

Melbourne (Bundoora)
Melbourne (City)
Bendigo
Albury-Wodonga
Mildura
Shepparton
Beechworth

Undergraduate
Course Handbook

2008

Campuses of La Trobe University

Metropolitan Campuses

The main campus of the University is located at Melbourne (Bundoora).

Melbourne (Bundoora)

Location: Plenty Road, Bundoora
Postal address: La Trobe University, Victoria 3086
Tel: (03) 9479 1111
Web: www.latrobe.edu.au/bundoora

Melbourne (City)

Location: 215 Franklin Street, Melbourne, Vic 3000
Tel: (03) 9285 5100
Web: www.latrobe.edu.au/city

Regional Campuses

Albury-Wodonga

Location: University Drive, Wodonga
Postal address: La Trobe University, Albury-Wodonga Campus
PO Box 821, Wodonga, Vic 3689
Tel: (02) 6024 9700
Web: www.latrobe.edu.au/aw

Beechworth

Location: Albert Road, Beechworth
Postal address: La Trobe University, Beechworth Campus
PO Box 474, Beechworth, Vic 3747
Tel: (03) 5720 8000
Web: www.latrobe.edu.au/beeceworth

Bendigo

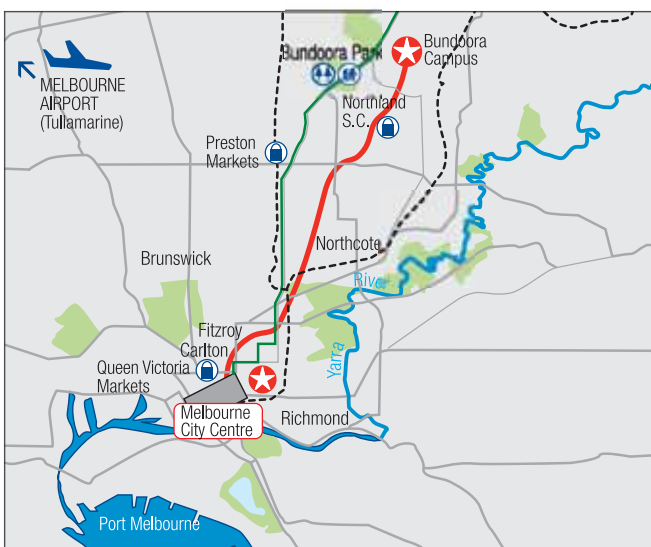
Location: Edwards Road, Flora Hill, Bendigo
Postal address: La Trobe University, Bendigo Campus
PO Box 199, Bendigo, Vic 3552
Tel: (03) 5444 7222
Web: www.latrobe.edu.au/bendigo

Mildura

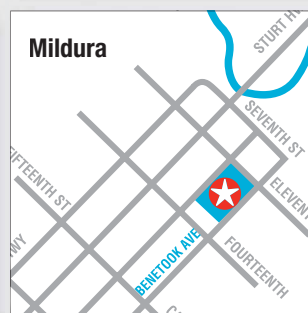
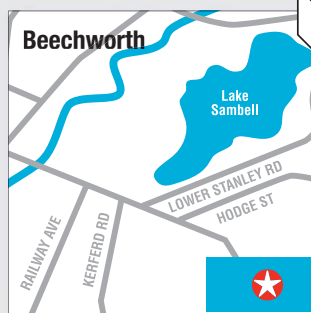
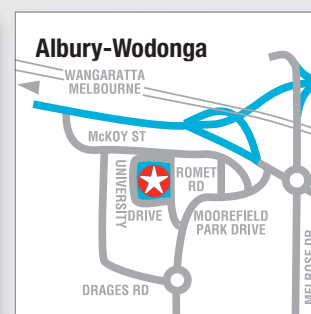
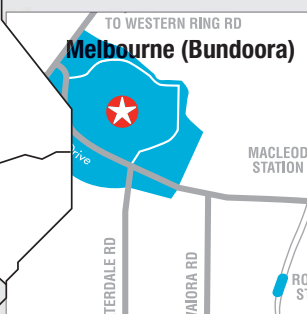
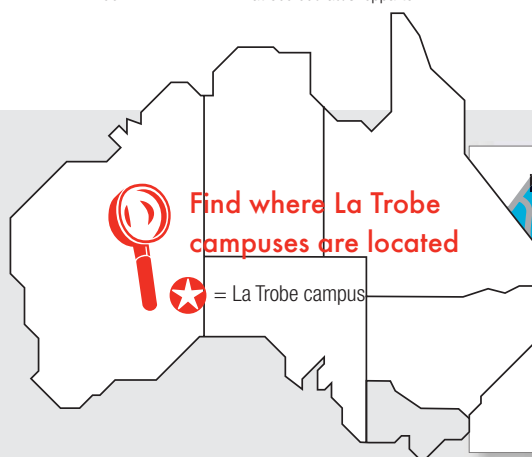
Location: Benetook Avenue, Mildura
Postal address: La Trobe University, Mildura Campus
PO Box 4095, Mildura, Vic 3502
Tel: (03) 5051 4000
Web: www.latrobe.edu.au/mildura

Shepparton

Location: 127 Welsford Street, Shepparton
Postal address: La Trobe University, Shepparton Campus
PO Box 6044, Shepparton, Vic 3632
Tel: (03) 5821 8450
Web: www.latrobe.edu.au/shepparton



Key: ★ La Trobe Campus ● Capital Cities ● Regional Cities
— Bus Line - - - Train Line — Tram Line — Main Roads





Undergraduate

Course Handbook 2008

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Important Notices

IMPORTANT NOTICE TO ALL STUDENTS

The Important Notices section of this *Handbook* contains vital information. You should make yourself familiar with this, as the University will assume you have read this material. While every effort is made to provide full and accurate information in this *Handbook* at the time of publication, it may contain inadvertent errors. The University does not give any warranties in relation to the accuracy and completeness of the contents. No responsibility will be taken for any loss incurred as a result of reliance on information in the *Handbook*.

The availability of units and courses listed in this *Handbook* is conditional on the availability of staff and other resources. While every effort is made to provide the units and courses offered, no absolute guarantee of the structure or manner of teaching or availability is implied in the listing of a unit or course for this or any subsequent year. The University reserves the right not to offer any unit for which the number of enrolments or the resources available are insufficient and it reserves the right to restrict the number of enrolments in any unit.

This *Handbook* is also available on the Web at www.latrobe.edu.au/handbook/

You should note that the *Handbook* on the web is updated periodically, and thus it may provide more recent information than this *Handbook*.

You should check with the relevant faculty, school, or department before relying on any information in the *Handbook*.

Some of the material presented in your course may prove to be confronting and contrary to your personal beliefs. One of the objectives of a university education is to present material that allows students to reach an informed decision concerning the merit of material in a social, political, and cultural context. Such material may not necessarily present the views and values of teaching staff of the University. Accordingly, students who do not wish to be exposed to material that may include explicit sexual, political, religious, and racial references need to consider these factors before enrolling.

New Student Information System

The University will implement a new Student Information System during 2008. Students can expect to see significant changes to Student On line when the new system becomes operational. There will be a number of changes to the terminology used by the University in relation to managing and maintaining enrolments. These changes will come into effect during 2008, as the new system is being unveiled. Students will be able to manage and maintain their enrolments, re-enrol for the coming year, pay fees and view their results. The way in which these tasks are carried out will differ. The University has developed an implementation plan that will inform and train students to use the new system. More information will be provided throughout the implementation phases. A website has been created to provide a reference point for students as information becomes available. You may access the website at www.latrobe.edu.au/acadserv/current/studentonline

USING THE HANDBOOK AT ENROLMENT

The *Course Handbook* is designed as an aid to students contemplating enrolment or re-enrolment in undergraduate and postgraduate courses. Understanding what information is provided and how it is ordered will assist you to make the best use of it. The *Handbook* contains information on the courses of the five faculties of the University (Education, Health Sciences, Humanities and Social Sciences, Law and Management, Science, Technology and Engineering). Separate chapters are devoted to the regional campuses (Albury-Wodonga, Beechworth, Bendigo, Mildura, and Shepparton).

In each section of faculty or campus information, admission requirements, course structures, possible programs of study and unit lists are provided. In addition to descriptions of courses being offered in 2008, important information is contained in the introduction to each Faculty or campus chapter. Students are advised to read all of the information associated with their course of study prior to enrolment. The University presumes they will have done so.

The following is a suggested procedure for using the *Handbook* to plan your enrolment:

1. Decide on the course you wish to study and the campus at which you wish to study.
2. Check that you satisfy the admission requirements.
3. Note the requirements for qualifying for the award (generally listed as the degree requirements).
4. Read the course structure and options for programs of study.
5. Determine your preferred major, minor or specialist studies.
6. Choose your units according to the above criteria and any other relevant considerations.
7. Refer to the Unit Database online www.latrobe.edu.au/udb_public for full unit descriptions, noting prerequisites, co-requisites, class requirements, etc. Note that unit descriptions listed in the hard copy *Handbook* are correct at the time of publication, but the most up-to-date information on units can be found on the Unit Database.
8. Note particularly the methods of assessment, which apply to your chosen units, and be certain that you are comfortable with them.
9. Note any quotas, which apply to your chosen units.
10. Select one or more back-up units in case of quota exclusions or timetable problems.
11. Use the class timetable – available in student centres, Faculty offices and on the web – to check that you will be able to combine the desired units with each other and with your personal commitments.
12. Read the Important Notices and General Information sections of this *Handbook* for further important information.

UNITS

Availability of units and courses

The availability of units and courses listed in this *Handbook* is conditional on the availability of staff and other resources.

While every effort is made to provide full and accurate information, no absolute guarantee of the structure or manner of teaching or availability is implied in the listing of a unit or course for this or any subsequent year.

The University reserves the right not to offer any unit for which the number of enrolments or the resources available are insufficient and it reserves the right to restrict the number of enrolments in any unit.

Accessing information on units

Students should note that units published in this *Handbook* are subject to change and should refer to the Unit Database online for more up-to-date information www.latrobe.edu.au/udb_public

Unit descriptions

The unit descriptions in this *Handbook* indicate unit code, unit name, credit points, teaching period, campus/location, unit coordinator, class requirements, assessment, prerequisites, and reading.

Indexes of units by unit name, and by unit code are located at the back of the *Handbook*.

For the most part, unit descriptions appear at the end of sections or chapters. In the case of Albury-Wodonga; Bendigo, Mildura and Shepparton chapters, descriptions are listed for those units taught only on that campus. For units taught on that campus as well as elsewhere, students should refer to the index at the back of the *Handbook* to locate the unit in the relevant faculty section, or access the Unit Database online www.latrobe.edu.au/udb_public

Units are listed in alphabetical order either by unit name or by unit code.

Each entry includes the following:

- the unit name and unit code
- the credit-point value of the unit (expressed as CPs)
- the teaching period in which the unit is offered (e.g., TE-SEM-1) (see Teaching Period table below)
- the teaching location at which the unit is offered (see campus abbreviations below)
- and, in most cases, the name of the course coordinator(s).

Unit codes

Unit codes are written (usually) as three letters followed by one digit followed by three letters, e.g., NSG3PIN. The first three characters usually indicate the discipline (in this case, Nursing). The fourth character indicates the year level of the unit (in this case, third year). The last three characters of a unit code usually denote an abbreviation of the unit name (in this example, Philosophies in Nursing).

TEACHING PERIODS

The University 2008 academic year can be accessed at www.latrobe.edu.au/acadserv/current/acadcalendar

A 2008 calendar is provided inside the back cover of this *Handbook*.

2008 – Standard teaching periods

Summer Semester	2 January–17 February 2008 (may vary from Faculty to Faculty)
Semester 1	25 February–30 May 2008
Semester 2	21 July–24 October 2008
All year Semester	25 February–24 October 2008
Term 1	7 January–16 March 2008
Term 2	31 March–8 June 2008
Term 3	23 June–31 August 2008
Term 4	15 September–23 November 2008

Abbreviations

Abbreviations for teaching periods are listed below. The first three listed here are the most common.

Standard

TE-ALLYR	All year
TE-SEM-1	Semester 1
TE-SEM-2	Semester 2
TE-SEM-S	Summer semester
TE-TERM-1	Term 1
TE-TERM-2	Term 2
TE-TERM-3	Term 3
TE-TERM-4	Term 4

Cross institutional

TX-ALL-YR	Cross-institutional, out all year
TX-SEM-1	Cross-institutional, out semester 1
TX-SEM-2	Cross-institutional, out semester 2
TX-SPRING	Cross-institutional, out spring period
TX-SUMMER	Cross-institutional, out summer period
TX-AUTUMN	Cross-institutional, out autumn period
TX-WINTER	Cross-institutional, out winter period

Research

TR-RES-1	Research 1 Jan – 30 June
TR-RES-2	Research 1 July – 31 December

APESMA

TA-APSEM1	APESMA Semester 1
TA-APSEM2	APESMA Semester 2
TA-APESMS	APESMA Summer semester

2008 – Non-standard teaching periods

The University also delivers a number of non-standard teaching periods through third-party providers or to meet special course requirements. The University publishes a comprehensive list of all teaching periods and associated unit census dates on the University's website www.latrobe.edu.au/acadserv/current/fees

Abbreviations

Non-standard teaching periods appear in the form Wxx-yy, for example W12-22. These indicate the whole weeks of the teaching period, from the first Monday to the last Sunday. For example, W12-22 has a teaching period that begins on the twelfth whole week in 2008 (Monday 17 March) and finishes on the twenty-second whole week in 2008 (Sunday 1 June).

TEACHING LOCATIONS – ABBREVIATIONS OF CAMPUS NAMES

Code	Location
AP	APESMA Association of Professional Engineers, Scientists and Managers, Australia
AS	Alice Springs
AW	Albury-Wodonga
BE	Bendigo

BH	Bhutan
BR	Brisbane ACN
BU	Melbourne (Bundoora)
BW	Beechworth
CC	Complementary campus
CH	China
CI	Melbourne (City)
DE	Distance education
FR	France – Montpellier
HK	Hong Kong
IN	India
JA	Japan
KM	Kolej Komuniti Mertajam
KU	Kunming Medical College
MA	University of Makassar-Indonesia
MI	Mildura
ML	Malaysia
MO	Mongolia
NI	Nilai College
NZ	New Zealand
O2	Other site 2
OL	Online
OS	Other site
PE	Perth ACN
SH	Shepparton
SI	Singapore
SY	Sydney ACN
TH	Thailand
VI	Vietnam

BOOKLISTS

- *Preliminary reading* – texts to be read by students before attending the first lecture
- *Prescribed reading* – basic textbooks essential to the course
- *Recommended reading* – a list of texts that may be useful.

It is suggested that students check with their course coordinator before purchasing any of the texts listed in the *Handbook*.

MODES OF DELIVERY

While much of the teaching and learning at La Trobe University is designed around traditional lectures, tutorials, seminars, and practical classes, which take place in a classroom, modern technology supports these modes of delivery as appropriate. In addition, many of the courses and units offered at La Trobe University are specifically designed around state-of-the-art methods of flexible teaching and learning. This means that topics and components of some units could be studied via one, or a combination of, the following modes:

- computer-based learning
- online (WebCT) learning
- electronic mail and electronic mailing lists
- CD-ROM materials and tasks
- video-conferencing and video-lecturing
- teleconferencing
- self-paced print materials and study guides
- pre-taped video cassettes
- student-led discussion.

These flexible learning environments, responsive teaching, and learning practices are particularly used to increase cross-campus course offerings and enhance student-learning outcomes. Flexible learning practices can be used to offer students more choice about when, where and how to learn. Your course or unit coordinator can give you more information about the modes of delivery of the units in which you plan to enrol.

ACADEMIC STANDARDS AND CONDUCT

On enrolment, all students are required to sign a declaration acknowledging that they are subject to the statutes and regulations of the University. The primary purpose of the statutes and regulations is to establish and to uphold the academic standards of the University in an environment where staff and students can best pursue their academic goals.

Misconduct in relation to examinations or written or practical work for assessment, or in the more general sense as a member of the University, is viewed seriously.

Penalties such as fail grades for work submitted, failure in a unit as a whole, fines, and exclusion from the University may be imposed for breaches of discipline.

THE UNIVERSITY

History of La Trobe University

La Trobe University is named after Charles Joseph La Trobe, the first Superintendent of the Port Phillip District from 1839 to 1850 and first Lieutenant-Governor of the new colony of Victoria from 1851 to 1854. He supervised the establishment of self-government, the public library, the art gallery, a university, and the development of the gold fields.

La Trobe University, established and incorporated through an Act of the Victorian Parliament in December 1964, was officially opened by the Premier of Victoria in March 1967 and began teaching during the first term of that year. It was the third university established in Victoria and has since grown to accommodate some 27,000 students across its several campuses in Victoria.

The Act requires that the University serves the community and in particular, the citizens of Victoria, by the provision of facilities necessary for the advancement of knowledge through teaching and research, the conferring of degrees and awarding of diplomas and the fostering of the general welfare and development of all enrolled students.

La Trobe University's armorial bearings combine significant symbols that encapsulate its history, goals and pride in its Victorian genesis. Australia is represented by the Australian Wedge-tailed Eagle, one of the world's largest eagles. Victoria is represented by the sprigs of heath, Victoria's floral emblem. The open book refers to the University's commitment to learning. The scallop shells are part of the La Trobe family bearings and have been included to acknowledge the La Trobe name.

The University motto '*Qui cherche trouve*' (Whoever seeks shall find) is a modern version of the La Trobe family motto.

Land for the Melbourne (Bundoora) Campus was made available by the Government of Victoria on the recommendation of the Third University Committee, established in 1964.

This campus, comprising more than 330 hectares, is located only 16 kilometres from the city of Melbourne and is served well by public transport. It is an attractive campus, featuring garden settings, a vast range of native flora and fauna, particularly birds, and a wildlife reserve.

This metropolitan campus also houses the main research and teaching faculties of the University, including the Research and Development Park, a world-renowned library, multi-media facilities and a hospital including student medical services.

The Melbourne (City) Campus is located on the fringe of Melbourne's Central Business District, in Franklin Street. The central location provides easy access to a wide range of restaurants, cafes and commercial services, and is well serviced by the public transport system. This campus has a wide range of facilities and services including quality conference and teaching facilities.

The regional campuses of the University are located at Albury-Wodonga, Beechworth, Bendigo, Mildura and Shepparton.

The Bendigo Campus, 150 kilometres north-west of Melbourne, caters for over 4000 students, and is set on 33 hectares of natural bushland only three kilometres from the heart of Bendigo. The history of La Trobe University at Bendigo dates back to 1873 when the Bendigo School of Mines and Industries was established. As the technical education it provided broadened, it became the Bendigo Institute of Technology. In 1976 this Institute merged with the State College of Victoria, Bendigo (formerly the Bendigo Teachers' College) to form the Bendigo College of Advanced Education. This College affiliated with La Trobe University in 1991 as La Trobe University College of Northern Victoria, which integrated as a faculty of the University from 1994. At the commencement of 2005 a new Faculty of Education was created and centred at Bendigo. This faculty offers courses at several campuses of the University including Melbourne (Bundoora). A broad range of other courses is offered at the Bendigo Campus through the other metropolitan-based faculties of the University.

There are approximately 1200 students at Albury-Wodonga, originally the campus of the Wodonga Institute of Tertiary Education which amalgamated with La Trobe in 1991. The campus offers a range of courses through the five University faculties.

Late in 1993, the University established a presence in Shepparton following a State Government review of higher education in the Goulburn Valley region. The Shepparton Campus provides three-year courses and one year Graduate Diploma courses with a focus on business and the professions.

At Mildura a new University building has been developed adjacent to the Sunraysia Institute of TAFE on land designated for educational purposes. A close relationship exists with the TAFE. Students have the opportunity to complete three-year courses in arts, business, visual arts and nursing, as well as the first year of a number of courses, which can be completed at other campuses.

The primary focus of the Beechworth Campus is as a professional and personal development centre facilitating conferences and conventions, post-initial education and short course programs, and residential retreats and activities. La Trobe at Beechworth is the largest professional development and conference centre in regional Victoria.

The University and its vision

As one of Australia's leading universities, La Trobe University will continue to enhance its profile nationally and internationally and will achieve wide recognition for delivering socially responsible, inclusive, relevant and radical learning, teaching and research.

La Trobe University will build upon its existing strengths in learning, teaching and research to achieve renown for its academic excellence. We will continue to benchmark and measure our performance in these key areas and will aim to substantiate this recognition through improved international and national rankings.

In learning and teaching, we will produce graduates with the personal qualities and theoretical and practical insights and foresight to transform society. We will continue to enhance the quality and breadth of our degree programs and will work to improve the quality of the student experience at La Trobe. In order to achieve this, we will maintain our diverse student population and our safe, supportive campus communities. We will also actively seek student feedback to enhance our quality teaching and services. At La Trobe, students will be challenged and supported along the path to their desired career outcomes.

In research, La Trobe will promote a research strategy, which encourages innovation, specialisation and collaboration. Our researchers will be strongly committed to solving some of the leading issues of our time and will take an active role in the public arena through commentary, publications and information exchange. We will also continue to emphasise research-led teaching and, through provision of the highest quality academic supervision, will aim to establish the University as a leader in research training.

La Trobe will maintain and enhance its links with business, government, industry and local communities. We will continue to engage with all stakeholders to ensure the relevance of our learning, teaching and research, and in order to deliver to our students outstanding graduate outcomes.

As a multi-campus university and one of the strongest providers of regional campus education in Australia, La Trobe has a strong, focused regional presence and a reputation for community engagement. Through our network of campuses in Bendigo, Albury-Wodonga, Shepparton, Mildura and Beechworth, we will continue to provide outstanding educational opportunities for students in regional and rural areas and contribute significantly to the development of regional Victoria.

The University will remain strongly committed to internationalisation and to producing graduates who will contribute to a global community. Staff and students will benefit from the University's global education network and links in research, teaching, and student and staff mobility. Collaborative opportunities in learning, teaching and research will be pursued in the international arena.

Policies and legislation

Act, statutes and regulations

The *La Trobe University Act 1964* gives the governing body of the University (the Council of the University) the authority to make statutes and regulations for the management and regulation of the affairs of the University.

Much of this subsidiary legislation directly affects students – their conduct on campus, examinations, payment of fees, and so on. Copies of all legislation are available in each library, student centre, faculty office and many school offices, or go to www.latrobe.edu.au/students/ and follow the link: University Regulations.

Universities Australia guidelines

The University endorses the guidelines published by the Australian Vice Chancellors' Committee (Universities Australia), *Universities and their Students: Principles for the Provision of Education by Australian Universities*. See www.universitiesaustralia.edu.au/ – Publications – University guidelines.

ORGANISATION OF THE UNIVERSITY

Management structure

The operations of the University are managed within the Organisational, Academic and Committee Structure of the University.

Senior management

The Vice Chancellor and President is the senior academic appointment of the University. He is assisted by a number of Pro Vice Chancellors and the Vice Principal (Resources and Administration) who is the senior administrative appointment of the University.

Administrative divisions

The administrative divisions of the University provide advice to senior management plus a range of services and resources to members of the University to support them in the fulfilment of the University mission. A number of these divisions reports to the Vice Principal (Resources and Administration).

Faculties, schools, departments

There are five multi-campus faculties at La Trobe University:

- Faculty of Education
- Faculty of Health Sciences
- Faculty of Humanities and Social Sciences
- Faculty of Law and Management
- Faculty of Science, Technology and Engineering.

The faculties are each managed by a Dean assisted by a Deputy Dean, Associate Deans and Faculty Registrar. Within the faculties are a range of schools managed by the Heads of School. Some schools are further divided into departments or programs.

Regional campuses

The Pro Vice Chancellors and/or Campus Directors are responsible for the day-to-day administration of the regional campuses, providing support to the faculties in the pursuit of the academic mission of the University.

University committees

The University Council is the governing body of the University, presided over by the Chancellor and with membership defined by the *La Trobe University Act* of 1964.

The most important committees of Council are:

- Council Executive Committee, which acts on urgent matters on behalf of Council between meetings of Council
- the Academic Board, which advises Council on all academic issues
- the Corporate Governance and Audit Committee, which monitors compliance by staff of the University with policies established by Council
- the Finance and Resources Committee, which advises Council on all financial and business issues and on all issues relating to the University's buildings and grounds; and
- the Equity, Access and Personal Welfare Committee, which advises Council on equal opportunity and welfare matters.

Each has a range of subsidiary committees that advise on or manage the University's many activities. Additionally a number of specific-purpose committees reports to Council.

Campuses

Albury-Wodonga

Location: University Drive, Wodonga
Postal address: La Trobe University, Albury-Wodonga Campus,
PO Box 821, Wodonga, Vic 3689
Tel: (02) 6024 9700
Web: www.latrobe.edu.au/aw/

Beechworth

Location: Albert Road, Beechworth
Postal address: La Trobe University, Beechworth Campus,
PO Box 474, Beechworth, Vic 3747
Tel: (03) 5720 8000
Web: www.latrobe.edu.au/beechworth/

Bendigo

Location: Edwards Road, Flora Hill, Bendigo
Postal address: La Trobe University, Bendigo Campus,
PO Box 199, Bendigo, Vic 3552
Tel: (03) 5444 7222
Web: www.latrobe.edu.au/bendigo/

Melbourne (Bundoora)

The main campus of the University is located at Melbourne (Bundoora).

Location: Plenty Road, Bundoora
Postal address: La Trobe University, Victoria 3086
Tel: (03) 9479 1111
Web: www.latrobe.edu.au/bundoora/

Melbourne (City)

Location: 215 Franklin Street, Melbourne, Vic 3000
Tel: (03) 9285 5100
Web: www.latrobe.edu.au/city/

Mildura

Location: Benetook Avenue, Mildura
Postal address: La Trobe University, Mildura Campus,
PO Box 4095, Mildura, Vic 3502
Tel: (03) 5051 4000
Web: www.latrobe.edu.au/mildura/

Shepparton

Location: Welsford Street, Shepparton
Postal address: La Trobe University, Shepparton Campus,
PO Box 6044, Shepparton, Vic 3632
Tel: (03) 5821 8450
Web: www.latrobe.edu.au/shepparton/

COMPLAINTS OR GRIEVANCES

University policy

The University encourages and welcomes feedback on aspects of the University's operation. It recognises the rights of students to express dissatisfaction or make complaints about processes or services provided by the University. The University is committed to continuous improvement and ensures complaints and expressions of concern are analysed to improve academic and administrative services.

While the University is committed to providing students with an education of the highest possible standard, from time to time a student may have a complaint about a decision or action in relation to an academic matter or an administrative decision or action. The University operates several informal and formal processes for dealing with these complaints. These are explained in the 'Student Complaint and Grievance Handling Policy and Procedures' published on the Internet at <http://www.latrobe.edu.au/policies/assets/downloads/grievance.pdf>

In general, wherever possible, the first point of contact should be the supervisor or person responsible for the area that took the action that has provoked the complaint.

University Ombudsman

If a complaint or grievance regarding an academic matter or an administrative decision or action is not resolved through the relevant faculty, school or administrative department, advice may be sought from:

The University Ombudsman
Mr Cliff Picton
Located within the offices of Equity and Access
Room 136, Level 1, Peribolos East
Melbourne (Bundoora) Campus
Tel: (03) 9479 1897
Fax: (03) 9479 3897
Email: c.picton@latrobe.edu.au

Victorian Ombudsman

If the complaint or grievance is not resolved through the University Ombudsman, you may lodge a complaint with the Victorian Ombudsman: www.ombudsman.vic.gov.au. The Victorian Ombudsman is, generally, the office of last resort. If you have not followed the steps laid down in the relevant University procedures, the Victorian Ombudsman may ask you to do so before accepting your complaint. Contact:

Ombudsman Victoria
Level 3, South Tower
459 Collins Street
Melbourne, 3000
Tel: (03) 9613 6222

Whistleblowers' Protection Act

The Whistleblowers' Protection Act is designed to encourage the disclosure of improper conduct by public officers and public bodies including universities. It provides for the investigation of disclosures of improper conduct and for the protection of individuals who make disclosures. For further information go to www.latrobe.edu.au/policies

Freedom of Information

The *Victorian Freedom of Information (FOI) Act* extends as far as possible the right of the community to access information in the possession of La Trobe University by:

- making available to the public information about the operations of the University and
- creating a general right of access to information.

The types of information you can request from La Trobe University are:

- documents created by the University
- documents supplied to the University by an external organisation or individual
- documents relating to your own personal affairs, regardless of the age of the documents and
- documents of a non-personal nature which are not older than 5 July 1978.

However, exemptions may apply to documents where the information is not required to be released, whether it is the whole document or part of the document.

The University makes special provision for students to inspect their own files and examination papers. These may be examined under supervision and a request need not be made under the provisions of the FOI Act. In the case of student files, the appropriate Student Centre should be contacted, while each faculty office can assist with access to examination scripts. Students should note that examination scripts are only available for twelve months from the date of the assessment. Applications for access to evaluation reports of student placements will be considered on a case-by-case basis.

See www.latrobe.edu.au/records/foi.htm for more information regarding FOI requests.

LEARNING AND TEACHING AT LA TROBE UNIVERSITY

The learning and teaching environment at La Trobe University is shaped by guiding principles that reflect the history and ethos of the University. Specifically, the University values:

- a supportive learning environment and community for students

- teaching that reflects a spirit of inquiry and is informed by research
- a diversity of approaches and styles in learning and teaching
- the commitment of staff to students, teaching, research and ongoing development.

These values are central to the vision, which is the focus of University development over the 2005–2008 period.

La Trobe's Learning and Teaching Vision Statement and Operational Plan (which can be seen at www.latrobe.edu.au/teaching/), are guided by the Pro-Vice Chancellor Academic with the Academic Committee.

Accreditation and review of courses

Undergraduate and postgraduate courses are developed and maintained through a rigorous approval, accreditation and review process. This can involve both internal and external scrutiny, and consultation with appropriate professional registration authorities to ensure the continuing quality and relevance of the programs and awards.

EQUITY AND ACCESS POLICIES

Equal opportunity

In keeping with the spirit and provisions of Commonwealth and State equal opportunity legislation and University policy, La Trobe University is committed to a policy of equal opportunity in education and employment. As an employer and an educator, the University is opposed to, and accepts that it has a responsibility to eliminate from its structures any source of direct or indirect discriminatory practice or behaviour, and is committed to providing an environment which is free from sexual harassment, harassment and discrimination.

For further information and advice, contact the Equity and Access Unit at the Melbourne (Bundoora) Campus, Tel: (03) 9479 2900, email: equity@latrobe.edu.au or contact the Equity Officers at other campuses.

Sexual harassment and discrimination legislation

Under the *Victorian Equal Opportunity Act 1995*, it is unlawful to discriminate against another on the basis of age, impairment, industrial activity, lawful sexual activity, sexual orientation, marital status, breastfeeding, parental/carer status, physical features, political belief or activity, pregnancy, race, religious belief or activity, sex, gender identity and personal association with a person who is identified with any of these attributes.

Under this legislation sexual harassment is also unlawful. Sexual harassment includes a wide range of unacceptable behaviours of a sexual nature that takes place in circumstances in which a reasonable person, having regard to all the circumstances, would have anticipated that the other person would be offended, humiliated or intimidated. Unacceptable behaviours could include:

- personally offensive verbal comments
- whistling or leering
- sexual, crude, or smutty jokes
- repeated comments or teasing about a person's alleged sexual activities or private life
- persistent, unwelcome social invitations or telephone calls
- unsolicited letters, notes, graffiti, electronic messages
- obscene telephone calls
- offensive hand or body gestures
- physical contact such as patting, pinching, touching, or putting an arm around another person's body
- provocative visual material or posters with a sexual connotation, particularly pornography.

Offenders may be liable to disciplinary action or be the subject of a complaint under the legislation. The University has people, policy and procedures in place to deal with sexual harassment and discrimination. Advisers and conciliators throughout the University are trained to deal with these issues on a confidential basis. Brochures providing information are available from the Equity and Access Units, residential colleges and student unions throughout the University. Information relating to the policy on sexual harassment, harassment

and discrimination can be found on the Equity and Access Unit's website: www.latrobe.edu.au/equity

For further information and advice, contact the Equity and Access Unit at the Melbourne (Bundoora) Campus, Tel: (03) 9479 2900, email: equity@latrobe.edu.au or the equity officers at regional campuses.

Racial and religious tolerance

Under the *Racial and Religious Tolerance Act 2001*, it is unlawful to vilify a person or group on the basis of their race or religion. The Act includes behaviour that incites hatred against, serious contempt for, or revulsion or severe ridicule of a person or class of persons due to that person or group's race or religion. Unlawful conduct may include the wearing of symbols or uniforms, graffiti, telephone calls, speeches, statements, or Internet and email messages. Offenders may be liable to disciplinary action or be the subject of a complaint under the legislation.

For further information and advice, contact the Equity and Access Unit at the Melbourne (Bundoora) Campus, Tel: (03) 9479 2900; email: equity@latrobe.edu.au or contact the Equity Officers at regional campuses.

Children on campus

The University acknowledges that students and staff may also be parents or guardians of children. While it emphasises that the responsibility for each child's safety rests with the adult concerned, it directs staff to deal sympathetically with requests from students to bring a dependent child into teaching situations if normal arrangements change unexpectedly. Children are not permitted to enter scientific laboratories, workshops or commercial kitchens without the express approval of the area manager, and then provided they are under appropriate supervision.

Information relating to the policy on children on campus can be found on the Equity and Access Unit's website: www.latrobe.edu.au/equity or from the Equity and Access Unit on the Melbourne (Bundoora) Campus, Tel: (03) 9479 2900, email: equity@latrobe.edu.au or the Equity Officers at regional campuses.

Disabilities, ongoing medical conditions, deaf or hearing impairment

The University is committed to the enhancement of educational opportunities for people with disabilities or additional needs at all its campuses and strives to provide a study environment that recognises and responds to the needs of students with disabilities or additional needs.

Information relating to the policy on people with disabilities, mental health issues and/or ongoing medical conditions and deaf or hearing impaired can be found on the Equity and Access Unit's website: www.latrobe.edu.au/equity

For further information contact the Disability Liaison Officer, Equity and Access Unit at the Melbourne (Bundoora) Campus, Tel: (03) 9479 2900, email: disability_support@latrobe.edu.au or deaf_support@latrobe.edu.au or contact the Disability Liaison Officers at other campuses.

COPYRIGHT POLICIES

Unless otherwise permitted by the *Copyright Act 1968*, unauthorised copying of a work in which copyright subsists may infringe the copyright in that work. If you reproduce material, in either hardcopy or electronic formats, which is protected by copyright, without the permission of the copyright owner, you may infringe copyright. Reproducing a part of a work may infringe copyright if a part is important; it need not be a large part. Copyright owners are entitled to take legal action against people who infringe their copyright. La Trobe University does not authorise individuals to make infringing reproductions of copyright material. This includes any unauthorised copying or downloading from the Internet of files (such as music, movies or software). It is an individual's responsibility to make sure that any reproductions they make do not infringe copyright.

Photocopiers, scanners, cameras and image capturing devices

Where making a copy of a literary, dramatic, musical or artistic work or an adaptation of a literary, dramatic or musical work is a fair dealing under section 40 of the *Copyright Act 1968*, making that copy is not an infringement of the copyright in the work if it is for the purpose of research or study. Copying of one or more articles on the same subject matter in a periodical publication (e.g. magazines, newspapers and journals) is taken to be 'fair'. In the case of any other work, a reasonable portion of a work may be copied. For a published work in hard copy form, which is not less than ten pages and is not an artistic work (e.g. graphs, maps, pictures), 10 per cent of the total number of pages, or one chapter, is a reasonable portion. The 10 per cent limit applies to the whole or part of a single chapter of the work. More extensive copying may constitute a fair dealing for the purpose of research or study. To determine whether it does, it is necessary to have regard to the criteria set out in section 40 (2) of the *Copyright Act 1968*:

- the purpose and character of the dealing
- the nature of the work or adaptation
- the possibility of obtaining the work within a reasonable time at an ordinary commercial price
- the effect of the use upon the potential market for, or value of, the work
- where only part of the work or adaptation is copied, the amount and substantiality of the part copied in relation to the whole work or adaptation.

Computers and USB devices

If you reproduce print and graphic material in hard copy or electronic form, protected by copyright without the permission of the copyright owner, you may infringe copyright. This includes printing material, saving to a USB device (flash drive), saving to floppy disk, tape or CD-ROM and copying a file from one USB device, floppy disk or CD-ROM to another. Reproducing the whole or part of a work may infringe copyright.

You should check whether there are any special conditions that apply to reproducing the material you are viewing, particularly if the material is on a CD-ROM or an online database.

If you are downloading or reproducing material from the Internet, you should check whether there is a statement about copyright or terms of use on the site where the material is stored.

If you copy material for your research or study, you may not infringe copyright provided your copying is fair. In deciding whether your use is fair, you should take into account the factors under section 40 (2) of the *Copyright Act 1968* (see above). The copying limits are the same for a periodical publication as stated above, whether in electronic or hard copy form. In the case of a published edition in the electronic form, a reasonable portion is 10 per cent of the words or one chapter. If the published edition is in hard copy form, a reasonable portion is 10 per cent of the pages or one chapter. The 10 per cent limit applies to the whole or part of a single chapter of the work.

Audiovisual items

If you copy an audiovisual item such as a sound recording, a film, a television broadcast, webcast, videocast, podcast or sound broadcast for your research or study, you may not infringe copyright, provided your copying is fair. In deciding whether your use is fair, you should take into account the matters under section 103C of the *Copyright Act 1968*:

- the purpose and character of the dealing
- the nature of the audiovisual item
- the possibility of obtaining the audiovisual item within a reasonable time at an ordinary commercial price
- the effect of the dealing upon the potential market for, or value of, the audiovisual item
- in a case where part only of the audiovisual item is copied – the amount and substantiality of the part copied taken in relation to the whole item.

If you are downloading or reproducing material from the Internet (webcast, videocast, podcast), you should check whether there is a statement about copyright or terms of use on the site where the material is stored.

INSURANCE

There is Personal Accident insurance for students but it is limited in regards to the scope of cover and compensation benefits payable.

Please refer to the Student Association responsible for your campus for full details of the Product Disclosure Statement, Policy Schedule, Policy Wording and claim forms.

Claims against this insurance must be lodged within 30 days of the date of your accident causing bodily injury.

It is recommended that students have their own private health insurance and ambulance cover.

International students – for information on medical insurance, please refer to the International Student section of this *Handbook*.

By Victorian Government legislation, students are not covered under the University's Work Cover and are not covered by a host organisation's Work Cover while on outside placement.

Neither the University, the Guild or Student Associations insure any personal property of students. It is recommended that students insure all property for which they are responsible.

OCCUPATIONAL HEALTH AND SAFETY

Emergency evacuation procedures, and emergency telephone numbers

See inside back cover of this *Handbook*.

Occupational Health and Safety offices

Occupational Health and Safety Section

Room W228-230

David Myers Building

Melbourne (Bundoora) Campus

Tel: (03) 9479 1186 Fax: (03) 9479 1487

or

Personnel Office

Bendigo Campus

Tel: (03) 5444 7901 Fax: (03) 5444 7980

The University recognises its obligation to take reasonable precautions to protect the safety of its employees, students and visitors while they are on campus. Safety is the responsibility of all members of the University and requires active participation on the part of all staff and students. The University is concerned that every student enjoys a safe working environment. Each student therefore:

- is responsible for following work practices consistent with the extent of their control over or influence on working conditions and methods
- is obligated, given the experimental nature of work carried out in laboratories and workshops, to adhere rigidly to prescribed safety standards
- has the responsibility to ensure that they do nothing to render ineffective the University's actions in safety matters
- should report any safety issues to their supervisor.

University occupational health and safety policies are available on the La Trobe student website: www.latrobe.edu.au/students/

How to report a safety issue

All accidents, near misses, or any issue to do with safety should be reported, using the LTU Incident Report Form.

www.latrobe.edu.au/hr/forms/incident-report.pdf

Incident report forms are also available from most school offices and the University OHS website. Serious accidents must be reported within 24 hours to the relevant school and the Occupational Health and Safety Section.

Emergency response

On hearing fire bells, alerts, evacuation tones or being informed by building wardens please exit the building via the nearest emergency exit and assemble in the allocated building assembly area. You must not enter or transverse through an alarmed building or area. Building and floor wardens, are identified by red or yellow caps. Information on assembly areas is displayed in all buildings. Please take the time to familiarise yourself to emergency procedures.

Occupational overuse syndrome

Students should be aware of potential dangers to their health from repetitive use of keyboards. The early warning signs of overtaxing muscles are feelings of numbness and/or tenderness in the muscle regions. Occupational Overuse Syndrome may be avoided by some basic common sense measures such as frequently changing postures and general arm and hand stretches. Information on self assessment of your workstation is available www.latrobe.edu.au/hr/ohs/workstation-ergonomics.htm

Environmental improvement

To keep our campuses clean and tidy please place all rubbish in the appropriate containers.

LA TROBE UNIVERSITY LIBRARY

La Trobe University Library is your gateway to information. It has:

- A focus on service: knowledgeable and friendly staff are happy to help with enquiries about finding materials and using the Library.
- Libraries at metropolitan and regional campuses: campus libraries are located in Melbourne at Bundoora and in the regional centres of Albury-Wodonga, Bendigo, Mildura, and Shepparton. Library services are also available at the Melbourne (City) Campus.
- A comprehensive website: the Library's home page, www.lib.latrobe.edu.au/ is an entrée to a vast range of resources shared by the libraries as a whole, and specifically at each of the campus libraries. It provides access to the Library's catalogue and information about the Library, electronic publications, readings for courses, and a wide range of databases on the Internet. Current University staff and students can dial in from a non-University site to access electronic journals and Library databases, and clients anywhere can request help via email by using the 'Ask Us' online service. Off-campus students benefit in particular from having access to the diverse range of library resources and services via the home page.
- Library materials: the major collections are held in the Borchardt Library at the Melbourne (Bundoora) Campus, with around 1.3 million books, a strong government publications collection, a wide range of journals and a substantial audiovisual collection which includes DVDs, sound recordings, musical scores, multimedia, CD-ROMs, slides and anatomical models. The David Mann Library at Albury-Wodonga and the Heyward Library at Bendigo have also been long established and have collections relevant to the courses at those campuses. These libraries have shared study areas, extensive electronic workstations, wireless networks to allow you to connect a laptop to the University network, and training rooms to meet the demands of the modern learning environment. The libraries at Mildura and Shepparton have growing collections of core resources and provide access to loans and services from the three larger libraries.
- The latest in information technology: the Library makes available the latest in educational and information technology, including workstations for accessing the Internet, electronic collections of journals, books and databases, and multimedia workstations. All libraries provide photocopying facilities.
- Access to resources beyond the campus: the Library participates in a reciprocal borrowing scheme with all other Australian universities and many TAFE colleges, enabling La Trobe University students and staff to borrow from participating libraries. Students and staff are able to obtain material from La Trobe University campuses other than the one at which they are located through an inter-campus loan service. For approved borrowers, the Library provides access to the resources of Australian and international libraries through its document delivery services.
- Information skills sessions: a range of programs, from orientation tours to the specialised classes given by the subject librarians, are offered throughout the year, complemented by subject guides available from the website. For those studying offsite or who want to refresh their skills, 'Library Skills Online' on the Library's website provides self-paced tutorials for developing information searching techniques.
- Extended opening hours: all campus libraries are open for extended hours during semester, and details can be obtained from each campus.

Further information:

Website: www.lib.latrobe.edu.au/

or contact the relevant information desk:

Albury-Wodonga: (02) 6024 9746

Bendigo: (03) 5444 7451

Melbourne (Bundoora): (03) 9479 2922

Melbourne (City) – contact Bundoora: (03) 9479 2922

Mildura: (03) 5022 3789

Shepparton: (03) 5833 2644

RESEARCH CENTRES AND INSTITUTES

La Trobe University has a powerful research profile. The University's policy is to set its research and research training standards at the highest international levels.

La Trobe University also recognises that it has a responsibility to direct its research and research training to meet the needs of the Australian community. It is acknowledged as one of the finest research universities in Australia, with many researchers and scholars who are recognised worldwide for their outstanding contributions. The University's significant research institutes and centres include the Institute for Advanced Study, which has been established on the Bundoora Campus and is a focal point for visiting scholars. The Institute houses the internationally renowned Research Centre for Linguistic Typology.

The University's research profile is enhanced by the presence at Bundoora of an extensive Research and Development Park. The Technology Enterprise Centre, which is on the Park, nurtures 'start-up' technology companies.

University-wide centres and institutes

AD Trendall Research Centre for Ancient Mediterranean Studies

Professor AD Trendall believed that Australian and New Zealand scholars had made, and could continue to make, a significant contribution to our understanding of the ancient cultures that bordered the Mediterranean. To assist in this continuing endeavour he bequeathed his large personal library of books, journals and offprints, as well as his extraordinary archive of photographs of south Italian red-figure vases, to La Trobe University in order to provide the basis for a research centre in the broad area of ancient Mediterranean studies.

When the residual estate was handed over to La Trobe University in November 1998, a research centre was established with a director and managerial board under the chairmanship of the Vice Chancellor of the University. The Centre is at present located, according to Trendall's expressed wish, in his former apartment above the south wing of Menzies College.

The Centre is normally open to scholars and students (honours and graduate only) on two days a week (at present Wednesday and Thursday) from 9.30 am to 12.30 pm and 1.30 to 4.30 pm (or at other times by arrangement with the Director, Dr Ian McPhee). Further information is available on the website: www.latrobe.edu.au/trendall/

Information and Communication Technology Centre

The Bendigo Information and Communication Technology (ICT) Centre was established in 2002 through funding granted to La Trobe University Bendigo Campus from the Victorian Government Regional Infrastructure Development Fund (RIDF).

The emphasis at the centre is on:

- showcasing and applying leading-edge technology for regional businesses and the broader community via collaboration with the local IT community
- providing a focal point for development of software and telecommunications applications for local, national and international use
- undertaking research and development into the application of information and communication technologies

The ICT Centre provides a high-level technology environment for targeted high-growth IT businesses which are using technology effectively to make a positive difference to regional Victoria. It is located in a prominent position within the Bendigo CBD and forms part of the Bendigo campuses of La Trobe University. Further information is available on the website: www.latrobe.edu.au/ict/

Information and Knowledge Transfer Division

The Innovation and Knowledge Transfer (IKT) Division was created in order to consolidate the commercialisation and industry liaison services of La Trobe University, providing a meeting place where industry and researchers can work collaboratively. We aim to contribute to State and National economic growth by supporting new technology-based businesses, facilitating translational research, and encouraging the transfer of technical and business expertise to the wider community. The Innovation and Knowledge Transfer Division includes:

- University R&D Parks and Business Incubators
- Commercialisation Services i.e., management and commercialisation of University intellectual property, tenders and research contracts and
- Innovation programs i.e. student business planning competitions, Young Achiever Australia Biotechnology Program and Innovation programs for staff and students.

Institute for Advanced Study, incorporating the Research Centre for Linguistic Typology

The Institute for Advanced Study aims to bring together outstanding scholars – individuals at the cutting edge of research and leaders in their discipline. Fostering research activities that otherwise might not take place is a high priority. Fellowships are open to senior researchers of exceptional distinction and junior post doctoral researchers of high promise in disciplines represented at La Trobe University. Fellowships are by invitation, nomination or application. The Director of the Institute is Professor Gilah Leder, who may be contacted on (03) 9479 3461. Further information is available on the website: www.latrobe.edu.au/ias/ or by emailing ias@latrobe.edu.au

La Trobe Research and Development Park

Location: La Trobe University R&D Park,
2 Research Avenue Bundoora, Vic 3083
Central Victorian Innovation Park, Edwards Road Bendigo, Vic 3552

La Trobe University Research and Development Parks provide a home for a variety of businesses from start up enterprises to multi-national companies and include those involved in AgriBioscience, mining and exploration, information and communication technology, and biotechnology. The parks provide a centre for R&D excellence and industry collaboration and an environment that encourages the development of key technologies in all areas of the University's research areas. Support services are provided to tenants and researchers through seminars and incubation programs that facilitate the interaction between academic units, industry, government and the community.

National Centre for Hellenic Studies and Research

The National Centre for Hellenic Studies and Research seeks:

- to maintain and develop the Greek language and culture and the Hellenic civilisation to the broader Australian society as well as the second and consecutive generations of Australia's Hellenes
- to study and promote the history of Greek expatriation in the Diaspora
- to develop and maintain strong academic links between metropolitan Hellenes and the Hellenes of the Diaspora, particularly those living in Australasia and Latin America
- to promote Hellenic studies and research by encouraging interchange of staff and students with those in Greece and Cyprus, promoting projects, seminars and conferences highlighting significant Hellenic themes, fostering local and international Greek literature, assisting in the maintenance of and loyalty to the Greek language, and enhancing productive interaction between the University and the community.

The Director is Professor Anastasios Tamis. Further information is available on: www.latrobe.edu.au/www/nhc/

Research Centre for Linguistic Typology

The Research Centre for Linguistic Typology (RCLT) is part of the new Institute for Advanced Study within La Trobe University, under the leadership of the Director, Professor RMW Dixon.

The main business of the Centre consists in putting forward inductive generalisations about human language. The Centre organises an

annual international workshop on topics in typological theory. During the year, various seminars and workshops are also held at the Centre. The RCLT has a number of fixed-term positions which are advertised as they become available. Each year there is also a number of visiting fellows who contribute to the highly intellectual ambience of the Centre. Scholars from other universities who undertake research on language description and in typological issues are encouraged to consider spending their sabbatical at the Centre. Further information is available on the website: www.latrobe.edu.au/rclt/

Centres and Institutes of the Faculty of Education

Adult Migrant English Program Research Centre

Australia's AMEP Research Centre provides research, professional development, publications and information services to the Adult Migrant English Program nationally.

The Research Centre brings together the resources and expertise of Macquarie University's National Centre for English Language Teaching and Research (NCELTR) in Sydney and La Trobe University's School of Educational Studies in Melbourne.

Research Centre services for the Adult Migrant English Program include:

- conducting research into language and literacy education
- coordinating a national research program for the AMEP
- conducting professional development programs and activities for AMEP teachers
- conducting a national AMEP conference each year
- maintaining the Professional Connections website which provides news, information and access to online professional development for AMEP teachers across Australia
- providing, through its Resource Centre, a comprehensive range of library and information services on all aspects of English language education and applied linguistics
- publishing and distributing research reports and associated teaching and learning materials
- publishing *Prospect*, the internationally recognised journal of the AMEP.

Further information can be obtained from the website at: www.nceltr.mq.edu.au/amep/index.html

Centres and Institutes of the Faculty of Health Sciences

Australian Centre for Evidence Based Aged Care (ACEBAC)

ACEBAC, located at Bundoora Extended Care Centre (BECC), aims to improve the care of older people by advancing service delivery through research programs that focus on:

- the conduct of systematic reviews and analysis of the literature in areas such as continuous quality improvement in aged care, the development of innovative models of care delivery, and clinical effectiveness in aged care
- developing and evaluating guidelines for Best Practice in service delivery and organisation in aged care, based on the systematic review of research findings
- conducting international multi-site programs to implement Best Practice guidelines
- evaluating the impact of the implementation of Best Practice guidelines on health and social outcomes in aged care.

Further information can be obtained from the website at www.latrobe.edu.au/acebac/

Australian Institute for Primary Care

The Australian Institute for Primary Care promotes quality improvement and best practice in all areas of primary health care. It supports the integration of theory and practice in primary health care and promotes the standing and visibility of primary health care and community health services. The Institute incorporates:

- the Centre for Development and Innovation in Health
- the Centre for Quality in Health and Community Services

- the Lincoln Centre for Ageing and Community Care Research.
- Further information can be obtained from: www.latrobe.edu.au/aipc/

Australian Research Centre in Sex, Health and Society

The Australian Research Centre in Sex, Health and Society (ARCSHS) was established as the Centre for the Study of Sexually Transmissible Diseases in 1992 as an independent research unit within the Faculty of Health Sciences. ARCSHS has a multi-disciplinary team of staff with qualifications and expertise in psychology, anthropology, sociology, public health, health promotion, methodology, epidemiology, education, women's health, consumer advocacy and health policy.

