory; to develop the ability to use social planning theory in the analysis of particular instances of social planning; and to gain some understanding of the substantive content and planning circumstances of a number of recent public documents relevant to social welfare.

63.743G Applied Policy and Social Action F L/T2
Methods of intervening in political, organizational and community life. Political and social action theories. Welfare strategies and tactics. Social change through use of existing institutions (eg the law). Tools of social action, including the media.
undertake a critical appraisal of teaching with computers in a variety of curriculum applications, and will discuss practical issues involved in using computers in teaching.

**23.002G Computers and Teaching**

*4 credit points*

**Prerequisite:** Computers and Teaching 2

This subject is designed to focus in detail on the applications of the computer in teaching specific subject areas. Students will examine the rationale for employing computers in specific teaching fields, and will critically examine applications of computers in the chosen field.

**Applied Computer Studies**

**23.564G Information Processing 1**

*3CCH*

*4 credit points*

**Prerequisite:** 23.564G

This subject is designed to give an overview of the use of the computer as an information processing tool in educational settings.

In Information Processing 1 particular emphasis will be placed on word processors and graphics packages, with an introduction to communications and database software. This course unit, and Information processing 2, are directed toward the end-user rather than the specialist and as such take a broad perspective concerning the applications discussed.

**23.565G Information Processing 2**

*3CCH*

*4 credit points*

**Prerequisite:** 23.564G

This subject is designed to extend the studies in Information Processing begun in Information Processing 1. As with Information Processing 1, it is directed toward the end-user rather than the specialist and as such takes a broad perspective concerning the applications discussed.

A detailed examination of the educational applications of spreadsheets and databases will be undertaken in this course unit, and integrated packages will be examined.

**23.566G Information Processing 3**

*3CCH*

*4 credit points*

**Prerequisite:** 23.565G

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

Students will study the function and operation of the principal hardware components of a microcomputer and common peripherals, and the different protocols used in interfacing peripherals to a microcomputer. Students will learn simple routine maintenance procedures and basic fault finding procedures for educational microcomputer equipment.

**Computer Studies**

**23.561G Programming and Problem Solving**

*3CCH*

*4 credit points*

**Prerequisite:** 23.561G

This elective subject seeks to develop students' understanding of expert systems and their social and educational implications.

Students will learn how expert systems work and will study samples of expert systems in use. Students will use expert systems.

A discussion of problem solving by computers will lead to the introduction of programming techniques and software engineering principles. Students will design, write and test simple structured computer programs. Examples may be given from a variety of computer languages, one of which will be selected as the main vehicle of instruction.

**Elective Studies (Semester 3)**

**23.562G Programming Techniques**

*3CCH*

*4 credit points*

**Prerequisite:** 23.561G

This elective subject is designed to extend the fundamentals of the principles of computer programming in the educational context.

In the educational programming context, students will learn searching and sorting techniques. They will develop an understanding of the handling of lists and arrays, records and fields, and sequential and random access files.

**23.563G Curriculum Project**

*3CCH*

*4 credit points*

This elective subject is designed to introduce students to action research in computer education.

Students will learn the concepts and methods of action research, and will undertake an action research project involving the implementation of a curriculum unit using a computer software package.

**23.203G Computers in Educational Administration**

*3CCH*

*6 credit points*

**Prerequisites:** 23.565G, 23.561G

This elective subject explores the use of microcomputers in educational administration.

The basic concepts of data processing and systems analysis will be applied to educational administration tasks. Students will develop their skills using a particular package which meets their administrative needs.

**23.567G Designing Educational Packages**

*3CCH*

*6 credit points*

**Prerequisite:** 23.001G

This elective subject considers in detail the procedures involved in designing, producing and validating educational material which involves the computer as a central element.

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

**23.568G Expert Systems and Education**

*3CCH*

*6 credit points*

**Prerequisites:** 23.202G, 23.565G, 23.561G

This elective subject explores the use of microcomputers in educational administration tasks. Students will develop their skills using a particular package which meets their administrative needs.
system shells to gain practice in building expert systems in their area of specialisation.

23.569G Independent Study 3CCH 6 credit points
Prerequisites: Those course units as determined by the supervising lecturer.

This elective subject is designed to allow a student to demonstrate his/her ability to articulate the theory and practice of education with that of computers by undertaking an approved and supervised project in an area of computer education of particular interest to the student.

The project may take one of a number of forms, for example a scholarly literature review, an empirical research study, a curriculum project, or a software coding project.

23.570G Programming Applications 3CCH 6 credit points
Prerequisites: Programming and Problem Solving.

This subject is designed to build on Programming and Problem Solving and the Information processing course units to develop applications requiring machine language programming to increase processing speed and to facilitate interfacing microcomputers to monitoring, control and other devices.

Program modules are developed to perform a variety of tasks which have relevance to educational computing.

23.571G Machine Language Applications 3CCH 6 credit points
Prerequisites: Information Processing 3, Programming and Problem Solving.

This elective subject is designed to build on Programming and Problem Solving and the Information processing course units to develop applications requiring machine language programming to increase processing speed and to facilitate interfacing microcomputers to monitoring, control and other devices.

Program modules are developed to perform a variety of tasks which have relevance to educational computing.

23.572G Teaching Curriculum Courses In Computing 3CCH 6 credit points
Prerequisites: All Semester 1, 2 & 3 course units including programming Techniques as the semester 3 choice.

This subject is designed to assist students preparing to teach secondary school courses in Computer Awareness and junior and senior level Computing Studies. It considers each course in detail and focuses on the methodology of teaching computing courses in school.

An examination will be undertaken of the content area of these courses, approaches to sequencing teaching units in these courses, the management of practical activities, assessment techniques, and resource selection.

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School of Arts and Music Education

69.646G Interdisciplinary Arts Studies 1 S1 3CCH 4 credit points
Arts and Society In Time

Students are introduced to the history of arts forms and the changing nature of art forms over time by examination of decisive formal features that have guided historians to organise and group art works into epochs and develop chronological sequences.