Further information can be obtained from: www.latrobe.edu.au/arcschs/

The Bouverie Centre

The Bouverie Centre, Victoria's family institute, is a state-wide integrated clinical, academic and consultation agency specialising in family approaches in mental health service provision. The Bouverie Centre provides a range of programs to individuals and family members, service providers and agencies. Further information can be obtained from the website: www.latrobe.edu.au/bouverie/

Centre for Ergonomics and Human Factors

The Centre for Ergonomics and Human Factors (CEHF) is located in the School of Human Biosciences, where it originated in 1987. It is currently under designation as a World Health Organisation Collaborating Centre in Occupational Health. Its purpose is to promote occupational and community health and safety by applying a systems-based approach to enhance physical, psychological and organisational aspects of system functioning. Current activities focus on: assessment and control of both physical and psychosocial hazards to prevent work-related musculoskeletal injuries and other stress-related disorders; occupational health and safety implications of age-related differences in worker characteristics; and design of occupational health and safety management systems to suit varying hazard profiles and socio-economic conditions. Further information can be obtained from www.latrobe.edu.au/ergonomics

Centre for Professional Development

The Centre for Professional Development was established in 2002, initially as a joint venture between La Trobe University and the Victorian Department of Human Services. The Centre primarily provides continuing education for practising professionals. Although based in Bendigo, the Centre provides services at state, national and international levels.

Although most participants are from the health and human services fields, the Centre specialises in providing training which is applicable for experienced professionals across many occupations and disciplines. Participants have included nurses, teachers, social workers, doctors, occupational and physiotherapists, working in a variety of management, clinical and policy roles.

Further information can be obtained from: www.latrobe.edu.au/cpd/

Mother and Child Health Research Centre

Mother and Child Health Research (formerly Centre for the Study of Mothers and Children's Health) was established in 1991 with a program grant from the Victorian Health Promotion Foundation and research grants from a range of agencies. In November 1994 the Centre became part of the Faculty of Health Sciences at La Trobe University. MCHR has a broad public health and population focus taking account of the social aspects of health and medical care, valuing the contribution of a range of disciplines, seeing the health of mothers and babies as integrally related, and taking the health concerns of women themselves seriously. MCHR emphasises the need for research, service development, evaluation and policy to be linked. Further information can be obtained from the website at www.latrobe.edu.au/mchr/

Musculoskeletal Research Centre

The Musculoskeletal Research Centre (MRC) was established in January 2000, with the aim of drawing together researchers, academics and clinicians from a range of schools at the University, the La Trobe University Medical Centre and other healthcare institutions in order to conduct research as an evidence base for

clinical practice in the musculoskeletal and sports fields. The MRC provides a central focus for personnel, equipment and funding to advance knowledge in this area.

Further information can be obtained from: www.latrobe.edu.au/mrc/

National Institute for Deaf Studies and Sign Language Research

The National Institute for Deaf Studies and Sign Language Research was established in 1993 to provide a national focus for research into the Australian deaf community, its language Auslan (Australian Sign Language), its culture and the education of deaf students. It houses the Australian Sign Language Research Facility, funded by the Federal government, which includes a professional production unit for making videos and a unique specialist library. The Institute is involved in the coordination of a wide range of teaching and research projects and works closely with the deaf community.

Further information can be obtained from:
www.latrobe.edu.au/hcs/nids/nidshome.html

Palliative Care Unit

The Palliative Care Unit is a unit within the Department of Health and Social Care, located at the City campus, 215 Franklin Street, Melbourne. Established in 1998, the Unit provides education and training, consultancy, and social research. Courses coordinated by unit staff include a graduate entry Bachelor of Pastoral Care program and a graduate certificate/postgraduate diploma in health promoting palliative care. Staff also supervise masters and doctoral research projects. Training or consultancy is provided upon request to Victorian palliative care services and other groups involved in end-of-life care, while staff offer regular one or two-day professional development workshops in the field, often in partnership with the Centre for Professional Development. Research interests and staff publications cover: pastoral care and spiritual care, social experiences of living with cancer, social aspects of death, dying and mystical experiences, service delivery models in palliative care, and public health palliative care policy. The Unit premises are located on the second floor of the Melbourne (City) campus. Further information can be obtained from the Unit office or the Unit's website www.latrobe.edu.au/pcu

Centres and Institutes of the Faculty of Humanities and Social Sciences

Centre for Dialogue

The Centre for Dialogue was officially launched in August 2006 at the National Gallery of Victoria by the Hon. John Pandazopoulos MP representing the Premier of Victoria. The Centre is also supported by a nine-member Board of Management and a twenty-nine member Advisory Board with representatives from academia, community and religious groups, the media, business and legal professions. This is a major initiative which will have international as well as local and national significance.

Headed by Professor Joseph Camilleri, the orientation of the Centre for Dialogue is inter-cultural and inter-disciplinary.

The Centre serves several interrelated functions:

- Pure and applied research
- Educational projects
- Community engagement
- International networking
- Policy advice

The Centre also fosters interaction and dialogue between organisations representing diverse religious traditions, professional associations and non-governmental organisations more generally, research institutions, think-tanks, and representatives of key constituencies, including government, industry and international organisations.

The Centre seeks to establish a Global Network for Dialogue – with Melbourne as one of its central locations – comprising partner organisations, principally research institutes and university-based centres. To date, projects that have been running include:

- Australia's handling of tensions between Islam and the West since September 11
- Religion and Conflict: implications for Southeast Asia and Australia

- Education Dialogue Project designed to assist teachers to develop intercultural study programs informed by the dialogue method
- A series of consultations and workshops involving key sectors of the community, including educators, religious and community organisations, and media
- Europe and Asia: between Islam and the United States
- Leadership Training Program for Young Muslims (organised with the Islamic Council of Victoria and supported by the Government of Victoria)
- Developing an Interfaith Network for Melbourne's Northern Region
- La Trobe Cyprus Project (fostering interaction between the two Cypriot communities)

For further information contact:

Tel: (03) 9479 1893

Email: dialogue@latrobe.edu.au

Website: www.latrobe.edu.au/dialogue

European Union Centre

La Trobe University is the leading institution in a national European Union Centre, funded by the EU. The Innovative Universities European Union Centre (IUEU Centre) is based on a network of six Australian universities. The development of this Centre has enhanced opportunities for postgraduate research on European topics at La Trobe. One PhD scholarship is offered each year through the La Trobe node of the Centre, and there is now increased provision for supervision of European research topics. In particular, the appointment of Dr Stefan Auer, an expert on central and eastern European politics, has helped consolidate a strong core of European researchers in history and politics. In addition the Centre will facilitate co-supervision by relevant experts from the other universities in the network.

The Centre will also be developing a La Trobe Masters by coursework program in which students will be provided with opportunities to select from a wide range of units offered through the network of universities. Enrolling for the degree at La Trobe, they will all take a fully online core unit and then select electives from amongst those offered in any of the six universities, depending on accessible modes of delivery such as online, distance or block teaching.

The object of postgraduate program offered through the Centre, either by research or coursework, is to open up career opportunities in the European Union or in related enterprises in Europe or Australia, to enhance the expertise of those already in relevant business or government employment, and to stimulate and sponsor high quality academic knowledge.

The European Union has taken a strong interest in La Trobe's program of study on Europe, and has established a prize for the top students in the undergraduate subject on the European Union. It is hoped that these developments will consolidate La Trobe's position as a centre for European studies, thus making it an attractive choice for those wishing at postgraduate level to build up their knowledge of Europe and the European integration project.

For further information contact:

The Director, Dr Philip Bull

Email: p.j.bull@latrobe.edu.au

Tel: (03) 9479 3479

Website: www.iueu.org.au

Institute of Latin American Studies

The Institute of Latin American Studies (ILAS), founded in 1975 with the help of a grant from the Myer Foundation, coordinates Latin American teaching and research at La Trobe University. The Director of ILAS is Dr Barry Carr.

In addition to fortnightly seminars, ILAS organises conferences and sponsors visits by Latin Americanists from the Spanish and English-speaking world. Members of ILAS recently organised a major international conference at La Trobe in July 2005. This was the inaugural meeting of a new Asia Pacific Network of Latin American Studies, CELAO. The conference attracted over 100 speakers from nearly two countries in Asia, Latin America and the Pacific and was held at the Institute of Advanced Studies, at the University's Melbourne (Bundoora) campus.

Members of ILAS publish regularly and present their research to national and international audiences. Other activities include editing

and producing JILAS, Journal of Iberian and Latin American Studies, the journal of the Association of Iberian and Latin American Studies of Australasia (AILASA).

An important new initiative by ILAS is the Centre for Mexican Studies. The Centre was launched in September 2006 with a conference and the arrival of the Centre's first Visiting Fellow, Dr Guillermo Palacios, from El Colegio de Mexico in Mexico City. In 2007 the Centre will be holding its second symposium – probably in October.

Other recent projects undertaken by ILAS include: a web-based guide to video and film resources in Victoria dealing with Latin America; project working with Australians Studying Abroad (ASA); cultural and historical tours of Mexico and Cuba; collaboration with Filmoteca, a Melbourne group showing Spanish and Latin American films at ACMI – ILAS and Filmoteca arranged a retrospective exhibition of screenings of the film work of the Mexican director Arturo Ripstein. ILAS also sponsored a visit to La Trobe by the distinguished prize-winning US Mexicanist, Eric van Young of the University of California, San Diego.

For more information visit the ILAS website at: www.latrobe.edu.au/history/ilas/index.html

Research Centre for Linguistic Typology

The Research Centre for Linguistic Typology (RCLT) is part of the Institute for Advanced Study and is primarily concerned with the fundamental business of linguistics. Members undertake intensive studies of previously undescribed (or barely described) languages, focussing in particular on the languages of Amazonia, the Papuan languages of New Guinea and nearby islands, and the Aboriginal languages of Australia. The Centre eschews eclipsing-type formalisms (which are inherently transient), instead working in terms of basic linguistic theory, the cumulative model which is employed in most linguistic descriptions. All of the Research Centre's work has a sound empirical basis but also shows a firm theoretical orientation – it seeks for explanation hand-in-hand with description.

Research at the Centre looks at the ways in which languages influence each other – what kinds of words, or grammatical categories, or construction types, are likely to be borrowed between two contiguous languages, and under what social circumstances? Diffusion of grammatical systems and the spread of languages within a particular geographical area are also research concerns of the Centre.

The Research Centre for Linguistic Typology has a range of Research Fellows and PhD students. Each year a number of leading international scholars spend periods of between three to six months in the vibrant intellectual atmosphere of the Research Centre.

The Centre also organises a biennial international workshop on topics in typological theory as well as various seminars and workshops throughout the year.

Further information is available at: www.latrobe.edu.au/rclt/

Philippines Australia Studies Centre (PASC)

The aims of the Philippines Australia Studies Centre (PASC) are:

- to encourage the development of Filipino and Australian research through publications, workshops, forums and conferences;
- to encourage Filipino students to enrol in Australian postgraduate programs and vice versa; and
- to encourage student exchanges between the two nations through La Trobe University and Ateneo de Manila University.

Since its inception in 2003, La Trobe University staff and postgraduate students have formed strong connections with Filipino universities through the important links and networks that the Centre has created internationally. The international connection has been further enhanced as a result of PASC donating nearly 1000 books to the Ateneo de Manila University library.

In June 2007, the Centre led a 12-person delegation to Manila, Philippines, to present at a series of colloquium, public lectures and art exhibition entitled *Palimpsest: Mapping, Imagining, and Moving Antipodean Landscape*. The delegation consisted of academics, postgraduate students and researchers and the event was hosted by the Ateneo de Manila University.

The Centre also has links with Barangay Australia, a local network of Pinoy Postgraduates from all Victorian Universities. Barangay Australia facilitates a cultural bridge between local and international

students through social activities, and provides assistance in various ways to newly arrived students.

For more information about the Philippines Australia Studies Centre go to: www.latrobe.edu.au/socsci/pasc/

Refugee Health Research Centre (RHRC)

The Refugee Health Research Centre (RHRC) at La Trobe University is located in the School of Social Sciences, Melbourne (Bundoora) Campus and is affiliated with the Victorian Foundation for Survivors of Torture (VFST) in Brunswick. Professor Sandy Gifford is Director of the Centre at La Trobe.

The RHRC promotes the health and well-being of refugee communities through applied and foundation research, teaching, continuing education and professional development. Funding has been provided by La Trobe University, Victorian Foundation for Survivors of Torture (Foundation House) and research project grants from a number of other agencies.

The Centre aims are to:

- undertake multi-disciplinary research into the social determinants of health and well-being of people from refugee backgrounds
- provide post-graduate education in refugee health and resettlement
- provide expertise upon which other organisations can draw to assist them in health promotion, service delivery, and research and policy development
- contribute to community debate and awareness raising.

The RHRC represents an innovative partnership between a university and a non-profit community organisation, integrating research and education with service delivery and community development. Established in 1987, Foundation House is an independent, non-profit community organisation. It provides services and support for both adults and children who have fled persecution, torture and war-related trauma in order to find safety in Australia. Foundation House is recognised internationally for its model of service delivery and resources in refugee health and resettlement.

The work of the RHRC contributes to improving access to health and social services for refugee communities and informs strategies for promoting participation and social inclusion in Australian society. The RHRC builds public awareness and contributes to community debate about issues relating to refugee health and settlement both in Australia and globally.

The RHRC conducts research in four key areas:

Young people

Focusing on the social determinants and contexts that promote health and well-being for young people from refugee backgrounds, with particular attention to key transitions in education and the workforce.

Emerging communities

Focusing on the social contexts that promote health and optimal settlement for newly emerging refugee communities. Investigating the backgrounds of refugee communities including their culture, health beliefs and practices, the impact of refugee experiences on successful settlement, the establishment of social connections, and access and use of health services.

Refugee protection

Focusing on the policies, contexts and factors that constitute protection for people seeking asylum, and the influence of various kinds of protection on the health and well-being of individuals, families and communities.

Service innovation and community strengthening

Focusing on health services and community development research including access to health care, needs assessment and evaluation, and research into community development and strengthening.

RHRC Locations

The RHRC has offices in both the School of Social Sciences at La Trobe University (Bundoora campus) and at the Victorian Foundation for Survivors of Torture (VFST in) Brunswick.

Additional information can be obtained from the RHRC website: www.latrobe.edu.au/rhrc

Bundoora Office
La Trobe University
School of Social Sciences
Room 471, Level 4 Martin Building
Melbourne (Bundoora), Victoria 3086
Phone: (03) 9479 5874
Fax: (03) 9479 5791
Email: rhrc@latrobe.edu.au

Brunswick Office
 The Victorian Foundation for Survivors of Torture Inc.
 6 Gardiner Street
 Brunswick, Victoria 3056
 Phone: (03) 9388 0022
 Fax: (03) 9387 0828
 Email: administrator@foundationhouse.org.au

Thesis Eleven Centre for Critical Theory

The *Thesis Eleven* Centre for Critical Theory, formally established in 2001, is located in the School of Social Sciences, La Trobe University. It is closely aligned with the international journal *Thesis Eleven: Critical Theory and Historical Sociology*. It aims to encourage the development of social and political theory throughout

- the world through publications, workshops, forums and conferences facilitate international exchanges of internationally recognised
- scholars in the field of social and political theory attract overseas students to enrol in the Faculty's postgraduate programs in the field of
- social and political theory and to encourage a local postgraduate research culture and scholarly research in this field.

The Centre focuses on organising four kinds of events:

- Annual and public lectures by leading and renowned intellectuals and scholars, both in Australia and overseas
- Full day seminars on the work and thought of such intellectuals with them present and working in conversation with a range of local interlocutors and discussants of their work
- Half day seminars on particular themes with invited speakers
- Symposia and colloquia in other cities either connected to the work of the journal or to international social theory and social science conferences

In June 2007, the Centre organised a series of colloquium, public lectures and art exhibition entitled *Palimpsest: Mapping, Imagining, and Moving Antipodean Landscapes* in Manila, Philippines, and another series of colloquium and public lectures in Bangkok, Thailand, entitled *Cartographies of Culture, Religion and Thought*. A 12-person delegation attended the events and consisted of academics, postgraduate students and researchers.

For more details about the Centre, visit the website at: www.latrobe.edu.au/socsci/thesiseleven/Centre.htm

Visual Arts Centre

Located in the heart of Bendigo's arts precinct at 121 View Street, Bendigo, the La Trobe University Visual Arts Centre is a contemporary visual arts facility that houses a print workshop, a 67 seat auditorium, public exhibition space, art studios and an artist's residence. The Centre hosts a range of public programs that aim to support the production and promotion of contemporary Australian art and the exchange of ideas through studio practice, academic research and exchange opportunities.

For more information go to www.latrobe.edu.au/vacentre/

Centres and Institutes of the Faculty of Law and Management

Centre for Sustainable Regional Communities

The Centre for Sustainable Regional Communities (CSRC) is an active community development and partnership agent that develops and supports partnership projects with communities. The Centre was established by La Trobe University in 1998 to support regional and rural communities grow in the face of economic, environmental and social challenges. The CSRC is located at the Bendigo Campus. Further information can be obtained from the website at: www.latrobe.edu.au/csrc/

Centres and Institutes of the Faculty of Science, Technology and Engineering

Applied Computing Research Institute (ACRI)

The aim of the Applied Computing Research Institute is to stimulate and promote research and development in applied computing and its applications through promoting collaboration between members of different departments of La Trobe University, providing links between

industry and academia and to exchange and collaborate with other Australian and international universities and research institutes.

The Director of this Institute is Associate Professor Karl Reed.

For further information visit the website:

www.latrobe.edu.au/cs/research/ – Research Centres.

ARC Centre of Excellence for Mathematics and Statistics of Complex Systems

The Australian Research Council (ARC) has established Centres of Excellence to maintain and develop Australia's research output in four designated areas:

- Nano-Materials and Bio-Materials
- Genome/Phenome Research
- Complex/Intelligent Systems; and
- Photon Science and Technology.

These Centres are also expected to generate economic, social and cultural benefits for Australia.

The ARC Centre of Excellence for Mathematics and Statistics of Complex Systems comprises 14 chief investigators from La Trobe University, The University of Melbourne, Australian National University, The University of New South Wales, and The University of Queensland, all of whom have international reputations for their research in mathematics and statistics. The Centre's mission is to stimulate research activity in mathematical and statistical modelling of complex systems.

Further information can be obtained from the website at www.complex.org.au

Biotechnology Research Centre

The Biotechnology Research Centre, based at the Bendigo Campus, has two main areas of research interest: wastewater treatment and microbial fermentation. It also offers a number of services to the wastewater industry.

The Centre has adopted a multi-disciplined approach to studies of wastewater treatment systems, particularly conventional and advanced activated sludge processes. Members of the Centre have an international reputation for their work into the microbiology and chemistry of biological phosphorous removal processes, and their studies with the filamentous bacteria causing bulking and foaming in these systems. The Centre also carries out research into the production of metabolites by microbes, and it has a particular interest in the growth kinetics and behaviour of filamentous bacteria and fungi in fermenters. Research interests have concentrated on the factors affecting production of several polysaccharides of fungal origin in sophisticated laboratory scale fermentation systems.

Further information can be obtained from the website at www.latrobe.edu.au/brc/

Centre of Excellence for Coherent X-ray Science

The Centre of Excellence for Coherent X-ray Science was established in 2005 with a grant of \$9 million from the Australian Research Council over five years and \$1.8 million from the Victorian Government's Science Technology and Innovation Initiative. The Centre brings together physicists, chemists and biologists to develop fundamentally new approaches to probing biological structures and processes. It combines world-class expertise in imaging, structural biology, laser science and molecular theory. The project will develop novel high-resolution imaging using the Australian Synchrotron, and ultimately X-ray lasers, to determine the structures of important drugs targets whose molecular architecture cannot be determined with current techniques.

The Centre's Director is Professor Keith Nugent, Federation Fellow in Physics at the University of Melbourne. Professor Tilley, Department of Biochemistry is Deputy Director, while Associate Professor Andrew Peele (Physics) and Associate Professor Mike Ryan (Biochemistry) are Project Leaders.

Further information can be obtained from the website at www.coecxs.org

Centre for Materials and Surface Science

The Centre for Materials and Surface Science (CMSS) is an interdisciplinary research centre involving staff from the departments of Physics, Chemistry, Electronic Engineering and Pharmacy. CMSS research activities are predominantly within the areas of

materials and surface science involving significant interaction with both local and international industrial and academic research organisations. The Centre aims to:

- promote cooperative activities and programs in education and research
- encourage collaboration between local and international organisations
- provide, receive and disseminate information in the areas of the centre.

CMSS operates one of Australia's major surface analysis facilities, incorporating state-of-the-art x-ray photoelectron spectroscopy (XPS), time-of-flight secondary ion mass spectrometry (TOF-SIMS), scanning probe microscopy (SPM) and optical contact angle analysis. The facility serves around 25 universities and research organisations from Australia and the Asia Pacific region and 40 companies.

CMSS hosts the La Trobe node of the Victorian Centre for Advanced Materials Manufacturing (VCAMM), a state government funded, multi-institutional research centre committed to assisting companies with advanced research and development activities.

Further information can be obtained from the website at www.latrobe.edu.au/surface/

Murray-Darling Freshwater Research Centre

The Murray-Darling Freshwater Research Centre (MDFRC) is an unincorporated joint venture between CSIRO (through its Division of Land and Water), the Murray-Darling Basin Commission, and La Trobe University. Additional investment is provided by the Australian Government through the Department of Agriculture, Fisheries and Forestry.

The MDFRC is a multi-disciplinary centre which undertakes research into environmental flows, biological and chemical monitoring, nutrient ecology and algal blooms, fish and invertebrate ecology, macro and microinvertebrate taxonomy, and water quality assessment. MDFRC operates two regional laboratories, strategically based in the Murray-Darling Basin, at Albury-Wodonga (established for 21 years) and Mildura (established for 11 years). Both laboratories are co-located on the campuses of La Trobe University. MDFRC employs over 30 scientific and support staff and has within its structure: an established NATA accredited chemical laboratory, an invertebrate taxonomy voucher collection housing approximately 2,500 species, an interactive guide and resource for the identification and ecology of Australian freshwater invertebrates, a microbiological laboratory (enumeration and identification of bacteria using both traditional and molecular techniques) in aquatic ecosystems, and waste treatment plants.

The Centre's Director is Dr Ben Gawne, and further information can be obtained from the website at www.mdfr.org.au/

Research Centre for Applied Alpine Ecology

The aims of the Centre are to undertake research and scholarly activity that will gain and communicate an understanding of the ecology of alpine landscapes that can be used for their wise and sustainable management. Specifically, the Centre conducts research based on the research needs of alpine landscapes and ecosystems attracts research funds from governments and industry and attracts researchers and postgraduate students.

The Centre consists of 20 La Trobe staff and eight research students drawn from the departments of Botany, Zoology, Agricultural Sciences, Environmental Management and Ecology (Wodonga) and Geology (Bendigo). Researchers from other organisations such as University of Melbourne and CSIRO collaborate on specific projects. The researchers involved in the Centre have a disciplinary breadth and experience of working in the alps that is not found in any other Melbourne institution.

Current research is wide-ranging and includes post-fire regeneration in alpine and sub-alpine landscapes, the ecology and genetics of *Burramys parvus* (Mountain Pygmy possum) populations in the Victorian alps, the ecology of alpine peatlands and their restoration, the ecology, taxonomy and conservation of alpine invertebrates, and the use of plant functional types to understand long-term vegetation change.

A collaborative project with the University of Melbourne is assessing the potential impacts of climate change on vegetation in the Victorian Alps. This research, funded by an ARC Grant, the Department of

Sustainability and Environment, and Parks Victoria, is linked to the International Tundra Experiment (ITEX). In February 2007, the Centre hosted the Annual Meeting of ITEX, drawing researchers from overseas and Australia.

The Centre conducts the Alpine Ecology Course each summer and specialised land rehabilitation courses.

Further information email: alpine.ecology@latrobe.edu.au

Cooperative Research Centres

The University is also a participant/member of the following centres/institutes:

Australian Mathematical Sciences Institute

Website: www.amsi.org.au

Bushfire Cooperative Research Centre

Website: www.bushfirecrc.com

Cooperative Research Centre for Aboriginal Health

Website: www.craoh.org.au

Cooperative Research Centre for Advanced Automotive Technology

Website: www.autocrc.com

Cooperative Research Centre for Diagnostics

Website: www.diagnosticsCRC.org

Cooperative Research Centre for Sustainable Tourism

Website: www.crctourism.com.au

Cooperative Research Centre for Vaccine Technology

Website: www.crc-vt.qimr.edu.au

eWater Cooperative Research Centre

Website: www.ewatercrc.com.au

Key Centre for Statistical Science

Website: www.buseco.monash.edu.au/centres/kcss

Plant Biotechnology Centre

Website: www.bioinformatics.pbcbasc.latrobe.edu.au

INFORMATION FOR PROSPECTIVE AND CURRENT STUDENTS

Campus Student Administration Centres

Students should refer administrative queries to the following:

Albury-Wodonga Campus

Student Administration Office on the ground floor of Building 4, University Drive, Wodonga.

The office is open Monday, Tuesday, Wednesday and Friday, between 9.00 am and 5.00 pm; and Thursdays from 9.00 am to 4.00 pm.

Bendigo Campus

Student Administration, Administration Precinct, Edwards Road, Flora Hill. The office is open 9.00 am to 5.00 pm

Melbourne (Bundoora) Campus

Student Centre, Level 2, David Myers Building, Bundoora.

The office is open Mondays, Tuesdays, Thursdays, Fridays, 8.45 am to 5.00 pm; and Wednesdays, 8.45 am to 4.00 pm

Melbourne (City) Campus

Campus Administration Office, 215 Franklin Street, Melbourne.

The office is open during teaching periods: Monday to Thursday, 8.30 am to 9.00 pm; and Friday, 8.30 am to 6.00 pm. The office hours at other times: Monday to Friday, 8.30 am to 6.00 pm

Mildura Campus

Campus Administration Office, Benetook Avenue, Mildura.

The office is open Monday to Friday, 9.00 am to 5.00 pm

Shepparton Campus

Campus Administration, 127 Welsford Street, Shepparton.

The office is open Monday, Wednesday and Thursday, 9.00 am to 5.00 pm; Tuesday, 9.00 am to 6.00 pm; Friday, 9.00 am to 4.00 pm

Important dates

2008 standard teaching periods

Semester or term	Starts on	Ends on
Summer Semester	2 January	17 February 2008 (may vary from faculty to faculty)
Semester 1	25 February	30 May 2008
Semester 2	21 July	24 October 2008
All Year Semester	25 February	24 October 2008
Term 1	7 January	16 March 2008
Term 2	31 March	8 June 2008
Term 3	23 June	31 August 2008
Term 4	15 September	23 November 2008

2008 research teaching periods

Research periods	Starts on	Ends on
TR-RES-1	1 January	30 June
TR-RES-2	1 July	31 December

2008 non-standard teaching periods

The University also delivers a number of non-standard teaching periods through third-party providers or to meet special course requirements. The University publishes a comprehensive list of all teaching periods and associated Unit Census Dates on the University's website at: www.latrobe.edu.au/acadserv/current/fees. Non-standard teaching periods appear in the form Wxx-yy, for example W12-22. These indicate the whole weeks of the teaching period, from the first Monday to the last Sunday. For example: W12-22 has a teaching period that begins on the twelfth whole week in 2008 (Monday 17 March) and finishes on the twenty-second whole week in 2008 (Sunday 1 June).

2008 official vacation dates

Vacation	Starts on	Ends on
Mid-semester 1 vacation	24 March	30 March 2008
Inter-semester vacation	27 June	20 July 2008
Mid-semester 2 vacation	29 September	5 October 2008

2008 official examination/assessment dates

Supplementary/Special examination period for 2008

4 January–18 January 2008

Semester 1 mid-year examination period

6 June–26 June 2008

Mid-year supplementary/special examination period for 2008

to be announced

Semester 2/all year semester annual examination period

31 October–20 November 2008

2008 official study breaks

Study break	Starts on	Ends on
Semester 1	2 June	5 June 2008
Semester 2/All Year Semester	27 October	30 October 2008

2008 public holidays

The University will close for the Christmas/New Year break at 5.00 pm on Friday 21 December 2007 and will re-open on Wednesday 2 January 2008.

The University is also closed on:

Monday 28 January 2008	Australia Day
Friday 21 March to Tuesday 25 March 2008 inclusive	Easter
Friday 25 April 2008	ANZAC Day
Monday 9 June 2008	Queen's Birthday

The University remains open on Labour Day (12 March 2008), Melbourne Cup Day (4 November 2008) and the former Show Day.

Admissions

Undergraduate admission requirements

Admission to courses in the University is competitive, with selection based on a combination of academic merit and a selection committee's assessment of an applicant's ability to complete a course. Applicants must meet the University's basic admission requirements and any additional requirements of Faculties for the course to which they seek admission.

Applicants for award courses at La Trobe University must normally be at least 16 years of age by 31 December in the preceding year to be eligible for admission. Applicants who do not meet this requirement should make a case for admission, which will be considered by the appropriate faculty dean on an individual basis.

In the main, applicants apply through VTAC for undergraduate courses and postgraduate education courses. Applicants for selected courses at Albury-Wodonga and Mildura campuses may apply through the New South Wales University Admissions Centre (UAC). Direct applications may be made to the University for mid-year entry, postgraduate courses and after VTAC and UAC closing dates.

International students should also refer to information in the 'International students' chapter in this Handbook.

Normal requirements for admission

The University's minimum requirements for admission are met by any student who has:

1. satisfactorily completed the Victorian Curriculum and Assessment Authority Victorian Certificate of Education (VCE) and Units 3 and 4 English (any). Any of the four VCE English subjects – English, Literature, English Language or English as a Second Language – these units must be completed in sequence and in the same calendar year or
2. gained qualifications equivalent to (1) above recognised as such by the Victorian Tertiary Admissions Centre (VTAC). This covers interstate, International Baccalaureate and overseas qualifications and qualifications obtained under previous conditions, including compensation or concessional arrangements or
3. gained a Victorian Curriculum and Assessment Authority Statement of Equivalent Qualification to the VCE or
4. fulfilled the requirements of one of the University's alternative entry schemes.

In exceptional cases, the dean of a faculty may admit a year-12 applicant who has not satisfied normal University entrance requirements. In such cases, the applicant must have satisfied course subject prerequisites and have achieved a level of performance which, as part of a complete certificate, would clearly merit selection into the course.

While normal requirements for admission are as listed above, most courses require a study score of at least 20 in Units 3 and 4 of English (any). All students are expected to have an adequate command of the English language in order to pursue their chosen course.

Any person offered a place at La Trobe University in 2008 may be required to sit an English language test. An applicant found to be below the necessary standard may be required to undertake a remedial English language course conducted by the University concurrently with his or her undergraduate course or may have his or her provisional offer withdrawn.

Applicants whose principal language of instruction was other than English must provide evidence of their proficiency in English. This can be done by achieving a satisfactory result in VCE English (any) or in an International English Language Testing System (IELTS) or another test acceptable to the University. For further information telephone the International Programs Office on (03) 9479 1199.

VTAC and UAC applicants with IELTS or other test results should supply them directly to their relevant admission centre with their application. Other applicants should provide their results directly to the course selection officer(s). Applications may not be considered until results have been provided.

Additional requirements for admission to the courses offered by a given faculty are listed in that faculty's section in this *Handbook*.

Complete details regarding requirements for admission, including course prerequisites and application procedures are available in the *VTAC Guide 2008 – A Guide to University and TAFE Courses* and in the *VICTER 2008 – Victorian Tertiary Entrance Requirements*.

Special entry access schemes

The University offers several special entry schemes, details of which are provided below. All schemes require application through VTAC's Special Entry Access Scheme (SEAS), and may require applicants to submit supplementary information directly to the University. The supplementary information required may include:

- completion of a personal particulars form
- an autobiographical essay
- mathematics test (relevant to the course applied for)
- an aptitude test, e.g. Special Tertiary Admissions Test (STAT)
- an interview.

Information regarding the eligibility criteria and application process for La Trobe University's equity and access schemes are provided in the institutional information contained in the Special Entry Schemes (SEAS) booklet available from VTAC www.vtac.edu.au.

Indigenous Australians

Aboriginal and Torres Strait Island people are encouraged to apply for entry to La Trobe University and will be considered on an individual basis. All applicants, including VCE students and non-VCE applicants, must apply through VTAC and complete the appropriate section of the VTAC SEAS-Access and Equity application form with relevant supporting evidence and statements. Applicants may be asked to attend an interview with a panel including the Aboriginal Liaison Officer, and may also be asked to provide some written information. For assistance with your application, contact the Ngarn-gi Bagora Indigenous Centre (Melbourne Bundoora campus) or the Aboriginal Liaison Officer at the campus to which you are applying for entry.

Mature aged entry (non-year-12 applicants)

Applicants aged 21 years or more at 1 January 2008 who have not completed a semester of tertiary level studies (including post-Year-12 TAFE qualifications) in the last two years may be eligible for entry into the University via the University's Mature Age Entry Scheme. Applicants should apply through VTAC and complete the appropriate section of the VTAC SEAS-Access and Equity application form with relevant supporting evidence and statements. Depending on the course(s) applied for, applicants under this category may also be required to submit an autobiographical essay, undertake a STAT Multiple Choice, STAT Written English and/or sit a mathematics test.

Disadvantaged groups

Applicants who feel that a significant part of their preparation for tertiary study has been adversely affected by one or more of the following factors may apply for special consideration:

- non-English speaking background

- difficult family circumstances
- disadvantaged socio-economic background
- rural or isolated applicants
- applicants from under-represented schools
- disability or long-term medical condition.

Applicants should apply through VTAC and complete the appropriate section(s) of the VTAC SEAS-Access and Equity application form with relevant supporting evidence and statements.

Year-12 special consideration scheme

This application is aimed at assisting those current year-12 students who have experienced circumstances that can be demonstrated to have had an adverse impact on the final year of their secondary school performance. La Trobe University will take into account the information provided on the VTAC Year-12 Special Consideration application form when ranking current Year-12 applicants for 2008 selection, provided the application meets the criteria for a SEAS-Year-12 Special Consideration application and appropriate supporting statements are provided. Information regarding the eligibility criteria and application process for this scheme is provided in the Special Entry Access Schemes (SEAS) booklet, available from the VTAC website at www.vtac.edu.au. For information specific to La Trobe, go to www.latrobe.edu.au/access/

Regional consideration

In pursuing its regional mission, the University may adjust upwards the aggregate points of applicants from regional schools. Details of the regional school bonus applied to specific course codes can be found at www.latrobe.edu.au/access/

Admission procedures

All prospective domestic students seeking entrance to any degree or diploma course for full-time or part-time studies at first year level must apply through VTAC by 5.00 pm on 28 September 2007. Late applications will be accepted by VTAC until 5.00 pm on 16 November 2007, subject to the payment of the prescribed late fee. Very late applications will be accepted by VTAC until 5.00 pm on 14 December 2007, subject to the payment of the prescribed very late fee.

Offers of admission

The normal VTAC procedure detailed in the VTAC Guide 2008 provides for undergraduate applicants to be offered places as follows:

late November – early December	Early offers
Late January	Round one offers
February	Round two and subsequent offers

Students are notified of offers officially by post. Prospective students applying directly to the University would normally expect to receive offers within this timeframe.

Advanced entry

Current or previous university or TAFE students may be eligible for advanced entry to La Trobe University courses and should apply as follows:

Albury-Wodonga, Melbourne (Bundoora), Mildura, and Shepparton campuses

Directly to the selection officer of the intended course if a current La Trobe University student, or through VTAC or UAC (selected courses) if not a current La Trobe University student.

Bendigo campus

Directly to the selection officer of the intended course if a current La Trobe University or Bendigo Regional Institute of TAFE student. All other Bendigo applicants should apply through VTAC.

Graduate Diploma in Education

All applicants (other than international applicants) for the Graduate Diploma in Education must apply through VTAC.

Enrolment and re-enrolment

Enrolment for 2008

New undergraduate and postgraduate domestic students who apply through VTAC or UAC will be sent a copy of the La Trobe University Enrolment Guide 2008 after they receive an offer. New undergraduate and postgraduate domestic students who successfully

apply directly to the University will be contacted by the relevant faculty by way of a letter of offer. New international undergraduate or postgraduate coursework or postgraduate research students who successfully apply directly to the University via the International Programs Office will be contacted by that office by way of a letter of offer. Enquiries from domestic students regarding research and higher degree studies should be made directly to the Research and Graduate Studies Office. For further information email rgs@latrobe.edu.au

Advanced standing

Students who have studied at tertiary level elsewhere, or who have relevant studies or work experience, may be eligible for some credit towards a La Trobe University qualification. Each faculty has different policies in respect to the number and type of units and any work experience it is willing to accept for credit purposes. Students should apply for credit after they have been offered a place and at the time of enrolment.

Applicants who have completed a TAFE course may be eligible to apply for entry into related degree courses with a significant level of credit through the La Trobe – TAFE Pathways Program. For example, students who have satisfactorily completed the Diploma of Hospitality Management may be granted up to eight units of credit when enrolling in the Bachelor of Business (Tourism and Hospitality).

For applicants with partial university studies, completion of individual units can lead to credit(s), determined on an individual basis, which takes into account the units already completed and those required in the La Trobe University course. Credit arrangements are dependent on the specific studies already completed and the La Trobe University course in which the student enrolls. Further information is available from the relevant La Trobe University faculty or Course Adviser. Advanced Standing must be completed by the relevant unit census dates. This includes the removal of units for which your faculty has granted Advanced Standing. International students holding a student visa are reminded that Condition 8202 relates to a student visa holder's enrolment attendance and academic progress. Therefore, students are required to be enrolled on a full time basis at all times, except during the final term or semester of their course. This includes instances where an international student receives Advanced Standing for previous studies. Note that international students may not enrol in less than 75percent of a full time load.

To access La Trobe University's Advanced Standing Policy go to www.latrobe.edu.au/policies/assets/downloads/credit_standing.pdf

Re-enrolment for 2009 (continuing students)

Students who have been enrolled in, but have not completed, a course in the preceding year need not apply for re-admission, but must comply with current University re-enrolment procedures.

Undergraduate degree, postgraduate graduate diploma, Masters preliminary and Masters by coursework students normally pre-enrol from October 2008 onwards via a web-based service called StudentOnLine unless advised otherwise by the faculty of enrolment. Research and higher degree students are not normally required to re-enrol annually as their enrolment is continuous unless advised otherwise by the faculty of enrolment or the Research and Graduate Studies Office.

Continuing (returning) students who fail to submit an enrolment plan by the due date set by the faculty of enrolment may not be guaranteed a place in the course in 2008 as their course enrolment may lapse. Failure to re-enrol by the date specified in your re-enrolment information may result in the imposition of a late re-enrolment fee of \$110.00.

Enrolment variations – addition and deletion of units

Any change to the status of a unit attempt is normally made via application on the 'Variation of Enrolment' form to a faculty office or local Student Administration Office for domestic campuses. This includes variation of enrolment, advanced standing (see Admissions section above) and enrolment in cross-institution units. In most faculties, students are able to vary unit attempts using the web-based enrolment variation facility, StudentOnLine, which can be accessed from the University's website at www.latrobe.edu.au/acadserv/current/studentonline.html

In the first instance all enquiries concerning variation of unit attempts should be directed to a faculty office or local Student Administration Office for small or domestic campuses.

Addition of a unit

Each faculty annually sets deadlines for variations to enrolment that may involve the addition of a unit after the commencement of the teaching period, but prior to the Unit Census Date. Enquiries regarding these important dates should be directed to the faculty office or local Student Administration Office for small or domestic campuses. Addition of any units after the Unit Census Date will be treated as full fee-paying units. Students will not automatically be entitled to HECS-HELP or FEE-HELP for those units as the enrolment responsibilities have not been met.

Deletion of a unit

All changes to enrolments involving the deletion of a unit should normally be made prior to the Unit Census Date for a given teaching period. Discontinuation of a unit attempt after the Unit Census Date in most cases will lead to the unit attempt remaining on the student's academic record. Fees, HECS-HELP or FEE-HELP liability will remain if discontinuation of a unit attempt is after Unit Census Date in the given teaching period.

Subject to course and unit rules and conditions, the final decision on any change to an enrolment is that of the student, with the exception of adding units after the teaching period has commenced. Any decision should be made in consultation with an adviser of studies within your faculty of enrolment.

Important dates for the discontinuation of a unit in the Official 2008 Standard Teaching Periods

Semester	Semester starts	Semester ends	Last day for discontinuation of unit(s) without financial penalty
Summer Semester units	2 January	17 February 2008 (may vary from faculty to faculty).	16 January 2008
Semester 1	25 February	30 May 2008	27 March 2008
Semester 2	21 July	24 October 2008	21 August 2008
All Year Semester	25 February	24 October 2008	15 May 2008
Term 1	7 January	16 March 2008	29 January 2008
Term 2	31 March	8 June 2008	22 April 2008
Term 3	23 June	31 August 2008	15 July 2008
Term 4	15 September	23 November 2008	7 October 2008

Unit Census Date

This is the date from which Fees, HECS-HELP (HECS), or FEE-HELP liability remains payable for a given unit enrolment in a given teaching period.

Detailed information regarding the University's Unit Census Dates for 2008 will be available at the University's website

www.latrobe.edu.au/acadserv/current/fees from October 2007.

Application of K Grades after the discontinuation of a unit

Discontinuation of a unit, after the completion of one-third of the teaching period in which the unit is offered (or the Unit Census Date), but prior to the completion of two-thirds of the teaching period in which the unit was offered, results in a K grade being awarded (withdrawal, not counted as a failure).

Discontinuation of a unit, after completion of two-thirds of the teaching period in which the unit is offered, but prior to the end of that teaching period, results in a KN grade being awarded (withdrawal to count as a failure).

Students cannot discontinue a unit enrolment once the teaching period in which it was offered has ended.

Students must check their enrolment carefully prior to Unit Census Dates. This can be achieved using the web-based enrolment facility, StudentOnLine, which can be accessed via the University's website at www.latrobe.edu.au/acadserv/current/censusdates.html. Problems regarding incorrect unit enrolments should be brought to the attention of the relevant faculty office or local Student Administration Office for a small or domestic campus immediately.

Cross-institution unit enrolment for La Trobe students at another institution

Students who wish to study one or more unit(s) with another higher education provider within Australia, which will be credited toward their degree at La Trobe University, must complete an 'Application for Cross-Institution Enrolment' form.

Requests must be approved by the Faculty of enrolment in conjunction with the host provider and then lodged with the local Student Administration Office.

Responsibility for enrolment at the host provider rests entirely with the student. A cross-institutional (Out) student may incur a fee, HECS-HELP or FEE-HELP liability at the host provider for the extra unit(s) and appropriate arrangements should be made with that institution.

Cross-institution unit enrolment at La Trobe University for students from another institution

Students from another higher education provider within Australia, who wish to study at La Trobe University, must provide written approval from their home institution. The relevant Faculty of enrolment must also approve any request and the student must ensure that they are properly enrolled by the appropriate Unit Census Date. A Commonwealth Supported Place (CSP) is not guaranteed unless the enrolment at La Trobe University is a compulsory component of a CSP funded course from the student's home institution.

A cross-institutional (In) student may incur a fee, HECS-HELP or FEE-HELP liability at La Trobe University for the extra unit(s) and appropriate arrangements should be made with the University.

Variation of course attempt (enrolment)

Any changes to the status of your course enrolment must be made via application to a Faculty office or local Student Administration Office for small or domestic campuses. This includes deferral, intermission, transfer and discontinuation of course.

Deferral, intermission, transfer and withdrawal of enrolment

Deferral of enrolment (prior to commencement of course)

Deferment may be granted in most undergraduate and postgraduate courses. Most applications for deferment in undergraduate courses are approved and the process that must be followed is outlined in the La Trobe University Enrolment Guide 2008.

In the first instance all enquiries concerning the deferment of a postgraduate course should be directed to the Faculty office or local Student Administration Office for domestic campuses. It is not normally necessary to attend the University in person to seek deferment. Written applications should be made directly to the Selection Officer for the course at the relevant campus, by the date specified for accepting the offer.

Enquiries involving possible deferment of research and higher degree studies should be taken directly to the Research and Graduate Studies Office.

Commencing students cannot defer studies once they have incurred any fees, HECS-HELP or FEE-HELP liability (see Intermission of Course Attempt).

Students who fail to notify the University that they will be taking up a deferment, by the due date set by the Faculty of enrolment, may forfeit that place in 2009.

Intermission of enrolment (post commencement of course)

Intermission may be granted in all undergraduate and postgraduate courses, and faculties set policies regarding the administration of this process. In the first instance all enquiries concerning the intermission of an undergraduate or postgraduate course should be directed to a Faculty office or local Student Administration Office for domestic campuses. It is not normally necessary to attend the University in person to seek intermission of course attempt. Written applications using the 'Application for Intermission of Studies' form should be submitted directly to the Course Coordinator/Adviser of Studies from

the Faculty responsible for the administration of the course or local Student Administration Office for domestic campuses. Students will be notified in writing on the success of their application, clearly outlining the approved period of intermission.

Enquiries involving possible suspension of research and higher degree studies should be made directly to the Research and Graduate Studies Office.

Students cannot intermit their course enrolment to avoid the requirement to 'Show Cause' for unsatisfactory academic progress in a given academic year.

Fees, HECS-HELP or FEE-HELP liability is dependant upon the date on which the student received approval from the faculty to intermit their course.

Students who fail to notify the University that they will be returning from intermission by the due date set by the Faculty of enrolment may forfeit that place in 2009, as their course attempt will lapse. International students holding a student visa should note that Intermission of study for greater than six months usually results in cancellation of their student visa. Within 28 days of the approved date of Intermission, a student is required to either leave the country or apply for another visa.

Transfer of course

Transfers from one course to another within the University may be considered on an individual basis. This includes transfers (articulations) from one postgraduate course to another where the initial course of enrolment contains another component or 'embedded' course.

An 'Application to Transfer Course' form must be completed and submitted to the appropriate Faculty of enrolment to which you wish to transfer. Contact Faculties for submission deadline dates.

Applications for the transfer of a course received after the deadline date for submission, as set by the Faculty or school of enrolment, may not be considered for teaching periods commencing in 2009. Students pending approval to transfer must re-enrol in their current course. If approved, students will be notified by their Faculty office. Note that the University is obliged to inform the Department of Immigration and Culture if an international student transfers their course.

Enquiries involving the possible upgrade or downgrade of research and higher degree studies should be made directly to the Research and Graduate Studies Office.

Discontinuation of enrolment (withdrawal)

Undergraduate and postgraduate domestic students can discontinue their course enrolment by completing a 'Discontinuation of Enrolment' form and submitting it to the faculty of enrolment or local Student Administration Office.

Enquiries involving possible discontinuation of research and higher degree studies should be made directly to the Research and Graduate Studies Office.

Students contemplating discontinuation of enrolment are strongly encouraged to discuss this with a Course Adviser and consult with counselling services, or the International Student Support Services staff at the International Programs Office.

All changes to enrolments involving the discontinuation of a unit should normally be made prior to the Unit Census Date for a given teaching period. Discontinuation of a unit after the Unit Census Date, but before the end of the teaching period may remain on the student's academic record. Fees, HECS-HELP and FEE-HELP liability will remain depending on the Unit Census Date for the effected units in the given teaching period.

Important dates for the deletion of a unit for the official 2008 semester and term dates are located at www.latrobe.edu.au/acadserv/current/importantdates

In accordance with administrative requirements of the Higher Education Support Act (2003) students must be informed, and give consent, to any overpayment in enrolment fees being used as credit against current and future liabilities with the University.

Credits or overpayments to enrolment fees usually arise from variations to enrolment, discontinuation of course enrolments and intermission of studies. These credits are not automatically refunded. Students must apply via an 'Application for Refund' form at www.latrobe.edu.au/acadserv/current/fees.html#refunds

Should your enrolment be varied, intermitted or discontinued resulting in an overpayment of enrolment fees, you will be given an opportunity to nominate whether you wish to have the monies credited against current and future liabilities with the University. Current and future liabilities are defined as monies outstanding to the University which may arise from library loans or fines, non payment of financial assistance loans, monies owing to commercial areas of the University such as (but not limited to) accommodation or child care services, or student contribution fees.

Types of degrees available

Double degrees and concurrent enrolments

The University offers a range of double-degree programs, which allow students to receive two three-year degrees after four years of study. Details can be found in the faculty sections of this *Handbook*. A concurrent enrolment is a simultaneous enrolment in two courses, which can normally be completed in less time than if they were taken separately. Thus, combinations of degrees can be taken for which there is no formal double-degree program. These are also referred to as combined degrees. Rules, guidelines and further information regarding this type of program can be provided at the relevant faculty office or local Student Administration Office at domestic campuses. Students require faculty permission to enrol concurrently in two single awards.

Honours year studies

An Honours degree is the normal prerequisite for entry to higher degree studies – Masters and doctoral courses. It is usually awarded as a first class, second class (upper division), second class (lower division) or third class degree.

You can obtain an Honours degree by taking a fourth year of study after completion of a three-year bachelor course, normally with a B-grade average or better. Entry to a fourth-year Honours program is commonly by invitation only from the faculty of enrolment.

The course content is usually a combination of coursework and minor thesis. In some cases a quota may apply to the number of candidates accepted.

Some schools offer joint Honours programs which combine two disciplines. In many four-year bachelor courses it is possible to obtain an Honours degree by achieving particularly good marks throughout the course or by choosing an Honours stream. Failure to complete an Honours program successfully does not jeopardise a student's entitlement to the pass degree. Normally fees, HECS-HELP or FEE-HELP student liability status will remain the same as the linking undergraduate bachelor course.

Higher degree studies

This information comprises only a brief introduction to the options available after completing a pass degree. More detailed information is available from school and faculty offices, your local Student Administration Office, the Research and Graduate Studies Office (RGSO), and the Faculty sections of this *Handbook*. Information about financial assistance for higher degree studies can be found in the 'Fees, scholarships and financial matters' section of this chapter.

Masters preliminary or postgraduate diploma studies

Students who do not have an Honours degree and who aspire to higher degree study may be permitted to undertake Masters preliminary study, a non-award program that is generally equivalent to an Honours year. Successful completion will normally qualify a student for entry to a Masters program. Some schools do not offer a Masters preliminary program – in those (and some other) schools, completion of a postgraduate diploma may qualify a student for entry to a higher degree program.

Higher degree studies (Masters and doctoral degrees)

Higher degree courses available at La Trobe include Masters by Coursework, Masters by Research, Doctor of Philosophy (the PhD) and Professional Doctorates. All students interested in pursuing higher degree studies by research should make enquiries directly to the postgraduate coordinator in the relevant faculty/school.

Please contact the following:

Faculty of Education
Email: t.d'argenio-smith@latrobe.edu.au
Tel: (03) 9479 3918
Fax: (03) 9479 3070

Faculty of Health Sciences
Email: Health@latrobe.edu.au
Tel: (03) 9479 3583
Fax: (03) 9479 2507

Faculty of Humanities and Social Sciences
Email: LHUSS@latrobe.edu.au
Tel: (03) 9479 2023
Fax: (03) 9479 1700

Faculty of Law and Management
Email: mrinali.clarke@latrobe.edu.au
Tel: (03) 9479 1603

Faculty of Science, Technology and Engineering
Email: p.jones@latrobe.edu.au
Tel: (03) 9479 3588
Fax: (03) 9479 3030

Applications for candidature without scholarship may be submitted at any time.

The closing dates for the two main scholarships are:

Australian Postgraduate Award	31 October 2008
La Trobe University Postgraduate Research Scholarships	
• international applicants	30 September 2008
• Australian or New Zealand citizens	31 October 2008

For more information contact:

Research and Graduate Studies Office
Level 2, David Myers Building
Melbourne (Bundoora) campus
Tel: (03) 9479 1580 or (03) 9479 2971
Email: rgs@latrobe.edu.au

Student identification and contact details, privacy of information

Student status

A student remains a student only until the start of the next consecutive teaching period providing that they have formally re-enrolled. For example, a student who has only a Semester 1 2008 enrolment will cease to be a student on the commencement of Semester 2 2008. Students enrolled in both semesters will continue to be a student until the commencement of the next consecutive teaching period. At this time the student's enrolment status lapses if they are not formally enrolled.

Student status for Centrelink purposes may differ and it is recommended that students seek advice from Centrelink.

Name changes

Students must notify the University immediately of any name changes. Official documentary evidence (e.g., marriage certificate, passport, birth certificate) is required before a change of name will be amended on the University's student information system. For the purposes of conferring an award, a student cannot change his or her name after the award has been conferred. (Please note: this is currently under review.)

Privacy of student information

La Trobe University respects the privacy of your personal information. Personal information about you is collected and handled by the University to ensure your entitlements and obligations at La Trobe University are established and appropriately managed. Personal information we collect from you can be accessed from your local Student Administration Office in accordance with applicable laws. Further information regarding information privacy at La Trobe University is available at:
www.latrobe.edu.au/records/privacy/ltu.htm

Use of email for communication with students

Under University policy, La Trobe's normal medium for official communication with students is email to and from official University accounts. Communications about day-to-day student administrative

matters will be sent by email only, to the email addresses allocated to the students by the University. Communications about matters of critical importance, such as the outcomes of 'show cause' hearings, will be sent both by email and by postal mail. All students should note that:

- communication sent to the official La Trobe student email account is deemed to have been delivered to the student
- students are responsible for checking their University email account frequently, and generally no less than twice weekly
- the University normally does not enter into email communication with students who contact the University from an email address other than their official La Trobe address, as it is impossible to authenticate the sender's identity.

Students who believe that this policy may disadvantage them on equity or access grounds may submit a case for alternative arrangements. For more information, contact the Policy Unit in the Academic Services Division: academic_policy@latrobe.edu.au.

Student contact details

Students must notify the University immediately of any changes to their local and/or overseas postal address. In certain circumstances, official University communications are forwarded to a student's local and/or overseas postal mailing addresses as recorded on the enrolment form, or as subsequently amended throughout the duration of their studies. Changes to an address can be made by a student using StudentOnLine or by the 'Amendment to Personal Details' form available from your local Student Administration Office. It is University policy that any official communication directed to the last known local postal address of a student is deemed to have been delivered to the student.

Student identity cards

La Trobe Cards are issued to students at the time of their first enrolment and need to be updated each year on re-enrolment (subject to change in 2008). La Trobe ID cards are issued to students at Bundoora and Bendigo campuses on the day of enrolment. Students from Albury-Wodonga, Mildura and Shepparton will have their cards issued after their enrolment has been processed.

The La Trobe ID card is used for:

- identification
- library borrowing
- photocopying and network printing
- building access.

If your ID card is damaged you can purchase a replacement card for \$20.00 from the Card Centre (or in the case of regional campuses, your Student Administration Office).

If your ID card is lost or stolen you must report it immediately to the Card Centre on (03) 9479 1349. The Card Centre is located in the Student Administration Office, Level 2, David Myers Building, Bundoora Campus. If you are located at a regional campus, you can advise your local Student Administration Office. It is also suggested that you report any card loss/theft to the Library immediately, to avoid any fraudulent book borrowing.

A replacement card will be issued to you at a cost of \$20. If your card was stolen and you can present a police stolen property report, a replacement card will be issued free of charge.

Students should carry their La Trobe ID card at all times while on campus. Students may be requested to produce their card as proof of identity by an identified officer of the University. Student cards are required as proof of identity at all examinations and Student Administration Offices.

Cards are issued to students as proof of identification. Cards must be returned to the Card Centre should your enrolment at the University cease. The University reserves the right to cancel cards and remove access to facilities when enrolment ceases.

The University adopts the Australian Government Passport photo guidelines with regard to ID card photo standards. If a student is unable to comply with these guidelines due to religious or cultural practices, particularly regarding the wearing of a burkah or other such garment, students will be provided with a secondary proof of ID card. This card will include a specimen signature, which will be used as further proof of identity, especially under examination conditions. Students will be required to provide both forms of ID while on campus and during examinations.

StudentOnLine

The University provides an interactive website for students – StudentOnLine which enables students to check their enrolment, re-enrol, vary enrolment, change postal addresses, check results and course completion, view and print an unofficial transcript, pay fees and access other student services. A username and password is required by the student to access the site and students are required to change the password when accessing the service for the first time.

Passwords and usernames are printed on the first Statement of Account which is issued following a student's commencing enrolment (subject to change in 2008). The reissuing of a new password may incur a \$10 replacement fee.

University charges for 2008

The following charges applied at the time of printing of this *Handbook*:

Late unit enrolment fee	\$32
Revival of enrolment fee	\$105
Late fee payment charge	\$85
Academic transcript	
• 24 hour service	\$30
• weekly service	\$15
• additional copies	\$2
Replacement testamur	\$100
Replacement StudentOnLine password/PIN	\$10
'To whom it may concern' letter	
• 48 hour service	\$25
Late re-enrolment fee	\$110
Personal (unofficial) record	\$6
Graduation attending	
• Local	\$85
• Overseas	\$100
ID card replacement	
• Plain card	\$10
• SmartCard	\$20

For an explanation of the above charges, contact your local Student Administration Office.

Complaints about charges

If staff or students are concerned that, in individual cases, charges may constitute violations of the Higher Education Support Act, the matter should at first be taken up with La Trobe University and then Department of Education, Science and Training (DEST) if unresolved. It is the responsibility of the University to ensure that its charges are consistent with this advice and the Act. Staff or students should go to the University website to access a Customer Service Feedback Form at www.latrobe.edu.au/acadserv/current/office.html

FEES, SCHOLARSHIPS AND FINANCIAL MATTERS

Tuition fees

Single unit fees

La Trobe University offers single unit (non-award) studies for fees to domestic and international students.

For all teaching periods, single unit fees are due and payable on the date specified on the University's Statement of Account. A student must not have incurred any tuition fee liability (remained enrolled past the Unit Census Date) to be entitled to a full refund of a specific single unit fee.

Undergraduate domestic fees

La Trobe University offers undergraduate fee-paying places to domestic students.

For all teaching periods, undergraduate fees are due and payable on the date specified on the University's Statement of Account. A student must not have incurred any tuition fee liability (remained enrolled past the Unit Census Date) to be entitled to a full refund of the fees for a specific unit.

Postgraduate domestic fees

For all teaching periods, postgraduate fees are due and payable on the date specified on the University's Statement of Account. A student must not have incurred any tuition fee liability (remained enrolled past the Unit Census Date) to be entitled to a full refund of the fees for a specific unit.

For further information refer to the 2008 Domestic Fees webpage at www.latrobe.edu.au/acadserv/current/fees

Commonwealth Supported Place (CSP)

To be eligible to be made an offer of a Commonwealth Supported Place (CSP) you must:

- be an Australian citizen or a New Zealand citizen, or a holder of an Australian permanent visa (including an Australian permanent humanitarian visa)
- complete a 'Request for Commonwealth Support and HECS-HELP' form
- have sufficient Student Learning Entitlement to undertake the units of study within the offered course (refer to SLE below).

As a Commonwealth-supported student, the Australian Government will contribute towards your study costs. Students who are offered a Commonwealth Supported Place (CSP) are usually required to pay a student contribution.

Maximum student contribution amounts for a Commonwealth Supported Place

The following table shows the maximum student contribution amounts for a place that may be charged for units of study in 2008. These rates apply to Commonwealth supported students who are not covered by the transitional arrangements in the *Higher Education Support (Transitional Provisions and Consequential Amendments) Act 2003* and the Transitional Arrangements for Students Guidelines issued under that Act or the saving provision in Schedule 7 of the *Higher Education legislation Amendment (2007 Budget measures) Act 2007*

Item	Funding cluster	Maximum student contribution amount
1	Law	\$8499
	Accounting	
	Administration	
	Economics	
	Commerce	
2	Humanities	\$5095
3(a)	Mathematics	\$7260
	Statistics	
	Computing	
	Built Environment	
	Other Health	
3(b)	Behavioural Science	\$5095
	Social Studies	
3(c)	Education	\$4077
4(a)	Clinical Psychology	\$5095
	Foreign Languages	
	Visual and Performing Arts	
4(b)	Allied Health	\$7260
5	Nursing	\$4077
6	Engineering	\$7260
	Science	
	Surveying	
7(a)	Dentistry	\$8499
	Medicine	
	Veterinary Science	
7(a)	Agriculture	\$7260

Maximum student contribution amounts for a Commonwealth Supported Place for pre-2008 students

For pre-2008 students, the maximum student contribution amount that may be charged for Accounting, Administration, Economics, and Commerce units is \$7260. This amount applies to Commonwealth supported students who commenced a course of study before 1 January 2008 and are covered by the saving provision in Schedule 7 of the *Higher Education Legislation Amendment (2007 Budget Measures) Act 2007*.

Maximum student contribution amounts for a Commonwealth Supported Place for pre-2005 students

The following table shows the maximum student contribution amounts for a place that pre-2005 HECS students (who are not pre-1997 students) may be charged for a unit of study undertaken in 2008. These rates apply to Commonwealth-supported students who are covered by the *Higher Education Support (Transitional Provisions and Consequential Amendments) Act 2003* and the Transitional Arrangements for Students Guidelines issued under that Act.

Item	Funding cluster	Maximum student contribution amount
1(a)	Law	\$6798
1(b)	Accounting	\$5807
	Administration	
	Economics	
	Commerce	
2	Humanities	\$4077
3(a)	Mathematics	\$5807
	Statistics	
	Computing	
	Built Environment	
	Other Health	
3(b)	Behavioural Science	\$4077
	Social Studies	
3(c)	Education	\$4077
4(a)	Clinical Psychology	\$4077
	Foreign Languages	
	Visual and Performing Arts	
4(b)	Allied Health	\$5807
5	Nursing	\$4077
6	Engineering	\$5807
	Science	
	Surveying	
7(a)	Dentistry	\$6798
	Medicine	
	Veterinary Science	
7(b)	Agriculture	\$6798

Maximum student contribution amount for a place for pre-1997 students

The maximum student contribution amount for a place that pre-1997 students may be charged for units of study in 2008 is \$3061. This rate applies to Commonwealth-supported students who commenced their course of study before 1997, and who are covered by the *Higher Education Support (Transitional Provisions and Consequential Amendments) Act 2003* and the *Transitional Arrangements for Students Guidelines* issued under that Act.

Payment of the student contribution

All Australian citizens and holders of permanent humanitarian visas who are offered a Commonwealth Supported Place may choose one of the following methods to pay their Student Contribution amount:

- pay the full student contribution amount up-front or make a partial payment (\$500 or more) and receive a 20 percent discount on the amount paid
- defer their student contribution amount by taking out a HECS-HELP or FEE-HELP debt, which will be repaid via the Australian Taxation Office when the student's income reaches the thresholds set by the Government
- New Zealand citizens and permanent residents (other than an Australian permanent humanitarian visa) can also access Commonwealth Supported Places, however they must pay the full student contribution amount up-front without any discount

Detailed information on the University's policies and procedures regarding FEE-HELP will be available at the University's website www.latrobe.edu.au/acadserv/fees

Note: Permanent Residents and New Zealand citizens are not eligible to defer their HECS-HELP. Permanent Residents and New Zealand citizens are only eligible to pay their fees up-front without a discount.

Student Learning Entitlement (SLE)

If you are an Australian citizen, New Zealand citizen or a holder of an Australian permanent visa (including an Australian permanent humanitarian visa) you will receive a Student Learning Entitlement

(SLE) giving you access to seven full-time years or part-time equivalent as a Commonwealth Supported student. Additional SLE is allocated in specific circumstances, for example if you are enrolled in an undergraduate course that is longer than six years. SLE is consumed as the student enrolment is finalised after each Census date.

Commonwealth Higher Education Student Support Number (CHESSN)

When a person applies for admission to La Trobe University, either through Victorian Tertiary Admission Centre (VTAC), Universities Admission Centre (UAC), or via direction application, personal identifying information will be provided electronically to the Department of Education, Science and Training (DEST) and the Australian Taxation Office, after each applicant has given their consent, for the allocation of a CHESSN.

DEST will be responsible for allocating CHESSNs or to return an existing CHESSN for the applicant.

Each eligible student receiving Commonwealth assistance through a Commonwealth Supported Place (CSP) will be allocated a CHESSN. This number will stay with the student throughout their academic life, and for the management of their Commonwealth assistance. Students will be notified of their CHESSN on their Commonwealth Assistance Notice which is sent after the Census date of their first unit. Students are responsible for monitoring their eligibility for Commonwealth support and Student Learning Entitlement balance.

To obtain more information, refer to: www.goingtouni.gov.au or www.latrobe.edu.au/study

Remissions and refunds of fees

Remission (refund) of unit fees, HECS-HELP or FEE-HELP debt

Prior to a Unit Census Date, applications may be made to have any unit tuition fees and part payments with respect to HECS-HELP and FEE-HELP liability, refunded directly by electronic funds transfer.

After a Unit Census Date, normally liability is non refundable. If a student becomes seriously ill or other special circumstances occur and they are unable to continue studies, application can be made to have their fees, HECS-HELP or FEE-HELP debt for the relevant teaching period reduced or removed.

'Special circumstances' does not include lack of knowledge or understanding of fees, HECS-HELP or FEE-HELP and how they are administered, or of La Trobe University's enrolment procedures and regulations. Students who have paid fees, or have a HECS-HELP or FEE-HELP loan and want a refund must apply in writing using the appropriate 'Application for Remission of Debt and Re-crediting of Student Learning Entitlement' form to the University:

Attention: Remission of Fees, HECS-HELP and FEE-HELP
Manager Student Records
La Trobe University, Victoria 3086

To seek further information and advice on Remission of Debt and Re-crediting of Student Learning Entitlement for HECS-HELP and FEE-HELP, visit your local Student Administration Office.

Detailed information on the University's policies and procedures regarding Remission of Debt and Re-crediting of Student Learning Entitlement is available at the University's website: www.latrobe.edu.au/acadserv/current/fees

Refunds

To seek further information and advice regarding refunds visit your local Student Administration Office or access detailed information regarding the University's refund policies and procedures and appropriate application forms at www.latrobe.edu.au/acadserv/current/fees

Other information about fees and charges

Incidental fees (fees for goods and services incidental to studies) – legislation

Commonwealth supported students and domestic fee-paying students generally must be able to complete the requirements of their course of study without the imposition of fees that are not a student

contribution amount or a tuition fee.

However, certain fees are not considered to be student contribution amounts or tuition fees (see clause 33.3) [HESA – s19-109]. One fee that is not considered a tuition fee or a student contribution amount is a fee that is incidental to studies.

The criteria for deciding if a fee is incidental are set out in Chapter 12 of the Commonwealth Grant Scheme Guidelines [HESA – s19-105(3) (f)] and are described in clauses 19.2 and 19.3.

Circumstances in which providers may levy fees

In accordance with chapter 12 of the Commonwealth Grant Scheme Guidelines, a provider may charge a student for a good or service related to the provision of their course if one of the following criteria applies:

- the fee is for a good or service that is not essential to the course of study, for example:
 - access to Internet and computer facilities (except where these are required as part of a course)
 - printing of notes from the Internet or discs
 - graduation ceremonies in cases where the student is not required to attend the ceremony in order to obtain their award.
- the fee is for an alternative form or alternative forms of, access to a good or service that is an essential component of a course but is otherwise made readily available at no additional charge by the provider, for example:
 - lecture notes or tapes, provided that lectures are available to students free of charge
 - electronic provision of essential information if the information is also readily available free of charge in another form (e.g., in the university library)
 - reading material, such as anthologies of required readings, if these texts are also available free of charge
- the fee is for an essential good or service that the student has the choice of acquiring from a supplier other than the provider and is for:
 - equipment or items that become the physical property of the student and that are not consumed during the course of study; for example:
 - artwork, fabric for sewing class, first aid courses, police clearance checks, musical instruments, protective clothing or footwear, stethoscopes, dance shoes, and reference tests
 - food, transport and accommodation costs associated with the provision of field trips
- the fee is a fine or penalty, if the charge is levied principally as a disincentive and not in order to raise revenue or cover administrative costs, for example:
 - fines or penalties for late enrolments, late variations to enrolments, late withdrawals from a course, and late payment of charges
 - review of grade if a student has already passed the unit but is seeking to improve their grade
 - and a charge for an assessment of prior learning in circumstances where a person has not applied for entry to the institution

Circumstances in which providers must not levy fees

Providers must not charge students for a good or service which is required for a course of study unless that good or service, or an alternative to it, is also available to students at no additional charge, for example: course materials, such as unit outlines, reading lists, tutorial or seminar topics and problems, assignment and essay questions, and requirements and guidelines for the presentation of work; access to library books, periodicals and manuals; clinic, laboratory or workshop materials such as anaesthetics, chemicals, filters, fuel, fertilisers, animal feed or crops used in practical sessions or research; access to computers or other on-line resources; recognition of prior learning if the student is enrolled with the provider or the student is applying for enrolment (including auditions); equipment and manuals which a professional in the field would not be required to own, such as fixtures in a clinic, laboratory or workshop; or large items of equipment and relevant workshop manuals required for their use; admissions services; examinations or assessments including practical assessment, for example, which requires the services of musical accompanists; reassessment of results where a student has failed an assessment and thereby failed a subject or unit; and mailing charges associated with distance education.

Financial assistance

A variety of assistance options are available for students. All intending applicants are advised to check current details with the Student Administration Office on each campus that are available for assistance on all financial matters.

Aboriginal Study Assistance Scheme (Abstudy)

Abstudy is a Commonwealth government scheme for Aboriginal and Torres Strait Islander students. In order to receive this benefit, a student must be studying an approved course and not receiving any other government assistance. Further advice and application forms are available from your local Aboriginal Liaison Unit/Officer. Forms are also available at DEST offices or Centrelink. Tel: 132 317.

Austudy and Youth Allowance

Austudy is the Commonwealth government student assistance scheme, which assists students 25 years of age and over, undertaking approved full-time secondary and tertiary studies.

For those under 25 years of age the Youth Allowance provides similar benefits. The assistance is subject to a means test and to certain conditions of eligibility.

All students are encouraged to obtain advice and, if appropriate, apply through the relevant student advisory service on their campus. For additional information visit the website at www.centrelink.gov.au

Loans schemes

Two schemes are available to eligible students:

Student Loan Fund

Loans are available to assist students to support essential needs in order to complete their studies. Essential needs may include but are not limited to books, equipment, computer software and hardware, travel for research and course placement.

Loans will not be granted for daily parking costs at University campuses and daily transport costs.

More information about the Student Loan Fund is available from:

Tel: (03) 9479 3827

Web: www.latrobe.edu.au/finaid/ or

Email: finaid@latrobe.edu.au

OS-HELP in 2008

OS-HELP is a loan scheme available to assist eligible undergraduate students to undertake some of their study overseas. Students may receive up to \$5299 per six-month period. OS-HELP loan funds can be used for any of the associated expenses incurred when studying overseas, such as airfares, accommodation or settling expenses.

For further information go to the 'Going to Uni' website at www.goingtouni.gov.au or contact the OS-HELP Officer to obtain an application package via email at oshelp@latrobe.edu.au

Postgraduate awards

La Trobe University offers a number of awards for candidates who wish to undertake a higher degree by research. Scholarships are awarded on the basis of excellence to persons of exceptional promise. Details are available from the Research and Graduate Studies Office at the Melbourne (Bundoora) Campus. The closing date for applications for candidature and scholarship is 31 October 2008 for Australian and New Zealand citizens and 30 September 2008 for international applicants.

To be eligible for most awards applicants must have completed at least four years of tertiary studies or equivalent, and hold qualifications at Honours 1 or equivalent level.

Application kits and further details on the eligibility criteria and conditions are available directly from the school in which you wish to study, or by accessing the website at

www.latrobe.edu.au/rgso/scholarships.htm#candidature

Successful research applicants will normally receive a non-taxable stipend.

Research Training Scheme (RTS)

The RTS provides block grants to eligible higher education institutions to support research training for students undertaking Doctorates and Masters by research. The RTS provides these students, referred to as Commonwealth-funded HDR students, with a Commonwealth-funded place for up to a maximum period of four

years' full-time equivalent study for a Doctorate by research and two years' full-time equivalent study for a Masters by research.

An RTS student must be:

- an Australian citizen
- an Australian permanent resident or New Zealand citizen
- enrolled in an accredited higher degree by research course.

All students interested in pursuing higher degree studies by research should make enquiries directly to the postgraduate coordinator in the relevant faculty/school. Please contact:

Faculty of Education

Email: t.d'argenio-smith@latrobe.edu.au

Tel: (03) 9479 3918

Fax: (03) 9479 3070

Faculty of Health Sciences

Email: Health@latrobe.edu.au

Tel: (03) 9479 3583

Fax: (03) 9479 2507

Faculty of Humanities and Social Sciences

Email: LHUSS@latrobe.edu.au

Tel: (03) 9479 2023

Fax: (03) 9479 1700

Faculty of Law and Management

Email: mrinali.clarke@latrobe.edu.au

Tel: (03) 9479 1603

Faculty of Science, Technology and Engineering

Email: p.jones@latrobe.edu.au

Tel: (03) 9479 3588

Fax: (03) 9479 3030

Scholarships, awards and prizes

La Trobe University will offer a number of scholarships for commencing and continuing students in 2008, ranging in value from \$2000–\$5000 per year, including Commonwealth Scholarships. Some scholarships will assist rural and regional students, or those from a low socio-economic background, or Indigenous students. Others will recognise students with exceptional academic results. Grants are also available for honours students. More than 450 scholarships are awarded annually to commencing and continuing students across all faculties and campuses of the University. Further information and application forms, can be obtained at www.latrobe.edu.au/scholarships or see the 'Scholarships and prizes' chapter in this *Handbook*. The application process and closing dates vary for each scholarship program.

The Scholarships Unit is responsible for administering university-wide undergraduate scholarships, including Commonwealth Scholarships. Faculties, campuses, and residential colleges also offer and administer a wide range of scholarships and prizes for students at all levels, in most courses. Visit the same web page (above) for eligibility details and how to apply.

ACADEMIC MATTERS

Academic misconduct (plagiarism, cheating in examinations)

La Trobe University regards academic honesty as the foundation of teaching, learning, and research. It requires its academic staff and students to observe the highest ethical standards in all aspects of academic work. The University demonstrates its commitment to these values by awarding due credit for honestly conducted scholarly work, and by penalising academic dishonesty and all forms of cheating.

At La Trobe University:

- it is the responsibility of the academic staff to conduct research according to ethical standards of scholarship, and to teach their students ethical learning and research practices; and
- it is the responsibility of the student to acquire a clear understanding of how to avoid unethical practices and to employ this knowledge in their work submitted for assessment

Plagiarism

One form of academic cheating is plagiarism: the reproduction of someone else's words, ideas or findings and presenting them as one's own without proper acknowledgment. There are many forms of plagiarism, including the following:

- direct copying of sentences, paragraphs or other extracts from someone else's published work (including on the Internet and in software) without acknowledging the source;
- paraphrasing someone else's words without acknowledging the source;
- using facts and information derived from a source without acknowledging it;
- using ideas directly derived from an identifiable author without acknowledging the source; and/or
- producing assignments, which should be the student's own, independent work in collaboration with and/or using the work of other people (e.g., a student or tutor)

The University has a comprehensive Academic Misconduct Policy and associated regulations that provide improved information and training for students and staff. The policy also includes a list of recommended penalties for offences ranging from plagiarism through to cheating in examinations. Students found guilty of academic misconduct may receive penalties ranging from a requirement to participate in academic counselling or a reduction in marks for an individual piece of assessment for minor cases, through to suspension from your course in serious cases or repeat offences.

The policy also requires all students to complete a Statement of Authorship for all work submitted for the purposes of assessment. The Academic Misconduct Policy is available on the University's website at www.latrobe.edu.au/policies/assets/downloads/academic_misconduct.pdf. Turnitin is software used by the University to deter plagiarism. If your lecturer indicates that you will be using this system, it is available at: www.latrobe.edu.au/turnitin/. This website also provides valuable links to information on academic honesty and avoiding plagiarism.

Unauthorised material in examinations

Another form of academic misconduct is bringing unauthorised material into examination venues. Students found guilty of this offence may be awarded zero marks in part of the examination, the whole examination, the unit concerned, or may be suspended for a defined period of time or excluded from the University. Details of materials allowed to be taken into an examination venue are provided on the examination timetable, on the official University notice-board, at the entrance to the examination venue and on the front cover of the examination paper. If an item is not specifically referred to it will be deemed unauthorised and should not be brought into the examination. The only items permitted in an examination venue not requiring authorisation are writing instruments, an eraser and an unmarked ruler. Translation dictionaries brought into examination venues should be unmarked. It is therefore suggested that students check this requirement at the beginning of the semester to save them from having their translation dictionaries confiscated during the examination.

Academic progress requirements

Every course offered by the University must be completed within a specified period of time. The maximum period for the completion of courses is included in the University's Academic Progress Policy. Similar constraints apply to Honours years, graduate diplomas, Masters degree programs and doctoral degrees.

Students who do not satisfy academic progress requirements over a set progression period will receive formal written advice and may be required to present their case to Faculty Academic Progress Committee (APC), as to why their enrolment should be allowed to continue.

Failure to meet satisfactory academic progress normally involves coursework students failing to meet one or more of the following conditions within a specific Progression Period (as defined by the Faculty):

- failing more than 50% of the sum of their unit enrolment in credit points – if no previous APC event;
- failing more than 60% of the sum of their unit enrolment in credit

points – if previous APC event;

- failing a unit a second or subsequent time; and/or
- failing to meet specific enrolment conditions as set by the faculty

At the time of printing this *Handbook*, the University's Academic Progress Policy was under review and may be subject to change for 2008.

Faculty Progression Periods are set by the faculty responsible for the administration of the course. The University has a comprehensive Academic Progress Policy for coursework students and associated regulations that provide details of how the APC process is administered by the University. The Academic Progress Policy for coursework students and access to the associated Regulations are available on the University's website at www.latrobe.edu.au/policies/assets/downloads/academic_progress.pdf

Research students receive a copy of the *Handbook for Candidates and Supervisors for Masters degrees by Research and Doctoral Degrees* at enrolment. Alternatively, this document can be accessed on the web at

www.latrobe.edu.au/rgso/information/forms/INFOSUPC.rtf

International students holding a student visa are reminded that condition 8202 requires them to maintain satisfactory academic progress.

An international student will not be reported to DIAC as being in breach of condition 8202 until after they have been excluded by the Academic Progress Committee or the Academic Progress Review committee has made a final decision for exclusion and the time for lodging an appeal has elapsed. Until then, it is recommended that students approach their faculty and continue to attend classes.

Academic advice

Academic Skills Assistance and Study Advice

In each faculty there are advisers of studies who help students plan their courses, and there are Language and Academic Skills (LAS) advisers who assist students in academic skills and practices.

Advisers of studies

Consult your school or faculty office for a list of advisers of studies.

Language and Academic Skills (LAS) advisers

At Bendigo and Melbourne (Bundoora) a number of units work in cooperation. The LAS advisers work with students to develop their study skills. Students can be assisted to develop their reading, writing, note-taking and speaking skills. This is done through individual consultations and workshops.

To find out more about how we can help you do your best, contact one of the LAS units below. You can also visit the website for more information at www.latrobe.edu.au/lasu/

Language and Academic Skills (ESL) Unit
(For non-native speakers in all faculties)
Rooms 417, Humanities 3 building
Melbourne (Bundoora) Campus
Tel: (03) 9479 2788

Academic Skills Unit
Bendigo Campus
Tel: (03) 5444 7223

Humanities Academic Skills Unit (HASU)
Faculty of Humanities and Social Sciences
Melbourne (Bundoora) Campus
Tel: (03) 9479 2535

Language and Academic Skills (LAS)
Faculty of Science, Technology and Engineering
Melbourne (Bundoora) Campus
Tel: (03) 9479 2432

Language and Academic Skills Unit (LASU)
Faculty of Law and Management
Melbourne (Bundoora) Campus
Tel: (03) 9479 2665

Study Skills Assistance Scheme (SSAS)
Faculty of Health Sciences
Melbourne (Bundoora) Campus
Tel: (03) 9479 3586

Students on other campuses should contact their campus manager or student administration centre or see the regional campus entry in this *Handbook*.

Class timetables

Class Timetables are administered by Academic Services Division for the University. Timetabled units offered by all campuses of La Trobe University are available by unit, department, or student ID selections via: www.latrobe.edu.au/timetable/

Students have the opportunity to view their own personal timetable by entering their student ID number and password.

Access to Timetable information may also be obtained via StudentOnLine:

www.latrobe.edu.au/acadserv/current/studentonline.html

Examinations and assessment

Official examination periods

First semester examinations	6 to 26 June 2008
Second semester/annual examinations	31 October to 20 November 2008

Students are required to be available for the entire duration of all official examination periods. Students should also note that they may be required to undertake examinations that are not conducted within the official examination period.

Examination timetables

Official examination timetables for centrally administered mid-year and end-of-year examinations are usually published approximately five weeks prior to the examination period commencing. Timetables are published on the web via the University's homepage and on notice-boards, together with central examination rules and other important information regarding examination conduct. The University provides no information regarding examination dates, time and/or locations over the telephone. Students should contact their campus Student Administration Office directly for information regarding supplementary/special examination periods and timetable publication. In the event of a student being unable to be present for an examination, the candidate must notify the relevant course authority of details within 72 hours of the examination, and in the case of medical incapacity, a medical certificate must be supplied.

If a candidate has two examinations set down for the same examination session, they must contact their Student Administration Office at least three weeks prior to the commencement of the examination period and complete a request for an 'Alternative Examination Arrangements' form.

Alternative examination arrangements

Alternative examination arrangements may be made for semester, annual, special or supplementary examinations for students who have a permanent or temporary disability, mental health issue and/or ongoing medical condition. For example, candidates may be given breaks during examinations, be provided with additional time to complete their examination or sit their examinations in an alternative venue.

Students with a permanent or long-term disability, mental health issue and/or ongoing medical condition should consult the Disability Liaison Officer in the first instance. All other students should contact their Student Administration Office directly to obtain relevant application details. Requests for alternative examination arrangements must be submitted to Student Administration Offices at least three weeks prior to the commencement of the examination period.

Special consideration

Special consideration may be granted in extenuating circumstances that may have adversely affected your ability to undertake your studies. For further information contact your local Student Administration Office who will assist you.

Applications relating to special consideration for performance at an examination must be submitted to your Student Administration Office within 72 hours after the commencement of the examination. In some instances it may be appropriate to discuss the matter with an advisor of studies in the relevant faculty or school before lodging an application.

Applications for special consideration relating to performance during an academic period must be submitted to your Student Administration Office prior to any examination to which such application relates. It is important that you communicate with your lecturer as early as possible for assistance with issues related to missed work.

Throughout the year valuable teaching support services are also available to you at the various campus locations:

- Equity and Access – www.latrobe.edu.au/equity/
- Counselling – www.latrobe.edu.au/counselling/
- Language and Academic Skills Unit – www.latrobe.edu.au/lasu
- English as a Second Language – www.latrobe.edu.au/lasesl/index.html

Further information can be found by visiting the websites for each of these services. We encourage you to use these services, which are provided to support you to achieve academic success.

The University policies on examinations, including special consideration are available on the website at www.latrobe.edu.au/policies/

NOTE: At the time of writing, special consideration policies and procedures are under review. Students are encouraged to check the website periodically for the latest information.

Examination results

Examination results will be emailed to all students via their official La Trobe student email account as results are finalised. Examination results are also available via StudentOnLine. Scheduled result release dates are established each year and generally occur mid-July for first semester results and the second week in December for second semester. Personal records are available from local Student Administration Offices. A charge of \$6.00 applies for personal records. Official academic transcripts can be ordered through local Student Administration Offices. A charge of \$15 applies for a weekly service and \$30 for a daily service. Additional copies cost \$2 per copy. Students can print an unofficial transcript from StudentOnLine at no cost.

Assessment procedures for coursework units

Work presented by students during their studies is assessed in a variety of ways. It is important to understand the methods used and the expectations of the examiners. If you have queries relating to assessment for a particular unit you should approach the examiner for clarification in the first instance.

The most commonly used methods of assessment at La Trobe are described briefly below – in almost every case, a student's performance in each method is measured and contributes to the final mark and grade awarded at the end of the year.

The expectations of examiners will vary widely according to the nature of the unit and the method of assessment. The general principle, however, is that the student is expected to demonstrate a knowledge and understanding of the topic being examined rather than an ability for rote learning, although there are many occasions on which the latter is also necessary.

Written examinations

Written examinations are normally of one to three hours' duration. They may consist of multiple-choice questions requiring minimal response, many questions requiring brief response or a few questions requiring extensive response. Frequently they are set in formal examination periods (end of Semester One and end-of-year), but this is not always the case.

Essays

These are normally a few hundred to several thousand words in length, and may be set at any time of the year.

Clinical and social work placements

Most Health Sciences students and some other groups of students are required to undertake placements for various periods of time in relevant practical environments which test their skills and knowledge and impart new skills.

Work experience

Students in agriculture, engineering and some science courses are required to undertake up to 12 weeks of relevant work experience during their courses, which does not always contribute to the final mark.

Projects

Projects may be specified or left to the student's choice – they range from minor to major.

Practical classes

Normally of one or more hours' duration, these are generally task-oriented, supervised and conducted at regular intervals (e.g., weekly).

Continuous assessment

This combines some of the above methods and may be an alternative to end-of-semester or end-of-year written examinations. The marks for many individual pieces of work are aggregated to give a final mark.

Class attendance and submission of written work

Attendance at lectures is not normally recorded, but may be recorded at tutorials and is often monitored for practical classes. In many units satisfactory attendance at tutorials or practical classes is compulsory and essential for a pass in the unit.

The submission of essays, assignments and other written work is recorded, and failure to submit without an acceptable reason may lead to the award of a fail grade.

Examination grades

A	80 – 100%
B	70 – 79%
C	60 – 69%
D	50 – 59%
P	Ungraded pass. May also denote satisfactory completion of a Masters Prelim course or postgraduate thesis
EX	Exempted from unit
X	No formal grade has yet been recorded in the case of a course or unit taken over several years, and the student may proceed with the remainder of the course
H1, H1A, H2, H2A, H2B, H3	Results for Honours and Masters (Preliminary) course
HN	Honours fail
KH	Honours withdrawn very early
K	Withdrawal – not counted as a failure
KN	Withdrawal – counted as a failure
N	Failure
NA	Results not yet available
NC	Granted a conceded pass
NCE	Granted a conceded pass – May sit a centrally administered examination if desired
NCA	Granted a conceded pass – May sit further assessment if desired, which will exclude a centrally administered examination
NP	Failure (which may be converted to a conceded pass when more marks are available)
NS	Did not present any work for assessment (to count as a failure)
NX	Excluded from examination (to count as a failure)
PS	Ungraded pass after supplementary assessment
SA	Supplementary assessment granted
SAE	May present for supplementary assessment – which will include a centrally administered examination
SAA	May present for supplementary assessment – which will not include a centrally administered examination
SAH	Supplementary assessment granted (to complete a compulsory [Hurdle] component)
SAHE	May present for supplementary assessment in a compulsory (Hurdle) component – which will include a centrally administered examination
SAHA	May present for supplementary assessment in a compulsory (Hurdle) component – which will not include a centrally administered examination
SP	Granted a special examination
SPE	Granted a special examination – which will include a centrally administered examination
SPA	Granted a special examination – which will not include a centrally administered examination
W	Result withheld
**	No result available

Supplementary assessment

The University has recognised two situations (detailed in points 1 and 2 below) in which it is appropriate to provide the opportunity for supplementary assessment to facilitate student progression. The supplementary assessment policy applies only to undergraduate units including units being studied on a non-award basis and postgraduate

course work students where a Hurdle requirement exists in an assessment for units:

1. A student who has obtained 50 per cent or more in a unit but who has failed to meet a compulsory (Hurdle) requirement shall be offered supplementary assessment in order to meet this requirement, unless it is impractical to provide this assessment. Upon successful completion of the supplementary assessment, the original mark will stand. (See also point 4.)
2. An undergraduate student shall be offered supplementary assessment in any failed unit for which a mark of 47 per cent or more has been obtained if a single piece of work or assessment is worth more than 50 per cent of the assessment in the unit. Upon successful completion of supplementary assessment, the final mark awarded shall be 50 per cent.
3. Supplementary assessments shall not be awarded where less than 47 per cent is obtained in a unit or where all assessment items are worth 50 per cent or less of the total assessment in the unit.
4. Students who fail to complete the assessment for a unit may be denied supplementary assessment by the faculty concerned. Further, supplementary assessment may be denied where it is impractical to provide it (e.g., a practical course or tutorial performance).
5. Students shall be given a minimum of one week's notice for supplementary (and special) examination, including details of the assessment.
6. Supplementary assessment in normal circumstances should be held only at the end of a progression period or the teaching period in which the unit is undertaken unless faculty boards determine that appropriate arrangements, including the mandatory one week's notice to students, can be made at the end of an earlier semester.
7. Supplementary assessments should be provided in the first progression period for students who fail an absolute prerequisite for a second progression period unit. In this case, care must be taken to minimise the impact on the second progression period studies. Part-time students may be offered supplementary assessment where it is impossible to meet the normal criteria for the award of supplementary assessment (e.g., an enrolment in one or two units). However, such supplementary assessment given in advance is taken into account when further units are completed.
8. Supplementary assessments should be comparable in standard with the initial assessment for a unit, or at least a major segment of it.
9. All supplementary assessment for the academic year must be finalised by the end of the week after central supplementary and special examinations conclude (see special consideration policy). This will normally prevent the offer of supplementary assessment following a special examination for a unit.

The University's policy on supplementary assessment is available on the policies website at www.latrobe.edu.au/policies/assets/downloads/supplementary_assessment.pdf

Reconsideration of assessment results

At the time of printing this *Handbook*, the University's Reconsideration of Assessment Policy was under review and may be subject to change for 2008. Requests for advice on performance in assessment tasks should be addressed in the first instance to the member of staff (e.g., examiner) concerned. The Head of School should then be approached should re-marking be desired. Any student has the right to appeal to the faculty Dean and finally the Ombudsman should they still be dissatisfied.

The University Ombudsman

Mr Cliff Picton

Located within the Offices of Equity and Access

Room 136, Level 1, Peribolos East

Melbourne (Bundoora) Campus

Tel: (03) 9479 1897

Fax: (03) 9479 3897

Email: c.picton@latrobe.edu.au

Graduations

Ceremonies at the Melbourne (Bundoora) campus are generally held in the Union Hall during late March, April and May. Ceremonies are also held at Albury-Wodonga, Mildura and Shepparton in March and April, and Bendigo in early May.

Ceremonies for mid-year qualified students are held in either late September or early October at the Melbourne (Bundoora) campus. Graduation ceremonies and Presentation of Degree ceremonies for international students are usually held in Hong Kong, Singapore and Kuala Lumpur during early September. Further details are available from relevant Student Administration Offices.

Graduation packages providing all information are mailed to students on the successful completion of their course. Onshore international students can request a 'graduation letter' from the IPO in order to extend their visa to remain in the country for graduation.

In 2008, La Trobe University will be moving to a new Student Information System which may result in the graduation periods contracting to accommodate the implementation.

For further information regarding graduations go to www.latrobe.edu.au/graduations

CAMPUS AND STUDENT SERVICES

Careers and employment

Location: Level 1, Peribolos East,

Tel: (03) 9479 2459

Fax: (03) 9479 1989

Email: careers@latrobe.edu.au

Web: www.latrobe.edu.au/careers

La Trobe's Careers and Employment office aims to help you achieve your career goals by providing career advice and preparing you for the job market. You can find information on services available at each La Trobe campus via the campus listings in this handbook.

Some services are available to all students via Career Hub, a web-based, one-stop-shop for advice and information on careers and employment. Career Hub is the place to go to look for a casual, part-time, or graduate job. It's also your starting point for information about career planning, writing resumes and covering letters, preparing for interviews, prospects for working in Australia and overseas, further study options and lots more. You'll also see what's happening in careers and employment at each campus, and find answers to frequently asked questions. Simply go to the webpage (above), register and start your search.

Chaplains

Location: Rooms 420, 422, 424

Level 4, Humanities 3, Melbourne (Bundoora) campus

Helen Bell, tel: (03) 9479 3180, email: h.bell@latrobe.edu.au

Peter Leslie, tel: (03) 9479 1479, email: p.leslie@latrobe.edu.au

Liam Mackle, tel: (03) 9479 2979, email: l.mackle@latrobe.edu.au

The chaplaincy team at La Trobe seeks to help students and staff work through spiritual and pastoral issues within their own lives and the wider world. The three chaplains are Christian chaplains who work within a context of respect for other religions or expressions of faith. Confidential support, counsel and encouragement are offered to people of all backgrounds. Where desired, the chaplains will attempt to refer people to someone from an appropriate religious or faith background. The chaplains are available for individual consultation and for group discussions. All are welcome to use the chapel and kitchen facilities which are located on Humanities three, level four.

A prayer room is available for Muslim students.

Indigenous education

Prospective Indigenous Australian students can access advice on entry to University and enrolment procedures by contacting the Indigenous Student Recruitment Officer on (03) 5444 7205 or email indigenous_enquiries@latrobe.edu.au.

Aboriginal and Torres Strait Islander people are strongly encouraged to apply for entry to La Trobe University and will be considered on an individual basis. All applicants, including VCE students and non-VCE applicants, should apply through VTAC and complete the appropriate section of the VTAC SEAS application form with relevant supporting evidence and statements. However, direct applications to the University are also possible.

Information for both prospective and currently enrolled Indigenous students is also available on the Office of the Director, Indigenous Education website www.latrobe.edu.au/indigenous.

Indigenous Student Service Units are based on the following La Trobe University Campuses:

Albury-Wodonga: (03) 9479 3428

Bendigo: (03) 5444 7812

Melbourne (Bundoora): (03) 9479 3817

Mildura: (03) 9479 3428

Shepparton: (03) 5444 7812

Staff provide academic, cultural, and personal support to students to ensure that the university experience is positive and to enhance students' academic and educational outcomes.

Students have access to:

- Indigenous Tutorial Assistance Scheme (ITAS)
- computers
- study area
- Indigenous Australian resource library.

Indigenous cultural activities are hosted throughout the year.

Information and Communication Technology

ICT at La Trobe University is provided by central and local facilities and resources. Computer laboratories, IT support and student services for specific applications and learning requirements is provided locally by campuses, Faculties and Libraries. Faculty/campus IT support officers and lecturers are generally the students' first point of contact for IT support.

Student computer labs

Computing and printing facilities are available to students for official activity on campus. Student computer labs can be found in Faculties, Libraries and general access areas on all campuses.

A list of the general access computer labs is available at:

www.latrobe.edu.au/students/studyhalls.html

Students are required by the University to abide by its Internet Code of Practice.

How to access University computers and systems? What is my username and password?

Students are provided with a single username and password, which they can use to access the student system, various computer labs, and other computing services including the Internet.

Your student username and password is located on the top of your 'Statement of Account'. This username and password controls access to:

- StudentOnLine
- WebCT
- student email
- CBT (Computer Based Training)
- computer access on campus.

What if I forget my password?

Your password can be changed by calling the Study Hall on tel: 1300 786 535 or visiting the Study Hall and campus IT support staff. You will need to show your student card as proof of identity.

Once you know what your current password is please register to use the 'Password Reset Utility':

www.latrobe.edu.au/ict/services/accounts/resetpw

Registering to use the 'Password Reset Utility' will allow you to change your own password at your convenience from any computer with access to the Internet.

Email

La Trobe University uses email correspondence as the primary method of contact with students for administrative matters via the official La Trobe University student email account.

Your student email address is: username@students.latrobe.edu.au and your email can be accessed from: <https://owa.latrobe.edu.au>

More information about student email:

www.latrobe.edu.au/ict/services/email/access_support

Dial-in access

Modem access is available to all students for campus-based services only. Time limits and conditions apply.

Undergraduate students in the metropolitan area requiring modem access are encouraged to arrange a modem or broadband connection with an ISP.

Postgraduate students should contact their local IT support staff or the ICT Service Desk for information on modem access.

Internet access for students at La Trobe University

There are three levels of internet access that students may require:

1. Information from systems or services on campuses.
2. Information from systems or services at other educational or research institutions across Australia
3. Information on the world wide web

For one and two there is currently no cost for accessing information from these sites. For 3, students are accountable for all use as this incurs a cost to the University.

Restrictions may be placed on internet access to control or introduce costs at the discretion of the Faculty. The restrictions are generous enough to ensure that student learning requirements are not impacted. Students residing at University colleges have external Internet access on a 'user pays' basis from within the colleges.

StudentOnLine

StudentOnLine controls all your La Trobe University enrolment and notification details. It enables you to vary your enrolment, check results and change postal and email notification details. Access StudentOnLine at:

www.latrobe.edu.au/acadserv/current/studentonline.html

A Frequently Asked Questions (FAQ) page can be accessed at: www.latrobe.edu.au/acadserv/current/studenrolFAQ.html

WebCT

WebCT is La Trobe University's learning and management system. If your lecturer indicates that you will be using this system, it is available at: webct.latrobe.edu.au.

This link also has valuable student information including what to do if you are unable to log in to the WebCT system.

Anti-Virus software

La Trobe University requires all computers to have up-to-date anti-virus software installed and provides Sophos Anti-Virus at no charge. Sophos Anti-Virus can be downloaded from: www.latrobe.edu.au/ict/services/support/antivirus

Wireless computer access

Wireless computer access is available at various locations throughout La Trobe University. Information to configure your computer to use the wireless network along with details of locations where wireless access is available can be found at:

www.latrobe.edu.au/ict/services/networks/wireless_network

Library systems

Your student Username and Password allows you to:

- view and renew loans
- access restricted materials
- make bookings
- place a hold on Library material.

Copyright guide for students

Copying for research and study is permitted under the Australian Copyright Act and covers any material given to you by your lecturer. General copyright information relating to other materials is available at: www.latrobe.edu.au/copyright/scg

(See also General Information – the University – Copyright – in previous section.)

IT training for students (free)

The computer based training (CBTs) consist of the International Computer Driving Licence (ICDL) and cover computer basics, using the computer and managing files, word processing, spreadsheets, presentation packages, databases and e-mail, as well as internet and web activities. The courses are self paced and available free, online (and for download), at www.latrobe.edu.au/cbt

Postgraduate students can also apply to do IT instructor-led courses. Further information can be found at: www.latrobe.edu.au/steps

Plagiarism software (Turnitin)

Turnitin is software used at La Trobe University to deter plagiarism. If your lecturer indicates that you will be using this system, it is available at: www.latrobe.edu.au/turnitin

This website also provides valuable links to information on academic honesty and avoiding plagiarism.

Contact information

Study Hall
Between Glenn and Menzies College
Tel: 1300 786 535
Email: studyhall@latrobe.edu.au
Internet: www.latrobe.edu.au/studyhall
StudentOnLine
Tel: (03) 9479 2005
Email: studentcentre@latrobe.edu.au
WebCT

Contact the lecturer responsible for your unit directly.

Student Services Melbourne (Bundoora) Campus**Accommodation Services**

Location: Level 1, Peribolos East building, Melbourne (Bundoora) Campus
Tel: (03) 9479 5479, (03) 9479 1565
Fax: (03) 9479 5478
Email: living@latrobe.edu.au
Web: www.latrobe.edu.au/accommodation/

The service exists to assist students with information and advice about housing. You may contact us for assistance with both on-campus and off-campus accommodation, as well as for information about tenancy, short-term housing, and accommodation for staff and visitors.

Chisholm College

Tel: (03) 9479 2875
Fax: (03) 9479 1211
Email: chisholm@latrobe.edu.au
Web: www.latrobe.edu.au/chisholm

Chisholm College, best known for its international perspective, is the embodiment of a successful multicultural community. A wonderful and exciting cultural mix of Australian and international residents produces a vibrant and active college community with a distinctive social and academic life.

The self-catering arrangements of the college are complemented by a cafeteria, which serves evening meals and snacks. Kitchen and bathroom facilities are designed so that students share with no more than 11 people. Free, shared laundry facilities are provided. All rooms have provision for direct computer access to the Internet. The college has a spacious and recently modernised activities area with cafeteria, a TV room with FOXTEL satellite service, 5.1 surround sound theatre, library, table tennis, billiards and other facilities. In 2008, a new Arts Centre is being launched, with an international lounge, music room, creative arts room and lounges. A refurbishment of several accommodation towers will have been completed by 2008 as well. Residential assistants care for the academic and general wellbeing of residents, and a flexible academic support program is available to all. A generous fund is set aside for bursaries and scholarships.

Glenn College

Tel: (03) 9479 5100
Fax: (03) 9479 5151
Email: glenn@latrobe.edu.au
Web: www.latrobe.edu.au/glenn

Glenn College, La Trobe University's oldest college, is situated in a picturesque setting on the Melbourne (Bundoora) campus overlooking the Moat. Glenn is a fully catered college, providing breakfast and dinner seven days per week. A wide range of main courses is offered, accommodating various vegetarian and other preferences, with self-serve selection of vegetables and salads. Our wonderful dining hall is a great place to make and meet friends, as are other communal areas of college.

Each of the bed/study rooms is fully furnished and equipped with blankets, pillow and all bed linen. All rooms are equipped with telephone and Internet connections. Bathrooms and free laundries are located close to all rooms and two residential assistants are in charge of each floor. These senior students are available to assist and guide new residents and together with Coordinators and the Warden of College they also constitute the leadership and after-hours response team 24 hours a day. The college has a recreation room and TV

lounges with Fox Sport channels, table tennis and billiards rooms. An academic mentoring team of senior students is available to address first-year students' academic needs and queries. Faculty dinners bring together those doing similar courses, senior students and university staff, and provide residents with valuable contacts. Glenn provides a living environment conducive to academic success, social development, and cultural enrichment and personal, individual and group development.

Menzies College

Tel: (03) 9479 1071
Fax: (03) 9479 3690
Email: menzies@latrobe.edu.au
Web: www.latrobe.edu.au/menzies

Menzies College has been substantially upgraded over the past three years, and now offers superb, modern facilities. Residents have well-equipped single study-bedrooms, with access to modern kitchens, common rooms and bathrooms. Support and development is provided through trained seniors (pastoral and welfare), an elected and active Student Club (with an executive and reps to organise events and activities), study mentors (offering weekly academic support across subject areas), as well as the administrative staff and Warden of College. The college also has around 30 academic associates, full-time University staff who support its academic programs. Outstanding facilities include a new IT centre (42 PCs), large learning resource centre (with textbook purchase scheme), the Menzies Global Lounge, *Challenge Works* (student leadership development centre), a student club room (cable TV, pool, table tennis), a large modern fitness centre (with sauna), a health sciences support room (with models, library and equipment, and a separate massage room), a music practice room, and function rooms. There are barbecue areas, a modern café (with meal plans), a mini-mart, beer garden, and a student-run licensed bar with DVD-TV projection facilities.

A strong academic and development program includes seminars, extensive professional development courses, study focus groups, and Faculty dinners. Menzies College prides itself on offering more than just a place to live: it is a place to make friends, get involved in community living, and get the most from your time at university.

Waterdale Apartments

Tel: (03) 9479 3201 Fax: (03) 9479 3200
Email: housing@latrobe.edu.au
Web: www.latrobe.edu.au/housing/waterdale

Waterdale Apartments are being made available to first-year students for the first time in 2008. Each apartment consists of three bedrooms, a bathroom, kitchen and lounge area. The appeal of the apartments will be to students looking for budget accommodation, just off the main campus, supported by residential programs. A student centre is being refurbished to provide students with an attractive social area, and this will also be the site for events, meetings and organised activities. Residential assistants, a Warden, and access to study support will all help new students settle in and enjoy the benefits of a convenient location, a smooth transition to their new life and a collegial living environment.

Borchardt Library

Centrally located in the Agora at the Melbourne (Bundoora) Campus, the Borchardt Library is the one library on that campus. It is the focal point for accessing information and developing research skills. It has extensive collections with over 1.5 million volumes of books and journals, a reserve collection of high use reading material in print or electronic format, and audiovisual and electronic materials to support the learning, teaching and research of the University.