Alternative ways to analyse the history of art forms will be reviewed and an interdisciplinary approach will be introduced to assist students to draw historical interpretations from studies across epochs and art forms.

69.647G Interdisciplinary Arts Studies 2 S2 3CCH 4 credit points
Modemism in the Arts

This subject continues the investigation of historical art forms and concentrates upon selected modernist art forms from the mid-Nineteenth Century to contemporary times.

The course introduces students to topics that assist them to examine the schemes of ideas that help to explain the practice of the arts in the modern period, perceptually experience and respond to the contemporary art forms and logically review modern arts developments.

69.648G Interdisciplinary Arts Studies 3 S3 2CCH 4 credit points
The Arts Experience

This subject involves students in examining philosophical issues concerning the nature of the work of art, the creative process and responding to works of art.

Students are expected to contribute to the discussion of topics and present, in assigned tasks, responses that are composed from a variety of sources, including the perceptual experiencing and conceptual knowledge of the arts obtained from previous interdisciplinary Arts Studies courses.

69.649G Interdisciplinary Arts Studies 4 S4 2CCH 4 credit points
Independent Study

This subject is intended as an individually designed study that investigates (historically or creatively), the nature of two or more art forms that have combined, or have the potential to combine, in some for or format to express, communicate or interpret specific aspects of the human or natural environment.

Students develop their studies in consultation with an academic adviser. The final presentation may be in a print format or combination of non print made with print.
<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credit Points</th>
<th>Notes</th>
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<tbody>
<tr>
<td>69.130G</td>
<td>Drama 1</td>
<td>S1 or S2 2CCH</td>
<td>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.</td>
</tr>
<tr>
<td>69.131G</td>
<td>Drama 2</td>
<td>S1 or S2 2CCH</td>
<td>This subject is a sequel to Drama 1, it is designed to extend the knowledge and skills required in acting, producing and evaluating drama.</td>
</tr>
<tr>
<td>69.181G</td>
<td>Art 1</td>
<td>S1 or S2 2CCH</td>
<td>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, skillfully and confidently towards the development of a personal imagery.</td>
</tr>
<tr>
<td>69.182G</td>
<td>Art 2</td>
<td>S1 or S2 2CCH</td>
<td>This subject provides students with practical experience in either two or three dimensional art. Students focus upon drawing/painting or drawing/sculpture as their major field of research/art making and are expected to develop a competent approach to the investigation and processing of visual information and evidence of technical mastery of their chosen media.</td>
</tr>
<tr>
<td>69.183G</td>
<td>Craft 1</td>
<td>S1 or S2 2CCH</td>
<td>This subject is designed to examine aspects of craftsmanship, workshop skills and basic principles of design within selected fields of the crafts and to foster individual expression in practical craft work. Practical design crafts projects in textiles, paper construction and ceramics are undertaken as part of craft work.</td>
</tr>
<tr>
<td>69.184G</td>
<td>Craft 2</td>
<td>S1 or S2 2CCH</td>
<td>This subject extends the student's knowledge and practice of the crafts through the application of design principles and technical skill introduced in Craft 1, to one major craft project. The craft project includes investigation into the form and its history and technical processes used in the craft area selected. Extensive documentation of the processes associated with making the form is required.</td>
</tr>
<tr>
<td>69.300G</td>
<td>Writing 1</td>
<td>S1 or S2 2CCH</td>
<td>This subject is designed to involve students in literary criticism, creative writing and preparing material for publication.</td>
</tr>
<tr>
<td>69.301G</td>
<td>Writing 2</td>
<td>S1 or S2 2CCH</td>
<td>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.</td>
</tr>
<tr>
<td>69.630G</td>
<td>Dance 1</td>
<td>S1 or S2 2CCH</td>
<td>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.</td>
</tr>
<tr>
<td>69.631G</td>
<td>Dance 2</td>
<td>S1 or S2 2CCH</td>
<td>This subject expands the student's knowledge of dance forms and builds upon skills and techniques studies in Dance 1, especially focussing upon group chorography, staging and contemporary dance forms.</td>
</tr>
<tr>
<td>69.651G</td>
<td>Photography 1</td>
<td>S1 or S2 2CCH</td>
<td>This subject introduces students to photography as a means of personal expression and as a medium for recording and communicating to others. Principles of design and effective techniques of composition will be reviewed and applied to individual projects in black and white photography.</td>
</tr>
<tr>
<td>69.652G</td>
<td>Photography 2</td>
<td>S1 or S2 2CCH</td>
<td>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.</td>
</tr>
<tr>
<td>69.691G</td>
<td>Video 1</td>
<td>S1 or S2 2CCH</td>
<td>This subject enables students to investigate the creative potential of video and gain technical skills in the production of short experimental works from on-site and studio projects.</td>
</tr>
<tr>
<td>69.692G</td>
<td>Video 2</td>
<td>S1 or S2 2CCH</td>
<td>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.</td>
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<tr>
<td>69.731G</td>
<td>Music 1</td>
<td>S1 or S2 2CCH</td>
<td>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.</td>
</tr>
<tr>
<td>69.732G</td>
<td>Music 2</td>
<td>S1 or S2 2CCH</td>
<td>This subject is an extension of Music 1. It aims to refine students' skills in musical performance and aural awareness</td>
</tr>
</tbody>
</table>
Graduate Study: Subject Descriptions

and to further extend knowledge of musical theory and harmony and musical history. The course also explores the foundation techniques of musical composition.

69.645G Combined Arts Production

3 credit points

This subject involves students in applying their creative skills and conceptual and perceptive understanding of various art forms, to the planning and presentation of a performance/exhibition.

The production is based upon a theme, concept of idea and all students, either individually or in small groups, elect an art form that, together with other elected art forms, expresses a group response to the chosen theme concept or idea.
Graduate Study

Conditions for the Award of Higher Degrees

Rules, regulations and conditions for the award of first degrees are set out in the appropriate Faculty Handbooks.