Around 300 workstations give access to the ever increasing information resources available on the web – the catalogue, subject guides, databases, electronic books and journals, examination papers and more. Students can use their own laptops with the wireless network which operates in the Library. Although much of the Library is for quiet study, there are areas set aside for viewing a DVD or working together in a group.

Library staff are on hand to give advice and help in using the Library, finding information, using databases and the catalogue, and they provide tours and training sessions to support the University community in developing effective information searching skills.

Community Children's Centre

All Day Care, Sessional Care, Kindergarten, Parent Care
Location: Between car parks four and six, with access from the Ring Road
Tel: (03) 9479 2122 or (03) 9478 9422
Fax: (03) 9479 3623,
Email: children@latrobe.edu.au
Web: www.latrobe.edu.au/www/child/

The Children's Centre provides full-time, part-time and casual care for children of students and staff. In addition to providing high quality care for children, the Centre provides a kindergarten program.

Counselling Service

Location: Level 2, Peribolos East
Tel: (03) 9479 2956
Email: counselling@latrobe.edu.au
Web: www.latrobe.edu.au/counselling

The Counselling Service provides counselling and group programs, which promote psychological and social development, thereby optimising opportunities for academic success. Students use the service to discuss study-related issues (motivation, procrastination, and anxiety about exams or class presentations), personal dilemmas, family and relationship issues, or to talk over significant life decisions. Counselling is confidential and free. The service runs a comprehensive group program, advertised widely at the commencement of each semester.

Deaf Academic Services

Level 1, Peribolos East
Melbourne (Bundoora) Campus
Tel: (03) 9479 3603
TTY: (03) 9479 2309
Mobile/SMS: 0434 072 466
Email: deaf_support@latrobe.edu.au

Deaf Academic Services can provide educational support to deaf and hearing impaired students. For further information contact the Disability and Deaf Liaison Officer.

Disability Liaison Officer and Disability Access

Disability Liaison Officer
Equity and Access Unit
Level 1, Peribolos East
Melbourne (Bundoora) Campus
Tel: (03) 9479 2900
Email: disability_support@latrobe.edu.au
Disability Liaison Officers are also available at regional campuses

Educational support services are available to students with disabilities, mental health issues or ongoing medical conditions. Students are required to provide relevant medical or professional documentation and attend a confidential interview with the Disability Liaison Officer. This information will provide the basis for a tailored academic support program.

Equity and Access Unit

Level 1, Peribolos East
Melbourne (Bundoora) Campus
Tel: (03) 9479 2900
Email: equity@latrobe.edu.au
Website: www.latrobe.edu.au/equity

The Equity and Access Unit provides a wide range of support services to staff and students. The role of the unit is to promote full and equal participation of all students within La Trobe University and to foster an environment free of discrimination and harassment.

The Equity and Access Unit has responsibility for leading and co-ordinating policy development, and the implementation of a range of strategies in response to equal opportunity and affirmative action legislation. Some examples of the unit's many involvements include policy and planning, disability/additional needs, complaint conciliation, affirmative action, information, referral and education. Equity Officers are located at each campus.

La Trobe University Guild

The La Trobe University Guild is a newly created body within the Division of Student Services that seeks to provide students with the opportunity to access a range of on campus services and programs essential to supporting, enhancing and enriching university life. These

include:

- Sport
- Recreation
- Social activities
- Events /entertainment
- Cultural activities
- Welfare and Support Services
- Exclusive member benefits program.

For further information about the La Trobe University Guild contact tel: 03 9479 2314 or visit our website at: www.latrobe.edu.au/guild

Health Service

La Trobe Private Hospital
Corner Plenty Rd and Kingsbury Drive
Bundoora, VIC, 3083
Tel: (03) 9473 8885; AH tel: (03) 9429 5677

La Trobe University Medical Centre is located inside the La Trobe Private Hospital next to the Melbourne (Bundoora) Campus. Free parking for patients is available. There is a tram stop just across the road from the centre, and tram services are frequent.

Doctors provide bulk billing services for La Trobe University students and staff. Standard consultation fee (Level B): \$50 Mon-Sun and for overseas students.

GP services and subspecialties: diving medicals, medicals, sports medicine, travel medicine, work cover, family medicine, immunisation.

Also located on site: pathology, radiology, pharmacy, gastroenterologist, gynaecology, orthopaedic surgeon, sports physician, Life Care physiotherapy, blood bank.

Office of the Director, Indigenous Education

The Indigenous Student Service Unit at Bundoora is:

Ngarn-gi Bagora Indigenous Centre
Agora West, Ground Level
Bundoora Campus
Tel: (03) 9479 3817 or (03) 9479 5806
Fax: (03) 9479 1863
Email: alo@latrobe.edu.au

Support and guidance is available to students who are Australian Aboriginal and/or Torres Strait Islanders. Please refer to the Office of the Director, Indigenous Education entry in this handbook for details.

Sports Centre

Fun, Fitness, Health and Wellbeing. One of the best ways to meet people and become involved is to visit the University Sports Centre.

The Sports Centre on the Bundoora Campus includes a 25 metre indoor heated swimming pool, a fully equipped gymnasium, table tennis facilities, a dance studio, squash courts, tennis courts and a multi purpose stadium that hosts basketball, badminton, volleyball and indoor soccer. Train on your own or participate in one of a number of programs such as group exercise, dance, yoga, or pilates. Additional services include first aid training, massage and nutrition.

With over 20 affiliated sporting clubs there is something for everyone, from social to competition. Sporting clubs include Alpine skiing, Australian Rules, basketball, cricket, hockey, mountaineering, netball, soccer, surfing, tennis and water skiing. A complete list of details can be found on the website: www.latrobe.edu.au/sport or sport@latrobe.edu.au

PUBLIC TRANSPORT AND PARKING

Location of Bundoora Campus

The Melbourne (Bundoora) Campus is situated in the north-eastern Melbourne suburb of Bundoora, at the intersection of Plenty Road and Kingsbury Drive, 14 km from the city centre (Melway street directory reference: 19 G7).

Maps

Free pocketsize Travel Smart Access Maps are available from the Union Services Centre on the second level of the Agora. These also show the various bicycle routes to and from Campus.

A leaflet detailing the Melbourne (Bundoora) self-guided campus tour

is particularly helpful for new students and staff.

Maps for people with disabilities are available which show the location of accessible pathways, lifts, suitable parking areas and building access points. These maps are available from the Equity and Access Office on Level One, Peribolos East, Bundoora.

Travelling by tram

Route 86: Telstra Dome, City – Bundoora/RMIT

Tram 86 runs directly from the Harbour Esplanade in Docklands (near the Telstra Dome), along Bourke St, via Southern Cross (previously Spencer Street) Station, through the city, up Smith Street in Collingwood, through Clifton Hill, up High Street through Northcote and Preston. From there it turns right up Plenty Road, stopping at the La Trobe University Medical Centre, and continues on to RMIT Bundoora Campus. Travel time to La Trobe University from the City (or the reverse) is around 45 mins to one hour depending on traffic.

Travelling by train

There is no direct train route to the campus. You will need to connect with a bus service from the train station. More information and timetables are available from: www.metlinkmelbourne.com.au/

Travelling by bus

There are a number of buses that travel to La Trobe University daily. More information, timetables, and routes are available from www.metlinkmelbourne.com.au/

Nightrider bus

Timetables and maps are available on www.metlinkmelbourne.com.au/transport_maps/nightrider.php

Campus bus

A circular campus bus service operates every half hour between 8.00 am and 6.15 pm, Monday to Sunday. Please view the map and timetable for further information. An after-hours service is also available to escort students/staff from the library to car parks, residences and the tram stop.

Car parking

All vehicles (other than motor cycles) parked at the University between 8.00 am and 5.00 pm Monday to Friday must display a current parking permit or daily vending machine ticket. Parking permits are purchased from the Traffic and Parking office while daily tickets can be purchased from vending machines located in most of the car parks. A limited number of reserved permits are available to staff and students. For more parking information please contact Traffic and Parking or visit the web site: www.latrobe.edu.au/bg/parking.html

Car-pooling

A car pool service exists for car-owners and people seeking rides. When carpooling, members are entitled to a permit that guarantees them a space in the carpool car park. It's a great way to meet new people and share the cost of getting to the University. More information available on: www.latrobe.edu.au/carpool/

Disabled parking

Spaces for disabled drivers are available in most of the car parks closest to the University buildings. Car parks one and eight also have a number of disabled bays. Visit the Traffic and Parking office for further information.

Travelling by bicycle

Cycling to campus is a great way to keep fit and it's free! Pick up a free Travel Smart Access Map (available from Contact in the Agora) for details of suggested bike routes to and from the University.

There are about 150 bike lockers on-campus available for hire. Keys are available from the Administration Office, Union Building, on the first day of semester each year.

The Union Building and the Sports Centre have free showers in the main male and female toilets. Free towels and soap for the Union showers are available from the Union Administration Office on presentation of your student

Student Organisations

LA TROBE UNIVERSITY POSTGRADUATE ASSOCIATION INC (LUPA)

Upper Level, West End
Union Building
Melbourne (Bundoora) Campus
Tel: (03) 9479 2438
Fax: (03) 9479 5617
Email: lupaoffice@latrobe.edu.au
Website: www.latrobe.edu.au/lupa

A committee of management, which represents the interests of postgraduate students, governs the La Trobe University Postgraduate Association Inc. (LUPA). A team comprised of the committee, staff and friends of LUPA works together to provide services and support for postgraduates. LUPA provides a range of services including academic seminars, advocacy, representation, a monthly e-newsletter, and social events.

Our academic seminar program is one of our most recognised and utilised services, providing essential information to help postgraduates complete their degrees. La Trobe academics and other experts who are fully conversant with their particular topic present seminars. Topics include writing a literature review, quantitative, qualitative research methodologies, and thesis examination. Special seminars are also held specifically for postgraduate coursework students.

LUPA offers an advocacy service to all postgraduate students who need advice or support concerning their academic degree. The service provides an avenue for students to address concerns when they arise such as thesis writing, supervision, submission requirements, and examination. LUPA advocates can direct you to suitable officers within the University who can assist you or they can liaise with people for you.

Representation on University committees is one of the ways that the postgraduate voice can be heard. LUPA has a number of postgraduate representatives who sit on key University committees, including the Academic Board and the RGSO Higher Degrees Committee (Research). These forums enable LUPA to present postgraduate views to the decision-making bodies of the University.

The team at LUPA knows the importance of having some fun to balance all that academic activity. LUPA holds a number of social activities throughout the year for this express purpose. Events such as the annual cultural night and the wine tasting and cheese evening allow students to unwind with people who share common goals and experiences and to talk to other people who understand the postgraduate experience.

LUPA is increasingly utilising electronic means of communication to both distance and local students. The website contains useful resources such as articles as well as online membership application (see www.latrobe.edu.au/lupa). LUPA members can choose to receive a monthly e-newsletter that contains information about postgraduate issues, upcoming seminars and events and a feature article aimed at assisting postgraduates in some part of their studies.

Like all community organisations, the success of LUPA is dependent on the input from the postgraduate community. If you are interested in becoming a member of the committee, feel that you have the skills or enthusiasm to assist LUPA, or just wish to put forward an idea, please contact us.

SPORTS CENTRE

Location: Near car park 6, Melbourne (Bundoora) campus
Email: sport@latrobe.edu.au
Website: www.latrobe.edu.au/sport

Fun, fitness, health and wellbeing. One of the best ways to meet people and become involved is to visit the University Sports Centre. The Sports Centre on the Bundoora Campus includes a 25-metre indoor heated swimming pool, a fully equipped gymnasium, table tennis facilities, a dance studio, squash courts, tennis courts, and a multi purpose stadium that hosts basketball, badminton, volleyball, and indoor soccer. Train on your own or participate in one of a number of programs such as group exercise, dance, yoga, or pilates. Additional services include first aid training, massage, and nutrition.

With over 20 affiliated sporting clubs, there is something for everyone, from social to competition. Sporting Clubs include Alpine skiing, Australian Rules, basketball, cricket, hockey, mountaineering, netball, soccer, surfing, tennis, and water skiing. A complete list of details can be found on the website.

Students' Representative Council Inc. (SRC)

Agora (behind Campus Cafe)
Melbourne (Bundoora) Campus
Tel: (03) 9479 2976
Fax: (03) 9479 3550
Email: reception@srclatrobe.org.au
Website: www.srclatrobe.org.au

The La Trobe University Students' Representative Council (SRC) acts as the student voice on campus as well as within the wider community. It is one of only two bodies on campus that are wholly controlled by students (LUPA being the other one). All students of the Melbourne (Bundoora) Campus are members, the SRC represents the views, opinions of La Trobe University students in a diverse range of forums both on and off campus, as well as providing services that are prompted by student need, and which are independent of the University.

At the SRC annual elections, nine students are elected as the SRC office-bearers, as well as editors of the student magazine *Rabelais*. These students are elected to specific portfolios for a period of 12 months. The portfolios cover President, General Secretary and seven activist offices being Welfare, Women's, Indigenous, Education, Environment, dis (Ability) and Queer. Each of these departments has evolved over the past 30 years to create an effectively run student organisation that promotes and upholds the ideals of student control of student affairs. SRC office-bearers all work to build a collective of students who provide the impetus and direction for campaigns and activity. The SRC is the principal way for students to be involved in extracurricular activities and to work for progressive change in the university environment. The SRC is affiliated to the peak student representative body, the National Union of Students (NUS).

The SRC Inc. also provides the following services for students, often borne out of a fundamental need on campus, which are either free or incur a low cost: bookbinding, faxing, *The Age* subscriptions, photocopying. The SRC Inc. will assist any student with difficulties and, as part of its bid to combat student poverty, our Welfare department provides a free breakfast for students every Wednesday during semester. SRC Inc. meetings are held once a month to discuss policy and debate issues, and are open to students. The SRC also funds and administers:

- clubs and societies
- *Rabelais* student media
- student advocacy (details below).

Clubs and societies

SRC Office
Agora (behind Campus Cafe)
Tel: (03) 9479 2976
Email: clubs@srclatrobe.org.au

If you have ever eaten lunch alone, you have probably wondered how some people have managed to find stacks of friends within five minutes of their first day. The answer is clubs and societies. Social, cultural, spiritual and political clubs at La Trobe are organised by the Students' Representative Council Inc. (SRC). There are more than 35 SRC clubs and societies and any enrolled student may start a new club.

So, how do Clubs and Societies help you to make friends? By contributing to a vibrant campus culture through activities, social events, displays, and performances, clubs and societies assist students to meet up with like-minded others and find their niche on campus. Filling in those gaps between classes becomes a lot easier with the help of a few friendly faces. With all clubs on campus overseen by the clubs and societies Council, clubs and societies is one of only two bodies on the whole campus that are run entirely by students. All of the clubs on campus exist because there were students who wanted to

start them, and other students who wanted to be part of them. So visit www.srclatrobe.org.au and see if there is a club on campus that interests you. If you want to start your own club, drop by the Clubs and Societies lounge or the Student Representative Council (Level 2 Agora, behind Campus Café), and we'll give you all the information and help you'll need to set one up!

Rabelais student media

SRC Office
Agora (behind Campus Cafe)
Tel: (03) 9479 1028
Email: editors@rabelais.org.au
Website: www.rabelais.org.au

Rabelais is the student magazine of the La Trobe University Students' Representative Council. As a department within the SRC, the magazine provides opportunities for students to publish, debate and reflect. With an open editorial policy, youth-focused content and student-elected editors, the magazine is one of few opportunities for students to publish while they are still honing their journalism or creative writing skills. *Rabelais* enables information to be reported directly to the student body, including details of University changes, important dates and events, social gatherings and other campus life information.

Published ten times throughout the academic year since its inception in 1967, the magazine offers a wide range of opportunities to La Trobe students. In addition to the regular editions of *Rabelais*, there are also five special editions particular to various departments of the SRC. These are *Rebellious* (Women's), *Rebel Q* (Queer), *Green Rab* (Environment), *Indig Rab* (Indigenous-Australian), and an election edition. These special editions are coordinated and produced by the relevant collective on campus, with the assistance of the *Rabelais* editors.

Student advocacy

SRC Office
Agora (behind Campus Cafe)
Tel: (03) 9479 1189

The Student Advocate is the first point of contact for all students with academic and/or campus life problems. One well-recognised example of academic concerns addressed by the Student Advocate is the area of 'show cause' applications arising from allegations of unsatisfactory academic progress. Apart from attendances at hearings where the Student Advocate provides an active advocacy role, there are also a large number of applications made by students, where students are provided with advice about procedures and prerequisites for applications. This advice and assistance can be provided without fear or favour due to the current independence of the position.

INTERNATIONAL PROGRAMS OFFICE

Prospective students
Tel: (03) 9627 4805
Or free call within Australia: 1800 619 768
Enquiries relating to submitted applications and current students
Tel: (03) 9479 1199
Email: international@latrobe.edu.au
Website: www.latrobe.edu.au/international

The International Programs Office (IPO) is generally the first point of contact for international students at the University. It remains a place on campus where students are always welcome to go for advice, information and support. The IPO is open Monday to Friday, 9.00 am – 5.00 pm. The office is closed for lunch 12.30 pm – 1.30 pm from the third week of semester onwards.

IPO services

A wide range of staff work at the IPO, specialising in a variety of areas. You may already have met some of us in person, on the phone, or via email. IPO staff assist you by:

- processing your application
- arranging to meet you at the airport
- booking temporary accommodation for you
- answering your questions about fees and admissions throughout your studies

They also provide services and support including:

- assistance with visa, health insurance and temporary accommodation arrangements
- a Pre-departure guide for the relevant campus
- a Welcome Festival orientation program to assist with your transition to studying in Australia and at La Trobe University
- international Support Services staff who offer advice and support on personal, financial or cultural issues, transition to life in Australia and study at La Trobe
- specialised information for students with families
- a Sponsored Students coordinator to offer specialised support to sponsored students
- specialised support for students studying at La Trobe University on an exchange program
- advice for students who wish to study at an overseas institution as part of their degree
- a range of social activities and programs varying from campus to campus, such as day trips, a Weekend Homestay program and a Language Exchange program
- a Returning Home program to ease your transition to returning home

The IPO can also advise you on your rights as an international student according to the National Code of Practice. The Code can also be downloaded from the following website: aei.dest.gov.au/AEI/ESOS/NationalCodeOfPractice2007/National_Code_2007.pdf

International student support services programs

Each semester, the IPO runs a variety of programs (including social activities and competitions) in, which all international students are encouraged to participate. For more information see: www.latrobe.edu.au/international/supportservices

Friendship program

A series of fun and inexpensive social activities are held throughout the semester. This program provides opportunities to meet students – both Australian and international – in a relaxed environment.

Language Exchange

Language Exchange is a program, which brings local and international students together to exchange language skills and share cultural knowledge. Students are put in contact with a student who is

learning their native language (or a language in which they are fluent). International students are then able to practise their English skills in exchange for assisting local (and sometimes other international) students with the language they are learning.

InterNews

InterNews is a fortnightly email newsletter of important and interesting information for international students, ranging from events on campus and around Melbourne to relevant changes in University and immigration regulations. All international students are encouraged to subscribe to *InterNews*, and also to contribute items. If you'd like to subscribe, email your request to: studentsupport@latrobe.edu.au

COMING TO AUSTRALIA

Student visas

It is the responsibility of students to ensure they obtain and maintain a valid passport and student visa to enter Australia for study purposes. The electronic Confirmation of Enrolment (eCOE) form issued by the International Programs Office on receipt of acceptance is used to apply for a student visa at the nearest Australian diplomatic mission. Students are also required to demonstrate that they have sufficient funds to cover tuition fees and living expenses.

The International Programs Office can provide advice on matters related to student visas including procedures for visa extension and permission to work.

Contact:
International Programs Office
Level 2, Peribolos East
Melbourne (Bundoora) Campus
Tel: (03) 9479 1199
Email: international@latrobe.edu.au
Website: www.latrobe.edu.au/international

Visa conditions

Student visas are issued by the Department of Immigration and Citizenship (DIAC) with a number of conditions attached, including the following:

- 8202 – satisfy academic requirements (students must be enrolled full-time and make satisfactory academic progress)
- 8533 – advise the University within seven days of arrival in Australia of your current residential address and of any changes of address within seven days of each change
- 8501 – maintain acceptable health insurance cover during the entire stay in Australia
- 8101 – the student and their family members must not work without permission.

The University is obliged to notify DIAC if students breach visa conditions, change their course, or intermit or discontinue their studies.

Permission to work

Students are not automatically granted the right to work on a student visa. If students wish to get a job while studying, they must wait until classes have started to apply for Permission To Work (PTW) on their student visa. Applications can be lodged online or students can make an appointment with DIAC. The application fee is A\$60. This process may change in 2008. If PTW (a student visa with condition 8105) is granted, a student may work for a maximum of 20 hours a week while their course is in session. For visa purposes a course is 'in session' for the duration of the published semesters, including any official examination periods. There is no restriction on working hours during vacation times. Spouses of undergraduate and some postgraduate coursework students are permitted to work a maximum of only 20 hours a week at all times. However, spouses of Masters and PhD students can work unlimited hours if they apply for permission to work after the Masters or Doctoral program has commenced.

Some scholarships may also place restrictions on working hours, particularly for postgraduate students. Students may undertake a work placement as part of their course requirements as long as it is a registered part of their course. If students volunteer or take part in unpaid work, DIAC requires them to apply for permission to work. Any volunteer or unpaid work counts towards the limit of 20 hours per week.

Further information:

DIAC

Website: www.immi.gov.au/students/index.htm

DIAC enquiry line: (03) 131 881

International Programs Office

Website: www.latrobe.edu.au/international

Email: international@latrobe.edu.au

Tel: (03) 9479 1199

Overseas Student Health Cover

As a condition of a student visa, all international students must have Overseas Student Health Cover (OSHC). OSHC provides medical and hospital insurance cover for international students and their dependants while in Australia.

La Trobe University currently has an agreement with OSHC Worldcare, a private health fund, for the provision of OSHC. La Trobe University's policy is that students purchase health cover for the duration of their course. This one-off payment saves students needing to renew their OSHC each year and avoids any price increases during that period.

OSHC rates for 2008 are:

Length of Stay	Single	Family
6 months	A\$185	A\$370
1 year	A\$370	A\$740
2 years	A\$675	A\$1410
3 years	A\$1058	A\$2117

Note: Commencing students using another OSHC provider must make payment arrangements with the provider directly, as La Trobe can only accept payment for OSHC Worldcare. If you choose to use a provider other than OSHC Worldcare, you must provide proof of OSHC to the Department of Immigration and Citizenship (DIAC) before your visa is issued. A list of OSHC providers is available from the Department of Health and Ageing via www.latrobe.edu.au/international/predeparture/visa

For further information on student visa regulations, visit the DIAC website: www.immi.gov.au

Note: for Norwegian and Swedish students: OSHC is not required by Norwegian students, as they are covered by the Norwegian National Insurance Scheme. Swedish students whose insurance is provided by CSN International do not need to take out OSHC; however Swedish students not covered by the Swedish National Board of Student Aid must purchase OSHC.

TUITION FEES FOR INTERNATIONAL STUDENTS

La Trobe University offers undergraduate, postgraduate and research fee-paying places to international students. Annual tuition fees vary from course to course.

Fees for 2008

Students commencing studies in 2008 should note that the tuition fee listed in their letter of offer is for commencing students for the 2008 academic year only.

Fee increases

La Trobe University reserves the right to adjust annual tuition fees for continuing students. However, the University undertakes that any tuition fee increase will not exceed seven percent per annum and will be applied on 1 January each year for the duration of that year.

Credit point load

Tuition fees are also based on the standard credit point load for each course. In some courses or due to student load variations, semester loads may vary above or below the normal credit point load per

semester. Students will be invoiced for fees based on their actual credit point load for each semester.

Payment of fees

For all teaching periods, international fees are due and payable on the date specified on the University's Statement of Account.

First semester fees

Students pay their first semester's tuition fees when they accept their offer to La Trobe University. However, in some courses or due to student load variations, semester loads may vary above or below the normal credit point load per semester. Students will be invoiced for fees based on their actual credit point load for each semester.

Dates of payment – Unit Census dates

How students will be billed in subsequent semesters depends on each unit's Census date. The Census date is the last date for students to withdraw from a particular unit and not incur financial liability.

For units that run for the entire semester, students will be billed in two instalments: the first instalment is due during week one of that semester and the second instalment is due during week eight.

For units that do not run for an entire semester (e.g., Graduate School of Management units that run for a term), students will be required to pay the total fee by the particular Census date.

In recognition of the possible impact on full-fee students studying in Australia, quarterly payments of annual tuition fees are allowed (for only semester-length units) once students have paid initial fees of six months in advance. This is achieved by splitting the January–June and July–December payments into halves.

Any other unit fees are due by the Census date, for example, 'All Year' units are due by 30 April.

The provision of this payment option does not remove any fee liability with respect to the Unit Census dates. To check the Census dates for units, see:

www.latrobe.edu.au/acadserv/fees/newsis_census_2008.php

Further information

If students are experiencing difficulties paying fees, they should speak to a reporting officer in the International Programs Office.

You can receive further information and advice on Census dates and refunds from the International Programs Office.

ADMISSIONS AND ENROLMENT FOR INTERNATIONAL STUDENTS

Admissions

International students applying for undergraduate or postgraduate coursework programs or postgraduate research programs must submit their applications directly to the International Programs Office.

International students currently undertaking VCE must apply through VTAC, in accordance with normal VTAC guidelines. However, direct applications lodged by VCE students may also be accepted after mid-January.

New international applicants who meet the required academic and English language requirements for the program they have applied for will be contacted by the International Programs Office by way of a letter of offer.

For further information see www.latrobe.edu.au/international/apply

Advanced standing

Unless currently undertaking the VCE in Victoria, applicants should apply direct to the University for advance standing.

International students must apply for advanced standing by the end of their first week of classes if this has not already been granted.

Students must maintain a full-time enrolment (except during the final term, semester or teaching period of their course). The only exceptions to this are for academic progress reasons, or because a student has received advanced standing.

Note: This would need to be approved by a faculty Course Adviser.

If a student's course length is reduced because of advanced standing granted, the Department of Immigration and Citizenship (DIAC) will be advised. Students will be issued with a new electronic

Confirmation of Enrolment (eCOE) to take to DIAC.

Note: If a student completes their course earlier than indicated on the eCOE, they are required to leave the country 28 days after completion of the course (or apply for a new visa).

The International Programs Office can provide advice on matters related to international students including procedures for visa extension.

International Programs Office
Level 2, Peribolos East
Melbourne (Bundoora) Campus
Website: www.latrobe.edu.au/international
Email: international@latrobe.edu.au
Tel: (03) 9479 1199

English language proficiency

Applicants whose principal language of instruction was not English must provide evidence of their proficiency in English. This can be done by achieving a satisfactory result in VCE English (any) or in an International English Language Testing System (IELTS) or another test acceptable to the University. For more information on La Trobe University's English language requirements please see: www.latrobe.edu.au/international/apply

Enrolment

Variation of enrolment for international students

To comply with visa conditions international students must:

- maintain satisfactory academic progress
- maintain a full-time study load, except when in the last semester/term of their course. Students may be permitted to enrol in less than a normal full-time load, but only with the permission of their School or Faculty.

The International Programs Office can provide advice on matters related to international students including procedures for visa extension.

Deferral of enrolment (prior to commencement of course)

International students holding a student visa should note that deferral for more than six months usually results in cancellation of their student visa. Within 28 days of the date of deferral, a student is required either to leave the country or to apply for another visa.

Intermission of course (after commencement of course)

International students holding a student visa should note that intermission (taking an official leave of absence) of their course for a period more than six months usually results in cancellation of their student visa. Within 28 days of the date of intermission, a student is required either to leave the country or apply for another visa.

Transfer of course

International Students who wish to transfer their course either before they have commenced, or in their first semester of enrolment need to consult the International Programs Office. All other continuing students should consult their School/Faculty. In some cases international students will need to apply for a new student visa if they transfer their course.

Discontinuation of enrolment (withdrawal)

Students contemplating discontinuation of enrolment are strongly encouraged to discuss this with a course adviser and consult with counselling services, or the International Student Support Services staff at the International Programs Office.

Liability for international tuition fees is dependant upon the date the discontinuation has been approved by both the IPO and the School/Faculty. If an international student chooses to discontinue their course in the first semester of their enrolment the refund policy applies. See www.latrobe.edu.au/international/apply.

After the first semester of enrolment, a student needs to discontinue units they are enrolled in before each of their Census dates in order to not incur fees. If a student discontinues their enrolment after some of their unit Census dates, they can apply for Remission of Debt. Under exceptional circumstances an International Student may be re-credited some fees.

Students who discontinue their enrolment will normally be required to reapply direct to the International Programs Office for re-admission to the course, or admission to a new course.

The International Programs Office will notify the Department of Immigration and Citizenship (DIAC) when a course discontinuation is lodged. Visas normally remain valid for only 28 days from the date of notification to DIAC.

For further information contact the International Programs Office.

Student Identification and contact

It is one of the conditions (8533) of a student visa that students advise the University within seven days of arrival in Australia of a current residential address and of any changes of address within seven days of each change. DIAC requests these contact details from the University in order to contact you.

Scholarships

There are a number of scholarships available for international students. International students should contact the International Programs Office or refer to the following website: www.latrobe.edu.au/international/scholarships

Academic progress requirements

International students holding a student visa are reminded that condition 8202 requires them to maintain satisfactory academic progress.

An international student will not be reported to DIAC as being in breach of condition 8202 until after they have been excluded by the Academic Progress Committee and the time for lodging an appeal has elapsed or the Academic Progress Review committee has made a decision. Until then, it is recommended that students approach their Faculty and continue to attend classes.

STUDENT EXCHANGE PROGRAMS

Student exchange offers a unique opportunity for self-discovery, as well as broadening educational horizons. La Trobe University encourages all students to include one or two semesters studying overseas as part of their degree program. When studying on exchange, tuition fees are waived at the host institution. The range of countries and exchange partners available under the La Trobe University Exchange Program caters for students from all study areas. Students accepted into the exchange program may receive a generous exchange grant.

FAQ

Why go on student exchange?

- Live in and learn about a different country
- Immerse yourself in another culture and gain a broader understanding of your area of study
- Make new friends and international contacts
- Combine travel and study
- Student Exchange enhances future job prospects.

Where can I go?

- La Trobe has more than 80 partner universities around the world.
- A full list of our partners is available at www.latrobe.edu.au/international/exchange/partners.html

Am I eligible?

Student exchange is available to all students, including full-fee paying international students, who are enrolled in, and will be eligible to maintain enrolment in La Trobe University award courses, at undergraduate or postgraduate level for the period of exchange. Undergraduate students must have completed the first year of their undergraduate degree course at a satisfactory academic level. Postgraduate students who have been enrolled for approximately one year and who have made satisfactory progress with their research are eligible for selection. Once selected by La Trobe, applicants must also satisfy the admission requirements of the host university.

Will it take longer to finish my studies?

No, most students are able to receive full credit for their semester or year of exchange.

Can I study part-time on exchange?

No, you can apply if you are a part-time student at La Trobe, but you must be enrolled full-time for the period of exchange.

How much does it cost?

- students selected for exchange may receive a generous exchange grant
- students pay their normal fees (HECS-HELP, FEE-HELP, or Full Fees) to La Trobe University for the duration of their exchange and receive a fee waiver from the host university. Travel and living expenses are covered by the student
- if students receive Youth Allowance or government scholarships they can usually continue to receive these whilst overseas. Information on living costs in each country is available from the International Office
- OS-HELP is also available. This is a Commonwealth Government loan scheme, which assists eligible undergraduate students to undertake some of their course of study overseas. For more information please visit the following website:
www.goingtouni.gov.au

Where in the World can you go?**Asia****Subjects offered in English:****India**

- Lady Shri Ram College (female undergraduate students only)

Japan

- Hiroshima University
- Kansai Gaidai University
- Kumamoto Gakuen University
- Ritsumeikan Asia Pacific University
- Saga University
- Soka University

Korea

- Yonsei University

Philippines

- The Ateneo de Manila University

Thailand

- Mahidol University

Language prerequisites apply to the following programs:**Japan**

- Kyoto Tachibana University

PR China

- South China University of Technology (SCUT)

Europe**Subjects offered in English:****Austria**

- FHS Kufstein Tirol School of Business

Denmark

- Aalborg University
- Aarhus University
- Copenhagen Business School

France

- Burgundy School of Business (GSM students only)
- ESSCA Angers
- Institut National des Telecommunications, Evry
- Rennes School of Business
- Rouen School of Business

Finland

- University of Turku

Germany

- Bonn University
- University of Hamburg (Faculty of Economic and Social Sciences)
- University Magdeburg

Cyprus

- University of Cyprus

Ireland

- University of Dublin, Trinity College (School of Social Work)

Italy

- University Carlo Cattaneo (Law & Management)

The Netherlands

- Tilburg University

Norway

- Norwegian School of Management
- Norwegian University of Science & Technology
- University of Oslo

Sweden

- Jönköping International Business School
- Jönköping School of Health Sciences
- Malmö University
- University of Göteborg
- University of Kalmar
- University of Linköping
- University of Lund (Occupational Therapy/Physiotherapy)
- University of Örebro
- University of Stockholm
- University of Umeå

United Kingdom

- Lancaster University
- Queen Margaret University College (Scotland) (Media Studies, Podiatry)
- University of Sunderland
- University of Surrey (Tourism & Hospitality)
- University of East Anglia

Language prerequisites apply to the following programs:**Austria**

- University of Innsbruck (Tourism & Hospitality)

France

- Universitié Lumière Lyon 2

Germany

- Fachhochschule Landshut (UAS)
- Hochschule für Wirtschaft und Politik (Economics and Social Sciences)
- University of Bonn

Greece

- Aristotle University of Thessaloniki

Italy

- Politecnico di Torino (students from Faculty of Science, Technology and Engineering only)
- Udine University

Spain

- University of Barcelona
- University Complutense de Madrid

North America**Subjects offered in English:****Canada**

- Carleton University
- McGill University (Commerce only)
- University of Calgary
- University of Guelph

United States of America

- George Mason University
- Iowa State University
- Ithaca College
- State University of New York (SUNY) – Oswego
- Texas Tech University
- University of Alaska – Anchorage
- University of California, at the following campuses: Berkeley, Davis, Irvine, Los Angeles, Riverside, San Diego, Santa Barbara, Santa Cruz
- University of Florida
- University of Oregon
- University of Washington
- University of Wisconsin – La Crosse
- Virginia Tech
- Washington State University

Language prerequisites apply:**Mexico**

- Tecnológico de Monterrey, Guadalajara Campus (subjects also available in English)
- Universidad de Guadalajara

South America

Language prerequisites apply:

Argentina

- Universidad Torcuato di Tella

Chile

- Universidad Diego Portales
- Universidad Gabriela Mistral
- Universidad Mayor

Colombia*

- Corporacion Universitaria Aut_noma de Occidente
- Pontifica Universidad Javeriana
- Universidad Externado de Colombia
- Universidad ICESI

Uruguay

- University of Montevideo

* *Travel restrictions currently apply. We do not anticipate sending students to these countries/institutions in the near future.*

Foundation and Diploma courses are taught in a small classroom coursework environment designed to improve the students' academic and English language skills. University level Diploma subjects are moderated and assessed by the faculties. These programs are also offered via associate universities, and by other institutions overseas and in Sydney. For more details go to www.latrobe.edu.au/fsp/paths.html.

Clinical placements

Students may be able to carry out their clinical placement abroad. For more information please contact your School/Faculty or contact the International Programs Office.

Short programs

La Trobe University now has short programs available to students who are time poor or cannot afford to spend an entire semester abroad. Short programs may be partially funded and can allow students to complete a unit of their studies aboard. For more information, please visit www.latrobe.edu.au/international/exchange

LA TROBE UNIVERSITY INTERNATIONAL COLLEGE

Tel: (03) 9479 2417

Fax: (03) 9479 3676

Website: www.latrobe.edu.au/college

Email: college@latrobe.edu.au

CRICOS Provider Numbers: 00070G, 00115M

In 2007, the Language Centre (est.1974) merged with the Foundation Studies and Diploma Programs unit (est.1995) to become the International College. With over 33 years of English language teaching expertise, quality accreditations by peak industry bodies, including ISO 9001, the International College provides students with the best possible integrated educational and cultural experience. Students have access to comprehensive student support services, including accommodation (on and off campus), student advisors and counsellors, and free computer labs, as well as access to La Trobe University facilities, student clubs and associations. The International College is based at the Bundoora (Melbourne) campus, and offers:

English Programs:

- English Language Intensive courses for overseas students (ELICOS), including:
English for Further Studies: offering academic skills for Direct Entry to University
General English, and Business English;
- Certificate II in Professional Communication Skills – Internship programs
- English Teacher training – via the University of Cambridge Certificate in English Language Teaching to Adults (CELTA)
- specialised group programs and study tours
- ELICOS programs at the Bendigo campus (depending on demand).

Foundation Studies: offers an academic bridge into first year of any university degree

Students obtaining the minimum required grades and any stated prerequisites as set by each Faculty are guaranteed a position in their chosen course. Entry requirements for each degree are predetermined see www.latrobe.edu.au/international/downloads/apply_req.pdf

Diploma Programs:

The Diploma of Business Administration and the Diploma of Information Systems offer equivalents to University first year. Successful students gain entry into second year of the corresponding degrees.

Scholarships and Prizes

UNIVERSITY WIDE AWARDS

Commonwealth Scholarships (CS)

Further information: www.latrobe.edu.au/scholarships

Commonwealth Scholarships assist rural and regional, low income and Indigenous full-time students with financial support associated with their study in an undergraduate degree program for up to four years. The scholarships are available to Australian citizens or holders of Australian permanent humanitarian visas. Indigenous Australian students are particularly encouraged to apply.

There are three types of Commonwealth Scholarships (CS):

- Commonwealth Education Costs Scholarship (CECS) – value \$2162 per year indexed
- Commonwealth Accommodation Scholarship (CAS) – value \$4324 per year indexed
- Indigenous Access Scholarships (IAS) – one off payment \$4000

These scholarships will be exempt for the purposes of the Social Security Act and thus income from these scholarships will not be taken into account when applying the Personal Income Test for Youth Allowance, Austudy, Abstudy, or the primary payment of students receiving a Pensioner Education Supplement.

DM Myers University Medal

The DM Myers University Medal is awarded annually to the outstanding undergraduate student graduating in each Faculty (usually an Honours graduate). The medallion was donated by the first Vice-Chancellor of La Trobe University, Dr David Myers, CMG. The medallion was designed by Andor Meszaros, a medallionist and sculptor of international repute, who came to Australia from Hungary in 1939 and whose major works include the King George V Memorial Statue (King George V Hospital, Sydney) in marble, an altarpiece in the Canterbury Cathedral and the 1956 Olympic Medallion.

Distinguished Alumni Award

The Distinguished Alumni Award is awarded to eminent La Trobe University Alumni in Australia and across the continents, who have demonstrated the following:

- Outstanding professional or community service achievements
- Inspirational leadership in their field
- Exceptional human qualities

The University is keen to recognise the outstanding contribution Alumni make to their professions and the community. Nominations for the Award can be lodged with the University's Alumni and Development Office.

Harvey Naghten Memorial Award (up to \$1000)

A grant of up to \$1000 may be awarded annually (subject to availability of funds) to a student who has completed at least the first year of an undergraduate course, has been able to remain at University through their own efforts despite difficulties and has assisted others within or outside the University during their period of study at La Trobe. Further information: www.latrobe.edu.au/scholarships

Honours Year Grants Scheme (maximum \$2000)

The University encourages academically qualified students enrolling for Honours and experiencing financial hardship to apply for a grant from the Honours Year Grants Scheme. A number of grants of up to \$2000 will be awarded, with payment conditional upon the recipient accepting the terms and conditions of the grant and enrolling as an Honours year student in the same academic year. Check the web in early August for up to date advice regarding the following year's grants. Applicants should not wait for an invitation to do Honours. For further information: www.latrobe.edu.au/scholarships

La Trobe Alumni Prize (\$1000)

The La Trobe Alumni Prize recognises the contribution and achievements of final year students studying for their pass degree, or who are in the penultimate year of their Honours degree.

The prize is awarded to an outstanding student from each of the five faculties. Prize recipients are determined by the Faculty Boards.

La Trobe Academic Excellence Scholarships (LAES) (\$2000)

La Trobe University offers a number of scholarships to support students commencing tertiary studies, who enrol at any Victorian Campus of the University and who achieve outstanding marks in their Victorian Certificate of Education (or equivalent) completed within the past two years. The scholarship is valued at \$2000 per year for the normal duration of the course including Honours if applicable. Further information: www.latrobe.edu.au/scholarships

La Trobe University Housing Company Residential Scholarships (\$500)

A number of scholarships are available to undergraduate or postgraduate students enrolled at the Bundoora Campus. Each scholarship is valued at \$500 and is awarded mid-year each year. The scholarship is to provide assistance to students who can demonstrate their successful commencement of, or progress in university study, and who can demonstrate a financial need with respect to the costs of accommodation whilst undertaking their studies. These costs may be incurred within University-managed accommodation, e.g., Barnes Way flats, The University Lodge, the Colleges, or in the community outside the University. Application information is available from the middle of the year, usually June. Further information from Rod Coade, tel: (03) 9467 1940.

La Trobe Indigenous Students Scholarships (LISS) (\$5000)

In recognition of the importance of creating opportunities for Indigenous Australian students to complete higher education, La Trobe University has made available up to ten scholarships annually for Indigenous students commencing full or part-time studies at any Victorian Campus of the University. The scholarship is valued at \$5000 per year for the normal duration of the course including Honours if applicable. For further information: www.latrobe.edu.au/scholarships

La Trobe Vice-Chancellor's City of Whittlesea Scholarships (LVCWS) (\$3000)

A limited number of scholarships are available for commencing first year students who enrol in courses offered at the Bundoora Campus of La Trobe University. Applicants must be residents of the City of Whittlesea. The scholarship is valued at \$3000 per year for the normal duration of the course including Honours if applicable, www.latrobe.edu.au/scholarships

La Trobe Study Support Scholarships (LSSS) (\$3000)

A number of scholarships are available annually to assist students experiencing financial need and/or educational disadvantage. Students must be commencing full-time undergraduate studies at any Victorian Campus of the University. A LSSS is valued at \$3000 per year for the normal duration of the course in which the student is first enrolled, including Honours if applicable. www.latrobe.edu.au/scholarships

La Trobe Vice-Chancellor's Regional Scholarships (LVCRS) (\$3000)

Five scholarships will be available for students commencing first year full-time undergraduate studies at each of La Trobe's regional Campuses at Albury-Wodonga, Bendigo, Mildura and Shepparton. The scholarship is valued at \$3000 per year for the normal duration of the course including Honours if applicable, www.latrobe.edu.au/scholarships

La Trobe University Women's Network Award

The La Trobe University Women's Network Award supports a female postgraduate student on the Bundoora Campus. The Award targets disadvantaged women students who are continuing postgraduate studies and have demonstrated involvement in community or student activities. Both Australian and international students are able to apply. Applications are encouraged from women who belong to one of the student equity groups, that is, students from socio-economically disadvantaged backgrounds, students from a non-English speaking background, students with disabilities, students from rural and/or

isolated areas, Aboriginal and Torres Strait Islander students, and/or women in non-traditional areas of study. The recipient of the award can select a prize of either a book voucher from the University bookshop with a value of \$250 or a conference reimbursement to the value of \$250. Application for the award should be made on the application proforma available from the Women's Network webpage: www.latrobe.edu.au/womnet

Pauline Toner Award (up to \$1000)

Awarded annually to a student who has completed at least two years of undergraduate study and has made significant contributions in the areas of conservation, social issues or education. Applications are particularly welcome from students undertaking Honours and postgraduate study. Further information from: www.latrobe.edu.au/scholarships

Targeted Travelling Scholarships

Targeted Travelling Scholarships are awarded by the Vice-Chancellor under the International Network of Universities (INU) scheme to assist students to spend a semester studying abroad at designated INU partner universities, with credit towards their La Trobe degrees. The value of each scholarship varies depending on the country in which students study, but comprises a return economy airfare as well as assistance with accommodation and living costs. Selection criteria include demonstrated academic achievements, potential to complete successfully a full-time semester of study in an unfamiliar environment, and the ability to act as an ambassador for Australia and for La Trobe University. The Faculties invite, and short-list, high-performing students to submit a scholarship application at the end of each year. The short-listed applications are then assessed by a selection committee appointed by the Vice-Chancellor.

A student is eligible to receive only one such award during the course of their studies at La Trobe University.

Funding is also available under this scheme to assist postgraduate students, in special circumstances, to travel to partner universities to undertake research towards their degrees.

Contact: Ms Joanna Watts, Executive Officer to the Pro Vice-Chancellor (Strategic Development), email: j.watts@latrobe.edu.au

Vice-Chancellor's language scholarships

A number of language scholarships may be available for students enrolled in modern language courses as part of a course at La Trobe University. The aim of these scholarships is to enable students to improve their language skills by undertaking language study overseas. For further information please visit: www.latrobe.edu.au/international/exchange/

Westpac Banking Corporation Award (\$1000)

Awarded annually to an undergraduate student who has carried out outstanding community work, either within La Trobe University or outside. Applicants must have a good academic record and have completed first year. Further information from: www.latrobe.edu.au/scholarships

Scholarships for international students

There are a number of scholarship opportunities available to high-achieving international students who are applying to study undergraduate, postgraduate coursework or postgraduate research programs at La Trobe University. These include the Australian Development Scholarships, the Australian Leadership Awards, the Melbourne Australia International Scholarships, the Malaysia Australia Colombo Commemorative Scholarships, the Australian Partnership Scholarships, La Trobe University Postgraduate Research Scholarships and a limited number of Endeavour International Postgraduate Research Scholarships. For further information, please visit: www.latrobe.edu.au/international/scholarships

Other scholarship opportunities may be available from sponsoring bodies in the home country of the prospective student. La Trobe University also encourages students to seek information about these potential opportunities.

RESIDENTIAL COLLEGE AWARDS FOR STUDENTS BEGINNING THEIR STUDIES AT LA TROBE UNIVERSITY, BUNDOORA

Chisholm College

Chisholm College Aboriginal and Torres Strait Islander Accommodation Award

To give substance to its policy of supporting the increase of access of students of Aboriginal or Torres Strait Islander descent to La Trobe University, Chisholm College offers one full Accommodation Award to a person of ATSI background, at any level of study including entry and postgraduate, who has gained a place at La Trobe University and is in need of accommodation for completion of their university studies. Economic needs, compassionate grounds and/or any disability with evidence of appropriate academic potential will also be evaluated in granting this award.

For more information visit: www.latrobe.edu.au/chisholm or contact the College Warden on (03) 9479 2899.

Chisholm College Academic Awards (\$150 book voucher and certificate of merit)

These annual awards are made to the most outstanding Chisholm undergraduate in each of La Trobe University's five faculties at Bundoora. The recipients are selected by the Warden of College, on the basis of the official results for the academic year in question. The awards take the form of a certificate of merit and a book voucher to the value of \$150. For more information visit: www.latrobe.edu.au/chisholm or contact the College Warden on (03) 9479 2899.

Chisholm College Entry Scholarships (up to \$1000 per semester)

In keeping with the Chisholm College commitment to academic excellence, up to 20 Entry Scholarships are distributed at the beginning of each academic year. The scholarships are awarded on the basis of academic merit and potential contribution to college life. The scholarships are offered for first semester but are renewable subject to outstanding academic performance in second semester. These scholarships are valued at up to \$1000 per semester and are made to domestic and overseas students undertaking full-time study. Students must be resident, or have an offer of residency, for Chisholm College, and must be enrolled La Trobe students. For more information visit: www.latrobe.edu.au/chisholm or contact the College Warden on (03) 9479 2899.

Glenn College

Glenn College Entry Scholarships (up to \$1000 per semester)

Entry Scholarships are awarded for academic excellence to new residents enrolling in each of the following faculties: Health Sciences; Science, Technology and Engineering; Law and Management; Humanities and Social Sciences and Education. Up to six Entry Scholarships are awarded on the basis of academic merit and potential contribution to College life. The scholarships are offered for first semester but are renewable subject to outstanding academic performance in second semester. These scholarships are valued at up to \$1000 per semester. For more information visit: www.latrobe.edu.au/glenn or contact the College Warden on (03) 9479 5100.

Glenn College Leadership Awards (\$500 per semester)

Three Leadership Awards are available each year for students joining Glenn College in each of the following categories:

- demonstrated leadership and potential contribution to college
- demonstrated sport achievement and potential
- demonstrated cultural, society or music achievement and potential.

These Leadership Awards are valued at \$500 per semester, and are renewable after first semester subject to contribution to college life. For more information visit www.latrobe.edu.au/glenn or contact the College Warden on (03) 9479 5100.

Menzies College

Menzies College Entry Prize Scholarships (approx. \$2000 per semester)

Up to three entry scholarships are available for undergraduate students entering Menzies College. The scholarships are awarded on the basis of academic merit and potential contribution to college life. The scholarships are offered for first semester but are renewable subject to outstanding academic performance in mid-year results (value is approximately \$2000 per semester). Information and application forms are available from Menzies College on www.latrobe.edu.au/menzies or contact the College Warden on (03) 9479 1071.

Menzies College Entry Scholarships (approx. \$1300 per semester)

Up to five entry-level scholarships are available for undergraduate students entering Menzies College. The scholarships are awarded on the basis of academic merit and potential to contribute to the cultural or community life of college. The value of these scholarships is 30 percent remission of residential fees; the scholarships are valued at approximately \$1300 per semester (and are renewable for second semester subject to academic performance). Information and application forms are available from Menzies College on www.latrobe.edu.au/menzies or contact the College Warden on (03) 9479 1071.

Menzies College Law Scholarship (\$1000)

The College offers new residents two scholarships to students enrolling in law (students transferring to main campus are eligible). The scholarships are awarded on the basis of academic merit and potential to contribute to the cultural or community life of college. The value of each scholarship is \$1000. Information and application forms are available from Menzies College on www.latrobe.edu.au/menzies or contact the College Warden on (03) 9479 1071.

Menzies College Leadership Awards (up to \$500)

Up to five leadership awards per semester, each worth up to \$500, are given to students joining college who are able to contribute with distinction to the sporting, cultural or community life. Students wishing to be considered for these awards should note this in their Application for College Accommodation, in Section E, and supply as much documentation as possible. The awards are made in the first few weeks of each semester.

Menzies College Music Scholarship (\$500)

The college offers one music scholarship to a student entering college who has strong musical talent and a willingness to participate in the musical life of college. The value of the scholarship is \$500. Information and application forms are available from Menzies College on www.latrobe.edu.au/menzies or contact the College Warden on (03) 9479 1071.

Menzies College Sporting Scholarship (\$500)

The college has a superb sporting tradition and has won the inter-college sporting trophy for the past six years. We are keen to attract outstanding young sportsmen and sportswomen. If you have ability and the willingness to contribute to the college's sporting program, you may be eligible for the Sporting Scholarship. Two scholarships are awardable, one for a male and one for a female student joining Menzies. The value of the scholarship is \$500. Information and application forms are available from Menzies College on www.latrobe.edu.au/menzies or contact the College Warden on (03) 9479 1071.

Targeted Regional Scholarships (up to \$1000 each)

Entry-level scholarships, each worth up to \$1000, will be available for students with outstanding contributions to make to Menzies College from key regional areas, including (but not exclusive to) Wangaratta, Bendigo, Shepparton, Ballarat, Albury-Wodonga, and Tasmania. Information and application forms are available from Menzies College on www.latrobe.edu.au/menzies or contact the College Warden on (03) 9479 1071.

FACULTY OF EDUCATION

For further information, contact the Faculty of Education Office on (03) 5444 7885.

Faculty Awards

Dean's Medal

Awarded to the outstanding graduating student in the Faculty of Education at each campus.

Stewart E Fraser Memorial Exemplary Thesis Award (\$1000 and a commemorative base-metal medal)

Prize for the best major thesis written by a Masters or doctoral level candidate in the Faculty of Education.