For the list of undergraduate courses and degrees offered see Faculty (Undergraduate Study) in the Calendar.

The following is the list of higher degrees and graduate diplomas of the University, together with Higher Degrees the publication in which the conditions for the award appear.

For the list of graduate degrees by research and course work, arranged in faculty order, see Table of Courses (by faculty): Graduate Study in the Calendar.

For the statements Preparation and Submission of Project Reports and Theses for Higher Degrees and Policy with respect to the Use of Higher Degree Theses see later in this section.

<table>
<thead>
<tr>
<th>Title</th>
<th>Abbreviation</th>
<th>Calendar/Handbook</th>
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<tbody>
<tr>
<td>Doctor of Science</td>
<td>DSc</td>
<td>Calendar</td>
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<tr>
<td>Doctor of Letters</td>
<td>DLitt</td>
<td>Calendar</td>
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<tr>
<td>Doctor of Laws</td>
<td>LLD</td>
<td>Calendar</td>
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<tr>
<td>Doctor of Medicine</td>
<td>MD</td>
<td>Calendar, Medicine</td>
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<tr>
<td>Doctor of Philosophy</td>
<td>PhD</td>
<td>Calendar, and all handbooks</td>
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<tr>
<td>Master of Applied Science</td>
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<td>Master of Architectural Design</td>
<td>MArchDes</td>
<td>Architecture</td>
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<td>Master of Architecture</td>
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<tr>
<td>Master of Archives Administration</td>
<td>MArchivAdmin</td>
<td>Professional Studies</td>
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<td>Master of Arts</td>
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<td>Master of Biomedical Engineering</td>
<td>MBiomedE</td>
<td>Engineering</td>
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<tr>
<td>Master of Building</td>
<td>MBuild</td>
<td>Architecture</td>
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<tr>
<td>Master of the Built Environment</td>
<td>MBEnv</td>
<td>Architecture</td>
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<tr>
<td>Title</td>
<td>Abbreviation</td>
<td>Calender/Handbook</td>
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<tr>
<td>Master of the Built Environment (Building Conservation)</td>
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Master of Science without supervision
Graduate Study: Conditions for the Award of Higher Degrees

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<th>Title</th>
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*Faculty of Science.
§Faculty of Biological and Behavioural Sciences.

Higher Degrees

1. The degree of Doctor of Philosophy may be awarded by the Council on the recommendation of the Higher Degree Committee of the appropriate faculty or board (hereinafter referred to as the Committee) to a candidate who has made an original and significant contribution to knowledge.

2. (1) A candidate for the degree shall have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee.
   (2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.
   (3) If the Committee is not satisfied with the qualifications submitted by an applicant the Committee may require the applicant to undergo such assessment or carry out such work as the Committee may prescribe, before permitting enrolment as a candidate for the degree.

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
   (2) In every case, before permitting a candidate to enrol, the head of the school* in which the candidate intends to enrol shall be satisfied that adequate supervision and facilities are available.
   (3) An approved candidate shall be enrolled in one of the following categories:
   (a) full-time attendance at the University;
   (b) part-time attendance at the University.

* Or department where a department is not within a school, or schools or departments where the research is being undertaken in more than one school or department.
(4) A full-time candidate shall be fully engaged in advanced study and research except that the candidate may undertake not more than five hours per week or a total of 240 hours per year on work which is not related to the advanced study and research.

(5) Before permitting a part-time candidate to enrol, the Committee shall be satisfied that the candidate can devote at least 20 hours each week to advanced study and research for the degree which (subject to (8)) shall include regular attendance at the school* on an average of at least one day per week for 48 weeks each year.

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

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

(8) The work, other than field work, shall be carried out in a school of the University except that the Committee:

(a) may permit a candidate to spend not more than eighteen months of the program in advanced study and research at another institution provided the work can be supervised in a manner satisfactory to the Committee;
(b) may permit a candidate to conduct the work at other places where special facilities not possessed by the University may be available provided the direction of the work remains wholly under the control of the supervisor;
(c) may permit a full-time candidate, who has been enrolled as a full-time candidate for at least six academic sessions, who has completed the research work and who is writing the thesis, to transfer to part-time candidature provided the candidate devotes at least 20 hours each week to work for the degree and maintains adequate contact with the supervisor.

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

(10) No candidate shall be awarded the degree until the lapse of six academic sessions from the date of enrolment in the case of a full-time candidate or eight academic sessions in the case of a part-time candidate. In the case of a candidate who has had previous research experience the committee may approve remission of up to two sessions for a full-time candidate and four sessions for a part-time candidate.

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

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

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

(3) The thesis shall comply with the following requirements:
(a) it must be an original and significant contribution to knowledge of the subject;
(b) the greater proportion of the work described must have been completed subsequent to enrolment for the degree;
(c) it must be written in English except that a candidate in the Faculty of Arts may be required by the Committee to write a thesis in an appropriate foreign language;
(d) it must reach a satisfactory standard of expression and presentation;
(e) it must consist of an account of the candidate's own research but in special cases work done conjointly with other persons may be accepted provided the Committee is satisfied about the extent of the candidate's part in the joint research.

(4) The candidate may not submit as the main content of the thesis any work or material which has previously been submitted for a university degree or other similar award but may submit any work previously published whether or not such work is related to the thesis.

* Or department where a department is not within a school, or schools or departments where the research is being undertaken in more than one school or department.
Graduate Study: Conditions for the Award of Higher Degrees

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

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

5. (1) There shall be not fewer than three examiners of the thesis, appointed by the Academic Examination Board on the recommendation of the Committee, at least two of whom shall be external to the University.

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

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

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school*; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

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

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

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

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

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

(b) have been awarded a Diploma in Information Management - Archives Administration or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

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

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

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

* Or department where a department is not within a school, or schools or departments where the research is being undertaken in more than one school or department.
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.