School of Educational Studies

Marta Rado Memorial Prize (\$75 book voucher)

The prize is donated by former colleagues, relatives and friends in memory of Dr Marta Rado who, as an early pioneer of communicative language teaching and bilingual education, was responsible for the rise to prominence of language teacher education at La Trobe University. The prize is awarded annually to a student in the primary or secondary LOTE method in the Graduate Diploma in Education, who will be most likely to further the cause of LOTE education in Victoria through innovative and dynamic teaching.

Design and Technology Teachers Association Victoria (DATTA Vic) (subscription, \$100 book voucher, publications and certificate)

The prize is awarded to the most outstanding student in the Graduate Diploma in Technology Education at the Bundoora or Albury/Woodonga campuses, and provides a one-year subscription to the Design and Technology Teachers Association Victoria (DATTA Vic), a \$100 book voucher, a resources pack from the DATTA (which includes CDs and publications) and a certificate recognising excellence in the area of technology teaching.

For further information, contact the Faculty of Education Office on: (03) 5444 7885.

School of Education

Australian Literacy Educators' Association Award (subscription)

Awarded for academic excellence in literacy studies to students graduating with a primary education degree. The award is one year's subscription to ALEA.

Bruce Palmer Award (\$200)

Awarded annually to a student at the Bendigo Campus who has excelled in the education studies components of the Graduate Diploma in Education.

George Colson Award (\$200)

Awarded annually to a student who has excelled in the language education component of any teacher education course at the Bendigo Campus.

KG Scarrott Award (\$500)

Awarded annually to a student completing the degree of Bachelor of Education at the Bendigo Campus who has attained consistent excellence in the practicum component of the course, coupled with an outstanding academic record.

Mike Molnar Award (\$200)

Awarded annually to a student at the Bendigo Campus who has excelled in some aspect of the second year of the School's pre-service teaching degree.

Design and Technology Teachers Association Victoria (DATTA Vic) (subscription, \$100 book voucher, publications and certificate)

The prize is awarded to the most outstanding student in the Graduate Diploma in Technology Education at the Bendigo campus, and

provides a one-year subscription to the Design and Technology Teachers Association Victoria (DATTA Vic), a \$100 book voucher, a resources pack from the DATTA (which includes CDs and publications) and a certificate recognising excellence in the area of technology teaching.

For further information, contact the Faculty of Education Office on: (03) 5444 7885.

School of Outdoor Education and Environment

John Martin Memorial Award (\$300)

Awarded annually to a student in Bachelor of Arts (Outdoor Education) who is entering the second year of study. It is an award that recognises and encourages the fullest involvement in study and enjoyment of life involving the outdoors and other relevant activities.

Laurie Leeson Award (\$200)

Awarded annually to a student who has excelled in environmental education in any course offered by the School of Outdoor Education and Environment.

For further information, contact the Faculty of Education Office on (03) 5444 7885.

FACULTY OF HEALTH SCIENCES

For further information regarding prizes offered by the Faculty of Health Sciences, tel: (03) 9479 3575 or email: LHS@latrobe.edu.au

Faculty Awards

Graduate Research Prize (\$250 each)

One prize is awarded to the postgraduate student or students who complete(s) the most outstanding graduate diploma project or masters by coursework minor thesis project. Another prize is awarded to the postgraduate student or students who complete(s) the most outstanding masters by research thesis or PhD thesis. Nominations close on 31 December.

Faculty of Health Sciences Postgraduate Coursework Award for Excellence (\$1000)

This award is given to the most outstanding postgraduate coursework student in the Faculty of Health Sciences who has achieved the highest weighted average of marks.

Margaret and Alan Hamer Research Prize (\$250)

Heads of Schools may nominate undergraduate students for this prize based on the standard of a research project completed while on a course. A group of students that jointly completes a research project may also be nominated. Nominations close on 31 December.

Professional Placement Scholarship Program

This is a competitive scholarship program offered to assist Health Sciences students meet additional accommodation, travel and other living costs incurred as a result of undertaking a professional placement in a location more than 50 kilometres away from their usual place of residence. The scholarship is only available to those undertaking a professional placement of more than one week in duration. Each scholarship is valued at \$40 per day of placement with a maximum of \$200 per week. There are two application rounds for scholarships each academic year. Further information and eligibility criteria is available from: www.latrobe.edu.au/health/ppsp

SCU/Lincoln Scholarships (up to \$1000)

Several scholarships of up to \$1000 may be awarded annually to students in second year or above enrolled in the Faculty of Health Sciences. The award is based on academic achievement and personal circumstances. Further information is available from: www.latrobe.edu.au/scholarships

Division of Allied Health

School of Human Communication Sciences

Andrew Dean Fildes Foundation Award for Language Learning Disabilities (\$200)

Awarded to the speech pathology student who completes the best research paper related to language learning disabilities.

Freda Hooper Memorial Award (\$200)

Awarded annually to a speech pathology undergraduate student who has made a significant contribution to the speech pathology field beyond the normal requirements of their course of study.

Language Learning Disability Special Interest Group Award (\$200)

Awarded to the final year student in the Bachelor of Speech Pathology who has completed a research project of high standard and/or made a significant contribution to the area of language learning disabilities.

School of Human Communication Sciences – Clinical Achievement Award (\$100 and certificate)

Awarded in recognition of excellence in clinical skills. Nominations will be accepted from internal and external clinical educators. The Clinical Achievement Award will be presented to one student from each of the second, third and fourth year levels of the undergraduate Bachelor of Speech Pathology and the final year of the Master of Speech Pathology course.

School of Human Communication Sciences Honours Publication Award (\$100)

Awarded to one Honours year student who has a paper accepted for a peer-reviewed publication within 18 months of completing the Honours program.

Speech Pathology Australia Student Award

Awarded to a final year speech pathology student for outstanding academic achievements and/or excellent clinical achievements throughout the course, especially in the final year. The prize is a certificate and an upgrade of membership from student to full membership.

Victorian Speak Easy Association Speech Pathology Student Award (\$100 and certificate)

Awarded annually to a speech pathology student who has demonstrated academic and clinical excellence in the area of stuttering and its treatment.

Victorian Voice Interest Group Speech Pathology Student Award (\$200 and certificate)

Awarded to the final year student in the Bachelor of Speech Pathology who completes the best Honours research project or pass degree project related to voice science and/or voice disorders.

Winston S Rickards Prize Medal

Awarded annually (provided that there is a candidate of sufficient merit) for the best paper submitted on therapeutic principles and their application in the field of communication disorders. The prize is a medallion.

School of Occupational Therapy

AAOT Victoria Inc. New Graduates Award for Clinical Excellence (\$100)

Awarded to an occupational therapy student based on excellence in clinical practice throughout the course.

Accredited Occupational Therapist (AccOT) Prize

Awarded to the student with the highest weighted result in HLT3IPA for undergraduate students and the highest weighted result for OCT5APP for entry-level students. There will be a nomination for each from BOT and MOTP students. The prize is a certificate, payment of first biennial fee for joining AccOT and a photo in OT Australia's national newsletter.

The Alfred Group – Janet Sloane Stroke Rehabilitation Grant (\$500)

Awarded to a student in the Bachelor of Occupational Therapy who submits a suitable, high quality proposal to undertake research in the area of stroke rehabilitation in their final year.

Award for Excellence (Master of Occupational Health Student) (\$100)

Awarded to the Master of Occupational Health student with the highest weighted average overall upon completion of their award.

Award for Excellence (Master of Occupational Therapy Practice First year Student) (\$100)

Awarded to the Master of Occupational Therapy Practice first year student with the highest weighted average overall.

Award for Excellence (Postgraduate Diploma in Occupational Health and Safety student) (\$100)

Awarded to the Postgraduate Diploma in Occupational Health and Safety student with the highest weighted average overall upon completion of their award.

Award for Excellence (First year student) (\$100)

Awarded to the first year undergraduate student with the highest weighted average in Occupational Therapy theory units: OCT1THA and OCT1THB.

Award for Excellence (Second year student) (\$100)

Awarded to the second year undergraduate student with the highest weighted average in the Occupational Therapy intervention units: OCT2INA, OCT2INB and OCT2INC.

Award for Excellence (Third year student) (\$100)

Awarded to the third year undergraduate student with the highest weighted average overall.

Commonwealth Rehabilitation Service – Award for Excellence (\$250 book voucher and certificate)

Awarded to an entry-level student with the highest weighted average in academic work and demonstrated excellence in fieldwork.

Derek Stewart Award (\$100 book voucher)

This prize Honours the memory of Derek Stewart and is donated by the Mt Eliza Centre. Awarded to a third year occupational therapy student who has demonstrated excellence in the area of geriatric rehabilitation.

Honours Prize (\$100 book voucher)

Awarded to the Honours student in the Bachelor of Occupational Therapy who has achieved the highest mark for their thesis.

Invergowrie Paediatric Prize (\$200 book voucher)

Awarded to the most outstanding final year student in the Bachelor of Occupational Therapy who has demonstrated excellence in the discipline of paediatric occupational therapy.

Janet Sloane Award (\$100)

This award acknowledges the contribution Janet Sloane made to the occupational therapy profession. Awarded to the most outstanding occupational therapy student(s) for excellence in a final year research project relevant to activities of daily living, community health or ergonomics.

Lifestyle and Rehabilitation – Student of the Year Award (\$500 and plaque)

Awarded to the most outstanding final year student in the Bachelor of Occupational Therapy (and associated double degrees) or the Master of Occupational Therapy Practice who has achieved the highest weighted average.

Mental Illness Fellowship Victoria – Award for Excellence (\$500)

Awarded to a third year undergraduate or entry-level student who has provided the most outstanding contribution to the Mental Illness Fellowship Victoria for the year.

Surgical Synergies Splinting Prize (\$500)

Awarded to an occupational therapy student who achieves excellence in the academic and clinical aspects of splinting.

School of Physiotherapy

Aquatic Physiotherapy Group Prize (\$100 book voucher and certificate)

Awarded to the final year student who shows outstanding ability in the field of hydrotherapy in their final year elective studies.

Brooks Running Award

Awarded to the postgraduate student who displays the highest standard in the unit Professional Development for Sports Physiotherapists. The prize is a running pack including running shoes and other sporting apparel to the value of \$500.

Cardiorespiratory Physiotherapy Australia (Victorian Branch) Prize

Awarded to the student who gains the highest marks in cardiothoracic units of the Bachelor of Physiotherapy. The prize is a book to the value of \$50 to \$100 and a certificate.

Constance Read Memorial Prize (\$100 and certificate)

Awarded to the final year student who gains the highest percentage of marks in the physiotherapy skills components in the second year of the Bachelor of Physiotherapy. Donated by a number of physiotherapists in memory of Miss Constance Read, a member of the physiotherapy staff at the Royal Children's Hospital.

Continence and Women's Health Special Group Prize (book and certificate)

Awarded to the final year student who shows outstanding ability in this field of physiotherapy. Donated by members of the Continence and Women's Health Special Group of the Victorian Chapter of the Australian Physiotherapy Association.

Eliza McAuley Memorial Prize (\$250 and certificate)

Awarded to the final year student who is most outstanding at the clinical practice units. Donated by a member of the Association in the memory of Miss Eliza McAuley, whose foresight gave a sound basis on which the course has been built.

Elsevier Australia Book Prize (Year 1) (\$100 book voucher and certificate)

Awarded to the first year physiotherapy student who shows the most outstanding ability in the field of anatomy.

Elsevier Australia Book Prize (Year 2) (\$100 book voucher and certificate)

Awarded to the second year physiotherapy student who shows the most outstanding ability in the field of anatomy.

Gerontology Special Group Prize

Awarded to the final year student who achieves the highest mark in the unit PTY4PRG (Physiotherapy in Rehabilitation and Gerontology). Donated by the Gerontology Special Group of the Victorian Chapter of the Australian Physiotherapy Association. The prize is a one-year membership to Gerontology Special Interest Group and a certificate.

HNA Physiotherapy Award

Awarded to the final year student with the highest fourth year clinical elective result in Private Practice Management. The prize is reimbursement of 50 percent of the cost of approved APA Continuing Education courses within the first 12 months since graduation to a maximum value of \$500.

Josephine Jennings and Edith Pratt Memorial Prize (\$100 and certificate)

Awarded to the student who achieves the highest percentage of marks over the full Bachelor of Physiotherapy course. Donated by the members of the Australian Physiotherapy Association as a perpetual memorial to Miss Jennings and Miss Pratt, both of whom played a large part in the early training of physiotherapists in Victoria.

Kay Spencer Memorial Award (\$250 book voucher)

Awarded to the student who gains the highest mark in an evidence-based practice critically appraised topic in neurology. The prize is in memory of Kay Spencer, a valued member of the School of Physiotherapy staff. It is provided by the Spencer family, members of staff and the Physiotherapy Students' Association.

Musculoskeletal Physiotherapy Prize (\$100 book voucher)

Awarded to the student with the highest overall mark in PTY3MSP (Musculoskeletal Physiotherapy – Theory and Practice).

Neurology National Group Prize (\$100, certificate and membership)

Awarded to the final year student who achieves the highest combined clinical and theory marks in neurology.

Paediatric Special Group Prize (\$100 book voucher and certificate)

Awarded to the final year physiotherapy student who achieves the highest aggregate marks in the second year and fourth year paediatric physiotherapy units.

Patricia Cosh Award (\$100 book voucher and certificate)

Awarded to a student in the Bachelor of Physiotherapy who has demonstrated outstanding leadership skills.

Physiotherapists Registration Board of Victoria Award (\$500)

Awarded to the undergraduate student who achieves the highest marks in the unit PTY4EBP (Evidence-based Practice in Physiotherapy).

Physiotherapy Research Foundation Research Prize (\$150 and certificate)

Awarded to the final year physiotherapy student who achieves the highest aggregate mark in the unit PTY4HON.

Department of Clinical Vision Sciences**Diana Craig Memorial Prize (\$250)**

This prize commemorates the contribution of Diana Craig to orthoptics. It is awarded by the Orthoptic Association of Australia (Victorian Branch) to the student who gains the highest marks for the most outstanding research thesis undertaken in the orthoptics Honours program.

J Ringland Anderson Prize (\$250)

Awarded annually by the Orthoptic Association of Australia (Victorian Branch) to the student who gains the highest marks for the orthoptic components of the final year of the Bachelor program.

The Leonie Collins Memorial Prize

Awarded to the best fourth year student presentation at the Annual La Trobe University Orthoptic Student Conference. The prize is an engraved plaque.

The Orthoptic Association of Australia Inc. Prize for Second Year Orthoptics (\$125 book voucher and certificate)

Awarded to the student achieving the best results in the core Orthoptic units in the first and second semesters of the second year of the Bachelor of Orthoptics and Ophthalmic Science degree.

The Orthoptic Association of Australia Inc. Prize for Third Year Orthoptics (\$200 book voucher and certificate)

Awarded to the student achieving the best results in the core Orthoptic units in the first and second semesters of the third year of the Bachelor of Orthoptics and Ophthalmic Science degree.

Department of Podiatry**Australian Podiatry Association (Vic.) Award for Excellence**

Awarded to the most outstanding fourth year Bachelor of Podiatry student for excellence in clinical studies. The award is a 12-month membership to the Australian Podiatry Association, and malpractice insurance cover of \$2,000,000.

Brooks Prize for Podiatric Medicine

Awarded to the third year Bachelor of Podiatry student who achieves the highest mark in the unit, Podiatric Specialisations (POD3PSP). The prize is a \$500 voucher for Brooks' footwear and apparel.

EQUUS Podiatric Award (text books to the value of \$300)

Awarded to the Bachelor of Podiatry (Honours) student who achieves the highest overall score for an Honours thesis.

Foot Solutions Second Year Prize (\$250)

Awarded to the Bachelor of Podiatry student who achieve the highest aggregate score for studies in second year.

Foot Solutions Third Year Prize (\$250)

Awarded to the Bachelor of Podiatry student who achieves the highest aggregate score for podiatry core units in third year.

Foot Solutions Fourth Year Clinical Prize (\$250)

Awarded to the Bachelor of Podiatry student who achieves the highest score for studies in the fourth year unit POD4PCP (Podiatry Clinical Practice).

Interpod Prize for Second year Orthoses (\$200)

Awarded to the most outstanding second year student in the Bachelor of Podiatry who has achieved the highest combined mark for the units POD2POA and POD2POB (Podiatric Orthoses).

Interpod Prize for Third year Orthoses (\$300)

Awarded to the most outstanding third year student in the Bachelor of Podiatry who has achieved the highest combined mark for the units POD3POA and POD3POB (Podiatric Orthoses).

The Lamisil Dermatology Award (\$200 La Trobe University bookshop voucher)

Awarded to the first year Bachelor of Podiatry student who achieves the highest mark in the unit, Podiatric Dermatology (POD1PDM).

Podiatrists Registration Board Award (\$1000)

Awarded to the final year Bachelor of Podiatry student who achieves the highest overall score.

National Centre for Prosthetics and Orthotics**Australian Orthopaedic Association Prize (\$100)**

Awarded to the most outstanding second year Bachelor of Prosthetics and Orthotics student who achieves the highest aggregate score for all prosthetics and orthotics core units offered in that year.

Australian Orthotic Prosthetic Association Inc. (Victorian Section) Prize

Awarded to the most outstanding first year Bachelor of Prosthetics and Orthotics student who achieves the highest weighted average for all first year units. The prize consists of a \$75 La Trobe University bookshop voucher and student membership to the Australian Orthotic Prosthetic Association until the completion of the student's degree (including Honours if applicable).

EH Armstrong Prize for Services to Lower-Limb Amputees (\$250 La Trobe University book voucher)

Awarded to either a postgraduate student or Bachelor of Prosthetics and Orthotics undergraduate student in recognition of contributions to the care and management of lower-limb amputees.

International Society for Prosthetics and Orthotics (ISPO) Prize

Awarded to the most outstanding third year Bachelor of Prosthetics and Orthotics student who achieves the highest aggregate score for all prosthetics and orthotics units offered that year. The prize consists of a \$250 La Trobe University book voucher and a one-year membership to ISPO.

The Otto Bock Prize (\$250 and plaque)

Awarded to the Bachelor of Prosthetics and Orthotics (Honours) student who achieves the highest overall result in the Honours year. This prize is sponsored by Otto Bock (A/Asia) Pty Ltd.

Robert Gardner Memorial Prize

Awarded to the Bachelor of Prosthetics and Orthotics student or students who achieve(s) the highest result in the third year unit, Independent Study Project (POR3ISP). The prize is the textbook *Atlas of Orthoses and Assistive Devices*. This memorial prize is jointly sponsored by the Australian Orthotic Prosthetic Association (AOPA) and Elsevier Science/Harcourt Australia.

Division of Health Studies

School of Human Biosciences

The School of Human Biosciences Prize (\$100)

Awarded to the student with the highest aggregate in third year physiology units, Advanced Physiology A and Advanced Physiology B.

School of Public Health

ASORC Feldman Award in Rehabilitation Counselling (\$250)

Awarded annually by the Victorian Branch of the Australian Society of Rehabilitation Counsellors to the student in the Postgraduate Diploma in Rehabilitation Studies course who has demonstrated the most outstanding knowledge and skills in the field of rehabilitation counselling.

Clinical Classification Prize (\$50 and certificate)

Awarded by the Health Information Management Association of Australia (Victorian Branch) to the Bachelor of Health Information Management student with the highest aggregate score in second year health classification units.

The Costigan Prize for Excellence in PHE1PHA and PHE1PHC (\$150 McGraw-Hill book voucher)

One prize is awarded to the student with the highest mark in PHE1PHA (Introduction to Public Health A) and one prize is awarded to the student with the highest mark in PHE1PHC (Introduction to Public Health C).

CRS Australia Award for Excellence in Vocational Rehabilitation (\$250 book voucher)

Awarded to the most outstanding final year student in the Postgraduate Diploma in Rehabilitation Studies who has achieved outstanding academic results and outstanding fieldwork reports in units relevant to vocational rehabilitation.

Health Information Management Association of Australia (Vic. Branch) Prize (\$250 and certificate)

Awarded annually by the Health Information Management Association of Australia (Victorian Branch) to the Bachelor of Health Information Management Pass or Honours degree student who demonstrates academic excellence, with the highest aggregate score in the third year and fourth year health information management and related specified units.

Prize for Clinical Coding (\$200 and certificate)

Awarded by the National Centre for Classification in Health to the Bachelor of Health Information Management student with the highest mark in the final year clinical coding unit.

Top Bachelor of Health Sciences Student (\$100 La Trobe University bookshop voucher and a certificate)

Awarded to the Bachelor of Health Sciences student with the highest aggregate score in core third year units.

Top School of Public Health Honours Thesis (\$250 La Trobe University bookshop voucher and a certificate)

Awarded to the Bachelor of Health Sciences or Bachelor of Health Information Management Honours student whose thesis is judged as being the best.

Victorian WorkCover Authority Prize (\$200)

Awarded to the student who has achieved outstanding performance in the occupational rehabilitation component of the Postgraduate Diploma in Rehabilitation Studies.

Division of Nursing and Midwifery

Alzheimer's Australia Victoria Prize (\$200)

Awarded to the student enrolled in the gerontic nursing major within the Postgraduate Diploma in Advanced Nursing who attains the highest mark for the unit, Geropsychiatric Nursing and who demonstrates an understanding of the needs of people with a dementing illness and their carers, and how to provide best practice for them. Available for metropolitan students only.

Cancer Council Victoria Prize (\$200)

Awarded to the student who has shown outstanding success in cancer nursing or palliative care nursing at postgraduate level. Available for metropolitan students only.

The Caroline Pippett Memorial Prize (\$300 and \$200 book voucher)

Awarded to the final year metropolitan undergraduate nursing student who clearly demonstrates a loving and caring attitude towards patients.

Elsevier Excellence in the Care of Older People Prize (\$100 book voucher)

Awarded to the first year nursing student in the Bachelor of Nursing or Bachelor of Nursing Science who has excelled in care of older people.

Elsevier Gerontic Nursing Clinical Practice Prize (\$150 book voucher)

Awarded to the final year nursing student in the Bachelor of Nursing or Bachelor of Nursing Science who has demonstrated excellence in gerontic nursing clinical practice.

Joyce Wickham Medal

Awarded to the student who, being of sufficient merit, has in the relevant year demonstrated significant leadership at postgraduate level. Available for metropolitan students only. The award is in the form of an engraved silver medallion.

Royal College of Nursing, Australia High Achiever Award

Awarded to the highest-achieving student in the final year of the Bachelor of Nursing (pre-registration) course. The prize is a one-year membership to the college and a certificate.

Royal College of Nursing, Gerontic Nursing Prize

Awarded to a student who maintains the highest average for all pieces of work submitted for the Postgraduate Diploma of Advanced Nursing (Gerontic Nursing). Available for metropolitan students only. The prize is a one-year membership to the college and a certificate.

The Royal Women's Hospital Midwifery Student Research Award (\$1000)

Awarded to a midwifery student or recent graduate to support presentation of research findings at an international or national conference.

The Villa Maria Society Aged Care Prize (\$500)

Awarded to a student enrolled in one of the undergraduate nursing courses at the Melbourne (Bundoora) Campus who has shown particular skills and interest in the area of aged care.

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

For further information regarding prizes offered by the Faculty of Humanities and Social Sciences, phone: (03) 9479 2023 or email: lhuss@latrobe.edu.au

Faculty awards

Allan Martin Prize (\$2000)

This award Honours Allan Martin, Foundation Professor of History (1966–73) and Dean of Humanities (1970 and 1971), a pioneer of interdisciplinary studies at the University. It will be awarded to the student writing the best interdisciplinary Honours thesis in the Faculty of Humanities and Social Sciences.

Faculty of Humanities and Social Sciences Scholarships (\$1000 each)

Ten academic merit scholarships will be awarded to students completing their VCE in 2007. Any student enrolled in the first year of any one of the Faculty's Bachelor degrees is eligible for a scholarship. Scholarships will be awarded to the ten students with the highest enter scores.

School of Communication, Arts and Critical Enquiry

David Hume First year Philosophy Prize (\$100)

Awarded each year to the student who is placed first among all students enrolled in a first year philosophy unit, provided the work is of A-level standard. The prize will be shared in the case of A-level students placed equal first.

David Hume Honours Year Philosophy Prize (\$150)

Awarded each year to the student placed first (or shared between students placed equal first) among eligible students completing their fourth year (Honours) in philosophy, provided the student (or students) is (are) awarded a first-class Honours for that year. Eligible students are those who take no more than one course component (out of three) from outside those offered as fourth year philosophy units.

Derick Marsh Shakespeare Prize (\$200)

Awarded annually for the best essay written by an undergraduate student in English on a topic concerned with an aspect of Shakespeare's work.

Geoffrey John Blunden Prize in Philosophy (\$500)

Awarded annually for the best essay by an undergraduate student on a topic concerned with the welfare of non-human animals.

Meridian Prize (\$100)

Awarded annually by Meridian: The La Trobe University English Review and the English Program for the best fourth year long essay submitted by a completing Honours student in English.

René Descartes Prize (\$100)

Awarded each year to the student enrolled in second year philosophy who has completed at least two units in the same year at an A-level standard and who has the best results.

Victorian Women's Trust Prize (book)

Awarded annually to the student placed first amongst all the students enrolled in the Gender, Sexuality and Diversity Studies first year unit Sex, Gender and Diversity.

Wirrianda Philosophy Prize (\$100)

Awarded annually to a female student enrolled at fourth year level in Honours philosophy (or joint Honours philosophy) who has completed her Bachelor of Arts at La Trobe University in the prior year and has, of the female students so qualifying, the best results in third year philosophy units.

School of Historical and European Studies

Alumni Prize for the Best First year Student in Art History (\$100 book voucher)

Awarded annually to the student with the highest academic results in two semester units at first year level in art history.

Celtic Club Essay Prize (\$150)

Awarded to the best undergraduate essay in a unit related to the history of Ireland.

Consul-General of Switzerland Prize (book prize)

Awarded to the first year student who achieves excellence or high distinction in each of the three Swiss languages (French, German and Italian).

Dante Alighieri Society President's Prize (\$200)

Awarded to the first year student with the highest mark in either ITA12ADB (Advanced Italian 1B) or ITA12BEB (Beginners Italian 1B). The winner must be continuing Italian studies at a higher year level.

David Johanson Prize (\$350)

Established in memory of David Johanson who taught history from 1968 to 1985. It is usually awarded for the best third year essay in any history unit, but occasionally it is awarded to another year level.

First year History Prize (\$100 book voucher)

Normally awarded to the student with the best result(s) in first year history (excluding American History), provided that the achievement is meritorious.

Godden Mackay Logan Heritage Essay Award (\$250)

Awarded for the best essay in a heritage unit in Archaeology.

Liliane Gay – Alliance Française Prize (\$150)

Donated by Alliance Française of Victoria, the prize is awarded to the student who has obtained a pass at A level in one of the units taught in the French program. The prize is awarded to the student who, in the opinion of the staff of the French program, has done the most meritorious work in French studies. The prize may be shared equally between two or more students. Native speakers of French are not eligible for the prize.

Peter Cook Prize in Australian History (\$500)

Established to commemorate the outstanding teaching of the late Dr Peter Cook, the prize is awarded annually for the best first-class Honours thesis in Australian history. If there is no such thesis, the prize will be awarded for the best first-class Honours thesis in the History program.

Peter Reynolds Honours Prize in Art History (\$100 book voucher)

Awarded annually to the student with the highest first-class Honours (H1) result in art history. The selection committee has discretion not to award the prize if the result is a borderline H1.

Royal Historical Society of Victoria Prize

This provides a certificate and a three-year subscription to the Royal Historical Society of Victoria to the third year student with the highest mark in Australian history.

RW (Wally) Thompson Prize (\$100)

Awarded annually to the student enrolled in any introductory/beginners language unit within the Spanish program who achieves the highest average mark over the two semesters of the introductory year.

Second/Third year American History Prize (\$100 book voucher)

Normally awarded to the student with the best result in a second/third year United States history unit, provided that a result of sufficient merit is achieved.

Second year Australian History Prize (\$100 book voucher)

Awarded to the student with the highest mark in a second year Australian history unit.

School of Social Sciences

First year Sociology Prize (\$100)

Awarded annually to the student with the highest final mark in a first year sociology unit.

Henry Martell – DK Agencies Essay Prize (\$350 book prize)

Awarded annually for the best essay on any topic relating to the Indian subcontinent by an undergraduate in any unit.

Holding Redlich Law/Politics Prize (\$250)

Awarded annually to the student in third year with best overall result for law and politics units combined, and who has completed one of the politics Honours prerequisite units.

Hugo Wolfsohn Memorial Prize (\$100)

This is awarded annually to the student with the most distinguished record in a first year politics unit.

Jean Martin Prize in Sociology (\$250)

Awarded annually to the student submitting the best fourth year Honours thesis based on an empirical study of Australian society, where there is a thesis of sufficient merit.

La Trobe Politics Society Inc. Essay Prize (\$150)

Awarded annually for the essay judged to be the best submitted by an undergraduate student in a second year or third year politics unit.

Lorraine Donnan Prize (\$100)

Awarded annually to the student with the highest mark in a social theory unit at second year level.

FACULTY OF LAW AND MANAGEMENT

For further information regarding prizes offered by the Faculty of Law and Management, phone: (03) 9479 3656 or email: lmcourses@latrobe.edu.au

Please note that all Faculty of Law and Management prizes and scholarships are currently under review.

Faculty awards

Each year the Faculty aims to award International Academic Excellence Scholarships, Honours Scholarships, Dean's Medals and Commendation Certificates for various programs in recognition of outstanding academic achievement, in addition to the various School Prizes listed below. Students do not lodge an application. The schools determine awards based on outstanding academic performance and recipients are notified.

HECS Scholarships for First year Students of Indigenous Background

HECS scholarships for first year students of indigenous background are available across various degrees in the Faculty.

School of Business**CCH Australia Prize for Excellence in Taxation (\$200 book voucher)**

Awarded to the student achieving the highest mark in the third year unit, Taxation.

CPA Australia Prizes

Awarded to students who achieve the best results in Accounting units at first, second and third year levels. The first year level prize is \$100, the second year level prize is \$200, the third year prize is \$300 plus enrolment into the first segment of CPA Program.

Department of Economics and Finance (School of Business) (\$500 x 2)

Awarded to the student with the best result in Microeconomic Analysis.

Awarded to the student with the best result in Corporate Finance.

Department of Finance and Administration (Federal Government) (\$500)

Awarded to the student with the best result in Finance.

Donald Whitehead Prize for Macroeconomics (\$200 book prize)

Awarded to the student achieving the best result in the unit, Macroeconomic Analysis.

Economic Society of Australia Prize (\$200 and one-year membership to the Society)

Awarded to the best third year Bachelor of Economics student.

FINSIA (Formerly Australasian Institute of Banking and Finance) Prize in Financial Institutions Management (\$250 and certificate)

Awarded to the student achieving the best result in the unit, Financial Institutions Management.

Jack Just Memorial Award (Taxpayers Australia Inc.) (\$500 and certificate)

Awarded to the best final year student in taxation studies.

Jack Just (Postgraduate) Memorial Award (Taxpayers Australia Inc.) (\$500 and certificate)

Awarded to the student with best results in fifth-year Taxation.

John Wiley and Sons Australia Ltd Prize (\$150 book prize)

Awarded to the student achieving the highest mark in the unit, Business Applications Analysis and Design.

Pearson Education Australia Prizes (\$150 book voucher and certificate)

Awarded to students who achieve the highest mark in the following units: Introductory Management Accounting, Marketing Principles and Practices, Services Marketing and Marketing Research.

Productivity Commission (\$350)

Awarded to the student achieving the highest mark in the unit Microeconomics.

Treasury and Finance (State) (\$400)

Awarded to the student with the best result in Macroeconomic Theory.

Westpac Banking Corporation Prize (\$300)

Awarded to the student achieving the highest mark in the unit, Intermediate Management Accounting.

School of Law**Allens Arthur Robinson Prize (\$200)**

Awarded to the student with the best result in the unit, Law of Equity and Trusts.

Australian Institute of Administrative Law Essay Prize (\$250 book voucher)

Awarded to the student with the best essay for the unit Administrative Law.

Blake Dawson Waldron Fourth year Honours Prize in Legal Studies (\$200)

Awarded to the student submitting the best Honours thesis in legal studies.

Blake Dawson Waldron Prizes (\$150)

Awarded to the student achieving the best result in the units, Law of Contracts, and Corporations Law.

Clive Brookes Award (\$300) donated by Monahan + Rowell Lawyers

Awarded to the student with the best result in the unit, Law of Torts.

Corrs Chambers Westgarth Prize (\$200)

Awarded to the student with the best result in the unit, Commercial and Consumer Contracts.

Employment and Labour Relations Law Prize (\$150 book voucher)

Awarded to the student with the best result in the unit, Employment and Labour Relations Law.

Hoyle Da Silva Prize for Civil Procedure (\$200)

Awarded to the student with the best result in the unit, Civil Procedure.

Kennedy Wisewoulds Prize (\$200)

Awarded to the student with the best result in the unit, Family, Society and Law.

Law of the European Community Prize (\$250)

Awarded to the student with the best mark in the unit, Law of the European Community.

LexisNexis Australia First year Law Awards

This is a six-month online subscription to *LexisNexis Australia Online Research Package* to the value of \$495, awarded to up to ten students displaying outstanding achievement or contribution in first year law units.

LexisNexis Australia First year Legal Studies Awards

This is a six-month online subscription to *LexisNexis Australia Online Research Package* to the value of \$495, awarded to up to ten students displaying outstanding achievement or contribution in first year legal studies units.

Mort Stamm Medal (\$100 book voucher and medal)

Awarded to the student with the highest mark in the unit, Human Rights Law.

Oxford University Press Prize in Jurisprudence (\$150)

Awarded to the student with the best result in the unit Jurisprudence.

Relationships Australia (Victoria) Family Mediation Prize (\$250)

Awarded to the most outstanding graduate or post graduate student completing a course in Family Law Mediation.

Sparke Helmore Clinical Program Award (\$250)

Awarded to the student with the highest mark in Clinical Legal Education Program units.

Supreme Court Exhibition (\$200)

Awarded to the student submitting the best Bachelor of Laws Honours thesis.

Supreme Court Prize (\$1000)

Awarded to the best student completing the final year of the law program.

Transport Accident Commission (TAC) Prize (\$500)

Awarded to the student with the highest mark in the unit, Administrative Law.

School of Sport, Tourism and Hospitality Management**Allison Renee Lillywhite Memorial Prize (\$250 voucher)**

Awarded to the student with the highest mark in the unit Hospitality Service Delivery.

Commercial Club Prize (\$250)

Awarded for the best academic achievement in the unit, Food and Beverage Operations 1B in the Bachelor of Business (Hospitality Management).

La Trobe University International Hotel School Award (\$250 – two nights accommodation and breakfast for 2 people)

Awarded to a student, enrolled at Bundoora or Bendigo Campuses only, for excellence in Accommodation Operations Management and/or Accommodation Operations with the highest mark.

Leon Capraro Memorial Award (\$750)

Awarded to the top student completing the first year of any undergraduate Tourism and Hospitality course.

Malcolm Lovegrove Memorial Prize (\$250)

Awarded to the student with the best result in the unit, Wine Tourism and Marketing.

Sambell's Bar and Bistro Award (\$250 voucher – two nights accommodation and breakfast for two people)

Awarded to a student, enrolled at Bundoora or Bendigo Campuses only, for excellence in Food Services Management with the highest mark in the unit Food and Beverage Services.

Sport and Tourism Youth Foundation Scholarship (\$10,000)

Awarded for the best overall performance in the second year of a course offered by the School of Sport, Tourism and Hospitality Management based on academic merit, financial need, sporting prowess and community service. Students forward a CV and cover letter addressing the selection criteria along with substantiation of

financial need to the School Manager. Closes usually end of March each year. For further details contact: tourism@latrobe.edu.au

The Dura-Wear Achievement Award (\$250)

Awarded to a student, enrolled at the Bundoora Campus only, for excellence in the unit Service Operations Management with the highest mark.

The Rydges on Bell Award (\$250)

Awarded to the commencing Honours student with the most original project centred on regional tourism.

Tourism Alliance Victoria Scholarship (\$1000)

Awarded to the commencing Honours student with the most original project centred on regional tourism.

Graduate School of Management**ASTA Solutions Pty Ltd Award for Excellence in Management Information Systems (\$500)**

Awarded to the student with the highest overall mark for Management Information Systems and/or Advanced Management Information Systems.

Bendigo Bank Scholarships (payment of remaining course fees up to \$18,000 for each scholarship)

Two scholarships to be awarded to MBA students enrolled at Bendigo Campus. One of the scholarships will be awarded to a Bendigo Bank staff member, of at least three years. The scholarships are awarded to students who have successfully completed the Graduate School of Management's Graduate Certificate in Business Administration, have demonstrated a good overall academic performance and a commitment to fostering community development in Bendigo.

Commercial Travellers' Association Marketing Prize (\$500)

Awarded to the student achieving the best results in the units, Marketing, and Advanced Marketing in the MBA program.

Hudson Global resources Award for Academic Excellence in Human Resource Management (\$500)

Awarded to the most outstanding MBA student in the HRM specialist stream.

MAPS Marketing Award for Excellence in Services Marketing and Management (\$250)

Awarded to any MBA, GradDipBA or GradCertBA student with the highest overall result for the unit, Services Marketing and Management.

Pearson Education Australia Award for Most Outstanding Students in Organisational Behaviour (\$350 book voucher)

Awarded to the two students in the MBA, GradDipBA or GradCertBA with the highest overall marks in the unit, Organisational Behaviour.

Siemens VDO Award (\$2500 vehicle navigation equipment)

Awarded to the MBA student with the highest overall result for the units, Strategic Management and Corporate Strategy.

FACULTY OF SCIENCE, TECHNOLOGY AND ENGINEERING

For further information regarding prizes offered by the Faculty of Science, Technology and Engineering, phone: (03) 9479 2220 or email: sci.tech@latrobe.edu.au

Faculty awards**David Kelly Medal (medallion)**

Awarded to the best fourth year student in the areas of engineering and mathematical sciences, life sciences, molecular sciences, and psychological sciences.

Dean's Scholarships for Excellence (\$6000 each)

Up to ten scholarships will be awarded to students commencing in courses across the Faculty each year. Scholarships will be offered at both city and regional Campuses. Each scholarship is of one year's duration, awarded annually to eligible commencing students. Additional information and application forms are available from the Faculty Office, tel: (03) 9479 2220.

Dean's Medal for Outstanding Service to Science and Engineering (Medallion)

This prize will be awarded by the Dean in recognition of an outstanding contribution to the fields of science or engineering, or who have provided significant support to the Faculty of Science, Technology and Engineering.

The Nancy Millis PhD Excellence Prize (\$200)

The prize is awarded annually to the student who demonstrates the most outstanding PhD in the Faculty of Science, Technology and Engineering.

Agriculture**Australian Institute of Agricultural Science and Technology (Melbourne) Prize (\$100)**

Awarded to the best overall fourth year Bachelor of Agricultural Science student.

Department of Sustainability and Environment (DSE) Cadetship Program

The Department of Sustainability and Environment (DSE) offers sponsored cadetships to students finishing VCE or first year university, who are keen to study an approved science degree at a recognised Victorian university. Each cadet would receive an annual allowance of \$9000, a book allowance of up to \$500 for each year of study, access to hands-on job experience during their university course and is assured of four years of full-time work upon graduating. For further information and an 'Expression of Interest' form, contact the DSE website: www.dse.vic.gov.au/dse/ and type 'Careers' in KeySearch.

GW Leeper Memorial Prize (\$150)

Awarded to the student with the best result in the unit, AGR2SS – Soil Science.

Rural Finance Corporation Scholarships (\$6000)

Rural Finance offers up to six new scholarships each year across different Rural Finance regions. Scholarships are awarded to first or second year students undertaking their first undergraduate degree, which is agriculturally related, at a tertiary institution in Victoria. Students must be under the age of 26 years as at 1 January in the year of application to university. Additionally they must be able to demonstrate a career commitment to agriculture, not only students planning to take up farming as a career but also students planning to provide consultancy, research, technological and other advice to agricultural industries. Scholarships are worth up to \$6000 per year for the duration of the course. Further information and application forms can be obtained from the Rural Finance website: www.ruralfinance.com.au. Applications close on 31 May each year.

Biochemistry**Biochemistry Honours Prize (\$400)**

Awarded to the student who achieves the highest overall mark (for thesis and coursework).

Bruce Stone Third year Biochemistry Prize (\$300)

Awarded to the student who achieves the highest average mark in the third year level units, Biological Macromolecules and Molecular Biology and Molecular Cell Biology.

Second year Biochemistry Prize (\$200)

Awarded to the student who achieves the highest average mark in the two second year level units, Biochemistry and Molecular Biology A and Biochemistry and Molecular Biology B.

Bioinformatics**VABC Bioinformatics Entrance Scholarships (\$5000)**

The VABC Bioinformatics Entrance scholarship is awarded annually to an eligible commencing student enrolling in the Bioinformatics program of a Bachelor of Biological Science/Bachelor of Science Double Degree (this scholarship may also be possible for students enrolling in a Bachelor of Computer Science/Bachelor of Science). Additional information can be obtained by contacting the Department of Mathematical and Statistical Sciences. Tel: (03) 9479 2600.

Biology**McGraw-Hill Prize (\$500 voucher)**

Awarded annually to the student or students with the highest aggregate mark in BIO10F (Organisation and Function of Cells and Organisms) who proceeds to enrol in second year level biological sciences units.

Botany**AB Wardrop Book Prize (\$100 book voucher)**

Awarded to the most outstanding student in third year botany. This award Honours the memory of Emeritus Professor Alan Buchanan Wardrop, Foundation Professor of Botany from 1966 to 1986.

AB Wardrop Honours Prize (\$200)

Awarded to the most outstanding student in botany Honours, in recognition of research excellence.

Second year Botany Book Prize (\$100 book voucher)

Awarded to the most outstanding student in second year botany.

Chemistry**Max O'Connor Honours Year Prize in Chemistry (\$150 book voucher)**

Awarded to the most outstanding Honours graduate in chemistry.

Michael Grant Third year Prize in Chemistry (\$100 book voucher)

Awarded to the most outstanding student in third year chemistry.

The Professor Jim Morrison Prize in First year Chemistry sponsored by McGraw-Hill (\$200 book voucher)

Awarded to the top first year student enrolled in chemistry.

The Trevor Broxton Prize in Chemistry (\$100 book voucher)

Established in the memory of Dr Trevor Broxton who taught in the Department from 1969 to 2002. The Prize is awarded annually to the top second year student enrolled in chemistry in the Bachelor of Science based on their performance in CHE2FND, CHE2DEV, CHE2CWQ or CHE2RWD.

Computer Science and Computer Engineering**Australian Computer Society (Victorian Branch) Award in Computer Science (\$100 book voucher)**

Awarded to the best final year student in each of the following courses:

- Bachelor of Computer Science
- Bachelor of Information Systems
- Bachelor of Computer Science/Bachelor of Commerce
- Bachelor of Information Systems/Bachelor of Business
- Bachelor of Computer Systems Engineering
- Bachelor of Software Engineering
- Bachelor of Computer Network Engineering
- Bachelor of Computer Technology
- Bachelor of Computer Science (Honours)/Bachelor of Electronic Engineering

Azurn Scholarship (\$2000 per annum)

The Azurn scholarship is awarded annually to an eligible commencing female student in any of the four-year Bachelor of Computer Systems Engineering, Bachelor of Software Engineering or the Bachelor of Computer Network Engineering courses in the Department of Computer Science and Computer Engineering. The scholarship is generously sponsored by Azurn Limited. Further information and application details are available from the Department of Computer Science and Computer Engineering, tel: (03) 9479 1374.

Computer Science and Computer Engineering Scholarships (\$1000)

Multiple scholarships of \$2000 each are available to students commencing courses in the fields of computer science, computer engineering and information technology. Further information and application details are available from the Department of Computer Science and Computer Engineering, tel: (03) 9479 1374.

Department Prize for the Bachelor of Computer Systems Engineering (\$75)

Awarded to the most outstanding third year student in the Bachelor of Computer Systems Engineering.

Department Prize for the Graduate Diploma in Computer Science (full-time) (\$75)

Awarded to the best student in the full-time graduate diploma.

Department Prize in Computer Science (\$75)

Awarded to the most outstanding third year student in computer science.

Engineers Australia Award (\$300)

Awarded to the most outstanding final year student in a computer-engineering course.

Honours Prize in Computer Science (\$150)

Awarded to the most outstanding student in the Honours year of computer science.

Master of Information Technology Prize (\$150)

This prize is awarded annually to the top final year student in the Master of Information Technology or its variants, who achieves the highest average overall mark.

Masters Prize – Computer Science (\$150)

This prize is awarded annually to the top final year student in the Master of Computer Science or Master of Information Systems who achieves the highest average overall mark.

Microsoft Australia Computer Games Technology Scholarship

Awarded to a high-achieving VCE student commencing a degree within the Department of Computer Science and Computer Engineering. Microsoft Australia Limited has donated this scholarship, which is designed to encourage students to pursue a career in games technology. Suitable applicants are required to complete an application form through the Department of Computer Science and Computer Engineering and should be able to demonstrate an interest in games technology. For further details on eligibility, contact the University's Department of Computer Science and Computer Engineering, tel: (03) 9479 1374.

Oakton Prize for Excellence in Software Design and Development (\$1000)

Awarded annually to a third year student enrolled in a four-year course undergraduate course based primarily in the Department of Computer Science and Computer Engineering (including students proceeding to an Honours degree) who demonstrates the most outstanding innovation and leadership in software design and development.

Scholarships for Excellence (\$6000)

Awarded to outstanding students commencing an undergraduate degree within the Department of Computer Science and Computer Engineering. Additional information and application forms are available from the Department of Computer Science and Computer Engineering, tel: (03) 9479 1283.

Scholarships for International Students studying year 12 or equivalent in Victoria (\$6000)

Awarded to outstanding overseas students who have completed year 12 or equivalent in any school in Victoria and are commencing an undergraduate degree within the Department of Computer Science and Computer Engineering. Additional information and application forms are available from the Department of Computer Science and Computer Engineering, tel: (03) 9479 1283.

Scholarships for Outstanding Female Students (\$6000)

Awarded to outstanding female students commencing an undergraduate degree within the Department of Computer Science and Computer Engineering. Additional information and application forms are available from the Department of Computer Science and Computer Engineering, tel: (03) 9479 1283.

Scholarships for Rural and Regional Students (\$6000)

Awarded to outstanding students from rural and regional Australia, commencing an undergraduate degree within the Department of Computer Science and Computer Engineering. Additional information and application forms are available from the Department of Computer Science and Computer Engineering, tel: (03) 9479 1283.

Sony Foundation Australia Computer Games Technology Scholarship

Awarded to a high-achieving VCE student commencing a degree within the Department of Computer Science and Computer Engineering. The Sony Foundation Australia Limited has donated this scholarship, which is designed to encourage students to pursue a career in games technology. Suitable applicants are required to complete an application form through the Department of Computer Science and Computer Engineering and should be able to demonstrate an interest in games technology. For further details on eligibility contact the University's Department of Computer Science and Computer Engineering, tel: (03) 9479 1374.

Sony Foundation Australia Honours Scholarship

Awarded on the basis of outstanding academic performance in third year computer science to a student pursuing Honours in games technology.

TS Dillon Prize for Excellence (\$300)

This prize is awarded annually to the graduating student enrolled in an undergraduate degree in the Department of Computer Science and Computer Engineering with the best academic performance in all years and across all units.

Electronic Engineering**Cooper Tools Prize for PCB Engineering and Construction**

Awarded to a final year electronic engineering student for excellence in Printed Circuit Board (PCB) engineering and construction of their final year project. In awarding the prize the panel assesses engineering excellence in the design and construction in the final year project. Particular attention is given to the circuit layout and physical aspects of the project implementation. The prize is a Weller soldering station.

Cooper Tools Prize for Third year Project

Awarded to the student with the best third year speciality project. In awarding the prize the panel assesses engineering excellence in the design and construction in the third year project. Particular attention is given to the circuit layout and physical aspects of the project implementation. The prize is a soldering tool.

Electronic Engineering Prize for Best Masters Project (\$100)

Awarded to the best project from students enrolled in a coursework masters program, based on implementation and presentation of the project, as well as its innovation and application to industry or research.

Electronic Engineering Scholarship (\$1000)

Up to five scholarships of \$1000 each are available to students commencing the Bachelor of Electronic Engineering course at the Melbourne (Bundoora) Campus. Further information and application details are available from the Department of Electronic Engineering, tel: (03) 9479 2036.

Electronic Engineering Third year Prize (\$100)

Awarded to the most outstanding student in third year electronic engineering (or fourth year for students undertaking a double degree) where the result is of sufficient merit.

EMCSI Pty Ltd Prize for Best Thesis (\$100)

Awarded to the final year electronic engineering student with the best final year thesis. The prize is awarded on the basis of an excellent thesis and presentation of that thesis at the Hooper Seminars. The depth of the research and understanding and implementation of the material by the student are also prime considerations.

Hooper First year Scholarship (\$2000)

Awarded to a commencing student who has demonstrated high academic achievement (normally enter-based). The student must also demonstrate the ability to work well independently, work co-operatively, communicate ideas effectively, and motivate both self and others.

Hooper Memorial Prize for the Best Oral Presentation (\$200)

Donated by EMCSI Pty Ltd, this prize is awarded to the electronic engineering student who gives the best oral presentation at the Hooper Memorial Student Project Seminar. Qualities assessed are presentation skills, communication skills and technical competence.

Hooper Memorial Prize for the Best Poster (\$200)

Donated by Future Fibre Technologies Pty Ltd, this prize is awarded to the electronic engineering student who presents the best poster at the Hooper Memorial Project Seminar.

IEEE Prize for Technical Innovation and Engineering Achievement (\$100)

Donated by the Institute of Electrical and Electronics Engineers IEEE Victorian Section, this prize is awarded to the student whose project demonstrates the greatest technical innovation and engineering excellence during the Hooper Memorial Student Project Seminar. In addition, the presentation of the project must be of a high standard.

Soanar Plus Prize for Best Use of Embedded Microcontroller (\$250 voucher)

Awarded to the final year electronic engineering student displaying the final year project with the most innovative embedded system. Technical innovation, accomplishment, usefulness and novelty in the use of an embedded microcontroller or control system will be considered in awarding the prize.

Tad Szental Prize in Electronic Engineering (\$1000)

Awarded to the best electronic engineering graduate from one of the biomedical, communication, electronic systems or optical streams of the engineering course.

Wanda Henry Memorial Scholarship (\$2000 per annum)

Awarded to an outstanding student enrolling in the Bachelor of Electronic Engineering/Master of Biomedical Engineering double degree who completed the final year of the VCE (or equivalent) in the preceding year and who demonstrates specified qualities. Other double-degree options within the Department may be considered. Further information and application details are available from the Department of Electronic Engineering, tel: (03) 9479 2036.

Genetics

Genetics First year Prize (\$200 book voucher)

Awarded to the student achieving the highest mark in Genetics, Human Biology and Evolution (BIO1GEN).

Genetics Third year Prize (\$200 book prize)

This is awarded to the student with the best average mark in third year genetics units.

Mathematics

Arthur Jones Essay Prize (\$250)

This prize is to be awarded annually to a student enrolled in at least one second year or third year mathematics unit, for a mathematical essay on a topic not covered in undergraduate units offered by the Department. The prize is in honour of Dr Arthur Jones, who inspired staff and students by his dedication to student learning.

The Department Prize in Mathematics and Statistics (\$100)

Awarded to the top first year student enrolled in the Bachelor of Mathematical and Statistical Science based on their performance in MAT1CFN, MAT1CLA, MAT1DM and STA1SS.

First year Scholarships in Mathematics and Statistical Science (\$1000 each)

Awarded to a first year student with high overall performance in VCE studies (or equivalent) and has a demonstrated interest and an intention to pursue major studies in mathematics or statistics.

The National Bank of Australia Prize in Third year Mathematics (\$500)

Awarded annually to the student in either the double degree, Bachelor of Finance/Bachelor of Science or the Bachelor of Mathematical and Statistical Science who has achieved the highest combined mark in third year mathematics units.