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

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

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.

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

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.

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.

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

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

(a) the candidate be awarded the degree without further examination; or
(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.
(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

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

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

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.

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

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the units prescribed for the degree at Pass level including a two unit project at a standard acceptable to the Committee; and

(b)(i) have been awarded a Graduate Diploma in Education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have had at least one year's practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

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

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

(4) An applicant who had been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

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

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

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

(a) full-time attendance at the University;

(b) part-time attendance at the University;

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

(4) A candidate shall be required to undertake an original investigation on an approved topic and shall pass, at a standard acceptable to the Committee, subjects to the value of four units provided for the degree at Pass level except that in special circumstances the candidate may be granted exemption from this requirement. The candidate may also be required to undergo such assessment and perform such other work as may be prescribed by the Committee.

(5) The work on the original investigation shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.
(6) The progress of a candidate shall be reviewed annually by the Committee following a report by the candidate, the supervisor and the head of the school and as a result of such review the Committee may cancel enrolment or take such other action as it considers appropriate.

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from the date of enrolment in the case of a full-time candidate or six academic sessions in the case of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i) shall present for examination not later than eight academic sessions from the date of enrolment. A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions from the date of enrolment for the degree at Pass level. In special cases an extension of these times may be granted by the Committee.

Thesis

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

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

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

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

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

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

Examination

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

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

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

(b) the candidate be awarded the degree with Honours without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree with Honours subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

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

Fees

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

Master of Education (MEd) At Pass Level Qualifications

1. The degree of Master of Education at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

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

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

(b)(i) have been awarded a Graduate Diploma in education from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, or

(ii) have had at least one year’s practical experience in an area relevant to the study of education of a kind acceptable to the Committee.

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

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

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

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

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

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

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

1. The degree of Master of Educational Administration at Honours level may be awarded by the Council on the recommendation of the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee) to a candidate who has satisfactorily completed a program of advanced study and demonstrated ability to undertake research by the submission of a thesis embodying the results of an original investigation.

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

(a)(i) have been awarded an appropriate degree of Bachelor with Honours from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or

(ii) have completed at least six of the units prescribed for the degree at Pass level including two core subjects and a two unit project at a standard acceptable to the Committee, and

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

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

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

(4) An applicant who has been awarded the degree at Pass level at a standard acceptable to the Committee may be permitted to enrol for the degree. Credit will be given for all units passed for the degree at Pass level.

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

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

*Those candidates for the degree of Master of Education at St George Campus should note that the minimum period of part-time candidature shall be six sessions.
(3) An approved candidate shall be enrolled in one of the following categories:
(a) full-time attendance at the University;
(b) part-time attendance at the University;
(c) external - not in regular attendance at the University and using research facilities external to
the University.

(4) A candidate shall be required to undertake an original investigation on an approved topic
and shall pass, at a standard acceptable to the Committee, subjects to the value of four units
provided for the degree at Pass level except that in special circumstances the candidate may
be granted exemption from this requirement. The candidate may also be required to undergo
such assessment and perform such other work as may be prescribed by the Committee.

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

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

(7) No candidate shall be awarded the degree until the lapse of four academic sessions from
the date of enrolment in the case of a full-time candidate or six academic sessions in the case
of a part-time or external candidate.

(8) A full-time candidate for the degree shall present for examination not later than six academic
sessions from the date of enrolment. A part-time or external candidate admitted under 2.(1)(a)(i)
shall present for examination not later than eight academic sessions from the date of enrolment.
A candidate admitted under 2.(1)(a)(ii) shall present for examination not later than eight sessions
from the date of enrolment for the degree at pass level. In special cases an extension of these
times may be granted by the Committee.

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

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

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

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

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

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

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

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise
report on the thesis and shall recommend to the Committee that:
(a) the candidate be awarded the degree with Honours without further examination; or
(b) the candidate be awarded the degree with Honours without further examination subject to
minor corrections as listed being made to the satisfaction of the head of the school; or
(c) the candidate be awarded the degree with Honours subject to a further examination on
questions posed in the report, performance in this further examination being to the satisfaction
of the Committee; or
(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised
form after a further period of study and/or research; or
(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the
satisfaction of the Committee, the Committee may permit the candidate to re-present the same
thesis and submit to further examination as determined by the Committee within a period
specified by it but not exceeding eighteen months.
(4) The Committee shall, after consideration of the examiners' reports and the results of any further examination or prescribed course of study, recommend whether or not the candidate may be awarded the degree. If it is decided that the candidate be not awarded the degree the Committee shall determine whether or not the candidate may resubmit the thesis after a further period of study and/research.

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

1. The degree of Master of Educational Administration at Pass level may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:
   (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee); and
   (b) have had at least three years of practical experience in an area of education of a kind acceptable to the Committee.

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

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

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

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

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

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

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

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.

2. (1) A candidate for the degree shall:
   (a) have been awarded an appropriate degree of Bachelor of four full-time years duration (or the part-time equivalent) from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee; or
   (b)(i) have been awarded an appropriate degree of Bachelor of three full-time years duration (or the part-time equivalent) from the University of New South Wales or qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and
(ii) have had at least three years experience in the health services of a kind acceptable to the Committee.

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

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

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

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

(3) An approved candidate shall be enrolled in one of the following categories:
(a) full-time attendance at the University;
(b) part-time attendance at the University;
(c) external - not in regular attendance at the University and using research facilities external to the University.

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

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

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

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

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

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

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

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

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

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

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

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

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
(a) the candidate be awarded the degree without further examination; or
(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

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

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

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

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

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

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

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

2. (1) A candidate for the degree shall:
   (a)(i) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a
level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and

(i) have had at least three years experience in the health services of a kind acceptable to the Committee; or

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

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

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

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

Enrolment and Progression

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

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

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

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

Fees

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

Master of Librarianship (MLib) by Research

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

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

(a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(b) have been awarded a Diploma in Information Management - Librarianship or equivalent from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Committee, and

(c) have had at least one year's employment or equivalent experience of a kind acceptable to the Committee.

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

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

Enrolment and Progression

3. (1) An application to enrol as a candidate for the degree shall be made on the prescribed form which shall be lodged with the Academic Registrar at least one calendar month before the commencement of the session in which enrolment is to begin.
(2) In every case, before permitting a candidate to enrol, the Head of the School of Librarianship (hereinafter referred to as the head of the school) shall be satisfied that adequate supervision and facilities are available.

(3) An approved candidate shall be enrolled in one of the following categories:
(a) full-time attendance at the University;
(b) part-time attendance at the University;
(c) external - not in regular attendance at the University and using research facilities external to the University.

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

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

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

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

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

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

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

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

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

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

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

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

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the merits of the thesis and shall recommend to the Committee that:
(a) the candidate be awarded the degree without further examination; or
(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same
thesis and submit to a further oral, practical or written examination within a period specified by it but not exceeding eighteen months.

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

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

Master of Librarianship (MLib) by Formal Course Work Qualifications
1. The degree of Master of Librarianship by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

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

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

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

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

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

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

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

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

Master of Nursing Administration (MNA) Qualifications
1. The degree of Master of Nursing Administration by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:
   (a) have been awarded an appropriate degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the Faculty of Professional Studies (hereinafter referred to as the Committee), and
   (b) have had at least three years' experience in the health services of a kind acceptable to the Committee, and
   (c) be qualified for registration as a nurse in any Australian State or Territory.
(2) In exceptional cases an applicant who submits evidence of such other academic and professional qualifications as may be approved by the Committee may be permitted to enrol for the degree.

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

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

Enrolment and Progression

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

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

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

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

Mater of Public Health by Research (MPH)

Qualifications

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

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

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

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

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

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

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

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

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

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

(a) full-time attendance at the University;

(b) part-time attendance at the University;

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

(4) A candidate shall be required to undertake an original investigation or design on an approved topic. The candidate may also be required to undergo such examination and perform such other work as may be prescribed by the Committee.
(5) The work shall be carried out under the direction of a supervisor appointed from the full-time academic members of the University staff.

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

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

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

Thesis

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

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

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

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

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

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

Examination

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

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

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

(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or

(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or

(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or

(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

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

Fees

6. A candidate shall pay such fees as may be determined from time to time by the Council.
1. The degree of Master of Public Health by formal course work may be awarded by the Council to a candidate who has satisfactorily completed a program of advanced study.

2. (1) A candidate for the degree shall:
(a) have been awarded the degree of Bachelor from the University of New South Wales or a qualification considered equivalent from another university or tertiary institution at a level acceptable to the Higher Degree Committee of the appropriate faculty (hereinafter referred to as the Committee), or
(b) have had the equivalent of at least three years experience in the health services of a kind acceptable to the Committee.

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

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

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

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

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

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

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

(a) full-time attendance at the University;
(b) part-time attendance at the University;
(c) external – not in regular attendance at the University and using research facilities external to the University.

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

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

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

(7) No candidate shall be awarded the degree until the lapse of three academic sessions from the date of enrolment in the case of a full-time candidate or four academic sessions in the case of a part-time or external candidate.

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

Thesis

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

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

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

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

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

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

Examination

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

(2) At the conclusion of the examination each examiner shall submit to the Committee a concise report on the thesis and shall recommend to the Committee that:
(a) the candidate be awarded the degree without further examination; or
(b) the candidate be awarded the degree without further examination subject to minor corrections as listed being made to the satisfaction of the head of the school; or
(c) the candidate be awarded the degree subject to a further examination on questions posed in the report, performance in this further examination being to the satisfaction of the Committee; or
(d) the candidate be not awarded the degree but be permitted to resubmit the thesis in a revised form after a further period of study and/or research; or
(e) the candidate be not awarded the degree and be not permitted to resubmit the thesis.

(3) If the performance at the further examination recommended under (2)(c) above is not to the satisfaction of the Committee, the Committee may permit the candidate to re-present the same thesis and submit to further examination as determined by the Committee within a period specified by it but not exceeding eighteen months.

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

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

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

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

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

(b) have had at least one year's professional experience of a kind acceptable to the Committee.

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

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

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

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

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

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

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

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

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

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

(b) have had at least one year's professional experience of a kind acceptable to the Committee.

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

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

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

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

(3) The progress of a candidate shall be reviewed at least once annually by the Committee and as a result of its review the Committee may cancel enrolment or take such other action as it considers appropriate.
(4) No candidate shall be awarded the degree until the lapse of two academic sessions from the date of enrolment in the case of a full-time candidate or three sessions in the case of a part-time candidate. The maximum period of candidature shall be four academic sessions from the date of enrolment for a full-time candidate and six sessions for a part-time candidate. In special cases an extension of these times may be granted by the Committee.

Fees

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

Graduate Diploma

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) An applicant who submits evidence of such other academic or professional attainments as may be approved by the Committee may be permitted to enrol for the diploma.

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

Enrolment and Progression

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

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

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

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

Fees

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

*Those candidates for the Graduate Diploma in Educational Studies: Computer Education, and the Graduate Diploma in Expressive and Performing Arts (St George Campus), should note that the maximum period of candidature shall be eight academic sessions from the date of enrolment for a part-time candidate.
Scholarships and Prizes

The scholarships and prizes listed below are available to students whose courses are listed in this handbook. Each faculty handbook contains in its Scholarships and Prizes section the scholarships and prizes available with that faculty. The General Information section of the Calendar contains a comprehensive list of scholarships and prizes offered throughout the University.

Scholarships

Undergraduate Scholarships

Listed below is an outline only of a number of scholarships available to students. Full information may be obtained from Room G20, located on the Ground Floor of the Chancellery.