Professor CJ Eliezer Prizes in Mathematics

Awarded annually to the student in each year group (from second year to fourth year) having achieved the highest combined mark in mathematics units. Two prizes at second year, one prize at third year and one prize at fourth year:

- the top second year mathematics student in the Bachelor of Mathematical and Statistical Science (\$100);
- the top remaining second year mathematics student in any degree including the Bachelor of Mathematical and Statistical Science (\$100);
- the top third year mathematics student (apart from the National Bank of Australia prize winner) in any degree including the Bachelor of Mathematical and Statistical Science (\$100);
- the top fourth year mathematics student in any degree (\$200)

Texas Instruments Prize

The prize of an advanced Texas Instruments programmable calculator is awarded to the student having achieved the highest combined mark in MAT1CFN (Calculus, Functions and Number Systems) and MAT1CLA (Calculus and Linear Algebra), and who enrolls in 40 credit points of second year mathematics units.

Medical Science

The CSL Award for Medical Science (\$250)

Awarded to the student who achieves the highest average mark in the third year level units Metabolic, Cognitive and Genetic Disorders and Neuromuscular Disorders, Infectious Diseases and Cancer Biology.

Hema and Bala Kumble Family Award for Third year Medical Science (\$1000)

Awarded to the student with the highest aggregate of marks across all units undertaken in the third year of the Bachelor of Medical Science.

Hema and Bala Kumble Family Award for Bachelor of Medical Science with Honours (\$1000)

This prize is to be awarded to the student with the highest mark in the Honours year from those eligible for qualification as Bachelor of Medical Science with Honours.

Microbiology

Australian Society for Microbiology Prize – Second Year (\$75)

Donated by the Victorian Branch of the Society and awarded to the outstanding student completing MIC2IM and MIC2MVM and who is continuing on to MIC3AMM and MIC3EPM.

Australian Society for Microbiology Prize – Third Year (\$150)

Donated by the Victorian Branch of the Society and awarded to the outstanding student completing both MIC3AMM and MIC3EPM.

RD Schnagl Award – Third Year (\$150)

Awarded to the top student in microbiology who is undertaking the Honours degree in the Department of Microbiology in the following year.

Physics**Andrew Downing Prize in Physics – Third Year (\$100)**

Awarded to the most outstanding student in third year physics.

Head of Department's Prize in Physics – Fourth year (\$200)

Awarded to the most outstanding student in a fourth year physics course.

Head of Department's Prize in Physics – First Year (\$100)

Awarded to the most outstanding student in first year physics.

KD Cole Prize in Physics – Second Year (\$100)

Awarded to the most outstanding student in second year physics.

Psychological Science**Australian Psychological Society Prize (12 months free Associate Membership of the Society)**

Awarded to a fourth year student who, being of sufficient merit, has in that year pursued with most distinction a fourth year course in psychology. The prize may be awarded to a student in the Bachelor of Psychological Science with Honours or a student in the Postgraduate Diploma of Psychology.

George Singer Prize (\$500)

Awarded annually to the student who obtains the most outstanding result in first year behavioural neuroscience.

La Trobe University Alumni Association Psychology Chapter Prize (\$500)

This prize is awarded annually to the student achieving the highest average mark in Psychology units (PSY1PYA, PSY1PYB, PSY2PYA, PSY2PYB and PSY3PYA, PSY3PYB, or their equivalent units) weighted by credit points, across the three years of all APS accredited degrees offered in the School of Psychological Science. This prize is donated by the Psychology Chapter of the La Trobe University Alumni Association.

Psychology Honours Prize (Medallion)

Awarded to the top Bachelor of Psychological Science student in the psychology Honours year.

Statistical Science**Statistics Section First year Prize (\$150 book voucher)**

Awarded to the most outstanding student in first year statistical science units.

Statistics Section Second year Prize (\$150 book voucher)

Awarded to the most outstanding student in second year statistical science units.

Statistics Section Third year Prize (\$150 book voucher)

Awarded to the most outstanding student in third year statistical science units.

Statistics Section Fourth year Prize (\$150 book voucher)

Awarded to the most outstanding student in fourth year statistical science units.

Viticulture and Wine Production**Mitchelton Wines Prize for Viticultural Science and Wine Production**

Awarded annually to the student enrolled on a full-time basis in the Bachelor of Viticultural Science and Wine Production with the highest average mark over the units undertaken towards the first year of the degree. The final decision will be based on academic merit. The prize, which consists of a \$200 book voucher and a magnum of Print Shiraz, is donated by Mitchelton Wines.

Yering Station Prize for Viticultural Science and Wine Production

Awarded annually to the student enrolled on a full-time basis in the Bachelor of Viticultural Science and Wine Production with the highest average mark over the units undertaken towards the final year of the degree. The final decision will be based on academic merit. The prize, which is donated by Yering Station, consists of a \$200 Winetitles book voucher.

Zoology**AD Instruments Prize (\$250)**

Awarded annually to the student with the highest aggregate mark in the animal physiology stream of zoology Honours. The prize is donated by AD Instruments.

First year Prize in Zoology (\$50)

Awarded to the most outstanding student in BIO1AD – Animal Diversity, Ecology and Behaviour.

Ian Thornton Prize (\$200)

Awarded to the student who achieves the highest final mark for a zoology thesis. The prize will only be awarded where the thesis is of sufficient merit. This award Honours the memory of Emeritus Professor Ian Thornton, Foundation Professor of Zoology at La Trobe University from 1966 to 1991.

Peter Rawlinson Award (\$250)

Awarded to the Honours or postgraduate diploma student showing outstanding potential for research in animal ecology. The award Honours the memory of Peter Rawlinson, a staff member between 1967 and 1991.

Second year Prize in Zoology (\$100)

Awarded to the most outstanding student in second year zoology.

Third year Prize in Zoology (\$150)

Awarded to the most outstanding student in third year zoology.

W Dathanarayana Prize (\$60 book voucher)

Awarded to the most outstanding final year student in the ecology stream of zoology.

ALBURY-WODONGA CAMPUS**Campus awards****City of Wodonga 'Learning City' Prize (\$500)**

Awarded to a graduate who commenced study as a mature-aged student and has demonstrated superior academic achievement and a contribution to life-long learning. For further details contact Tammy Ebert, tel: (02) 6024 9782 or email: opvc.aw@latrobe.edu.au

La Trobe University Albury-Wodonga Campus Medal

Awarded to a high-achieving final year student who has made a significant contribution to the Albury-Wodonga community through study or extra curricular activity. For further details contact Tammy Ebert, tel: (02) 6024 9782 or email opvc.aw@latrobe.edu.au

La Trobe University Vice-Chancellor's Regional Scholarships (LVCRS)

Five scholarships will be available for students commencing first year full-time undergraduate studies at each of La Trobe's regional Campuses at Albury-Wodonga, Bendigo, Mildura and Shepparton. The scholarship is valued at \$3000 per year for the normal duration of the course including Honours if applicable. www.latrobe.edu.au/scholarships

Lisa Malone Scholarship (\$2000)

This scholarship pays tribute to the work of Lisa Malone, former resident of Wodonga and student in social work at La Trobe University. The scholarship provides \$2000 for a year of study in any course that contributes to community development and welfare. Applicants must demonstrate evidence of commitment to social development either in Australia or overseas.

For further details contact Ann Kerin, tel: (02) 6024 9790, email: a.kerin@latrobe.edu.au or view the website: www.latrobe.edu.au/studadmin/aw/lisamalone.htm

Faculty of Education

Dean's Medal

Awarded to the outstanding graduating student in the Faculty of Education at each Campus.

Design and Technology Teachers Association Victoria (DATTA Vic) (subscription, \$100 book voucher, publications and certificate)

The prize is awarded to the most outstanding student in the Graduate Diploma in Technology Education at the Bundoora or Albury/Wodonga campuses, and provides a one-year subscription to the Design and Technology Teachers Association Victoria (DATTA Vic), a \$100 book voucher, a resources pack from the DATTA (which includes CDs and publications) and a certificate recognising excellence in the area of technology teaching.

For further information, contact the Faculty of Education Office on: (03) 5444 7885.

Faculty of Health Sciences

Division of Nursing and Midwifery

For further information phone: (02) 60249730.

Albury-Wodonga Private Hospital Prize (\$500)

Awarded to the most outstanding first year student in nursing.

Elsevier Undergraduate Academic Achievement Award (\$150 book voucher)

Awarded to a pre-registration Bachelor of Nursing student who, through a book review of between 750 and 1000 words, can demonstrate critical thinking skills and provides student feedback and user critiquing.

Kerry Faul Memorial Prize – Wodonga West Rotary Club (\$1000)

Awarded for academic distinction and demonstrated commitment to high quality nursing.

Royal College of Nursing Australia High Achiever Award

Awarded to the student with the best academic result for the final year in nursing. The prize is one year's membership to the RCNA.

Wodonga Regional Health Services Prize (\$300)

Awarded to the most outstanding second year student in nursing.

School of Social Work and Social Policy

For further details contact Administration Officer, tel: (02) 6024 9802 or email: socialwork.aw@latrobe.edu.au

Helen Horton Memorial Prize – Department of Human Services

Awarded for outstanding performance by a graduating social work student. Work placement within the Department of Human Services.

Faculty of Humanities and Social Sciences

For further details contact Jennifer Turner, tel: (02) 6024 9805 or email: j.turner@latrobe.edu.au

Dean's Merit Prize – First Year

Awarded to the most outstanding first year undergraduate student in the Bachelor of Arts.

Dean's Merit Prize – Second Year

Awarded to the most outstanding second year undergraduate student in the Bachelor of Arts.

Dean's Merit Prize – Third Year

Awarded to the most outstanding third year undergraduate student in the Bachelor of Arts.

Faculty of Law and Management

For further details contact the Academic Services Officer, tel: (02) 6024 9850 or email: business.aw@latrobe.edu.au or tourism.aw@latrobe.edu.au

Please note that all Faculty of Law and Management prizes and scholarships are currently under review.

Andrea Hore Business Scholarship

Awarded to a student who has achieved outstanding academic results in their first year of study in a Business degree offered by the School of Business at the Albury-Wodonga Campus and made a demonstrable and positive contribution to the wider community.

Birallee Prize (\$200)

Awarded to a second year student for the best demonstration of acquired skills in Hospitality Management.

Commercial Club Prize (\$250)

Awarded for the best academic achievement in the unit, Food and Beverage Operations 1B in the Bachelor of Business (Hospitality Management).

CPA Australia – Prizes

Best first year Accounting student. (\$100 plus framed certificate).
Best second year Accounting student (\$200 plus framed certificate).
Best third year Accounting student (\$300 plus framed certificate and enrolment into the first segment of CPA Program valued at \$650).

Dean's Medal (Regional Campus)

Awarded to the outstanding graduating student from a regional Campus in the Faculty of Law and Management.

Deans Commendations

Awarded to the top student (A average) in each year in each program

Dianne and Paul McGrath Prize – Felmile Pty Ltd

Awarded for the best Business plan submitted by students in the unit, Entrepreneurship.

Evan Patullo Memorial Scholarship

Awarded to a domestic student enrolling in their first year of the Bachelor of Business degree offered through the School of Business, Albury-Wodonga Campus.

School of Sport, Tourism and Hospitality Management (Albury-Wodonga Campus) Award (\$250 and certificate)

Awarded for best overall performance in third year in the Bachelor of Business (Hospitality Management) degree at Albury-Wodonga Campus.

School of Sport, Tourism and Hospitality Management (Albury-Wodonga Campus) Award (\$250 and certificate)

Awarded for best overall performance in second year in the Bachelor of Business (Hospitality Management) degree at Albury-Wodonga Campus.

Faculty of Science, Technology and Engineering

Dean's Medal – Albury-Wodonga

This prize will be awarded annually to the most outstanding student in the Faculty of Science, Technology and Engineering completing an undergraduate program (including Honours) who is from the Albury-Wodonga Campus. Students who transfer to Melbourne (Bundoora) after a pass degree to complete an Honours year will also be eligible for the award. The final decision will be based on academic merit and will take into consideration the student's entire academic record.

Department of Environmental Management and Ecology

For further details contact the Administration Officer, tel: (02) 6024 9885 or email: r.bahrij@latrobe.edu.au

The Environmental Group Prize for Waste Water Management (up to \$750)

Annual membership of the Waste Water Operators Association of Australia and all expenses paid to attend the Annual Conference of the Waste Water Operators of Australia (including registration and accommodation costs) to a value of up to \$750. The prize is awarded to a third year student in the Bachelor of Science in Environmental Management and Ecology who has the highest aggregate mark in Environmental Pollution Control and Water and Air Quality in second year and who has a keen interest in waste water management.

Esler and Associates Prize (\$100)

Awarded to the most outstanding third year student in two units that have a soil and water component within the Bachelor of Science in Environmental Management and Ecology.

Hamilton-Smith Rotary Scholarship for Environmental Studies (\$2000)

This scholarship is awarded to a student undertaking the second year of the Bachelor of Science in Environmental Management and Ecology.

The John Hill – Albury-Wodonga Campus Chemistry Prize (\$100 book voucher)

Awarded for the best overall performance in first year chemistry (defined as CHE11GEN/BAS plus CHE12APL) at the Albury-Wodonga Campus by a student enrolled in the Bachelor of Science in Environmental Management and Ecology.

Norske Skog Prize (\$500)

Awarded to the best first year student in the Bachelor of Science in Environmental Management and Ecology.

North-East Catchment Management Authority Prize (\$250)

Awarded to the student with the best overall performance in the third year of the Bachelor of Science in Environmental Management and Ecology.

Environmental Management and Ecology Second year Prize (\$200)

Awarded for outstanding academic achievement in the second year of the Bachelor of Science in Environmental Management and Ecology.

Grassland Society of Southern Australia Albury-Wodonga Branch Scholarship (\$1000)

Awarded to a first year Bachelor of Agricultural Science student at the Albury-Wodonga Campus, based on academic merit and their interest in, and commitment to agriculture as a career.

BENDIGO CAMPUS

Campus awards

La Trobe University Alumni, Bendigo Chapter Undergraduate Scholarship (\$500)

Awarded to a final year full-time student at the Bendigo Campus who has successfully completed all units in the previous years of their course and has contributed to the welfare of the student community. Further information and application form available from www.latrobe.edu.au/scholarships

La Trobe University Alumni, Bendigo Chapter Postgraduate Scholarships (\$500)

Available to a student enrolled or approved to enrol in an approved postgraduate (research or coursework) course at the Bendigo Campus. Further information and application form available from the following website: www.latrobe.edu.au/scholarships

La Trobe University Vice-Chancellor's Regional Scholarships (LVCRS) (\$3000)

Five scholarships will be available for students commencing first year full-time undergraduate studies at each of La Trobe's regional Campuses at Albury-Wodonga, Bendigo, Mildura and Shepparton. The scholarship is valued at \$3000 per year for the normal duration of the course including Honours if applicable. Further information and application form available from www.latrobe.edu.au/scholarships

Bendigo Student Association Scholarship (\$500)

Awarded to an undergraduate student who has satisfactorily completed all units in at least the first year of their degree and is continuing into a second or subsequent year as a full-time student at the Bendigo Campus. Preference for the award will be given to applicants who can demonstrate a contribution to the University and/or the Bendigo Student Association. Further information and application form available from www.latrobe.edu.au/scholarships

Bendigo Tertiary Education Anniversary Foundation BRIT Scholarship (\$1000)

The scholarship is based on academic merit and awarded to a student who has successfully completed an undergraduate degree at the Bendigo Campus of La Trobe University and who has gained entry into a Bendigo Regional Institute of TAFE Certificate IV or higher level course.

Further information and application form available from www.latrobe.edu.au/scholarships

Bendigo Tertiary Education Anniversary Foundation Scholarship and Roger Jalland Medal (\$1000 and medal)

Awarded to a full-time student who has successfully applied for entry into a university degree-level course at the Bendigo Campus through the La Trobe University/Bendigo Regional Institute of TAFE articulation agreement. Further information and application form available from www.latrobe.edu.au/scholarships

Box-Ironbark Research Scholarship (approximately \$500 per annum)

Awarded to a full-time masters by research or PhD student who is undertaking a project relating to the Box-Ironbark forests and woodlands. Further information and application form available from www.latrobe.edu.au/scholarships

Davey Family Scholarship (\$500)

Available to a full-time undergraduate student who is commencing higher education for the first time. Applicants must clearly demonstrate how the scholarship will be used to support their study and provide details of family circumstance and family financial position. Preference will be given to applicants from the Eaglehawk (postcode 3556) region. Further information and an application form is available from www.latrobe.edu.au/scholarships

Graduation Award (approximately \$500)

Available to any full-time student at the Bendigo Campus attempting a first tertiary qualification, who has successfully completed all units in the previous year of an approved course. They will be awarded to the students most in need of financial assistance. Further information and application form available from www.latrobe.edu.au/scholarships

La Trobe University/Bendigo Bank Academy of Sport Scholarship (value up to \$2000)

Available to full-time undergraduate students at the Bendigo Campus who are qualified to be, or have been, a participant in the Bendigo Bank Academy of Advanced Performance Program. Preference will be given to students who can demonstrate academic merit as well as ongoing membership in the local association and their continued involvement in the sport in which they were involved in the Bendigo Bank Academy of Sport. Further information and application form available from www.latrobe.edu.au/scholarships

Leslie Kilmartin Regional Scholarship (\$500)

The scholarship will be awarded to a full-time undergraduate student who is commencing higher education for the first time, after a period away from full-time study. To be eligible applicants must be attempting their first university qualification, should not have been in full-time education in the past three years, must clearly demonstrate how the scholarship will be used to support their study, and should provide details of family circumstance and family financial position. Preference for the scholarship will be given to applicants from the central and northern Victoria region. Further information and application form available from www.latrobe.edu.au/scholarships

Residential Student Bursary (awarded as a fortnightly rental discount, totalling between \$600 and \$2000 per year)

The number of bursaries awarded varies according to need (30 granted in 2007). The bursary is aimed at supporting students from central and northern Victoria and southern New South Wales undertaking higher education at the Bendigo Campus, who have applied for a place in one of the student residences, who have demonstrated financial need and can prove effective benefit of the bursary. If there are residual funds bursaries may also be granted to students from other regions.

WJC Banks Prize (approximately \$750)

Awarded annually to a graduate or graduand of the Bendigo Campus who is undertaking full-time study at the Bendigo Campus, enrolled as a Master by research, or Doctor of Philosophy candidate. Further information and application form available from www.latrobe.edu.au/scholarships

Arts and Planning**Amy Huxtable Memorial History Prize (\$100)**

Awarded for an outstanding historically-oriented research project undertaken by a final year student in the Bachelor of Arts.

Bendigo Campus Humanities Staff Award (approximately \$100)

This award is made each year to a student who has successfully completed the third year of the Bachelor of Arts course at the Bendigo or Shepparton Campus. It is based on academic merit.

Bendigo Irish Association Prize (\$200)

Awarded bi-annually to a Bendigo Campus student in the unit, Modern Literature for an essay on some aspect of Yeats' work, which has been submitted in the course of normal studies.

Kylie Morrow Memorial Award (\$500)

Awarded annually to the most outstanding full-time Bachelor of Arts student at the Bendigo Campus who has successfully completed all units in the first year of the course and is proceeding into the second year of the course.

La Trobe University Bendigo/Theosophical Society Perennial Philosophy Undergraduate Prize (\$750)

A prize for the best undergraduate essay of at least three thousand words on any aspect of the perennial philosophy (east or west). The submissions will be assessed by the Bendigo staff teaching in the Philosophy and Religious Studies discipline.

La Trobe University Bendigo/Theosophical Society Perennial Philosophy Undergraduate Prize (\$750)

Awarded to the student, enrolled in the Bachelor of Arts or the Bachelor of Arts (Honours), with the best undergraduate essay of at least three thousand words on any aspect of the perennial philosophy (east or west).

National Trust (Bendigo Branch) Award (\$200)

The Central Victorian Branch of the National Trust of Australia presents a prize annually for a research thesis of outstanding quality that contributes to an understanding of Victoria's heritage, undertaken by a student successfully completing a Bachelor of Arts Honours or a Graduate Diploma in Regional Studies (History) at the Bendigo Campus.

Parsons Brinckerhoff Prize (\$1000)

This prize to be awarded to the outstanding student graduating from the Bachelor of Urban, Rural and Environmental Planning course, based on the student's academic work over the four years of the course. The award will first be offered in 2011.

R Robert Clark Memorial Award (\$500)

Awarded annually to the most outstanding second year student undertaking the Bachelor of Arts full time.

Shakespeare Prize (\$250)

Awarded each year by the Bendigo Shakespeare Society to a first year literature student for an essay on some aspect of Shakespeare's work, which has been submitted in the course of normal studies at the Bendigo Campus.

Civil Engineering**Australian Steel Institute Steel Design Award (\$200)**

Awarded to a second year student in the Bachelor of Civil Engineering course at Bendigo, who has demonstrated excellence in steel design.

City of Greater Bendigo/La Trobe University Civil Engineering Scholarship

Available to commencing full-time students undertaking an undergraduate Civil Engineering course at the Bendigo Campus. Applicants must have completed their secondary education in Central and Northern Victoria and have a strong academic background. Recipients will acquire financial support in the form of a \$1250 scholarship per year for the duration of the course (4 years), fully paid vacation work experience during years two and three of the course and access to career mentoring advice from City of Greater Bendigo Civil engineers. For further information and application form: www.latrobe.edu.au/ceps/ce/s_ships

City of Greater Bendigo/La Trobe University Civil Engineering Scholarship

Available to second year full-time students enrolled in a Civil Engineering course at the Bendigo Campus. Applicants must have completed their secondary education in Central and Northern Victoria and have a strong academic background. Recipients will acquire financial support in the form of a \$2500 scholarship per year in years three and four of the course, fully paid vacation work experience during years two and three of the course and access to career mentoring advice from City of Greater Bendigo Civil Engineers. For further information and application form: www.latrobe.edu.au/ceps/ce/s_ships

City of Greater Bendigo Prize (\$400)

Awarded to the student achieving the best results in transport engineering in the final year of the Bachelor of Civil Engineering course at Bendigo.

Civil Engineering Staff Award (\$400)

This award is financed by contributions made each pay period by civil engineering staff at the Bendigo Campus. It is awarded to a first year engineering student continuing a course at the Bendigo Campus who achieves the highest average in first year examinations.

Coliban Water Civil Engineering Scholarships (\$3000)

Scholarships will be awarded to first year full-time Bachelor of Civil Engineering students from regional Victoria who have successfully completed the Victorian Certificate of Education or equivalent within the last 12 months, undertaking their degree at the Bendigo Campus. Further information and application form are available from www.latrobe.edu.au/ceps/ce/s_ships.htm

Coomes Consulting Group/La Trobe University Civil Engineering Scholarship Program

Scholarships are available for full-time undergraduate Civil Engineering students in any year of their course. Recipients will receive financial support in the form of a \$5000 scholarship per year for the duration of the course (four years), fully paid vacation work experience during each year of the course and access to career mentoring advice from Coomes Consulting Group engineers. For further information and application form: www.latrobe.edu.au/ceps/ce/s_ships

Engineers Australia Book Prize

Awarded by the Victorian Division (Structural Branch) to a Bendigo student who, throughout their final year, has achieved distinction in some aspect of study associated with structural engineering.

Engineers Australia Student Award (\$600)

The award of \$600, a medal and two years free graduate membership of the institution will be made by the Victorian Division and Bendigo Chapter of Engineers Australia to a Bendigo final year engineering student on the basis of their academic record and involvement in extracurricular activities and special projects.

Foundation for Rural and Regional Renewal/Pratt Water Civil Engineering Cadetship Program

This cadetship is available to commencing full-time students undertaking an undergraduate Civil Engineering course at the Bendigo Campus. Applicants should reside in the Murrumbidgee catchment area and be attempting their first tertiary qualification. Applicants are selected on the basis of academic merit, relevant La Trobe University selection criteria and partnership between the applicant and the employer-partner. For further information and application form: www.latrobe.edu.au/ceps/ce/s_ships

Goulburn-Murray Water/La Trobe University Civil Engineering Scholarship Program

Scholarships are available to full-time undergraduate Civil Engineering students undertaking their degrees at the Bendigo Campus. Recipients will receive financial support in the form of a \$5000 scholarship per year for the duration of the course (4 years), fully paid vacation work experience during each year of the course and access to career mentoring advice from Goulburn-Murray Water engineers. For further information and application form: www.latrobe.edu.au/ceps/ce/s_ships

Grampians Wimmera Mallee Water/La Trobe University Civil Engineering Scholarship Program

This scholarship is available to a commencing full-time student in an undergraduate Civil Engineering course at the Bendigo Campus. Recipients will receive financial support in the form of a \$5000 scholarship per year for the duration of the course (four years), fully-paid vacation work experience during each year of the course and access to career mentoring advice from Grampians Wimmera Mallee Water engineers. For further information and application form: http://www.latrobe.edu.au/ceps/ce/s_ships

Murray Irrigation/La Trobe University Civil Engineering Scholarship Program

This scholarship is available to a commencing full-time student undertaking a Civil Engineering course at the Bendigo Campus. Applicants must have completed their secondary education in Northern Victoria or Southern New South Wales. Recipients will acquire financial support in the form of \$5000 per annum for the four years duration of the course and fully paid work experience will be offered. For further information and application form: http://www.latrobe.edu.au/ceps/ce/s_ships

North East Water/La Trobe University Civil Engineering Scholarship Program

This scholarship is available for an undergraduate second year full-time Civil Engineering student at the Bendigo Campus. Recipients will receive financial support in the form of a \$5000 scholarship per year for the duration of the course (four years), fully paid vacation work experience during each year of the course and access to career mentoring advice from North East Water engineers. For further information and application form: http://www.latrobe.edu.au/ceps/ce/s_ships

Shire of Campaspe/La Trobe University Civil Engineering Scholarship Program

This Scholarship is available to a second or later-year, full-time undergraduate Civil Engineering student studying at the Bendigo Campus. Applicants must have completed their secondary education in Central and Northern Victoria or Southern New South Wales, have a strong academic background, and not hold any other Civil Engineering Scholarships. Financial support is in the form of a \$5000 Scholarship per year for the duration of the course (four years), fully-paid vacation work experience during each year of the course and access to career mentoring advice from the Shire of Campaspe engineers. For further information and application form: http://www.latrobe.edu.au/ceps/ce/s_ships

SJE Consulting/La Trobe University Civil Engineering Scholarship Program

Available to a commencing full-time student undertaking an undergraduate Civil Engineering course at the Bendigo Campus. Recipients will acquire financial support in the form of a \$1000 scholarship per year for the duration of the course (four years), paid vacation work experience and access to career mentoring advice from SJE Consulting Engineers. For further information and application form: http://www.latrobe.edu.au/ceps/ce/s_ships

SJE Consulting/La Trobe University Civil Engineering Scholarship Program

Available to either a second or third year full-time student enrolled in a Civil Engineering course at the Bendigo Campus. Recipients will acquire financial support in the form of a \$1500 scholarship per year for the duration of the course (four years), paid vacation work experience and access to career mentoring advice from SJE Consulting Engineers. For further information and application form: http://www.latrobe.edu.au/ceps/ce/s_ships

Steel Reinforcing Institute of Australia (SRIA) Prize (\$500)

The prize is awarded to a Bendigo student enrolled in either the third or fourth year of the Bachelor of Civil Engineering course who has demonstrated excellence in a project or design utilising conventionally reinforced concrete.

Tom Connor Award (\$400)

This award is available annually for second year civil engineering students at the Bendigo Campus. The award is made on the basis of practical work, design, skills, self-motivation, initiative and creativity.

VicRoads/La Trobe University Civil Engineering Internship Program

This internship program is available to students undertaking the Bachelor of Civil Engineering course or one of the engineering double-degree courses at the Bendigo Campus. Applicants must have completed their secondary education in Northern Victoria and have a strong academic background. Recipients will acquire fully paid work experience during the course (up to 12 weeks per year), financial support in the form of a \$500 La Trobe University bookshop account per semester and have access to career mentoring advice from VicRoads professional civil engineers. For further information and an application form, see www.latrobe.edu.au/ceps/ce/s_ships

Education

Australian Literacy Educators' Association Award (subscription)

Awarded for academic excellence in literacy studies to students graduating with a primary education degree. The award is one year's subscription to ALEA.

Bruce Palmer Award (\$200)

Awarded annually to a student at the Bendigo Campus who has excelled in the education studies components of the Graduate Diploma in Education.

George Colson Award (\$200)

Awarded annually to a student who has excelled in the language education component of any teacher education course at the Bendigo Campus.

KG Scarrott Award (\$500)

Awarded annually to a student completing the degree of Bachelor of Education at the Bendigo Campus who has attained consistent excellence in the practicum component of the course, coupled with an outstanding academic record.

Mike Molnar Award (\$200)

Awarded annually to a student at the Bendigo Campus who has excelled in some aspect of the second year of the School's pre-service teaching degree.

Design and Technology Teachers Association Victoria (DATTA Vic) (subscription, \$100 book voucher, publications and certificate)

The prize is awarded to the most outstanding student in the Graduate Diploma in Technology Education at the Bendigo campus, and provides a one-year subscription to the Design and Technology Teachers Association Victoria (DATTA Vic), a \$100 book voucher, a resources pack from the DATTA (which includes CDs and publications) and a certificate recognising excellence in the area of technology teaching.

For further information, contact the Faculty of Education Office on: (03) 5444 7885.

Information Technology

ACS Student Awards

A certificate and 12 months membership of the ACS is awarded annually to the graduating student with the best academic performance in the final year of an undergraduate information technology course at the Bendigo Campus accredited by the ACS.

Artificial Intelligence Research Group (AIRG) Staff Award (\$200)

The award is made to a Bendigo student who, in the opinion of the AIRG, is the outstanding student in an undergraduate artificial intelligence unit. The candidate must have completed an artificial intelligence coursework unit or dissertation in the year in which the award is being made.

Bachelor of Information Technology (Professional) Scholarships

Awarded to all first and second year undergraduate full-time students undertaking the Bachelor of Information Technology (Professional) course offered at the Bendigo Campus. Value \$2000 per year.

Frank Perrow Memorial Scholarship (\$300)

(The award alternates each year between the Faculty of Science, Technology and Engineering and the Faculty of Law and Management.) The award is made annually to the second year student most deserving of encouragement to further their studies in any business or information technology degree course offered at the Bendigo Campus. The award is based on application.

Industry Based Learning Scholarship (\$20,000)

Established in conjunction with Bendigo Bank, Powercor Australia and other industry partners, this scholarship involves two 20-week placements each at two of the sponsoring organisations' premises. It

is available to Bendigo students in the second year of the Bachelor of Information Technology courses, or third year of any of the Bachelor of Information Technology double-degree courses. All students accepted into the Bachelor of Information Technology (Professional) course receive this scholarship.

Information Technology Book Prizes (\$75 book voucher each)

Two awards made to Graduate Diploma in Computing students with the best academic performance in Object Oriented Programming Fundamentals, Business Programming Concepts or Information Systems.

Information Technology Staff Awards (\$150)

One prize is awarded to the most deserving student studying in the Graduate Diploma in Computing or the Graduate Diploma in Information Technology course – Bendigo Campus.

One prize is awarded to the most deserving student studying in the Graduate Diploma in Advanced Computing, the Bachelor of Information Technology (Honours) or the Master of Information Technology course – Bendigo Campus.

Information Technology Staff Special Award (\$150)

The award is made to a student who has made a major contribution to the work of the Department at the Bendigo Campus, outside the normal academic program.

Ionix Security Award (\$250)

The award is sponsored by Ionix Technology and awarded to the student enrolled in the unit, Encryption and Network Security at the Bendigo Campus, who in the opinion of the selection committee has developed the best solution to a challenge set by Ionix Technology.

Mark Harrington Memorial Award (\$500)

This award acknowledges academic merit and is awarded to a full-time student studying any of the information technology degrees offered at the Bendigo Campus who has successfully completed all units in the first year of the course and is proceeding into the second year of the course.

Law and Management

Further information on each of these prizes is available from the Faculty Executive Officer on (02) 5444 7912.

Please note that all Faculty of Law and Management prizes and scholarships are currently under review.

Bendigo Bank Prize for Law of Contracts (\$200)

Awarded to a student enrolled at Bendigo, for the best result in the unit Law of Contracts.

Bendigo Bank Scholarships (payment of remaining course fees up to \$18,000 for each scholarship)

Two scholarships to be awarded to MBA students enrolled at Bendigo Campus. One of the scholarships will be awarded to a Bendigo Bank staff member, of at least three years. The scholarships are awarded to students who have successfully completed the Graduate School of Management's Graduate Certificate in Business Administration, have demonstrated a good overall academic performance and a commitment to fostering community development in Bendigo.

Bendigo Trust Prize (\$300)

Awarded to a student enrolled at Bendigo for the highest mark in the unit Community Tourism.

CPA Australia Tertiary Awards (three awards):

First year – \$100 and framed certificate

Second year – \$200 and framed certificate

Final year – \$300, a framed certificate and a free segment of the CPA program upon joining as an Associate Member.

Awarded annually for the best academic performance in each year of the Bachelor of Commerce course, the Bachelor of Information Technology/Bachelor of Commerce, the Bachelor of Business/Bachelor of Laws or the Bachelor of Science/Bachelor of Commerce double-degree courses in first, second, third or fourth years at Bendigo.

Economics Book Prize

A biography of Economic interest awarded to an outstanding student completing the second year of the Bachelor of Business (Economics) degree at the Bendigo Campus.

Frank Perrow Memorial Scholarship (\$300)

(The award alternates each year between the Faculty of Science, Technology and Engineering and the Faculty of Law and Management.) The award is made annually to the second year student most deserving of encouragement to further their studies in any Business or Information Technology degree course offered at the Bendigo Campus. The award is based on application.

Lexis Nexis Book Prizes

Awarded to three Bendigo students currently enrolled in a second or third year level Law unit, with the best academic performance in Introduction to Business Law.

Prizes of three on-line subscriptions to a legal research package valued at \$5000, incorporating:

- Halsbury's Laws of Australia legal encyclopaedia
- Australian Current Law – update to Halsbury's and notifier of superior court cases and legislative changes
- Casebase Case Citator – citator, annotator and bibliographic reference
- Unreported Judgements – full context judgements of all recent superior court judgements
- Commonwealth, Victorian and NSW Statutes Annotations and Queensland Legislation Case Annotations giving details of amending Acts and case annotations

RE McGarvie Memorial Scholarship (\$3000)

In recognition of the contributions of the Honourable Richard Elgin McGarvie to La Trobe University in his role as Chancellor and in the development of Legal Education, the University has created the RE McGarvie Memorial Scholarship. The scholarship is tenable for the normal duration of full-time study for an undergraduate Bachelor of Laws double-degree program (including Honours if applicable) at the Bendigo Campus of La Trobe University. The scholarship has an annual value of \$3000. Full details are available from www.latrobe.edu.au/scholarships

Rogers Accounting Research Prize (\$100 and certificate)

Awarded annually to a Bendigo student for an excellent investigative essay on a prescribed topic in taxation. Students submit an application form together with a copy of their investigative essay to the Bendigo Faculty Office by the end of April. Awarded to a student for an excellent investigative essay on application form available: www.latrobe.edu.au/scholarships/current/bendigo/business.html.

School of Business Staff Award (\$500)

Awarded annually to an outstanding full-time student enrolled in a Bachelor of Business course at Bendigo, with the best aggregate score at the end of first year.

School of Sport, Tourism and Hospitality Management (Bendigo Campus) Award (\$250)

Awarded to an outstanding student enrolled in the Bachelor of Business (Tourism and Hospitality) course at Bendigo, for the best academic performance in second year.

School of Sport, Tourism and Hospitality Management (Bendigo Campus) Award (\$250)

Awarded to an outstanding student enrolled in the Bachelor of Business (Tourism and Hospitality) course at Bendigo, for the best academic performance in third year.

Thomson Law Book Company Prize (\$150 book voucher)

Awarded to a student enrolled at Bendigo, for the best mark in the unit Criminal Law.

Zonta International Foundation Jane M Klausman Women in Business Scholarships (\$500)

Awarded to a student enrolled in a Business degree at Bendigo, who has achieved an outstanding academic record during the first two or three years of their course.

Successful students also have the opportunity to compete at District (\$1000) and International level (US\$5000). Based on application available from

http://www.zonta.org/site/PageServer?pagename=zi_scholarships

Mathematics

Mathematics Prize (books to the value of \$250)

Awarded annually to the undergraduate student at the Bendigo Campus who has completed their degree in that year, and who, in the opinion of the Bendigo Mathematics staff, has achieved the best results in at least three third year level units taught by the Department, provided that these results average an A level.

Nursing

For further information contact: (03) 5444 7411.

The Mount Alexander Postgraduate Award (\$500)

Awarded to the student who displays clinical excellence and a commitment to rural health, whilst enrolled in a postgraduate course offered by the Faculty of Health Sciences, Bendigo Campus.

Bendigo Health Care Group (\$200)

Awarded to a full-time, undergraduate nursing student at the Bendigo Campus who displays outstanding academic achievement in the unit Nursing Therapeutics and Practice: Mental Health Nursing. Awarded by Chief Examiners Panel, School of Nursing and Midwifery – Bendigo.

Cliveden Hill Private Hospital Award (\$200)

Awarded to the student who displays outstanding clinical skills and commitment, whilst undertaking clinical placement at Cliveden Hill Private Hospital.

History of Nursing Prize(\$300)

Awarded to the student who submits the highest marked assignment in each of the following units:

First year student: Nursing Art and Science

Second year student: Law, Ethics and Accountability for Nurses

Third year student: Nursing The Future.

Inglewood and Districts Health Service Prize for Nursing (\$100)

Awarded to the rural or regional student who achieves the highest grade in the First Year Unit Nursing Art and Science.

Julie Macdonald Excellence Award (\$1000)

Awarded to the student who displays outstanding achievement in both clinical and theory assessments, as well as the commitment to the professional development of colleagues, and who is eligible for graduation from the postgraduate critical care nursing course at the Bendigo Campus. Awarded by a selection committee comprising Bendigo Health Care Group and School of Nursing and Midwifery – Bendigo, La Trobe University.

The Northern District School of Nursing Graduates Association Award

Awarded to the student who displays outstanding academic achievement in the third year of an undergraduate nursing course at the Bendigo Campus. Awarded by Chief Examiners Panel, School of Nursing and Midwifery – Bendigo. The prize is determined by the donor to the value of \$100.

Rochester and Elmore District Health Service Prize (\$500)

Awarded to the rural or remote student who displays outstanding clinical skills and commitment during their second year of an undergraduate nursing course, and who demonstrated an understanding of working in a rural or remote setting.

Royal College of Nursing, Australia High Achiever Award

Awarded to the student who has displayed outstanding academic and clinical performance during an undergraduate nursing course at the Bendigo Campus. Awarded by Chief Examiners Panel, School of Nursing and Midwifery – Bendigo. The prize is one year's associate membership of the Royal College of Nursing.

St John of God Midwifery Award (\$500)

Awarded to an outstanding graduating student of the Postgraduate Diploma in Midwifery at the Bendigo Campus. Awarded by Chief Examiners Panel, School of Nursing and Midwifery – Bendigo.

Swan Hill District Hospital Award for First Year Students

Awarded to the student who demonstrated all-round academic and clinical excellence during the first year of their undergraduate nursing program.

Swan Hill District Hospital Award for Second Year Students

Awarded to the student who demonstrated sound academic performance and excellent clinical skills during clinical placement at a venue within the Northern Loddon Region, while undertaking an undergraduate nursing degree.

Zonta Club: Heather Winderlich Award (\$200)

Awarded to the student who displays outstanding academic achievement over the three years of an undergraduate nursing course at the Bendigo Campus.

Outdoor Education and Environment

For further information, contact the Faculty of Education Office on (03) 5444 7885.

John Martin Memorial Award (\$300)

Awarded annually to a student in Bachelor of Arts (Outdoor Education) who is entering the second year of study. It is an award that recognises and encourages the fullest involvement in study and enjoyment of life involving the outdoors and other relevant activities.

Laurie Leeson Award (\$200)

Awarded annually to a student who has excelled in environmental education in any course offered by the School of Outdoor Education and Environment.

Pharmacy**Ballarat UFS Dispensaries Ltd Final-Year Pharmacy Scholarship (\$8000)**

Available to students who have successfully completed the first three years of a Bachelor of Pharmacy degree. The successful applicant will be required to enter into an agreement to undertake traineeship with UFS Dispensaries and a further minimum term of employment of 12 months upon obtaining registration as a pharmacist. Preference may be given to students from Ballarat and the surrounding region. Further information available at: www.ufs.com.au

Bendigo United Friendly Societies Pharmacy Scholarship (\$6500 per year)

Preference will be given to applicants from the City of Greater Bendigo region, who have successfully completed the Victorian Certificate of Education, or equivalent, within the last 12 months. The scholarship is valued at \$6500 per annum, is tenable for three years of the course and, subject to satisfactory academic performance, is payable following confirmation of enrolment in semester one of the second, third and fourth year of the course. To be eligible for the scholarship, students must be attempting their first tertiary education qualification and not in receipt of any other scholarship. Successful applicants will be expected to undertake a portion of the practicum requirements at the Bendigo United Friendly Societies Pharmacies Limited. Upon registration the scholarship holder will agree to work for Bendigo United Friendly Societies Pharmacies Limited for a period not less than two years. Applications must be received at the Faculty Office by 30 September of each year. Further information and application forms can be obtained from the Faculty of Science, Technology and Engineering office.

David Nolte Pharmacy Oral Case History Award (\$100)

Awarded to a fourth year student enrolled in the Bachelor of Pharmacy at the Bendigo Campus, who presents the best oral case history from first-semester placements.

David Nolte Pharmacy Third year Improvement Award (\$150)

Awarded to the most improved student enrolled in third year of the Bachelor of Pharmacy at the Bendigo Campus.

Kevin de Vries Pharmacy – Pharmaceutical Care Award (value \$500)

Awarded to a student at the Bendigo Campus with the highest average mark in the fourth year units Pharmaceutical Care A and Pharmaceutical Care B. Awarded by Chief Examiners Panel, School of Pharmacy.

Pharmaceutical Society Gold Medal

Awarded to the student at the Bendigo Campus with the highest aggregate Honours mark in the Bachelor of Pharmacy.

Pharmacy Defence Limited (PDL) Awards:**PDL First year Pharmacy Award (value \$250)**

Awarded to the student at the Bendigo Campus completing their first year with the highest average mark in the professional pharmacy units.

PDL Second year Pharmacy Award (value \$250)

Awarded to the student at the Bendigo Campus completing their second year with the highest average mark in the professional pharmacy units.

PDL Third year Dispensing Award (value \$150)

Awarded to the student at the Bendigo Campus with the highest average mark in the dispensing and calculation assessments included in the third year unit, Pharmaceutics B.

PDL Third year Pharmacy Legislation Award (value \$100)

Awarded to the student at the Bendigo Campus with the highest average mark in the pharmacy law component of the third year unit, Practice and Legislation.

PDL Pharmacy Practice and Management Award (value \$250)

Awarded to the student at the Bendigo Campus with the highest mark in the fourth year unit, Pharmacy Practice and Management.

Pharmacy Guild of Australia Prize (\$500)

Awarded to the student at the Bendigo Campus with the highest aggregate mark across all four years of the Bachelor of Pharmacy degree.

Prigg's Pharmacy Award (value \$250)

Awarded to a first year Bachelor of Pharmacy student who has completed the Victorian Certificate of Education, or equivalent, at a secondary school in the Rochester, Kyabram, Echuca region within the last 12 months.

Rural and Remote Pharmacy Scholarship Scheme

The scholarship scheme is funded by the Australian Government, as represented by the Department of Health and Ageing, and is managed by the Pharmacy Guild of Australia. The Rural Pharmacy Scholarships have been established to provide financial support to encourage and enable students from rural and remote communities to undertake undergraduate or graduate studies in pharmacy at University. There will be up to 30 scholarships offered annually, with a value of \$10,000 per annum per student (i.e. \$40,000 per student over a four year period). Scholarship recipients are encouraged to seek employment in rural and remote areas following graduation. For further information and application form:

<http://beta.guild.org.au/rural/content.asp?id=204>

SHPA Clinical Pharmacy and Pharmacoepidemiological Research Award (\$250)

Awarded to the student at the Bendigo Campus with the highest mark in the third year unit, Clinical Pharmacy and Pharmacoepidemiological Research.

SHPA Pharmacy Practice and Advanced Counselling Award (\$250)

Awarded to the student at the Bendigo Campus with the highest mark in the fourth year unit, Pharmacy Practice and Advanced Counselling.

Therapeutic Guidelines Second Year Pharmacy Improvement Award

Awarded to the most improved second year full-time student enrolled in the Bachelor of Pharmacy on the Bendigo Campus.

Public Health

Community Health Bendigo and Dymocks Award (\$50 book voucher)

Awarded to a student in the Bachelor of Public Health at the Bendigo Campus with the best academic and public health practice performance in second year and third year field experience. Awarded by Chief Examiners Panel, School of Public Health – Bendigo.

The Frank and Verna Plim Memorial Award (\$200 book voucher)

Awarded to a student of Aboriginal or Torres Strait Islander background who has demonstrated a strong academic achievement, commitment to their course of study and who provides positive role-modelling for other students.

Penfold Public Health Research Prize

Awarded to a full-time or part-time student who has successfully completed the Bachelor of Public Health at the Bendigo Campus, achieving the highest average score across the units Public Health Research A (HLT12PHR), Public Health Research B (HLT21PHR) and Epidemiology (HLT31EP).

Science

Australian Institute of Medical Scientists (AIMS) Award (value \$100)

Awarded to a student enrolled in the Bachelor of Science/Applied Science at the Bendigo Campus who achieves the best aggregate mark over the three third year MLS units, BIO3CBC: Clinical Biochemistry, BIO3PAT: Pathology and BIO3CHI: Clinical Haematology and immunology.

Australian Society for Microbiology Victorian Branch

Awarded to the most outstanding microbiology students in the second year and third year level of the Bachelor of Science/Applied Science degree at the Bendigo Campus.

Intervet Scholarship (\$1500)

The scholarship will be awarded to a student who is in the final year of the Bachelor of Science/Applied Science course at Bendigo and who is undertaking major studies in biotechnology/microbiology. The Department of Pharmacy will select the recipient on the basis of the student's achievement in second year biochemistry and microbiology units.

Science Staff Award (up to \$300)

Awarded to the first year student with the highest average mark, who is continuing in the Bachelor of Science/Applied Science at the Bendigo Campus.

TA McLelland Memorial Award (\$250)

Awarded to a student undertaking a chemistry major at the Bendigo Campus with the highest average marks for second year chemistry units.

Social Work

Inglewood and Districts Health Service Prize for Social Work (\$100)

Awarded to the social work student whose home address is in a rural or regional town/city with a population of less than 25,000 and who achieves the highest grade in the First Year unit Social Work, Policy and Inequality.

The Annie North Women's Domestic Violence Service Award (\$100)

Awarded to the student who achieves the highest grade in a social work unit, which deals with domestic violence.

The "Familycare" Scholarship (\$1000)

Awarded to the social work student who demonstrates sound academic achievement and a clear commitment to rural social work.

Westate Community Development Award (\$500)

Awarded to a student undertaking an assignment with an emphasis on social work within a regional community, in the Honours or postgraduate social work courses at the Bendigo Campus.

Visual Arts

C and J Visual Arts Graduate Commission Award (value to \$1000 commissioned work)

Commissioned work(s) following final assessment for the Bachelor of Visual Arts (Honours).

Dennis O'Hoy Ceramic Award (\$250)

Awarded annually to a Bachelor of Visual Arts (Ceramics) student who has revealed an innovative approach towards design concepts in their major study and is continuing their studies in the undergraduate program at the Bendigo Campus.

Lia Teresa Memorial Prize

Awarded to the most outstanding second year student in the Bachelor of Visual Arts course at the Bendigo Campus.

National Gallery of Victoria Trustees Award (\$1500)

Awarded annually to two students in visual arts courses who have successfully completed the first year of their course. The award is based on highest artistic/academic merit.

Orde Award (\$300)

Available to a second year student who has successfully completed all units in the first year of their visual arts degree at the Bendigo Campus and can demonstrate a need for financial assistance.

MILDURA CAMPUS

Colin Barrie Acquisition Scholarship

Annual acquisition of artwork to the value of \$1000 to a student in the Bachelor of Visual Arts and an acquisition of art work to the value of \$1000 to a student in the Bachelor of Graphic Design courses at the Mildura Campus.

Dean's Medal

Awarded to the outstanding graduating student in the Faculty of Education at each Campus.

La Trobe University Vice-Chancellor's Regional Scholarships (LVCRS) \$3000

Five scholarships will be available for students commencing first year full-time undergraduate studies at each of La Trobe's regional Campuses at Albury-Wodonga, Bendigo, Mildura and Shepparton. The scholarship is valued at \$3000 per year for the normal duration of the course including Honours if applicable. Full details are available from www.latrobe.edu.au/scholarships

SHEPPARTON CAMPUS

For further information regarding Shepparton scholarships, contact Rhonda King, tel: (03) 5821 8316 or email: R.King@latrobe.edu.au

Please note that all prizes and scholarships are currently under review.

Australian Institute of Management Prize (Training Package to the value of \$500)

Awarded annually for significant achievement in management units at any year level.

Bendigo Bank Prize (\$100)

Awarded to a student with outstanding achievement in the Bachelor of Arts.

Brown Baldwin Award (\$1500)

Awarded to the student with the highest average result in Corporate Reporting, Introductory Management and Intermediate Management Units

The Carrington Award (\$300)

Awarded to the best business student at Shepparton Campus at any year level.

City of Greater Shepparton Prize – Bachelor of Nursing (\$700)

Full-time first year enrolling student entering the Bachelor of Nursing with highest enter.

City of Greater Shepparton Prize – Bachelor of Business (\$700)

Full-time first year enrolling student entering the Bachelor of Business with highest enter.

City of Greater Shepparton Prize – Bachelor of Arts (\$700)

Full-time first year enrolling student entering the Bachelor of Arts with highest enter.

City of Greater Shepparton Prize – Bachelor of Commerce (\$700)

Full-time first year enrolling student entering the Bachelor of commerce with highest enter.

City of Greater Shepparton Prize – Graduate Diploma in Education (\$450)

Full-time first year enrolling student entering the Graduate Diploma in Education with highest grade point average.

City of Greater Shepparton Award (\$300)

Awarded to the student with the highest individual mark in a second year or third year Marketing unit in an undergraduate or postgraduate course.

CPA Australia Awards

Awarded annually to the best first year, second year and third year student respectively in Accounting subjects in the School of Business. First year: \$100 and a framed certificate.

Second year: \$200 and a framed certificate.

Third year/graduating student: \$300, a framed certificate and enrolment into first CPA Program segment (valued at \$650).

Dean's Medal

Awarded to the outstanding graduating student in the Faculty of Education at each Campus.

Elsevier Undergraduate Achievement Award (\$150 book voucher)

Awarded to a nursing student on the basis of an outstanding book review

Greater Shepparton Business Centre Encouragement Award (two-year subscription)

Awarded to a student with distinguished achievement in the area of marketing.

La Trobe University Vice-Chancellor's Regional Scholarships (LVCRS) (\$3000)

Five scholarships will be available for students commencing first year full-time undergraduate studies at each of La Trobe's regional Campuses at Albury-Wodonga, Bendigo, Mildura and Shepparton. The scholarship is valued at \$3000 per year for the normal duration of the course including Honours if applicable. Full details are available from www.latrobe.edu.au/scholarships

Post Graduate Education Scholarship (\$4000)

For a 2008 commencing postgraduate student in the Graduate Diploma in Education (Middle Years) on the Shepparton Campus. The scholarship recognises academic merit, an interest and commitment to entering the teaching profession as well as a commitment to community service. Applicants apply in writing. For further information contact the Registrar Tel. (02) 5444 7885.

Soroptimist International of Shepparton Inc. Regional Education Scholarship (\$250)

Awarded to a commencing student in the Graduate Diploma in Education (Primary). The scholarship provides reimbursement for study-related expenses.