Unless otherwise indicated in footnotes, applications for the following scholarships should be made to the Academic Registrar by 14 January each year. Please note that not all of these awards are available every year.

<table>
<thead>
<tr>
<th>Donor</th>
<th>Value</th>
<th>Years of Tenure</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
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<tr>
<td>Bursary Endowment Board*</td>
<td>$200 pa</td>
<td>Minimum period of</td>
<td>Merit in HSC and total family income not exceeding $6000</td>
</tr>
<tr>
<td></td>
<td></td>
<td>approved degree/combined degree course</td>
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</tr>
<tr>
<td>Sam Cracknell Memorial</td>
<td>Up to $3000 pa</td>
<td>1 year</td>
<td>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.</td>
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<tr>
<td></td>
<td>payable in fortnightly instalments</td>
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</tr>
<tr>
<td>Girls Realm Guild</td>
<td>Up to $1500 pa</td>
<td>1 year renewable</td>
<td>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.</td>
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<td>for the duration of the course subject to satisfactory progress and continued demonstration of need</td>
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*Apply to T he Secretary, Bursary Endowment Board, PO Box 460, North Sydney 2060, immediately after sitting for HSC
## Undergraduate Scholarships (continued)

<table>
<thead>
<tr>
<th>Donor</th>
<th>Value</th>
<th>Years of Tenure</th>
<th>Conditions</th>
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<tbody>
<tr>
<td><strong>General (continued)</strong></td>
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</tr>
<tr>
<td>W.S. and L.B. Robinson**</td>
<td>Up to $4200 pa</td>
<td>1 year renewable for the duration of the course subject to satisfactory progress</td>
<td>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.</td>
</tr>
<tr>
<td>Universities Credit Union</td>
<td>$500 pa</td>
<td>1 year with the possibility of renewal</td>
<td>Prior completion of at least 1 year of any undergraduate degree course. Eligibility limited to members of the Universities Credit Union Ltd of more than one year’s standing or members of the family of such members.</td>
</tr>
<tr>
<td>Alumni Association</td>
<td>Up to $1500 pa</td>
<td>1 year with the possibility of renewal</td>
<td>Available to students enrolled in any year of a full-time course. Candidates must be the children of Alumni of the University of NSW and may be either permanent residents of Australia or overseas students.</td>
</tr>
</tbody>
</table>

**Applications close 30 September each year.**

## The UNSW Co-op Program

The University of New South Wales has industry-linked education scholarship programs to the value of $8000 per annum in the following areas: Business Information Technology, Chemical Engineering, Civil Engineering, Electrical and Computer Engineering, Industrial Chemistry, Mechanical and Industrial Engineering, Mining, Mineral Engineering and Applied Geology. Further information can be obtained by writing to The Co-ordinator, UNSW Co-op Programs Industry-Linked Education Office, C/- Vice-Chancellors Division.

## Graduate Scholarships

Application forms and further information are available from the Student Centre, located on the Ground Floor of the Chancellery unless an alternative contact address is provided. Information is also available on additional scholarships which may become available from time to time, mainly from funds provided by organizations sponsoring research projects.


Details of overseas awards and exchanges administered by the Department of Employment, Education and Training can be obtained from: Awards and Exchanges Section, Department of Employment, Education and Training, PO Box 826, Woden, ACT 2606.

Where possible, the scholarships are listed in order of faculty.

*Available for reference in the University Library.*
Graduate Scholarships (continued)

<table>
<thead>
<tr>
<th>Donor</th>
<th>Value</th>
<th>Years of Tenure</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Postgraduate Research Scholarships</td>
<td>Living allowance of $9000 pa. Other allowances may also be paid.</td>
<td>1-2 years for a Masters and 3-4 years for a PhD degree</td>
<td>Applicants must be honours graduates or equivalent. Applications to Dean of relevant Faculty.</td>
</tr>
<tr>
<td>Commonwealth Postgraduate Research Awards</td>
<td>$12,734 to $16,433</td>
<td></td>
<td>Applicants must be honours graduates or equivalent or scholars who will graduate with honours in current academic year, and who are domiciled in Australia. Applications to Academic Registrar by 31 October.</td>
</tr>
<tr>
<td>Commonwealth Postgraduate Course Awards</td>
<td>Living allowance of $10,415 pa. Other allowances may also be paid.</td>
<td>1-2 years; minimum duration of course</td>
<td>Applicants must be graduates or scholars who will graduate in current academic year, and who have not previously held a Commonwealth Post-graduate Award. Applications must be domiciled in Australia. Preference is given to applicants with employment experience. Applications to Academic Registrar by 30 September.</td>
</tr>
<tr>
<td>Australian American Educational Foundation Fulbright Award</td>
<td>Travel expenses and $A2000 as establishment allowance.</td>
<td>1 year, renewable</td>
<td>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.</td>
</tr>
<tr>
<td>Australian Federation of University Women</td>
<td>Amount varies, depending on award</td>
<td>Up to 1 year</td>
<td>Applicants must be female graduates who are members of the Australian Federation of University Women.</td>
</tr>
<tr>
<td>Commonwealth Scholarship and Fellowship Plan</td>
<td>Varies for each country. Generally covers travel, living, tuition fees, books and equipment, approved medical expenses. Marriage allowance may be payable.</td>
<td>Usually 2 years, sometimes 3</td>
<td>Applicants must be graduates who are Australian citizens and who are not older than 35 years of age. Tenable in Commonwealth countries other than Australia. Applications close with Academic Registrar in September or October each year.</td>
</tr>
<tr>
<td>The English-Speaking Union (NSW Branch)</td>
<td>$5000</td>
<td>1 year</td>
<td>Applicants must be residents of NSW or ACT. Awarded to young graduates to further their studies outside Australia. Applications close mid-April with The Secretary, Ground Floor, Sydney School of Arts, 275c Pitt Street, Sydney NSW 2000.</td>
</tr>
<tr>
<td>Frank Knox Memorial Fellowships tenable at Harvard University</td>
<td>Stipend of $US7000 pa plus tuition fees</td>
<td>1, sometimes 2 years</td>
<td>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.</td>
</tr>
<tr>
<td>Robert Gordon Menzies Scholarship to Harvard</td>
<td>Up to $US 15,000</td>
<td>1 year</td>
<td>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</td>
</tr>
<tr>
<td>Gowrie Scholarship Trust Fund</td>
<td>$4000 pa. Under special circumstances this may be increased</td>
<td>2 years</td>
<td>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.</td>
</tr>
</tbody>
</table>
## Graduate Scholarships (continued)