Soroptimist International of Shepparton Inc. Regional Nursing Scholarship (\$250)

Awarded to a commencing student in the Bachelor of Nursing.

The scholarship provides reimbursement for study-related expenses

Stubbs Wallace and Partners Award (\$500)

Awarded to a student with outstanding achievement in second year Accounting.

PRINCIPAL OFFICERS OF THE UNIVERSITY

The Chancellor

Mrs S.J. Walton AO, BA Syd., BEd La Trobe, DipEd, MA Syd., FRGS, FACE, FAPC, FACL, MAICD

The Deputy Chancellor

The Hon. A.J. Sheehan, BEc La Trobe

The Vice Chancellor and President

Professor P. Johnson, MA, DPhil (Oxon), AcSS

Deputy Vice Chancellor (Academic)

Professor Belinda Probert, BSc (Econs) Lond., PhD (Politics) Lancaster, AcSS

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Arnason, J.P., PhD Prague, DPhil Frank. Main, DHabil Bielefeld

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Bisno, H., BA Wis., MSW Calif.

Blake, B.J., BA (Hons) Melb., MA Monash, PhD Monash, FAHA

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Davies, D.E., PhD Wales, F.Inst.P., FAIP, C.Phys., MACE

Ellis, B.D., BSc Adel., BA Adel., BPhil Oxf., DLitt, FAHA

Forsyth, E.C., BA Adel., DipEd Adel., D Litt Adel., DU Paris, FAHA FACE, Commandeur dans l'Ordre des Palmes Academiques

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Isaac, R.L., BA Cape Town, MA Oxf.

Jones, E.L., BA Nott., MA Oxf., DPhil DLitt Oxf., FASSA

Leckey, R.C.G., PhD Belf., FAIP

Leder, G.C., BA (Hons), DipEd Adel., MEd, PhD Monash

McKenzie, B.E. BA Melb., PhD Monash

Magee, R.J., MSc QUB, PhD DSc Edin., CChem, FRSC, FICI, FRACI

Marsh, D.R.C., PhD Natal, FAHA

Martin, R.M., MA NZ, PhD ANU

Mills, T.M., BA (Hons) Syd., MA Melb., MA Syd., PhD Florida, GradCertComp La Trobe

Mond, B., BA Yeshiva (NY), MA Bucknell, PhD Cinc.

Morrison, J.D., AO, PhD, DSc Glas., FAA FRSE FRACI FRSC

O'Brien, G.C., BSc Qld., MSc NE, PhD ANU

Osborne, M.J., MA Oxf., Dr Phil & Lett Leuven, FAHA, FAIM, Corresponding Member Academy of Athens, Laureaat van de Koninklijke Academie Voor Wetenschappen Letteren en Schone Kunsten van Belgie, Laureate Aristotle Award (Greece), Honorary Member Hungarian Academy of Engineering, Professor Emeritus of Classical Studies Melb., Honorary Professor Yunnan University, Honorary Professor Yunnan Normal University, Honorary Professor Kunming Medical College, Honorary Professor Yunnan Agricultural University, D Litt (honoris causa) La Trobe

Over, R.F., BA Syd., PhD Syd., FASSA

Parsons, P.A., BAgSc Adel., MSc Melb., PhD ScD Camb.

Rydon, J., BA Syd., DipEd Syd., PhD Melb.

Salmond, J.A., MA Otago, PhD Duke, FAHA

Scopes, R.K., BA Camb., PhD Camb.

Singer, G., MA Syd., PhD Syd., MAPsS MAPPS FASSA

Smith, T.F., BSc Sheff., PhD Sheff., FTSE, FAIP, FlInstP

Stoddart, B.J., BA Canterbury, MA (Hons) Canterbury, PhD Western Australia

Stone, B.A., BSc Melb., PhD Lond.

Sugimoto, Y., BA Kyoto, PhD Pittsburgh FAHA

Thompson, R.W., MA Dub.

Tomory, P.A., MA Edin.

Topsom, R.D., MSc Camb., PhD Lond.

Van Steveninck, R.F.M., Ir Wageningen, PhD Lond.

Veliz, C., BSc Flor., PhD Lond.

Waid, J.S., BSc Lond., MSc DPhil Oxf. CBiol, FAI Biol, FI Biol, MASM

Wales, R.J., BSc (Hons) Lond., PhD Reading

White, A.J.R. BSc Adel., PhD Lond.

Emeritus scholars

Andrew, A.L., BSc NZ, MSc NZ & ANU, PhD La Trobe, FIMA, FAustMS

Breen, W.J., BA Melb., PhD Duke

Butcher, E., BSc Hons, PhD, Exe., FAIP

Cardwell, T.J., BSc Belf., PhD Belf., DSc Belf.

Clendinnen, I.V., MA Melb., DLitt La Trobe

Dempsey, K.C., BA Syd., PhD NE

Hammerton, A.J., BA Sir G. Wms, PhD Br.Col., FRHistS

Hirst, J.B., BA (Hons) Adel., PhD Adel. FASSA, FAHA

Horriggan, W., BA Wales, MA Wales

Jenkin, J.G., BSc, BSc (Hons) Adel., PhD ANU

Johnson, B.B., BSc (Hons) Adel., DipEd Monash, PhD Flinders, MRACI

Jones, A.R., BA Melb., MA Melb., PhD Melb.

Lee, A., BSc Hong Kong, PhD Lond., FAIP, F Inst P.

Liesegang, J., BSc (Hons) Qld., DPhil Oxf., FAIP

Mackay, M.F., BSc Syd., PhD Melb., FRACI

Marshall, A.T., BSc Leeds, DSc Leeds, PhD HK, DIC

McDougall, B.M. BSc Melb., MSc Melb., PhD ANU

Mulligan, L., MA Melb., PhD Adel.

Painter, J., Th Schol Aust. Coll. Theol., BD Lond., PhD Dunelm, FAHA

Phillips, W.W., BA Adel., PhD ANU

Polis, T., BA Melb., MAPsS

Price, R.F., BSc (Hons), PhD Exe.

Stinson, J.A., BA James Cook, MA ANU

Wells, J.D., BSc (Hons) Adel., DPhil ANU, DipEd Monash, GradDipComp La Trobe

White, D.C., BSc Melb., DipEd Melb., BEd Melb., MEd Melb., PhD La Trobe

White, N.G., AM, DipTexChem Gord. Inst., BSc La Trobe, PhD La Trobe

Woelkerling, W.J., MSc Wis., PhD Adel., DSc Adel.

Woolley, P.A., BSc WAust., PhD ANU

SENIOR OFFICES AND CENTRAL PROGRAMS/UNITS

Office of the Vice Chancellor

The Vice Chancellor and President

Professor P. Johnson, MA, DPhil (Oxon), AcSS

Deputy Vice Chancellor (Academic)

Professor Belinda Probert, BSc (Econs) Lond., PhD (Politics) Lancaster, AcSS

Deputy Vice Chancellor (Research)

Professor Tim Brown, BSc (Hons) Monash, PhD Cambridge

Pro Vice Chancellor (Quality Enhancement)

Dr J.A Jackson, BEc Monash, DipEcStat UNE,MEc Monash, DipEd Monash, PhD Monash

Pro Vice Chancellor (Equity and Student Services)

Dr K. Ferguson, BAppSc (OT), MEd (Counselling) La Trobe, EdD La Trobe, MVAFT

Pro Vice Chancellor (Strategic Development)

Mr R. Goddard, BA ANU

Chair of the Academic Board

Professor R.W. Parish, BAgSc Melb., PhD Melb.

Vice Principal (Resources and Administration)

Mr P.D. Richardson, BEc La Trobe

Executive Officer to Vice Chancellor

Ms K.L. Grey

Executive Assistant

Ms C.M. Besliev

Office of the Deputy Vice Chancellor (Academic)

Deputy Vice Chancellor (Academic)

Professor Belinda Probert, BSc (Econs) Lond., PhD (Politics) Lancaster, AcSS

Director, Academic Development Unit

Martens, E., PhD, Adel.

Office of the Pro Vice Chancellor (Quality Management)

Pro Vice Chancellor (Quality Enhancement)

Dr J.A Jackson, BEc Monash, DipEcStat UNE,MEc Monash, DipEd Monash, PhD Monash

Executive Officer

TBA

Office of the Deputy Vice Chancellor (Research)

Deputy Vice Chancellor (Research)

Professor Tim Brown, BSc (Hons) Monash, PhD Cambridge

Professor and Director of the Research Centre for Linguistic Typology

Dixon, R.M.W., PhD Lond., LittD ANU, FAHA, FBA

Professor and Director of the National Centre for Hellenic Studies and Research

Tamis, A.M., BA (Hons) Melb., DipEd La Trobe, PhD Melb., LittD (Honorary) Athens

Director, Institute for Advanced Study

TBA

Dean of Graduate Studies

TBA

Director, Research and Graduate Studies Office

Obenchain, M. MA III.

Director, Innovation and Knowledge Transfer

Bell, S., BComm Griffith

Professor and Director, Centre for Technology Infusion

Singh, J. BSc. (Hons 1st Class) Brighton UK., MSc., Alberta PhD, Vic.Uni, Cert. Edu, MIEE, MIEAust, MIEICE

Director, eResearch

Kosten, M., BSc (Hons) La Trobe, PhD La Trobe

University Librarian

TBA

Director, AD Trendall Research Centre (Honorary Appointment)

McPhee, I.A.; BA (Hons) Sydney, PhD Cincinnati

Executive Officer, Research

TBA

Office of the Pro Vice Chancellor (Equity and Student Services)

Pro Vice Chancellor (Equity and Student Services)

Dr K. Ferguson, BAppSc (OT), MEd (Counselling) La Trobe, EdD La Trobe, MVAFT

Director, Counselling Service

Barlow, J., BBSc La Trobe, BEd (Counselling) La Trobe, MA (Counselling) La Trobe, MVAFT, MAPsS

Director, Indigenous Education

Thomas, G., BA Qld., PostGradDipEd Qld.

Director, Student Services

Torney, M., DipBusStudies PIT, BA La Trobe, CPA

Manager, Equity and Access

Chard, S., BLS (Hons) La Trobe

Ombudsman

Picton, C., BA Wales, CertSocSc Liv., MSW Monash

Office of the Pro Vice Chancellor (International)

Chief Officer, International

Mr J. Molony, BA

Director, International Programs

Ms D. Langton, BB, BA

Executive Officer to the PVC (International)

Mr L. Lyell BA (Hons), Grad Dip Hum. La Trobe, Cert in Qual Man, NMIT, JP

Director, International College

Mr M. van Run MBA RMIT, MA Applied Linguistics Melb., BA., DipEd La Trobe, ITTI CertTEFLA International House, RSA/Cambridge DipTEFLA La Trobe

Network Director, International College

Cutter, P., BComm. Melb., MEd (Admin) Monash

Assistant to Chief Officer, International

Ms I. Jankovski

Office of the Pro Vice Chancellor (Strategic Development)

Pro Vice Chancellor (Strategic Development)

Goddard, R., BA ANU

Campus Directors – see Campus lists

Executive Director, Marketing and Engagement

Morriss, C., MAppSci, BEng

Chief Information Officer, Information Technology Services

Cook, R., BAppSc (Hons) Adel., MBA RMIT

Manager, Management Information Unit

Rose, L., BBus, CPA

Executive Director, Major Projects

Ensor, D., BSc, HDipEdAd, MEd Witwatersrand

INU Project Director
Chambers, L

Executive Officer
Watts, J., BA (Hons) (Russian), PG Certificate (Uni Admin)
Executive Assistant
McClaren, J., AFAIOP

Office of the Vice Principal (Resources and Administration)

Vice Principal (Resources and Administration)
Richardson, P.D., BEc La Trobe

Director, Academic Services
Carboon, B.N., BAppSc BCAE, GDipMgt La Trobe, AIMM

Director, Buildings and Grounds
Inglis, B.G., BEng (Mechanical Engineering) Swinburne UT, PostGradDip (Maintenance Engineering) Swinburne UT, PostGradDip (Air Conditioning) Swinburne UT, CPEng (Mechanical), Registered Building Practitioner EM 1032.

Director, Human Resources
McKeand, K.

Director, Legal Services
Sdraulig, G., BEcon, LLB Monash

Director, Residential Services
Adams, R., BA (Hons), DipEd., PhD La Trobe

Director, Risk Management Unit
Gibson, C.A., PhD London, MBA Deakin, BSc (Hons) Aberdeen, PostGradDip (Business & Management) Deakin

Director, Business Improvement Program
Pearce, J., BA La Trobe, GradDip Industry Training & Education La Trobe

Executive Officer, Secretariat
Carey, E. A., BA Melb.

Equity and Access Unit

Manager, Equity and Access Unit
Chard, S., BLS (Hons) La Trobe

Disability Liaison Officer
Lo Giudice, L., AssocDipArchTech RMIT, BA Monash

Coordinator Deaf Academic Services
Freeman, S., BEd, GradDip – Auslan, Dip – Interpreting

Office of the Director, Indigenous Education

Director, Indigenous Education
Thomas, G.W.

Indigenous Student Recruitment Officer
Murray, L.

Indigenous Student Service Coordinators
Green, N.
Walker, K.

Executive Officer
Bouhalis, P.K.

International Programs

Office of the Chief Officer, International

Chief Officer, International
Molony, J.

Director, International Programs Office
Vacant

Director, International College
Van Run, M.

Assistant to the Director, International Programs Office
Jankovski, I.

Executive Officer, International
Lyll, L.J.

International Programs Office

Associate Director (Marketing and Communications)
Tran, J.

Finance and Resources Manager
Graham, M.

International Admissions Systems Manager
Sica, C.

Admissions Coordinator (South and South East Asia)
Kanawattanakul, W.

Admissions Coordinator (North Asia)
Khoo, L.

Admissions Coordinator (North America and Europe)
Khoo, P.

Admissions Coordinator (Latin America, Australasia and Africa)
Brassington, T.

Senior Offshore Programs Admissions Officer
Vacant

International Development Manager (North America Europe and Africa)
Storti, J.

International Development Manager (AUSAid, Research and Latin America)
Peace, A.

International Development Manager (North Asia and Australia)
Caterer, A.

International Development Coordinator, (Ausaid and Research)
Du, A.

International Development Coordinator (North America Europe and Africa)
Clarke, K.

International Development Coordinator (Sth and Sth East Asia)
Teng, J.

International Development Coordinator (Domestic)
Minchin, K.

International Development Coordinator (Sth and Sth East Asia)
Vadavat, M.

International Development Coordinator (North Asia)
Vacant

Manager, International Student Support Services
Fong, A.

International Student Support Services Coordinator
Madin, C.

Sponsored Programs Coordinator
Dagis, E.

Education Abroad Manager
Coban, D.

Student Exchange Adviser
Vacant

Student Information Officer (Admissions)
Todd, M.

Student Information Officer (Admissions)
Ryan, J.

Reporting Officer (Admissions)
Datson, J.

Communications Manager
Ardley, S.

Communications Coordinator
Srivastava, S.

Communications Officer
Doolan, P.

International College

Director

Van Run, M., MBA *RMIT*, MA Applied Linguistics *Melb.*, DipEd *La Trobe*, ITTI Cert TEFLA *International House*, RSA/Cambridge, Dip TEFLA *La Trobe*

Personal Assistant to the Director, Language Centre

Vanags, W., BA *Canberra*

Front Office Coordinator

Mullens, K., DBA, *NMIT*

Accommodation Officer

Bamunuarachchi, D., BSc (Public Administration) *Sri Jayawardenapura, Sri Lanka*

Moloney, E.

PC Support Officer

Ben Ristic, BA *La Trobe*, Grad Dip Computer Science, *La Trobe*

Principal, Foundation Studies and Diploma (Bundoora Campus)

Parkin, A., BSc (Hons) *Melb.*, DipEd *Melb.*, MEd (International Ed) *Monash*

Heads of Department

Shemshedin, H., BSci Ed *Melb.*, BEd *La Trobe*

Chase, J., BA *Auckland*, DipTeaching *Epsom Teachers College*

Subject Area Coordinators

Koutsoukos, J B., Sci *La Trobe*, DipEd *Melb.*

Kale, D., B Elec Eng *Zagreb*, M Si (*Telecom*), *Zagreb*, DipEd *Melb.*

Nelson, R., BCom *Melb.*, BEd *Monash*

Auzegalis, G., BBus *RMIT*, DipEd *La Trobe*

Principal, Network

Demirtel, K., BCom (Hons) *Melb.*, DipEd *Melb.*

Principal, Language Centre

Rao, U.R.A., MA *Monash*, MEd *Melb.*, *Faim*

Director of Studies/Program Manager

Position Vacant

Academic Coordinator

Mackie, R., BSc (Hons) *Tasmania*, Cambridge CELTA, MEd Research *La Trobe* (in progress)

Teacher Training Coordinator

Walker, N., BA (Hons) *London*, Trinity Cert, TESOL, DELTA IH *London*

Leading Teachers,

Casey, S., BA *Monash*, DipEd *Rusden*

Kusaka, S., BA *La Trobe*, DipEd

Student Advisers

Hyland, A., MEd TESOL *Deakin*, DipEd *Monash*, BA *Melb.*

Manteit, S., BA *SE Queensland*, Grad Dip Humanities *La Trobe*, DipEd *La Trobe*

Certificate II in Professional Communications Skills Supervisor

Brierty, M., MA BA *Victoria University*, DipEd *La Trobe*

Director, Corporate Services

Thadani, M., BCom, MCom (Prelim), MBA *Melb.*, FCA

Accountant

Gojanovic, M., Bach of Economics (Foreign Trade) *Zagreb*

Finance Officer

Ng, E., Bachelor of BA *Macau*, GradDipFinMgmt *New England*, CPA

Network Director

Cutter, P., BCom, *Melb.*, MEd Admin *Monash*

Marketing and International Relations Development Coordinator

Wyss, J., BA (Psychology) *Monash*

Residential Services

Director, Division of Residential Services

Adams, R., BA (Hons), DipEd., PhD *La Trobe*

Associate Director, Residential Life

Shortland, M., BSc (Hons) *Lond.*, MA (Hons) *Lond.*, PhD *Leeds*

Associate Director, Administration and Finance

Burt, P., BEc *La Trobe*, ASCPA

Coordinator of Learning Programs

Harris, D., BA (Hons) *Exeter*, MA *La Trobe*

Manager of Projects

Burge, L., BA (Hons) *La Trobe*

Warden of Chisholm College

Nichterlein, M., BA (Psych) *Chile*, MAPS

Warden of Glenn College

To be appointed

Warden of Menzies College

Yates, L., BA (Hons) *Manchester*, PGCE. and Dip. TEO *Manchester*, MA *Lancaster*, PhD *La Trobe*

Warden of Waterdale Apartments, Graduate House and University Lodge

To be appointed

Associate Director, Residential Services (Bendigo)

Holmes, D.A., DipBusStud, BCAE, MEd *UTas*.

Coordinator of Residential Life (Bendigo)

Marshall, B.S., BA (Hons) *Melb.*, MA *La Trobe*

Miscellaneous (student support) officers

Ombudsman

Picton, C., BA *Wales*, CertSocSc *Liv.*, MSW *Monash*

Director, Course and Careers Services

Gorman, J., BA *Melb.*, GradDip Vocational Counselling *RMIT*, MEd *La Trobe*

Director, Children's Centre

Reynolds, J., MNQueen Eliz Hosp., CertSocSc. FTC, Grad Dip, *Melb.*

Director, Counselling Service

Barlow, J., BBSc *La Trobe*, BEd (Counselling) *La Trobe*, MA (Counselling) *La Trobe*, MVAFT, MAPsS

Financial Aid Coordinator

Allitt, K., BBSc *La Trobe*, Grad Dip Counselling and Human Services *La Trobe*

General Manager, Bookshop

Woodward, D., BA *Monash*, DipEd *Monash*

La Trobe University Library

University Librarian

Gow, G.E., BA *Malaya*, FALIA

Deputy University Librarian

Paton, B.K., BSc *Qld.*, ARMIT, AALIA

Director, Library Corporate & Financial Services

Payne, G., BSc *La Trobe*, GradDipLib *RMIT*, GradDipCompSci *La Trobe*

Associate Librarian

King, H.M., MSc *Qld.*, MBA *Qld.*, GradDipLibSc *QIT*, AALIA

Borchardt Library – Bundoora Campus

Senior Librarians

Bates, A.M., BA *La Trobe*, GradDipInfStud *MCAE*

Beranek, L., BA *La Trobe*, GradDipLib *Melb.*

Chrisfield, E.J., BA *Deakin*, GradDipLib *RMIT*, AALIA

Fisch, E., BA *CUNY*, GradDipLib *RMIT*, AALIA

Pudlowski, D., BA, *Macquarie*, GradDipLib *RMIHE*

Salisbury, F. BA, *Melb.*, GradDipLib, *MCAE*, MLibInfoStud, *Melb.*

Smith, I.W., MA *Melb.*, BA(Lib) *CCAE*, AALIA

Librarians

Brian-Branov, M., BA *La Trobe*, GradDipInfMan, *RMIT*

Brown, L., BBusInfMgt *RMIT*
 Butler, G., BSocSciLib&Inf.Serv *RMIT*, GradDipSoc *La Trobe*,
 AALIA
 Chapman, L., BA *Monash*, GradDipLibInfServ *RMIT*, TSTC, AALIA
 Concha, S., BA *Chile*
 Copeland, A.M., BSocSci (Lib) *RMIT*
 Corbin, J., BA *Monash*, MA (Lib) *Monash*, AALIA
 Donnelly, L., BA *La Trobe*, GradDipEd *La Trobe*, GradDipInfMan,
RMIT, AALIA
 Eddy, J., BSc. (Hons.) *Murdoch*, GradDipInfoLibStud *Curtin*
 Geermans, S., BSc *Monash*, MInfoMgt&Sys *Monash*
 Grandfield, S., BSc *Melb.*, GradDipInfServ *RMIT*, AALIA
 Iseman, L., BA *Adelaide*, GradDipLib&InfoMgt *UniSA*.
 Ivankovic, H., BA *FIT*, GradDipLib *Melb.*, GradDipEd *Melb.*, MBIT
RMIT, AALIA
 Karasmanis, S., BApScLib&InfoStud, *Curtin*, AALIA
 McClellan, D., BA *La Trobe*, AALIA
 Porter, S., BSocSci (Lib) *RMIT*, AALIA
 Sackers, N., BEd *MCAE*, GradDipOffSys *RMIT*, MBIT *RMIT*
 Sadler, R., BA (Hons.) *Ball.*, GradDipArts (InfoMng./Lib) *Ball.*
 Sullivan, K., DipLib *RMIT*, GradDipManSys *SIT*
 Valenta, K., BA *Qld.*, GradDipA (Lib&InfoSc) *C.Sturt*, MBIT *RMIT*,
 AALIA
 Wanklyn, M., BA *La Trobe*, ARMIT
 Warren, D.A., BA *NE*, GradDipLib *RMIHE*, DipEd *Newcastle (NSW)*,
 GradDipApplSci (Comp) *C.Sturt*

Heyward Library – Bendigo Campus

Campus Librarian

Dazkiw, J., BA (Lib) *RMIHE*, GradDipEdT *USQ*, AALIA

Librarians

Bolitho, C., BSc *Melb.*, BA (Lib) *Ballarat*, AALIA
 Robertson, T., BBus (Econ) *BCAE*, Grad DipArts (Lib) *CSU*
 Secomb, B., BSc *Monash*, GradDipLib *RMIT*
 Stokes, J., BA (Lib&InfoSc) *C.Sturt*, LibTechCert *Box Hill*, AALIA
 Thompson, P., MAsc (Lib&InfoMgt) *C.Sturt*, DipLib *BCAE*,
 GradDipComp *La Trobe UCNV*

Library – Albury-Wodonga Campus

Campus Librarian

Sheridan, L., BA *La Trobe*, DipEd *La Trobe*, GradDipLib *C.Sturt*,
 AALIA

Librarians

Hulett, H., BEd *Rusden*, GradDipLib *MCAE*
 Massey, G., BBus *La Trobe*, GradCertAppSci *C.Sturt*, MAppSci
 (LibMgtandInfoSci) *C.Sturt*, AALIA
 Outtrim, D., BA Lib&InfSci *RMIHE*, AALIA
 Wanklyn, C.L., BA (Lib&Info.Sc) *C.Sturt*

Library – Shepparton Campus

Librarian

Perkins, I., BA *Monash*, DipEd *Monash*, BEd (SchLib) *GIAE*

Library – Mildura Campus

Librarian

Speed, M., BA *Adel.*, BEd *Adel.*

ALBURY-WODONGA CAMPUS

Office of the Pro Vice-Chancellor

Executive Director (Albury-Woodonga)

Cruse, L., Dr BEc *UNE*, DipEd *UNE*, MEc *UNE*, PhD *UNE*

Resources Officer

Buckle, D., BBus (Acc) *Deakin*, ASCPA

Regional Campuses Manager – Information Technology Services

Colebourn, M.D., CertMet *W'gong*, GradDipIT (InfoSys) *C.Sturt*,
 MIT *C.Sturt*, MACS, PCP

Manager – Student Administration

Kerin, A.P., ADipBus *SWIT*, BA *La Trobe*, BEd *La Trobe*

Executive Officer to Pro Vice Chancellor

Ebert, T.

Academic Skills Unit

Coordinator/Lecturer

Bennett, B., BBS *Melb.*, DipEd *Melb.*, GradDipStudentWelfare
Melb., MED *La Trobe*

Lecturer

Beissbarth, R., BEd *SCV Rusden*

Faculty of Education

Professor and Dean

Ling, L.M., TPTC *Frankston*, BA *Deakin*, BEd *Deakin*, MED *Deakin*,
 PhD *Deakin*

Professor and Deputy Dean

Prain, V.R., BA (Hons) *Monash*, DipEd *Melb.*, MA *Monash*, PhD
Monash

Associate Dean (Academic)

Sheed, J.M., BSc *Syd.*, DipEd *Syd.*, MA *Macq.*, PhD *Monash*

Associate Dean (International)

Yates, L., BA *Manc.*, PGCE *Manc.*, DipTEO *Manc.*, MA *Lanc.*, PhD
La Trobe

Professor and Associate Dean (Research)

Robertson, M., BA, DipEd *Tas.*, MED *UNE*, PhD *Tas.*, FACE, MAPS

Professors

Gough, N., BSc *Melb.*, DipEd *Melb.*, BEd *Melb.*, BA *Melb.*, MED
Melb., PhD *Deakin*

Hardman, F., BA (Hons) *E.Anglia*, PGCE, DipEd. *Manc.*, MA *Lanc.*,
 MA *Liv.*, PhD *Newcastle*

Faculty Registrar

Barton, P.J., BBus (HR) *VU*, GCertMgt *VU*

Finance and Resources Manager

Buchanan, G.A., DipBusStudAcc *BIT*, CPA

Academic Services Manager

Bailie, I.J., GradDipMgt. *La Trobe*

Marketing and PR Manager

Sargeant, M.J.

Academic Coordinator of Programs (Albury-Wodonga Campus)

Keamy, R., DipTeach (Prim) *SCV Bendigo*, BAppSc (OutRecPlan)
C.Sturt, GDSpEd *SCV Burwood*, GDES (Aboriginal Studies) *UNE*,
 MA (Sci and Tech Studies) *Deakin*, EdD *Deakin*

Lecturers

Bottrell, C., BEd *Canberra*, MED *La Trobe*

Fildes, L., BA *Open University UK*, GradCert TEFL *Bell College UK*,
 CertEd (Prim/Secondary) *Wall Hall College of Education UK*, MA
 (Applied Linguistics) *Melb.*

O'Neill, C., TPTC *Burwood Teachers College*, BEd *Melb.*,
 GDipMandD *Melb.*, GDipDrama *Melb.*, MED (Early Childhood)
Melb., MACE

Ryder, J., BSc (Ed) *NSW*, GDES (Pastoral Guidance) *Catholic*
University Sydney, MED (Spec Ed) *Deakin*

Selkrig, M., BEd (Art/Craft) *Melb. State College (Melb. Uni)*, MA
 (Visual and Performing Arts) *CSU*

Faculty of Health Sciences

Director, Health Sciences

Threlkeld, G., BA (Hons) *Melb.*, PhD *Melb.*

Division of Allied Health

School of Social Work and Social Policy

Director of Health Sciences and Head of School of Social Work and
Social Policy, Albury-Wodonga

Threlkeld, G., BA (Hons) *Melb.*, PhD *Melb.*

Lecturers

Hodgkin, S., BSW *Melb.*, MSW *La Trobe PhD LaTrobe*

Mansel Lees, V., BSW *James Cook*, MSW *UNSW*, GDipAEd *UTS*

Mortlock, S.R., BA *RMiHE*, GDipEarlyChildhood *Melb.*
 Sweeting, J.E., BEd (Hons) *Greenwich*, DipSW *Kent*, MSW *Kent*
Lecturers
 Gibbs, J., BA Cert SW *Middlesex*, DipAdvSW *Lond.*, PhD *La Trobe*

Division of Nursing and Midwifery

School of Nursing and Midwifery

Associate Head

Lundie, N., DipAppSc (HNUM/Periop), BAppSc (Nurs) *Lincoln*,
 MNS *La Trobe*, GradCertPall Care in Aged Care *Flinders*, RN,
 FRCNA, MACORN

Senior Lecturers

Clark, E., BA *RCAE*, MLitt *UNE*, MSocSci *CSU*, GDipEnvMgt *La Trobe*.

Lang, L., MEd *La Trobe*, BEd *La Trobe*, BHSc (Nursing) *CSU*, RN

Lecturers

Kuypers, A., GradCert (Periop), Grad Dip (Clin Ed), RN, MRCNA.
 McLaughlin, Y., BA *Macq.*, GradDipNursStud *Arm.* CAE, MEd *CSU*,
 RN

Mishra, C., MSc *Utkal*, PhD *Samb.*

Petrie, E., JP, PostGradDip CPN *La Trobe*, MNS *La Trobe*,
 MANZCMHN, RN, RPN.

Picard, R., MHSc *CSU*, PGDip CCN *Melbourne*, RN

Associate Lecturer

Peddle, M., Cert Mgt & Ed *Monash*, Grad Dip Nurse Ed *ACU*

Faculty of Humanities and Social Sciences

Head

TBA

Senior Lecturer

Furze, B., BA *RMiHE*, MLit *UNE*, PhD *Monash*

Lecturers

Savy, P., BAdmin (Nurs) *UNE*, GDipGeront, *La Trobe*, PhD *La Trobe*

Wallace, P., TITC, BA *Monash*, BEd *Monash*, MEd *Monash*

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Hooper, G., BA *Syd.*

Leddin-Lloyd, M., BA (Fine Art), *RMIT*, DipEd, *Melb.*

Letters, B., BA (Anthropology & Prehistory) *ANU*, GradDip (Fine
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Teaching Fellow

Brosche, P., BA Hons. *La Trobe*

Faculty of Law and Management

School of Business

Deputy Head and Course Coordinator

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Lecturers

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State University, FCA (Sri Lanka), ASA (Australia), CA (Australia)

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Macquarie Graduate School of Management, ASA (Australia)

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Teaching Fellows

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School of Sport Tourism and Hospitality Management

Director of Programs, Albury-Wodonga

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Melb., MHM *Griff.*

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Faculty of Science, Technology and Engineering

School of Life Sciences

Department of Environmental Management and Ecology

Head and Associate Professor

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Adjunct Professor

Hillman, T.J., BSc (Hons) *ANU*, PhD *ANU*, DSc *La Trobe*

Reader/Associate Professor

Croome, R.L., BSc (Hons), PhD *Tas.*

Senior Lecturers

Lawler, S.H., BA *Grinnell*, PhD *Wash.*

Meathrel, C.E., BSc *West Ont.*, MSc *Lakehead*, PhD *Murdoch*

Lecturers

Black, D.G., BSc STC *UC Davis*, MSc *Monash*, PhD *UC Davis*

Fussell, M.S., BSc (Hons) *La Trobe*, DipEd *Newcastle (NSW)*

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Pridmore, P.A., BSc (Hons) *Monash*, MSc *Monash*, PhD *Michigan*

Silvester, E.J., BSc (Hons) *Melb.*, PhD *Melb.*

Research Fellows

Carey, M., BSc (Hons) *La Trobe*

The Murray-Darling Freshwater Research Centre

Adjunct Professor

Gawne, B., BSc (Hons) *Melbourne*, PhD *Monash*

Adjunct Associate Professors

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Nielsen, D.L., BSc *La Trobe*, PhD *CSU*

Rees, G.N., MSc *Waik.*, DPhil. *Waik.*

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Hawking, J.H., BAppSc *CSU*, MSc *La Trobe*

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School of Psychological Science

Senior Lecturer and Head of Section

Halloran, M., BA, GradDipAppSocPsych *Swinburne*, GradDipErg *La Trobe*, PhD *Swinburne*

Lecturer

Wright, B., BA *Deakin*, GradDipHealthPsych *La Trobe*, PhD *La Trobe*

Associate Lecturer

Zakhary, S. BPsych (Hons) *CSU*

BEECHWORTH CAMPUS

Director, Campus Programs and Development

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Personal Assistant to Director and Administration Officer

Cartledge, L.

BENDIGO CAMPUS

Executive Director

Ling, L.M., TPTC *Frankston*, BA *Deakin*, BEd *Deakin*, MEd *Deakin*,
 PhD *Deakin*

Deputy Director (Academic)

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Deputy Director (Resources) and Deputy Director (Engineering and Infrastructure)

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Manager, Academic Services

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Manager, Employment Contracts and Human Resources Manager, Bendigo

Brown, K., JP, GradDipMgt *BCAE*

Executive Director, Major Projects

Ensor, D., BSc *Natal*, DipEd (Sec) *Natal*, DipEd (Adults) *Witw.*, Med *Witw.*

Campus Services

Aboriginal Tertiary Support Unit – Head Coordinator

Walker, K.

Coordinator Academic Skills Unit

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Manager, Buildings and Grounds

Hill, K.

Campus Nurse

Mathers, C., RN, BNurs *La Trobe*, HIV and Hep Test Counselling, Level 3 First Aid, Cert IV Workplace Training

Equity and Access Coordinator

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Accountant (Bendigo Services)

Glanville, M. BBus *La Trobe*, CPA

International Office – Senior Development Manager

Vacant

Manager, ICT Bendigo

Mackenzie, J.

Manager, Industry and Community Engagement (Regional)

Wallace, C., Med (TandD) *Southern Cross*, Grad DipEd (TandD) *La Trobe*

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Newbegin, T., CertRecMgt *Swinburne*, GradDipArchandRecMgt *Monash*, ARMA

Associate Director, Bendigo, Division of Residential Services

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Residences Supervisor (Academic)

Fembock, R.J., Dip.Teaching *Western Sydney*, GradDipOutdoor Education *La Trobe*

Residences Supervisor (Programs)

Vacant

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Faculty of Education

Professor and Dean

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Professor and Deputy Dean

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Bailie, I.J., GradDipMgt. *La Trobe*

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Sargeant, M.J.

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Itter, D., BTeaching (La Trobe) BEd (Hons) (La Trobe)

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Faculty of Health Sciences

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Division of Allied Health

School of Social Work and Social Policy

Head

Cox, D., BSW WAIT, MSW La Trobe

Lecturers

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Long, N., BSW Phillip, MSW La Trobe

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Department Of Oral Health

Professor and Head of Department

Tennant, M., BDS UWA, PhD UWA

Adjunct Professor

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Lecturer

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Division of Health Studies

School of Human Biosciences

Lecturers

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Verrinder, A., BSc (Hons) UCL, PhD Lond. – Head of Bendigo Group

School of Public Health

Department of Health and Environment

Senior Lecturers

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Trobe, MHLthSc La Trobe, DrPH La Trobe

Lecturers

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Division of Nursing and Midwifery

School of Nursing and Midwifery

Associate Professor

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Associate Head

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Senior Lecturers

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Lecturers

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Jacobs, B., RN, RPN, GradDipMgt BCAE, MBus La Trobe

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Faculty of Humanities and Social Sciences

School of Arts and Planning

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Lecturers

Blackhirst, R., BA *BCAE*, PhD *La Trobe*
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 Shamsullah, A., BA *CIT*, MA *Chisholm*, PhD *Melb.*
 Tulloch, I., DipBusStud *Ballarat*, BA *CIT*, LLB (Hons) *UNE*,
 MIndEmpRel *Monash*

Associate Lecturers

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 Gabay, A., BA *Calif.*, PhD *La Trobe*
 Rahayu, E.W., BTeach IKIP *Yogyakarta*, BTeach *La Trobe*, BEd *La Trobe*, MAppLing, *La Trobe*
 Siegloff, S., BA (Hons) *Flin.*, PhD *La Trobe*

Honorary Associates

Coman, B.J., MAgSc *Melb.*, PhD *Melb.*, PhD *La Trobe*
 Nestor, M.B., BA *Melb.*

School of Visual Arts

Head of School (Interim)

McArdle, J., DipArt and Design (Photography) *Prahran*, DipEd
Hawthorn, MFA *Melb.* PhD *RMIT*

Senior Lecturers

Hocking, G., BA *Swinburne UT*, DipArt (Adv) *Swinburne UT*, TTTC
 Millowick, J., DipArt&Design (Photography) *Prahran*, MVA *RMIT*

Lecturers

Beaven, L., BA *Cant. (NZ)*, MA (Art History) (Hons) *Cant. (NZ)*,
 PGDip Art Curatorship, *Melb.*, PhD *Melb.*
 Burgess, R., HDT SAC *Melb.*, BA *WIAE*, GradDipFine Art (Painting)
VCA, MFA *Monash*
 Conway, A.T., DipArts (Creative) *DDIAE*, BA (Hons) *La Trobe*
 McKenzie, R., BA (Hons) *Melb.*, MA (Hons) *Melb.*
 Morris, P., BA (Hons) *La Trobe*
 Smith, C., AssocDipIntDesign *RMIT*, GradDipAppFilmTel *Swinburne*
UT, BEd *La Trobe*, AssocDipArts (CAAD), *RMIT*, GradDipEd,
Melb., MA (Multimedia Arts) *RMIT*
 Turpie, S., DipArt (Painting) *VCA*, GradDipFine Art *VCA*, MVA
RMIT

Associate Lecturers

McCormick, J., DipArtandDes *Mild.*, BA *BCAE*, DipEd *LUCNV*
 Rose, C., BA *Tas.*, BFA (Hons) *Tas.*

Faculty of Law and Management

School of Business

Professor

Walker, R., BMus (Hons), PhD *Melb.*, CPM, FAMI

Reader

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 PhD *Strath.*, CEng, FIEAust

Senior Lecturers

Griffiths, J.F., LLB *Melb.*, BA *Canberra*, MEdAdmin *Deakin*
 Hamilton, J., BBus *Bendigo CAE*, MAcc *UNE*, PhD *Monash*
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 Zhang, L., BA *Huazhong*, MSc *Lond.*, PhD *Syd.*, NAATI Level 3
 Translator

Lecturers

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 LicEstAgent
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 Nanere, M.G., BSc (AgricEcon) *IPB Indonesia*, MSc (AgricEcon)
Guelph, GradCert (HE), PhD (Marketing & AgricEcon) *La Trobe*

Reimers, D.J., BCom *Melb.*, MBus *La Trobe*, TSTC
 Solecki, A.M., MEc *Cracow*, PhD *Cracow*, TPA
 Taylor, C.L., BBus *Monash*, MBus *Charles Sturt*, AIMM, AHRI

Associate Lecturers

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 Stirling, K.J., BBus *RMIT*, GradDipMgt *Deakin*, CPA

Teaching Fellow

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Russia, GradDipAcc *La Trobe*

School of Law

Senior Lecturers

Gibson, F., DipCrim *Syd.*, BA/LLB *ANU*, Barrister of the High Court
 of Australia and Solicitor in the Supreme Court of New South Wales
 Rochford, F.M., BA *Melb.*, LLM *Melb.*, PhD *Melb.*

Lecturer

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School of Sport, Tourism and Hospitality Management

Senior Lecturer and Director of Programs, Bendigo

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Centre for Sustainable Regional Communities

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Faculty of Science, Technology and Engineering

Associate Dean (Bendigo)

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Lecturers

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Tait, P., BA *Monash*, MA *UNSW*, PhD *UTS*

Senior Lecturer

Milne, G.J., BA (Hons) *WAust.*

Lecturer

Rogers, M., BA *Melb.*

School of Historical and European Studies

Head of School

Murray, Professor T., BA (Hons) *Syd.*, PhD *Syd.*, FSA, FAHA

Archaeology

Professors

Liu, L., BA (Hons) *NW*, MA *Temple*, PhD *Harv.*

Mathews, P.L., BA (Hons) *Calg.*, MPhil *Yale*, PhD *Yale*, FAHA

Murray, T., BA (Hons) *Syd.*, PhD *Syd.*, FSA, FAHA

Reader

Frankel, D., BA (Hons) *Syd.*, MA *Syd.*, PhD *Göteborg*, FAHA

Senior Lecturers

Cosgrove, R., BA *ANU*, MA *James Cook*, PhD *La Trobe*

Edwards, P.C., BSc *Monash*, BA (Hons) *Syd.*, PhD *Syd.*

Lawrence, S., BA (Hons) *Calg.*, PhD *La Trobe*

Stern, N., BA (Hons) *Syd.*, MA *Harv.*, PhD *Harv.*

Lecturer

Davies, P.W., BA (Hons) *Melb.*, MA *Melb.*, PhD *La Trobe*

Research Fellows

Brooks, A., BA *St Mary's College of Maryland*, MA York, PhD York
 Eccleston, M., BA (Hons) *Monash*, MSc *Sheffield*, PhD *Monash*
 Garvey, J., BA/BSc (Hons) *La Trobe*, PhD *La Trobe*
 Wang, S., BA *Wuhan*, MA *Peking*, PhD *La Trobe*

Adjunct Professor

Mackay, R., BA (Hons) *Sydney*, MBA *La Trobe*

Honorary Associates

Allen, H.R., BA (Hons) *Syd.*, PhD *ANU*
 Davey, C., BSc *NSW*, MA *Lond.*, MA *Camb.*
 Erkkiksson, K.O., BA (Hons) *Syd.*, PhD *Göteborg*
 Pavlides, C., BA (Hons) *La Trobe*, PhD *La Trobe*
 Pemberton, E., BA (Hons) *Mass.*, MA *Col.*, PhD *Col.*
 Spiers, S., BA (Hons) *La Trobe*, GradDip *La Trobe*, MA *Syr.*

Art History*Honorary Associates*

Barclay Lloyd, J.E., MPhil *Lond.*, PhD *Lond.*, FAHA
 Beaven, L., BA *Canterbury NZ*, MA (Art History) (Hons) *Canterbury NZ*, PostGradDip (Art Curatorship) *Melb.*, PhD *Melb.*
 Bowden, R., MLitt *Oxf.*, DPhil *Oxf.*, PhD *Monash*
 Ellem, L., BA *Melb.*, MA *Yale*, MPhil *Yale*
 Gaston, R.W., MA *Melb.*, PhD *Lond.*
 Haese, R.P., BA (Hons) *Adel.*, PhD *Monash*
 Harrison, S., MA *La Trobe*, PhD *La Trobe*
 Heckes, F.I., BA *Calif.*, MA *Indiana and Mich.*, PhD *Mich.*
 Kelly, J.A., BA *La Trobe*, PhD *La Trobe*
 McPhee, I.D., BA (Hons) *Syd.*, PhD *Cinc.*, FSA
 Mihajlovski, R., BA (Hons) *Bitola*, *Macedonia*, PhD *La Trobe*
 Morgan, N.J., MA *Camb. and E.Anglia*, PhD *Lond.*, FSA
 O'Brien, A.A., BA *La Trobe*, PhD *La Trobe*
 Russell, S.M., MA *La Trobe*, PhD *Melb.*

Greek Studies*Lecturers*

Herodotou, M., BA *Athens*, LittB *NE*, DipEd *La Trobe*, MA *Melb.*
 Michael, D., BA (Hons) *Melb.*, DipEd *Melb.*, GradDip (TESOL) *Deakin*, PhD *Melb.*

Honorary Associate

Fifis, C.N., LittB *NE*, MA *Melb.*, BEc *La Trobe*, DipEd *SCV Hawthorn*

Nickas, H., BA (Hons) *Melb.*, MA *Melb.*

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Tamis, A.M., MA *Melb.*, PhD *Melb.*, DJourn *RMIT*, DipEd *La Trobe*

History*Professors*

Frost, A.J., MA *Qld. and Roch.*, DLitt *Qld.*, PhD *Roch.*, FRHistS, FAHA

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Readers and Associate Professors

Broome, R.L., BA *UNSW*, PhD *Syd.*

Bull, P.J., BA *Adel.*, PhD *Camb.*

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Holmes, K., BA *Melb.*, PhD *Melb.*

Kirkby, D., BA *UNSW*, PhD *Calif.*

Minchin, T., MA *St And.*, PhD *Camb.*

Senior Lecturers

Gardner, A.E., MA *Edin.*, BD *Edin.*, PhD *Edin.*

Jones, A., BA *Melb.*, MA *La Trobe*, MA *Harv.*, PhD *Harv.*

Honorary Visiting Professor

Osborn, E.F., MA *Melb.*, PhD *Camb.*, DD *Camb.*, FAHA

Honorary Associates

Auer, S., PhD *Melb.*

Aykut, S., BA *La Trobe*, PhD *La Trobe*

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Bartlett, T., BA *Harv.*, MA *Taiwan*, PhD *Princeton*

Bastien, B., PhD *Paris*

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Day, D.A., BA *Melb.*, PhD *Camb.*

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Horacek, J., BA *Melb.*, MA *London (University College)*, FALIA

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Richards, J.M., BA *NZ*, MA *Auck.*

Ridden, J., BA (Hons) *Syd.*, PhD *London*

Roberts, G., BA *La Trobe*, PhD *La Trobe*

Rule, P.A., BA *Melb.*, PhD *ANU*

Thiele, F., BA (Hons) *La Trobe*, PhD *Adel.aide*

Thomas, E., BA (Hons) *La Trobe*, PhD *La Trobe*

Tyrrell, A., MA *Edin. and McM.*

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Woodcock, S., BA (Hons) *QUT*, PhD *Syd.*

Ziino, B., BA (Hons) *Melb.*, MA *Melb.*, PhD *Melb.*

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Italian Studies*Professor (Vaccari Chair in Italian Studies)*

Gatt-Rutter, J., MA *Camb.*

Senior Lecturers

Pagliaro, A.D., MA *Melb.*, DP *Rome*

Prunster, N., MA *Syd.*, PhD *Tor.*

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Genovesi, P., DottLett *Milano*, MA *Melb.*, PhD *Melb.*

Lettore

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Honorary Associate

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Moutinho, I., Lic Letras *Lisbon*, MA *Melb.*, PhD *La Trobe*

Uxo Gonzalez, C., Lic Filologia Hispanica *U Complutense*, MA *La Trobe*

Honorary Associate

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Head of School and Professor

Fitzgerald, J., BA *Syd.*, PhD *ANU*

Asian Studies

Readers and Associate Professors

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Bailey, G.M., BEc *Monash*, MA *Lanc.*, PhD *Melb.*

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Senior Lecturer

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Lecturers

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Honorary Research Associates

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Politics

Professors

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Chiddick, J.P., MA *Oxf.*, BPhil *Oxf.*, MSc ., PhD *Lond.*

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Jeffery, R., BA *UNSW*, PhD *St Andrews*

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Honorary Associates

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Sociology and Anthropology

Professors

Beilharz, P., MA *Rusden*, PhD *Monash*, FASSA

Carroll, J.B., BA *Melb.*, MA *Camb.*, PhD *Camb.*

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Senior Lecturers

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Gomes, A., MA *Malaya*, PhD *ANU*

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Morton, J., BA *Sus.*, MLittSocANorthrop *Oxf.*, PhD *ANU*

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Lecturers

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Madden, R.J., BA *La Trobe*, PhD *La Trobe*

Mee, W., BA *Monash*, MA *Monash*, PhD *La Trobe*

Moran, A., BA (Hons) *Melb.*, MA *Melb.*, PhD *Melb.*

Wilding, R., BA (Hons) *UWA*, PhD *UWA*

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Sharp, M.O., BA *Melb.*, PhD *La Trobe*

Honorary Associates

Goldlust, J., MA *Melb.*, PhD *York (Can.)*

Ireland, R.H., BA *Melb.*, PhD *Harv.*

Langer, B.A., BA *Melb.*, BEd *Melb.*, MA *Tor.*, PhD *Tor.*

Richmond, C.M.G., BA *Melb.*, MA *ANU*

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Faculty of Law and Management

Dean

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Deputy Dean

Adams, C., BA *Stirling*, MSc *London School of Economics*, PhD *Glasgow*, CA *Scotland*, FCPA, FCCA

Associate Dean (Academic)

Channock, M.L., BA (Hons) *Witw.*, LLB *Witw.*, PhD *Camb.*

Associate Dean (International and External Programs)

Wilkinson, D., BEc (Hons), MEc, PhD *La Trobe*

Associate Dean (Research)

Murphy, P., BSc (Econ) *LSE*, MA, PhD *Ohio State*

Registrar

Pullen, L., BA *Melb.*, MBus *RMIT*

Director of Research Development

Frappell, P.B., BSc *Tas.*, PhD *Flinders*

Consultant Director of Marketing

Testa, P., BA, LLB *Melb.*, MCom *Deakin*

Graduate School of Management

Head of School

Durden, G., BSc *Coventry*, MSc *Aston*, MAICD

Professor

White, C., BA (Hons) *Camb.*, MA *Cantab.*

Emeritus Professor

O'Brien, G., BSc *Qld.*, MSc *NE*, PhD *ANU*

Associate Professor

Pech, R., DipBusStud, MBA, PhD *Massey*

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Senior Lecturers

Oh, K-B., BEc *Monash*, MBA *NTU*, DBA *VU.*, CPA *CA*

Slade, B., BA, DipEd, MEd *La Trobe*

Young, S., B.Com *Melb.*, Gdip Mgt, MBA, PhD *Deakin*

Lecturer

Thyil, V., BA (Econ), MA (Econ)

Madras., MBA *PSG Tech*, PhD *Madras*

Adjunct Professors

Moore, M., Rt. Hon.