<table>
<thead>
<tr>
<th>Donor</th>
<th>Value</th>
<th>Years of Tenure</th>
<th>Conditions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Harkness Fellowships of the Commonwealth Fund of New York</td>
<td>Living and travel allowances, tuition and research expenses, health insurance, book and equipment and other allowances for travel and study in the USA</td>
<td>12 to 21 months</td>
<td>Candidates must be Australian citizens and 1. Either members of the Commonwealth or a State Public Service or semi-government Authority. 2. Either staff or graduate students at an Australian university. 3. Individuals recommended for nomination by the Local Correspondents. The candidate will usually have an honours degree or equivalent, or an outstanding record of achievement, and be not more than 36 years of age. Applications close 29 August with the Academic Registrar. Forms available from Mr J Larkin, Bureau of Agriculture and Resource Economics, GPO Box 1563, Canberra ACT 2601.</td>
</tr>
<tr>
<td>The Packer, Shell and Barclays Scholarships to Cambridge University</td>
<td>Living and travel allowances, tuition expenses.</td>
<td>1-3 years</td>
<td>Applicants must be Australian citizens who are honours graduates or equivalent, and under 26 years of age. Applications close 15 October with The Secretary, Cambridge Commonwealth Trust, PO Box 252, Cambridge CB2 ITZ, England.</td>
</tr>
<tr>
<td>The Rhodes Scholarship to Oxford University</td>
<td>Approximately £4200 stg pa</td>
<td>2 years, may be extended for a third year.</td>
<td>Unmarried Australian citizens aged between 19 and 25 who have an honours degree or equivalent. Applications close in August each year with The Secretary, University of Sydney, NSW 2006.</td>
</tr>
</tbody>
</table>

## Professional Studies

| Australian Optometrical Association | $1500 pa | 1-2 years | To enable a Bachelor of Optometry graduate to undertake the Master of Health Administration degree course. Applications close with the Academic Registrar 1 December. |
| John Metcalfe Scholarship | Up to $2500 pa | 1 year | Applicants must be eligible for admission to, or enrolled in, one of the full-time graduate programs of the School of Librarianship. Applications close with the Academic Registrar 28 February. |
Prizes

Undergraduate University Prizes

The following table summarizes the undergraduate prizes awarded by the University. Prizes which are not specific to any School are listed under General. All other prizes are listed under the Faculty or Schools in which they are awarded.

Information regarding the establishment of new prizes may be obtained from the Examinations Section located on the Ground Floor or the Chancellery.

<table>
<thead>
<tr>
<th>Donor/Name of Prize</th>
<th>Value $</th>
<th>Awarded for</th>
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</thead>
<tbody>
<tr>
<td><strong>General</strong></td>
<td></td>
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</tr>
<tr>
<td>The Sydney Technical College Union Award</td>
<td>$400.00 and Bronze Medal</td>
<td>Leadership in student affairs combined with marked academic proficiency by a graduand.</td>
</tr>
<tr>
<td>The University of New South Wales Alumni Association Prize</td>
<td>Statuette</td>
<td>Achievement for community benefit by a student in the final or graduating year.</td>
</tr>
<tr>
<td><strong>School of Health Services Management</strong></td>
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</tr>
<tr>
<td>The Anthony Suleau Prize</td>
<td>$50.00</td>
<td>The best performance in 16.611 Sociology and Health 1 in the Bachelor of Health Administration course.</td>
</tr>
<tr>
<td>The Australian College of Health Service Administrators Prize</td>
<td>$100.00</td>
<td>The best overall performance in the Bachelor of Health Administration course.</td>
</tr>
<tr>
<td>The Grace Suleau Prize</td>
<td>$50.00</td>
<td>The best performance in 16.541 Accounting for Health Administration 1 in the Bachelor of Health Administration course.</td>
</tr>
<tr>
<td>The Leanne Miller Memorial I Prize</td>
<td>$100.00</td>
<td>The best performance in stages 1 and 2 of the part-time Bachelor of Health Administration course in not fewer than 6 subjects</td>
</tr>
<tr>
<td>The Leanne Miller Memorial II Prize</td>
<td>$100.00</td>
<td>The best performance in years 3 and 4 of the Bachelor of Health Administration course in not fewer than 6 subjects</td>
</tr>
<tr>
<td>The Rupert Fanning Memorial Prize</td>
<td>$50.00</td>
<td>The highest aggregate in 16.031 Management 16.032 Management 2 16.033 Management 3 16.034 Management 3 Honours by a student in the Bachelor of Health Administration course.</td>
</tr>
</tbody>
</table>

Graduate University Prizes

The following table summarizes the graduate prizes awarded by the University.

<table>
<thead>
<tr>
<th>Donor/Name of Prize</th>
<th>Value $</th>
<th>Awarded for</th>
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</thead>
<tbody>
<tr>
<td><strong>School of Education</strong></td>
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<tr>
<td>The Australian Institute of Tertiary Educational Administrators Prize</td>
<td>$250.00</td>
<td>The best performance in 58.501G Educational Administration Theory and Practice by a student in the Master of Educational Administration course.</td>
</tr>
</tbody>
</table>
### Graduate University Prizes

<table>
<thead>
<tr>
<th>Donor/name of Prize</th>
<th>Value $</th>
<th>Awarded for</th>
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</thead>
<tbody>
<tr>
<td><strong>School of Health Services Management</strong></td>
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<tr>
<td>The 2/5 Australian General Hospital Association Prize</td>
<td>$150.00</td>
<td>The best overall performance in the Master of Health Administration or Master of Health Planning courses</td>
</tr>
<tr>
<td><strong>School of Librarianship</strong></td>
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</tr>
<tr>
<td>The Law Foundation of New South Wales Prize in Librarianship</td>
<td>$100.00</td>
<td>The best performance in 55.514 Law: Literature, Information Needs and Services</td>
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<tr>
<td>Time</td>
<td>Monday</td>
<td>Tuesday</td>
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<td>Session 1</td>
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<td>8-9</td>
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</table>
## Student's Timetable

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<tbody>
<tr>
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<td>Session 1</td>
<td>Session 2</td>
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The University of New South Wales Kensington Campus

Theatres

Biomedical Theatres E27
Central Lecture Block E19
Classroom Block (Western Grounds) H3
Rex Vowels Theatre F17
Keith Burrows Theatre J14
Main Building (Physics) Theatrette K14
Mathews Theatres D23
Parade Theatre E3
Science Theatre F13
Sir John Clancy Auditorium C24

Buildings

Affiliated Residential Colleges
New (Anglican) L5
Shalom (Jewish) N9
Warrane M7
Applied Science F10
Architecture H14
Arts (Morven Brown) C20
Banks F22
Barker Street Gatehouse N11
Basser College C18
Biological Sciences D26
Central Store B13
Chancellery C22
Chemistry
Dalton F12
Robert Haffron E12
Civil Engineering H20
Commerce and Economics (John Goodsell) F20
Dalton (Chemistry) F12
Electrical Engineering G17
Geography and Surveying K17
Goldstein College D16
Golf House A27
Gymnasium B5
House at Pooh Corner N8
International House C6
Io Myers Studio D9
John Goodsell (Commerce and Economics) F20
Kanga's House D14
Kensington Colleges C17 (Office)
Basser C18
Goldstein D16
Philip Baxter D14

General

Academic Staff Office C22
Accounting F20
Admissions C22
Adviser for Prospective Students F15
Anatomy C27
Applied Economic Research G14
Applied Geology F10
Applied Science (Faculty Office) F10
Architecture (including Faculty Office) H14
Arts (Faculty Office) C20
Audio Visual Unit F20
Australian Graduate School of Management G27
Banking and Finance F20
Biochemistry D26
Biological and Behavioural Sciences (Faculty Office) D26
Biomedical Engineering A28
Biomedical Library F23
Biotechnology D26

Bookshop G17
Building H14
Careers and Employment F15
Cashier's Office C22
Chaplains E15
Chemical Engineering and Industrial Chemistry F10
Chemistry E12
Child Care Centres N8, O14
Civil Engineering H20
Commerce and Economics (Faculty Office) F20
Community Medicine D26
Computing Services Department F21, D26
Continuing Education Support Unit F23
Counselling and Careers Service F15
Economics F20
Education G2
Education Testing Centre E15
Electrical Engineering and Computer Science G17
Energy Research, Development and Information Centre F10
Engineering (Faculty Office) K17
English C20
Ethics Committees Secretariat B8
Examinations C22
Fees Office C22
Food Science and Technology F10
French C20
General Staff Office C22
Geography K17
German Studies C20
Graduate Office and Alumni Centre E4
Graduate School of the Built Environment H14
Groundwater Management and Hydrogeology F10
Health Administration C22
History C20
Industrial Arts H14
Industrial Relations and Organizational Behaviour F20
Information Systems F20
Kanga's House D14
Kindergarten (House at Pooh Corner) N8
Landscape Architecture K15
Law (Faculty Office) F21
Law Library F21
Legal Studies and Taxation F20
Liberal and General Studies C20
Librarianship F23
Library E21
Lost Property C22
Marine Science D26
Marketing F20
Materials Science and Engineering E8
Mathematics F23
Mechanical and Industrial Engineering J17
Medical Education C27
Medicine (Faculty Office) B27
Microbiology D26
Mineral Processing and Extractive Metallurgy E8
Mining Engineering K15
Music B11
National Institute of Dramatic Art D2
Off-campus Housing C22
Optometry J12
Pathology C27
Patrol and Cleaning Services C22
Petroleum Engineering D12
Physics C20
Physiology and Pharmacology C27
Political Science C20
Printing Unit C22
Psychology F23
Public Affairs Unit C22
Publications Section C22
Remote Sensing K17
Russian Studies C20
Safety Science J17
Science and Mathematics Course Office D26
Science and Technology Studies C20
Social Work G2
Sociology C20
Spanish and Latin American Studies C20
Sport and Recreation Centre B8
Student Health E15
Student Records C22
Students' Union E4 and C21
Surveying K17
Tertiary Education Research Centre E15
Textile Technology G14
Theatre Studies B10
Town Planning K15
Union Shop (Upper Campus) D19
University Archives E21
University Press A28
University Union (Blockhouse) G6
Waste Management H20
WHO Regional Training Centre C27
Wool and Animal Science B8
This Handbook has been specifically designed as a source of reference for you and will prove useful for consultation throughout the year.

For fuller details about the University – its organization, staff membership, description of disciplines, scholarships, prizes, and so on, you should consult the Calendar.

The Calendar and Handbooks also contain a summary list of higher degrees as well as the conditions for their award applicable to each volume.

For detailed information about courses, subjects and requirements of a particular faculty you should consult the relevant Faculty Handbook.

Separate Handbooks are published for the Faculties of Applied Science, Architecture, Arts, Commerce and Economics, Engineering, Law, Medicine, Professional Studies, Science (including Biological and Behavioural Sciences and the Board of Studies in Science and Mathematics), and the Australian Graduate School of Management (AGSM).

The Calendar and Handbooks, which vary in cost, are available from the Cashier’s Office.