PING, L., PhD *East China Normal University*Tonchia, S., MA (Mgt Eng) (Hons) *Uni of Udine*, PhD *Uni of Padua*Ryan, A., BA (Hons), LLB *Melb.*, PhD *Camb.***School of Business***Head of School and Professor*Rimmer, M., MA *Oxf.*, MA *Warw.*, FASSA*Professor*Graetz, B., BA (Hons) *ANU*, PhD *ANU**Research Fellow*Muir, S., BEc (Hons) *La Trobe*, MEc *La Trobe**Adjunct Professor*Lawriwsky, M., BEc *Adel.*, PhD *Adel.*, FCPA*Honorary Fellow*Burley, H.T., BEc *Adel.*, MA *Camb.*, PhD *Camb.*, FSS, MRSASchneider, M.P., BA (Hons) *Adel.*, MSc *Camb.**Honorary Associates*Edwards, G., BAgrEc *NE***Department of Accounting***Professor and Head of Department*Ahmed, K., MCom *Dhaka*, MBA *KUL*, PhD *ANU*, FCMA, CPA*Professor*Hoque, Z., BCom *Dhaka*, MCom *Dhaka*, PhD *Manchester*, Grad Cert Higher Edu *Griffiths*, FCMA, CPA*Associate Professor*Nethercott, L., BEcon (Hons) *Monash*, MEcon *Monash*, FCA, FCPA, FTIA*Senior Lecturers*Ali, M.J., BCom (Hons) *Rajshahi*, MCom *Rajshahi*, MBus (ACC) *Monash*, PhD *La Trobe*, CPA, CMAJi, X., GradDipEconometrics *UNE*, MAcc *C.Sturt*, PhD *La Trobe*, CPAMargret, J., BBus *Deakin*, MCom *Deakin*, PhD *Syd.*, CPA, CMA, SAFin, BGSYapa, P., BCom (Hons) *USJP*, PgDipPopuStudies *UCBO*, MBA *KUL*, PhD *W'ong*, CPA*Lecturers*Hill, G.G., BBus (Acc) *Swinburne UT*, DipEd *State Coll Vic.*, GDipComputing *Deakin*, CPALanga, L., BAcc *RMIT*, MEc *La Trobe*, CPA, ATAA, IFTALim, S.S.H., BEc *RMIT*, GDipCompSc *RMIT*, PGradDipAcc *La Trobe*, GDipInfoSys *RMIT*, ASALye, J., BBS *Massey*, MBS *Massey CA (NZ)*Muniandy, B., BA (Hons) *University of Glamorgan Wales U.K.*, MBA, *Northern Territory University*Narayanan, V., BCom (Hons), *Macquarie University*Salmon, S.L., BEc *La Trobe*, DipEd *La Trobe*, PGradDipAcc *La Trobe*, BBus (Acc) *Swinburne UT*, CPASiladi, B., BBus (Acctg) *Ballarat*, MBus *Swinburne*, CPAWilliams, S., BCom *Deakin*, MCom *Deakin*Yang Spencer, S., BA *S.ChinaNormal*, BCom (Hons) *La Trobe**Associate Lecturers*Louie, J., BSc *Monash*, Grad Dip Acc *Monash*, MBus Acc *Monash*Khan, R., BCom (Hons) *Dhaka*, MCom Acc *Dhaka*, MAcc *New England*, MBA *W'ong*Elsayed, M., BCom (Hons) *Sohag Egypt*, MAcc *Sohag Egypt***Department of Economics and Finance***Professor and Head of Department*Magee, G.B., BA *Monash*, BEc (Hons) *La Trobe*, DPhil *Oxford*, FRHistS*Professors*Clarke, H.R., BA (Hons) *Macq.*, MEc *ANU*, PhD *ANU*Harding, A.D., MEc *ANU*, PhD *Yale*Jayasuriya, S.K., BA *Ceylon*, PhD *ANU*King, J.E., BA *Oxf.*Yin, X., BSc *Fudan*, MEng *Shanghai Jiaotong*, PhD *Shanghai Jiaotong**Readers*Kennedy, J.O.S., BSc (Hons) *Brist.*, PhD *Lond.**Associate Professors*Bhatti, I., BSc Multan, MSc *Alta.*, PhD *Monash*Cardak, B., BEc (Hons) *Adel.*, MA *Roch.*, PhD *Melb.*Henry, D., BEc (Hons) *La Trobe*, PhD *La Trobe**Senior Lecturers*Basov, S., DipEng MIEP, MA *NES*, PhD *Boston*Konya, L., MEc *Bud.*, PhD *HAS*Olynyk, M., DipEd *La Trobe*, BEd *Monash*, MAcc *UNE*Prentice, D., BCom (Hons) *Melb.*, MCom *Melb.*, MA *Yale*, PhD *Yale*Shannon, J., BEc (Hons) *Qld.*, MEcon *ANU*, PhD *Melb.*Suardi, S., BEc (Hons) *ANU*, MCom (Hons) *Melb.*, PhD *Melb.*Waschik, R., BCom (HonsEc) *C'dia*, MA (Ec) *McM.*, PhD *W.Ont.**Lecturers*Bugden, J., BA (Hons) *Trent*, MA (Ec) *W.Ont*Eldridge, D.S., BEc *ANU*, BSc *ANU*, GradDipEc *ANU*, MEc *ANU*, MSc *Texas at Austin*Geerling, W., BEc *La Trobe*, BA (Hons) *La Trobe*, PhD *Melb.*Jamieson, G., BA (Hons) *Melb.*, MAppFin *Macq.*Khan, H., BSc (Hons) *IIU (P'stan)*, MSc Econ *IIU (P'stan)*, PhD *Melb.*Lenten L., BEc (Hons) *La Trobe*, MCom (Eco) *Melb.*, PhD *La Trobe*Leroux, A., BA/BCom (Hons) *Melb.*, MPhil *Camb.*, PhD *Camb.*Leu, S. BA/BCom *Auck.*, MEc (Hons) *Syd.*Libich, J. BCom *Prague*, MCom (Hons) *Prague*, PhD *UNSW*Martin, T., BSc *Monash*, MFin *RMIT*Ryoo, H., MA (Ec) *USC*, PhD *USC*Sommer S., BSc (Hons) *La Trobe*, DipEd *La Trobe*, PhD *La Trobe**Associate Lecturers*Cavagnoli, D., BEc (Hons) *La Trobe*Grahlmann, L., DiplVolkswirt *Hagen*Karic, A., BSc (Hons) *Tuzla*, PGradDipEc *La Trobe University*Li, J., BEng *Tianjin*Lynch, T., BEc *Monash*, MLitt *UNE*Snow, R. BEc (Hons) *La Trobe*, MEc *La Trobe*Thornton, T., DipHealthSc *UNE*, GradDipA (Dev. Studs.) *Monash*, MA (Dev.Studs.) *Monash*Walker, D., BEc (Hons) *La Trobe***Department of Management and Marketing***Professor and Head of Department*Brown, D., BBSc (Hons) *La Trobe*, DipEd *La Trobe*, PhD *La Trobe*, MAPS, MAM, MICOH, Reg. Psych (Vic)*Professor*Crouch, G., BE (Hons) *Monash*, MEngSc *Monash*, MBA *Monash*, PhD *Monash**Associate Professor*Khosla, R., BSc (ElecEng) *Kuruk*, MTech (Mgt & Systems) *IIT Delhi*, MSc (Comp Sc) *La Trobe*, PhD *La Trobe**Senior Lecturers*Bartram, T., BCom *Melb.*, GradDipHRM&IR *Melb.*, MCom (Hons) *Melb.*, PhD *La Trobe*D'Souza, C.M., BCom *Bom.*, MCom *Bom.*, DipBusAdmin&Man *Bom.*, DipIntTourismMgt *Bom.*, PhD *Bom.*, AFAMI, AIBGountas, J., HND *Norwich*, CEEd *Thames*, MSc *Lond.*, MSc *Strath.*, PhD *Reading*Gountas, S., CEEd *Middx.*, MSc *Sur.*, MBA *Herts.*, PhD *Monash*Joiner, T.A., BEc (Hons) *La Trobe*, PhD *La Trobe*, ASAMcCormack, D.J., BA (Hons) *Otago*, MCom *Melb.*, PhD *La Trobe*, AIMM*Lecturers*Burchielli, R., BA (Hons) *La Trobe*, MA *La Trobe*, DipEd *La Trobe*, PGradDipSoc *La Trobe*, PhD *Melb.*Djurkovic, N., BBus (Hons) *La Trobe*, PhD *La Trobe*

Leveson, L.C., BCom *Melb.*, DipEd *Melb.*, MEd *La Trobe* PhD *Sydney*
 McNeil, N., BCom (Hons), LLB *Monash*
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 Sansbury, G., BSc *Aston*, MBA *Portsmouth*, PhD *La Trobe*
 Venkitachalam, K, BA (Economics) *Madras*, MBA *QUT*, PhD *Melb.*, AACSB, EQUIS, AMBA

Associate Lecturers

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 Clancy, J., BA *La Trobe*, Grad Dip App Psych. *Swinburne*
 Peretiatko, R., BSc (Hons) *La Trobe*, DipEd *La Trobe*, BED *La Trobe*, BEc *La Trobe*, BEng *Swinburne UT*, MBA *Monash*

School of Law

Professor and Head of School

Walker, G.R., BA (Hons), LLB (Hons) *Otago*, LLM *Adel.*, MBA *AGSM*, SJD *Duke*

Professors

Chanock, M., BA (Hons) *Witw.*, LLB *Witw.*, PhD *Camb.*
 Chen, J., BSc *Dalian*, LLM (Hons) *Syd.*, PhD *Syd.*
 Sourdin, T., BA *UNSW*, LLB *UNSW*, GradDipLegPrac, LLM, PhD *UTS*

Adjunct Professors

Field, C., BA, LLB (Hons) *La Trobe*
 Fisse, B., LLB *Canterbury*, LLM *Adel.*
 Dunn, I., LLM *Melb.*
 Lanham, D., LLB (Hons) *Leeds*, BCL (Hons) *Oxf.*
 Moore, M., The Order of New Zealand

Associate Professors

Basser, L.A., BA *Monash*, LLB *Monash*, LLM *Lond.*
 Douglas, R., BA *Melb.*, LLB *Melb.*, MPhil *Yale*, PhD *La Trobe*
 Goldwasser, V.R., LLB (Hons) *Lond.*, SJD *Melb.*
 Mendelsohn, O., BA *ANU*, LLB *ANU*, MA *Calif.*, PhD *Calif.*
 Petersen, K., LLM *Melb.*, PhD *Monash*
 Willis, J., BA (Hons) *Melb.*, LLB (Hons) *Melb.*, DipEd *Melb.*
 Zifcak, S., BA *Melb.*, LLB *Melb.*, BSW (Hons) *La Trobe*, PhD *Lond.*

Senior Lecturers

Barnes, J.W., BJuris *UNSW*, LLB *UNSW*, MPubLaw *ANU*
 Corns, C., BA *Melb.*, LLB *Melb.*, LLM *Monash*, PhD *Monash*
 Dickson, J.A., BA *Qld.*, LLB *Melb.*, LLM *Melb.*
 Fisher, T. S., BA *Antioch*, MA *Harv.*, PhD *Princ.*, GradDipFLM *La Trobe*
 Hardy, S., LLB (Hons) *QUT*, LLM *QUT*, PhD *UTas*, Grad Cert University Learning and Teaching *UTas.*, F. HERDSA
 Harris, M., BA (Hons) *Melb.*, LLB *Melb.*, DipEd *MCAE*, MA *Monash*, PhD *La Trobe*
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 Noone, MA., BA *Monash*, LLB *Monash*
 Taylor, S., BComm *Melb.*, LLB (Hons) *Melb.*, PhD *Melb.*
 Wardrop, A., BA, LLB *Melb.*, GradDipFinLaw *Melb.*
 Warner, K., LLB *Lond.*, BA *Hull*, LLM *Hull*
 Wishart, D., LLM *Melb.*, BCom *Melb.*

Lecturers

Gutman, J., BA *Melb.*, LLB (Hons) *Melb.*, LLM *Monash*
 Harper, M., BA *Monash*, LLB *Monash*
 Henderson, E.M. BA/LLB (Hons) *Cant.*, LLM *Br.Col.*, PhD *Melb.*
 Kendall, K., BCom (Hons) *Monash*, LLB *Monash*, LLM *Monash*, CPA, FTIA
 King, H., LLB *Auck.*, LLM *Melb.*
 O'Donnell, A., BA (Hons), LLB *Melb.*, LLM *Melb.*
 Reid, T., BA *Auck*, LLB (Hons) *Auck.*, LLM *Melb.*
 Tudor, S., BA (Hons) *Melb.*, LLB (Hons) *Melb.*, PhD *Melb.*
 Verma, R., MA, BA, BED, LLB, DipRussLang *India*, DipEd (Sec), MEd (*La Trobe*)
 Villalta Puig, G., BA LLB (Hons) GradDipLegPrac (Merit) *ANU*, LLM *Canberra*, GradCertHigherEd SJD *La Trobe*

Associate Lecturers

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 Rennie, J., BA. (Hons) *Monash*, LLB (Hons) *La Trobe*, LLM *La Trobe*
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School of Sport, Tourism and Hospitality Management

Associate Professor and Head of School

Beeton, S.J., AssDipBus (Travel&Tourism) *William Angliss*, GradDip (Tourism) *Monash*, MA *Monash*, PhD *Monash*

Professors

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 Smith, A., BAppSc (Hons) *VUT*, PhD *VUT*
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Senior Lecturers

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 Nicholson, M., BA (Hons) *Melbourne*, PhD *VU*

Lecturers

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 Francis, S.G., MBA *Canterbury*, Grad.Cert. (SportMgt) *Canberra*
 Houghton, M.J., BBus (Hons) (HospMgt) *La Trobe*, MA *La Trobe*
 Sanders, D., BA (Soc. Sc.) (Hons) *Curtin*, PhD *Murdoch*
 Sims, W., DipTeach *UTS*, BED *UTS*, MHM *Griff.*, AFAITT
 Strickland, P.C., BBus (HospMgt) *La Trobe*
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Associate Lecturers LAS

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Faculty of Science, Technology and Engineering

Dean

Finlay, D.C., PhD *Melb.*, FAPsS FAICD

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Sandeman, R.M., BSc (Hons) *ANU*, PhD *ANU*

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Associate Dean (Computing)

Brownlee, R.T.C., BA *Camb.*, MSc *E. Anglia*, PhD *E. Anglia*, FRACI

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Associate Dean (Research)

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Williams, D., BSc *Monash*, MHLthSc *La Trobe*

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Adjunct Professor

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Rankin, J.R., BSc *Monash*, PostGDipCS *Adel.*, PhD *Adel.*

Skabar, A., BSc *Melb.*, DipEd *Melb.*, DipH *La Trobe*, GradDipCompSci *La Trobe*, AdvGradDipCompSci *La Trobe*, PhD *Qld.UT*

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Lecturers

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Professor

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Senior Lecturer

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Lecturers

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McLaren, D.I., MSc *Melb.*, DPhil *Sussex*

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Associate Lecturers

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Brooks, J., BSc *La Trobe*, PhD *La Trobe*

Chandra, A., ME *Osaka*, PhD *Osaka*

Research Fellows

East, J., BSc *Sydney*, PhD *Sydney*
 Jackson, M., BSc *Tas.*, PhD *Tas.*
 Niesen, J., MSc *Twente*, PhD *Camb.*
 Nikolayevsky, Y., BMath *Kharkov*, MSc *Kharkov*, PhD *Leningrad*
 Pitkethly, J., BSc *La Trobe*, PhD *La Trobe*
 Van der Kamp, P., MSc *Vrije*, PhD *Vrije*
 Wright, W., BSc *Auckland*, MSc *Auckland*, PhD *Auckland*

Teaching Fellow

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Honorary Research Fellows

Bedding, S., BSc *Dunelm*, PhD *Lond.*
 Campbell, G.B., BSc *La Trobe*, GradDipComp *RMIT*, PhD *ANU*

Emeritus Professor

Mond, B., BA *Yeshiva (NY)*, MA *Bucknell*, PhD *Cinc.*

Emeritus Scholar

Andrew, A.L., BSc *NZ*, MSc *NZ and ANU*, PhD *La Trobe*, FIMA, F.AustMS

Department of Physics*Associate Professor and Head of Department*

Pigram, P.J., BSc *Syd.*, PhD *Syd.*, MAIP MRACI

*Professor**Honorary Professor*

Troitskaya, V.A., PhD *Moscow*, DSc *Moscow*

Adjunct Professors

de Silva, C.G., MA *Vic Berkeley*, PhD *Vic Berkeley*
 Le Marshall, J.F., BSc (Hons) *Monash*, DipEd *Melb.*, PhD *Monash*

Emeritus Professors

Cole, K.D., BSc (Hons) *Qld.*, DipEd *Qld.*, MSc *Qld.*, DSc *Qld.*, FAA, ARAS, FAIP, FinstP
 Leckey, R.C.G., PhD *Belf.*, FAIP

Reader and Associate Professor

Peele, A.G., BSc (Hons) *Melb.*, LLB *Melb.*, PhD *Melb.*, GradDip (Intellectual Property) *Melb.*, MAIP, ARC QEII

Adjunct Senior Lecturer

Paterson, D., Dip of Forestry *Creswick School of Forestry*, BSc *Melb.*, PhD (Physics) *Melb.*

Lecturers

Brack, N., BSc *UNSW*, PhD *UNSW*, MAIP
 Makarevich, R., BSc *St Petersburg State Uni*, MSc *St Petersburg State Uni*, PhD *Sask.*
 Pakes, C.I., BSc *Birm.*, PhD *Birm.*
 Petelina, S.V., MSc *Tomsk State University*, PhD *Tomsk State University*

Honorary Associate Professor

Conde, M.G., BSc (Hons) *Tas.*, PhD *Adel.*

Honorary Research Fellows

Burns, G.B., BSc *Melb.*, PhD *La Trobe*
 Kalotas, T.M., BE *UNSW*, MSc *UNSW*, DPhil *Sus.*, FAIP
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 McLaughlin, I.L., BSc *Adel.*, DipEd *Monash*, PhD *Adel.*, FAIP

ARC Fellow

Tran, C.Q., BEng/BSc (Hons) *Melb.*, PhD *Melb.*

Research Fellows

Arhatari, B.D., Msc *Delft.U.T.*, PhD *Melb.*
 Balaur, E., PhD *Frlengen*
 Davies, T., BSc *Exe.*, MSc *Brist.*
 Jones, R.T., Bsc *Adel.*, PhD *USA*
 Kappen, P., DipPhys *Münster*, PhD *Hamburg*
 Norman, R.J., Bsc *La Trobe*, PhD *La Trobe*
 Parkinson, M.L., BSc *Qld.*, MSc *Qld.*, PhD *Qld.*
 Pfeifer, M.A., Bsc *Notre Dame*, PhD *UIUC*

Emeritus Scholars

Butcher, E.C., BSc *Exe.*, PhD *Exe.*, FAIP

Lee, A.R., BSc *HK*, PhD *Lond.*, FAIP, FinstP

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School of Life Sciences*Professor and Head of School*

Parish, R.W., BAgSc *Melb.*, PhD *Melb.*

Department of Agricultural Sciences*Reader and Head of Department*

Sandeman, R.M., BSc *ANU*, PhD *ANU*

Reader and Associate Professor

Sale, P.W.G., BRurSc *NE*, PhD *Syd.*
 Tang, C., BAgSc (Hons) *Zhejiang Agric.*, PhD *UWA*

Associate Professor

Webb, J.A., PhD *Qld.*

Senior Lecturers

Jois, M., BVSc *Syd.*, MVSc *Bangalore*, PhD *Syd.*
 Luke, R.K.J., BAgSc *Melb.*, PhD *ANU*
 Tisdall, J., BAgSc *Melb.*, MAgSc *Adel.*, PhD *Adel.*

Lecturers

Corby, L.R., AssDipAppSc (Viticulture) *C.Sturt*, BAppSc (Wine Science) *C.Sturt*
 Frankel, T.L., BVSc *Syd.*, PhD *Camb.*

Research Fellows

Gill, J.S., BScAgri (Hons) (Soils) *PAU (India)*, MSc *PAU (India)*, PhD *UWA*
 Nurazzamen, Z.M. BSc (Agric) (Hons) *B'desh.Ag.*, MSc (Agric.Chem) *B'desh.Ag.*, MSc (Agriculture) *Kochi Uni*, Japan, PhD *UWA*

Honorary Staff

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 Chandler, K.D., BAgSc *La Trobe*, MAgSc *La Trobe*
 Mansergh, I.M., BA. (Hons) *Monash*, M.Env.Sci. *Monash*, PhD *La Trobe*
 Papst, W.A., BAgSc *Melb.*, MSc *Illinois*
 Price, T.V. BSc (Hons) *London*, D.I.C *Imperial College London*, PhD *London*
 Rowe, R.K., BSc (For) *Melb.*, MSc (For) *Melb.*, PhD *Monash*
 Steadman, R.G., BSc (Hons) *UNSW*, PhD *UNSW*
 Trompf, J.P., BAgSc (Hons) *La Trobe*, PhD *La Trobe*
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Emeritus Professor

Van Steveninck, R.F.M., PhD *Lond.*, DSc *Qld.*

Department of Botany*Professor and Head of Department*

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Adjunct Professors

Forster, J.W., MA *Camb.*, PhD *Liv.*
 Mason, J., GradDipSci *ANU*, PhD *ANU*
 Spangenberg, G.C., PhD *Heidelberg*
 Swain, S., BSc (Hons) *UTAS*, PhD *UTAS*

Reader

Keane, P.J., BAgSc *Adel.*, PhD *PNG*

Senior Lecturer

Whiffin, T.P., MA *Camb.*, PhD *Texas*

Lecturers

Gendall, A., BSc (Hons) *UWA*, PhD *Melb.*
 Green, P.T., BSc (Hons) *Monash*, PhD *Monash*
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 Morgan, J.W., BAppSc (Hons) *VCAH*, PhD *La Trobe*
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 Bishop, N., PhD *La Trobe*
 MacKenzie, J.S., PhD *Qld.*

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 Morris, A., MSc *La Trobe*

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 Frappell, P.B., BSc *Tas.*, PhD *Flinders*
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Lecturers

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Honorary Research Fellows

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 Clark, T.D., BSc (Hons) *La Trobe*, PhD *La Trobe*
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Department of Biochemistry*Professor and Head of Department*

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Readers

Atwell, J.L., BSc (Hons) *Flinders*, PhD *Melb.*
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Senior Lecturers/Senior Fellows

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 Johnson, E., BAgSc *Melb.*, PhD *Melb.*
 Puthalakath, H., PhD *Baroda*
 Silke, J., LLB *London*, BA (Hons) *Cantab*, PhD *Zurich* (NHMRC RD Wright)
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Lecturers/Fellows

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 Casey, J., BSc *Sheff.*, PhD *Lond.* (CRC Diagnostics)
 Coley, A., BSc *Lond.*, PhD *Lond.* (NIH)
 Cutts, S.M., BSc *La Trobe*, PhD *La Trobe* (ARC APD)
 Frazier, A., BSc *Santa Barbara*, MA *Santa Barbara*, PhD *Freiburg*
 Human Frontiers
 Jones, S., BSc *Melb.*
 Klonis, N., BSc *Melb.*, PhD *Melb.* (ARC APD)
 McKenzie, M., BSc (Hons) *Melb.*, PhD *Melb.* (NHMRC / Peter Doherty)
 Orian, J., BSc (Hons) *Monash*, PhD *Monash* (US MS Soc.)

Adjunct Professors

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 Faou, P., PhD *Freiburg*
 Hanssen, E., MSc *Lyon*, PhD *Lyon*
 Johnston, A., BSc (Hons) *La Trobe*, PhD *La Trobe*
 Laine, D., BSc (Hons) *Nott.Trent*, MSc (Immunology) *Universite Claude Bernard-Lyon*, PhD *Ecole Normale Supérieure-Lyon*

Lay, F., BSc (Hons) *La Trobe*, PhD *La Trobe*
 Swift, L., BSc (Hons) *La Trobe*, PhD *La Trobe*
 Vince, J., BSc (Hons) *Melb.*, PhD *Melb.*

Department of Chemistry

Professor and Head of Department

Brownlee, R.T.C., BA *Camb.*, MSc *E. Anglia*, PhD *E. Anglia*, FRACI

Honorary Professor

Mathieson, A. McL., BSc *Aberd.*, PhD *Glas.*, DSc *Melb.*, HonDSc *St And.*, FAA FRACI

Adjunct Professor

Marcuccio, S., PhD *ANU*

Readers and Associate Professors

Hughes, A.B., BSc (Hons) *W.Aust.*, PhD *W.Aust.*, MRACI

Nyberg, G.L., BSc (Hons) *W.Aust.*, PhD *Camb.*

Traeger, J.C., BSc *Melb.*, PhD *La Trobe*

Emeritus Professors

Cattrall, R.W., PhD *Adel.*, DSc *Adel.*, FRACI

Morrison, J.D., AO, PhD, DSc *Glas.*, FAA, FRSE, FRACI, FRSC

Senior Lecturer

Rowe, J.E., BSc (Hons) *Adel.*, PhD *Alta.*, MRACI

Lecturers

Abbott, B.M., BSc (Hons) *Deakin*, PhD *Melb.*

Hogan, C.F., BSc *Cork*, PhD *Dublin*, MRACI

Potter, I.D., BSc (Hons) *Monash*, PhD *La Trobe*

Wilson, D.J., BEd *Avondale*, BSc (Hons) *Newcastle (NSW)*, PhD *Newcastle (NSW)*

Honorary Fellows

Arthur, N.L., PhD *Adel.*

Christie, J.R., BSc (Hons) *AN*, PhD *AN*

Deady, L.W., PhD *Cant.*

James, B.D., BSc (Hons) *Sheff.*, PhD *Sheff.*, FRACI FRS Chem

Peel, J.B., PhD *Monash*, DSc *Melb.*, MRACI

Honorary Research Fellows

Domazetis, G., PhD *La Trobe*

Flynn, B., PhD *Adel.*

Kolev, S., PhD *Budapest*

Emeritus Scholars

Cardwell, T.J., BSc *Belf.*, PhD *Belf.*, DSc *Belf.*

Mackay, M.F., BSc *Syd.*, PhD *Melb.*, FRACI

Department of Genetics

Senior Lecturer and Head of Department

Murray, N.D., BSc *Sydney*, PhD *Sydney*

Reader and Associate Professors

Grant, W.N., BSc *ANU*, D.Rer.Nat *Munich*

Mitchell, R.J., BA *Dunelm*, DipANorthrop *Dunelm*, PhD *Dunelm*, DipEd (Tert) *Monash*

Westerman, M., BSc *Birm.*, PhD *Birm.*, DSc *Birm.*, FRES

Senior Lecturer

Flannery, G.R., BSc *La Trobe*, PhD *Monash*

Lecturers

Chan, C.K., BSc *S'pore*, MEd *S'pore*, PostGradDip *Lincoln*, PhD *ANU*

Parsons, Y.M., BSc *Macq.*, PhD *Macq.*

Honorary Research Fellows

Anderson, D.A., BSc (Hons) *Melb.*, PhD *Melb.*

James, E.A., BSc (Hons) *La Trobe*, MSc *Melb.*

Krajewski, C., BSc (Hons) *Bemidji State*, PhD *Wisconsin-Madison*

van Oorschot, R., BSc *H.Agr.Col.*, MSc *Macq.*, PhD *Macq.*

Research Fellow

Kear, B.P., BSc *Macq.*, BSc (Hons) *UNSW*, PhD *UNSW*

Emeritus Scholar

White, N.G., DipTexChem *Gord. Inst.*, BSc *La Trobe*, PhD *La Trobe*

Associate Lecturers

Blanksby, T.M., BSc (Hons) *La Trobe*

Hurst, P.S., BSc (Hons) *La Trobe*, PhD *Flin.*

Young, J., BSc (Hons) *La Trobe*

School of Psychological Science

Professor and Head of School

Paxton, S.J., BA (Hons) *Tas.*, MPsych *Tas.*, PhD *Tas.*, MAPS

Professors

Crowe, S.F., BSc *La Trobe*, BBSc (Hons) *La Trobe*, MSc (ClinNeuro) *Melb.*, PhD *La Trobe*, GradDipBus *Deakin*, FAPS, MINS, MNAN, MIBNS, MSFN

Wertheim, E.H., BA *Brandeis*, MA *Conn.*, PhD *Conn.*, MAPS

Adjunct Professors

Day, R.H., BSc *W.Aust.*, PhD *Bristol*, HonD Univ. *La Trobe*, HonDSc *La Trobe*, Hon FAPS, FASSA FAA

Norman, T.R., BSc (Hons) *Adel.*, PhD *Adel.*

Wearing, A.J., MA *Adel.*, PhD *Ill.*

Readers and Associate Professors

Bavin, E.L., DipEd *Lond.*, BEd *Calgary*, MA *Buffalo*, PhD *Buffalo*

Crewther, S.G., BSc (Hons) *Melb.*, MSc *Melb.*, DipEd *Melb.*, BOptom *UNSW*, PhD *Cal.Tech.*

Kent, S.P., AB *Wabash*, PhD *Ill.*

Kinsella, G.J., DipPhysio *Lond.*, MSc *Lond.*, PhD *Sur.*, MAPS, MBPS, MINS

Weisinger, R., BA *Oklahoma City*, MSc *Washington*, PhD *Washington*

Adjunct Associate Professors

Crewther, D.P., BSc (Hons) *Melb.*, MSc *Melb.*, PhD *Cal.Tech.*

Senior Lecturers

Dissanayake, A.C., BSc (Hons) *Monash*, PhD *Monash*, MAPS

Farhall, J.F., BA (Hons) *Melb.*, MA *Melb.*, MAPS

Jackson, M., BSc (Hons) *Melb.*, MSc (ClinNeuro) *Melb.*, MAPS

Kashima, E.S., BA *Sacred Heart*, MA *Ill.*, PhD *Ill.*

Love, A.W., BA (Hons) *Melb.*, MA (ClinPsych) *Melb.*, DipEd *Darling Downs*, PhD *La Trobe*, MAPS

Omodei, M.M., BSc *Qld.*, DipEd *Canberra*, PhD *Melb.*, MAPS

Ong, B., BSc *Tas.*, MSc (Prelim) *La Trobe*, DipCompSc *La Trobe*, PhD *La Trobe*

Paolini, A.G., BSc (Hons) *Melb.*, PhD *Melb.*

Stargatt, R., BSc (Hons) *Melb.*, MSc (Clin Neuro) *Melb.*, PhD *Melb.*, MAPS

Stukas, A.A., Jr., BA *William and Mary*, PhD *Minn.*

Adjunct Associate Professor

Merory, J.R., MBBS *Sydney*, MEnvS *Monash*, MAAN, MAMA.

Adjunct Senior Lecturer

Grayden, D.B., BE (Hons) *Melb.*, BSc CompSci *Melb.*, PhD

ElectandElectronEng. *Melb.*

Senior Research Fellows

Loesch, D.Z., BMedSurg *Warsaw*, MD *Warsaw*, PhD *Warsaw*

McLennan, J.P., BA *Syd.*, MA *ANU*, GradDipEd *SCT*, PhD *Monash*

Lecturers

Evans, L., BBSc *La Trobe*, MPsych *La Trobe*, PhD *La Trobe*, MAPS

Falconer, B.A., BBSc (Hons) *La Trobe*, MPsych *La Trobe*, MAPS

ARC Post-doctoral Fellow

Fidler, F., BPsych (Hons) *JCU*, MA *Melb.*, PhD *Melb.*, AAHPSSS, MAPS

MELBOURNE (CITY) CAMPUS

Faculty of Health Sciences

Division of Health Studies

Palliative Care Unit

Deputy Director

Rumbold, B., BSc (Hons) *Melb.*, MSc *Melb.*, BD (Hons) *MCD*, MA *La Trobe*, PhD *Monash*, PhD *Manc.*

Lecturer

McInerney F., RN, BAppSc (AdvNursEd) *PIT*, MA, PhD *La Trobe*

Division of Research

Australian Research Centre in Sex, Health and Society

Professor and Director

Pitts, M., BA *Wales*, PhD *Wales*, AFBPS, MAPS

Professor and Deputy Director

Dowsett, G. BA *Qld.*, GradDipEd *Qld.*, PhD *Macq.*

Smith, A., BSc *UNSW*, PhD *ANU*

Principal Research Fellow

Shelley, J., BA *Macq.*, MPubHlth *Syd.*, PhD *Syd.*

Senior Research Fellows

Couch, M., BA (Hons) *Flin.*

Grierson, J., BPsych *James Cook*, PhD *La Trobe*

Hillier, L., TPTC *Coburg State College*, TLTC *Melb. State College*,

BBS *La Trobe*, PhD *La Trobe*

Hurley, M.E., BA *Syd.*, DipEd *State College Victoria*, MLitt *NE*

Temple-Smith, M., BSc, GradDipAppChildPsych *MIT*,

GradDipMovtDance *Melb.*, MPH *Monash*, DHSc *Deakin*

Willis, J., BA (Hons) *UNSW*, MLitt *NE*, PhD *Qld.*

Associate Research Staff

Paxton, S., BSc *Melb.*, DipEd *Rusden*, PhD *Melb.*

Research Staff

Bennett, L., BA *Griffith*, PhD *Qld.*

Dutertre, S., LLB, *Rennes* GradDipJourn *Lille*

Ferris, J., BPsych *James Cook*

Flood, M., BA *ANU*, PhD *ANU*

McDonald, K.M., BA *Monash*, MA *Monash*

McNally, S., BA *Flin.*, MA *Flin.*, PhD *ANU*

Slavin, S., BA (Hons) *NSW*, PhD *NSW*

Thorpe, R., BSc (Hons) *Adel.*, BHLthSci *Southern School Nat Ther*

Research Assistants

Croy, S., BA Sing (Hons) *Melb.*

McDonald, K., BA *Monash*, MA *Monash*

Community Liaison Officers

Dyson, S., GradDipWomen'sStudies, *Rusden*

Horsley, P., BA *Monash*, GDipWomen'sStudies *Rusden*, DipEd

Rusden, GDipCrWtg&Edtg *Deakin*

Jones, J., BSc (Hons) *ANU*, MA *Mt Holyoke Coll Mass.*,

GradDipWomensStudies *Deakin*, MPH *Monash*

Saunders, M.

Walsh, J., DipTeach (Prim) *Wollongong*, DipAdultEdTraining

Wollongong, MEd *Deakin*.

Gay and Lesbian Health Victoria

Martin, F., Bed *Melb.*, Grad DipEd Stud *Melb.*

Mitchell, A., BA *Melb.*, DipEd *Melb.*, MA *Melb.*

Patel, S., BA (Hons) *FineArt Middlesex*, GradDipIT *MIT*

Thomacos, N., BBus *MIT*, BA (Hons) *Deakin*.

MILDURA CAMPUS

Office of the Pro Vice Chancellor

Executive Director

Farrell, K., BA. *USQ*, BA. (Hons) *CQU*, MEd, *USQ*

Director

Broadhead, R., BEc *La Trobe*, BEd *La Trobe*, DipEd *La Trobe*,

GradDipEdAdmin *Hawthorn*

Language and Academic Skills

Ramjaun, N., MA *Surrey*, MA *Brighton*

Campus Administrator

Vacant

Administrative Officer

Chapman, S.

Student Support Officer

Vacant

Resources Officer

Vacant

IT/AV Technician

Hilton-Wood, M., BComp *La Trobe*

Faculty of Education

Professor and Dean

Ling, L.M., TPTC *Frankston*, BA *Deakin*, BEd *Deakin*, MEd *Deakin*, PhD *Deakin*

Professor and Deputy Dean

Prain, V.R., BA (Hons) *Monash*, DipEd *Melb.*, MA *Monash*, PhD *Monash*

Associate Dean (Academic)

Sheed, J.M., BSc *Syd.*, DipEd *Syd.*, MA *Macq.*, PhD *Monash*

Associate Dean (International)

Yates, L., BA *Manc.*, PGCE *Manc.*, DipTEO *Manc.*, MA *Lanc.*, PhD *La Trobe*

Professor and Associate Dean (Research)

Robertson, M., BA, DipEd *Tas.*, MEd *UNE*, PhD *Tas.*, FACE, MAPS

Professors

Gough, N., BSc *Melb.*, DipEd *Melb.*, BEd *Melb.*, BA *Melb.*, MEd *Melb.*, PhD *Deakin*

Hardman, F., BA (Hons) *E.Anglia*, PGCE, DipEd. *Manc.*, MA *Lanc.*, MA *Liv.*, PhD *Newcastle*

Faculty Registrar

Barton, P.J., BBus (HR) *VU*, GCertMgt *VU*

Finance and Resources Manager

Buchanan, G.A., DipBusStudAcc *BIT*, CPA

Academic Services Manager

Bailie, I.J., GradDipMgt. *La Trobe*

Marketing and PR Manager

Sargeant, M.J.

Lecturer

Neal, D., DipT (Prim) *Ballarat*, BEd *GCAE*, MEd *Deakin*

Faculty of Health Sciences

Division of Allied Health

School of Social Work and Social Policy

Program Coordinator

Bruce, P., BA *Adel.*, BSW *La Trobe*, MSW *La Trobe*, MA.A.S.W.

Lecturer

Harris, M., BSW *La Trobe*, MSW *Monash*.

Division of Nursing and Midwifery

School of Nursing and Midwifery

Associate Head of School

McGuinness, W., DipT *Armidale*, BEd *Armidale*, MNS *La Trobe*, RN, MRCNA

Lecturers

Blanch, B., BN *Deakin*, PGCertNsgSc (Clinl Teach) *JCU*, MRCNA, RN.

Taylor, K., BN *Flinders*, MNsg Prac (Crit Care) *UniSA*, RN.

Faculty of Humanities and Social Sciences

Senior Lecturer

Fettling, N., MA *MIT*, DipEd *Hawthorn State*, DipVisArts *Bendigo CAE*

Associate Lecturers

Rogers, J., BA *Adel.*

Sheehan, J., BA *Deakin*

Faculty of Law and Management

Lecturers

O'Connor, L., BBus (Acc) *BACE*, GradDipEd *Hawthorn*, MEd *USQ*, MCom *USQ* Usmanj, Petrus PhD Law & Management (La Trobe), Postgraduate Diploma in Accountancy (La Trobe), Diploma in Accounting (Universitas Indonesia).

Seward, J., BBus *Churchlands*, GradDipEd *Curtin*, CPA, CD

Murray Darling Freshwater Research Centre, Lower Basin Laboratory

Officer in Charge

Wallace, T., BAppSc (Hons) *Univ. Tas.*, PhD *Univ. Adel.*

Researchers

McCarthy, B, PhD *Melb.*

Scholz, O. BSc (Hons) *Monash*, PhD *Monash*, GradDipAppSci *Deakin*

Vilizzi, L., BSc (Hons) *Turin*, PhD *Adel.*

Senior Technician

Ellis, I., BSc (Hons) *UNE*

Technicians

Fraser, P., DipConsLandMgt *Sunraysia*

Henderson, M., BNRM *Adel.*, BSc (Hons) *Adel.*

McGuffie, P., BSc (Hons) *La Trobe*

Rehwinkel, R., BResEnvSci *Canberra*

Tucker, M., BSc (Hons) *Adel.*

SHEPPARTON CAMPUS

Pro Vice Chancellor

Lavender, E.A., BSocSc (Nurs) *Natal*, CertWardMgtTeach *RCN*, MedSt *Monash*, RN *MRCNA*

Academic Services Officer

King, R.M.

Resources Officer

Kelly, A.K.

Student Support Officer

Quinn, D.A.

Faculty of Education

Professor and Dean

Ling, L.M., TPTC *Frankston*, BA *Deakin*, BEd *Deakin*, MEd *Deakin*, PhD *Deakin*

Professor and Deputy Dean

Prain, V.R., BA (Hons) *Monash*, DipEd *Melb.*, MA *Monash*, PhD *Monash*

Associate Dean (Academic)

Sheed, J.M., BSc *Syd.*, DipEd *Syd.*, MA *Macq.*, PhD *Monash*

Associate Dean (International)

Yates, L., BA *Manc.*, PGCE *Manc.*, DipTEO *Manc.*, MA *Lanc.*, PhD *La Trobe*

Professor and Associate Dean (Research)

Robertson, M., BA, DipEd *Tas.*, MEd *UNE*, PhD *Tas.*, FACE, MAPS

Professors

Gough, N., BSc *Melb.*, DipEd *Melb.*, BEd *Melb.*, BA *Melb.*, MEd *Melb.*, PhD *Deakin*

Hardman, F., BA (Hons) *E.Anglia*, PGCE, DipEd. *Manc.*, MA *Lanc.*, MA *Liv.*, PhD *Newcastle*

Faculty Registrar

Barton, P.J., BBus (HR) *VU*, GCertMgt *VU*

Finance and Resources Manager

Buchanan, G.A., DipBusStudAcc *BIT*, CPA

Academic Services Manager

Bailie, I.J., GradDipMgt. *La Trobe*

Marketing and PR Manager

Sargeant, M.J.

Lecturer

Walta, C.J., ITC *Wattle Park Teachers' College S.A.*, BA *Melb.*, MEd *Melb.*, EdD *Melb.*

Faculty of Health Sciences

Division of Nursing and Midwifery

School of Nursing and Midwifery

Associate Head of School

Lundie, N., DipAppSc (HNUM/Periop), BAppSc (Nurs) *Lincoln*, MNS *La Trobe*, GradCertPall Care in Aged Care *Flinders*, RN, FRCNA, MACORN

Lecturers

Griffiths, B., BN RMIT, PGCert (CritCare) RMIT, RN, MRCNA.

Guest-Smith, B., Cert (Burns & Plastic Surgery Nsg) UK, BN *Monash*, Grad Dip Adv Nsg ComHlth *La Trobe*, MHLthProm *Melbourne*, RN, RM, MRCNA

Faculty of Humanities

School of Social Sciences

Lecturer

Fortuna, M.J., BA (Hons) *La Trobe*, PhD *La Trobe*

Faculty of Law and Management

School of Business

Lecturers

Nalder, S., DipBusAcc *Bendigo CAE*, DipEd *Hawthorn*, MCom *UNE*

Nsubuga-Kyobe, A., UDA UCC *Uganda*, GradCertSocResMethods *Swinburne*, GradCertHigherEd *La Trobe*, GradDipPersandIndRels *RMIT*, PhD *La Trobe*

Plant, E.L., BCom (Hons) *Deakin*

Faculty of Education

Faculty directory

Enquiries: Level 2, Education Building, Bendigo Campus
 Tel: (03) 5444 7885
 Fax: (03) 5444 7899
 Email: education@latrobe.edu.au
 Web: www.latrobe.edu.au/education

School of Education

Bendigo Campus
 Tel: (03) 5444 7907
 Email: bendigoeducation@latrobe.edu.au
 Location: Mildura Campus
 Tel: (03) 5051 4000

School of Educational Studies

Melbourne (Bundoora) Campus
 Education Buildings 1 and 2
 Tel: (03) 9479 2546
 Email: education@latrobe.edu.au
 Albury-Wodonga Campus
 University Drive, Wodonga
 Tel: (02) 6024 9865
 Email: education.aw@latrobe.edu.au
 Shepparton Campus
 Fryers Street
 Shepparton
 Tel: (03) 5833 2589
 Email: carla.wallace@latrobe.edu.au

School of Outdoor Education and Environment

Bendigo Campus
 Tel: (03) 5444 7285
 Email: outdoor.bendigo@latrobe.edu.au

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General information about the Faculty of Education

The Faculty of Education caters for a wide range of interests in areas related to education and the environment including undergraduate and graduate teaching programs; TESOL and applied linguistics; outdoor education and environment; nature tourism and natural resources education; and specialist graduate programs for professionals at graduate certificate, graduate diploma and Masters degree levels. The Faculty also provides the opportunity for research at both Masters and Doctoral level. The Faculty provides professional development activities and programs for teachers on a range of educational issues across all curriculum areas. Students from other Faculties of the University may apply to enrol in some individual education units. The Faculty consists of three schools: the School of Education, the School of Outdoor Education and Environment and the School of Educational Studies. Programs are offered at Melbourne (Bundoora) and at the regional campuses of Bendigo, Albury-Wodonga, Mildura and Shepparton. Some programs are also offered offshore.

School of Education

Locations:

Bendigo

Enquiries: (03) 5444 7907

Email: bendigoeducation@latrobe.edu.au

Mildura

Enquiries: (03) 5051 4009

The School of Education offers programs at the Bendigo and Mildura campuses and is committed to providing a rich learning environment for students and staff through innovative programs and services in areas related to education. The School's focus is on pre-service, in-service and postgraduate courses for teachers and other professionals with an interest in education. The school is committed to research and other scholarly activities that advance the teaching profession. Programs offered are informed by current research and are designed to meet the needs of the university's regional and international communities. Students have an opportunity to explore widely with leaders in their particular field of interest.

Specialist areas of study include:

- curriculum and policy
- gifted education
- health education
- information and communication technology
- language and literacy
- middle years
- multimedia education
- physical education
- pre-service teacher education
- rural education
- science and mathematics education
- special education
- student welfare and guidance
- technology education
- vocational education and training.

School of Outdoor Education and Environment

Location: Bendigo Campus

Enquiries: (03) 5444 7285

Email: outdoor.bendigo@latrobe.edu.au

The School offers undergraduate programs in Outdoor Education and Environment including Nature Tourism and Natural Resources Education as well as graduate programs in research (Masters and PhD) and postgraduate coursework at Graduate Diploma and Masters levels. The School's focus is on developing knowledge about nature, building relationships with the land, and understanding place, culture, language, and experience. Students have an opportunity to explore widely with leaders in their particular field of interest.

Studies in outdoor education and the environment include:

- environmental studies: bush, rock, local, river, winter alpine
- leadership
- natural resources education
- naturalist studies
- nature tourism
- outdoor education
- outdoor and physical education
- outdoor recreation education

School of Educational Studies

Locations:

Melbourne (Bundoora) Campus

Education Buildings 1 and 2

Tel: (03) 9479 2546

Albury-Wodonga Campus

Tel: (02) 6024 9865

Shepparton Campus

Tel: (03) 5833 2589

Email: education@latrobe.edu.au

The School of Educational Studies offers Education (including TESOL and Applied Linguistics) programs in Melbourne (Bundoora), Albury-Wodonga and Shepparton. Some programs are also offered offshore. The School supports the development of educational communities both within and outside Australia; encourages the development and application of new knowledge and ideas through research, teaching and community engagement; promotes open discourse and intellectual integrity in all interactions between staff, students and the wider community; and values interdisciplinary perspectives on education and the reflective development of knowledge and practice.

Specialist studies include:

- pre-service teacher education
- adult education
- applied linguistics (including TESOL and LOTE teaching)
- cross cultural communication
- multicultural education
- counselling
- student welfare and guidance
- curriculum and policy
- educational administration and leadership
- information and communication technology
- multimedia education
- language and literacy
- science and mathematics education
- technology education
- industry training, and
- vocational education and training.

General course enquiries

Enquiries about prerequisites, admission requirements and requests for applications for coursework degrees, by both current and prospective students, should be directed to the relevant campus and school office. Local students apply through VTAC for undergraduate courses and selected graduate teaching programs.

International students

Admission of international students is coordinated by the university's International Programs Office. For information on application procedures, accommodation, visa requirements, fees contact the office on +61 3 9479 1199 or write to International Programs Office, La Trobe University, Victoria, 3086, Australia. Website: www.latrobe.edu.au/international

Course regulations

All courses offered by the Faculty of Education are governed by a university regulation that specifies the entrance and other requirements of the course. These are supplemented by information contained in this *Handbook* and by other faculty and school policies.

Each course has its own rules of progression and most schools produce specific procedures that operate under the authority of the university regulations and faculty guidelines.

Professional placements

Some courses require students to undertake unpaid professional teaching practice placements. Placements may be located in either metropolitan or rural areas. In most courses that require students to undertake placements, the placement involves being assigned to a school, or other approved educational setting, on a full-time basis over a period of days or weeks. In some cases students undertake placement interstate or overseas.

The university maintains insurance policies to protect students undertaking outside practical placement (practicum) as a compulsory course requirement, or fieldwork or other work undertaken off campus as part of a course or approved research work. Further information is available from the La Trobe University Insurance Office (website: www.latrobe.edu.au/insurance/) or Faculty or School Office.

Working with children check

The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Upon first enrolling in teacher education courses, students will be required to complete a 'Working with Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card prior to undertaking teaching placements. Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Fees

Both 'Commonwealth supported' and 'fee-paying' places are available. Australian citizens and holders of Permanent Humanitarian visas offered either a Commonwealth supported place or a fee-paying place are eligible to defer the tuition fees by using the HECS-HELP or Fee-HELP Commonwealth Government loan schemes. Further information on HECS-HELP and Fee-HELP can be found at www.goingtouni.gov.au.

Further information on Faculty of Education courses and fees is available on the website: www.latrobe.edu.au/education/courses and www.latrobe.edu.au/education/courses/fees.

Flexible teaching arrangements

In order to accommodate student needs, some units are taught in a mode different from the normal regular weekly classes. For example, modes may include block mode (i.e., intensive weekend or week-long classes), classes taught outside of normal semester dates, classes taught via web-based teaching or a combination of on-line learning and face-to-face classes.

Units offered by the Faculty of Education

A full list of undergraduate units offered by the Faculty of Education appears at the end of this chapter, in alphabetical order. Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the Unit Database for up-to-date information: (www.latrobe.edu.au/udb_public).

Unit timetable

Unit timetables are available on the La Trobe website: www.latrobe.edu.au/students/timetables.html or from the Education enquiries office on the campus of enrolment.

Single degrees

Bachelor of Education – Bendigo (RBED)

Bachelor of Education – Mildura (RBEDM) ¹

Note: ¹ First year and fourth year only are offered at Mildura. Students in first year at Mildura must transfer to Bendigo for second and third years and have the option of completing fourth year at Mildura or Bendigo.

Note: This course is currently being reaccruited and may vary slightly in 2008.

The course is a four-year full-time program. It consists of 480 credit points of study. Units are categorised as Teaching Studies, Curriculum Studies, Discipline Studies and Electives. Practicum and Field Experience units provide essential school-based experiences that contextualise the theoretical components of Teaching and Curriculum Studies. All students, by the end of the course, must have demonstrated the ability or the potential to meet the professional expectations of a beginning teacher. The course is structured so that students may satisfy other specialist teaching requirements, which may then be noted on their formal academic transcript. Possible pathways are:

- Languages Other Than English (LOTE)
- Middle Years P-9
- Catholic Education
- Honours.

Professional recognition

The course is recognised by the Victorian Institute of Teaching (VIT). Graduates from the course are eligible for employment in government, Catholic and independent schools in Victoria, other Australian states or overseas. Graduates may also pursue a range of careers in the human services and training sectors.

Admission requirements

Applicants must satisfy the University's normal entrance requirements, including a study score of at least 25 in Units 3 and 4 of English. Applicants who have a study score of at least 20 in a LOTE will be deemed to have an ENTER up to 3.0 percentage points higher.

A special entry provision exists for Aboriginal applicants. Applicants should, in the first instance, consult the Coordinator of the Aboriginal Tertiary Support Unit.

The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Prior to commencing the course, students will be required to complete a 'Working with Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card prior to undertaking teaching placements. Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Course structure

(Note: This course is currently being reaccruited and the course structure listed below is subject to change).

Teaching Studies (7 units)

All students will study seven units in preparation for teaching.

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Introduction to Teaching	EDU1ITT	15
1	TE-SEM-2	Theories of Learning	EDU1TL	15
1	TE-SEM-2	Inclusive Education	EDU1IE	15
2	TE-ALLYR	Practicum B	EDU2PRB	15
3	TE-ALLYR	Practicum C	EDU3PRC	15
4	TE-SEM-1	Field Experience A	EDU4FEA	15
4	TE-SEM-2	Field Experience B	EDU4FEB	15

These units provide the professional orientation and the practical perspectives that complement the curriculum studies.

Curriculum Studies (11 units)

All students will study 11 units in curriculum and methods of teaching in the Key Learning Areas of the primary school.

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Mathematics Teaching	EDU1MT	15
1	TE-SEM-2	Learning Language	EDU1LL	15
2	TE-SEM-1	Science Teaching	EDU2ST	15
2	TE-SEM-2	Art and Music Education	EDU2AME	15
2	TE-SEM-2	Studies of Soc. and Environment	EDU2SOS	15
3	TE-SEM-1	Health and Physical Education	EDU3HPE	15
3	TE-SEM-1	Literacy Teaching	EDU3LT	15
3	TE-SEM-2	Mathematics Learning	EDU3ML	15
3	TE-SEM-2	Science Learning	EDU3SL	15
4	TE-SEM-1	Literacy for All	EDU4LFA	15
4	TE-SEM-2	Numeracy for All	EDU4NFA	15

These units address the dimensions described as the content knowledge and skills for teaching. They include issues such as appropriate content, methods of teaching and strategies for supporting and assessing pupils' learning.

Discipline Studies (minimum 8 units)

All students are required to study a three-unit sequence in a discipline area. Students will be encouraged to choose at least four units in an area that can satisfy the requirements for a minor. The purpose of the discipline studies is to broaden teachers' background knowledge.

Education Discipline Studies

There is also a four-unit sequence in the discipline of education.

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Learning Technologies	EDU1LT	15
2	TE-SEM-1	The Contemporary Child	EDU2TCC	15
2	TE-SEM-2	Indigenous Studies	EDU2IS	15
3	TE-SEM-1	Education in a Network Society	EDU3ENS	15

These units address the theoretical perspective of education. The thinking and learning undertaken within the units can be generalised to non-school educational contexts.

Electives (6 units)

Students can choose up to six other electives from discipline studies or, in their third and fourth years, advanced teaching and curriculum studies. Students may use their six elective units to satisfy a major in these disciplines, or begin a second minor or major. These electives allow students to pursue their own areas of interest.

Pathways

The course will be structured so that students may satisfy other specialist teaching requirements in particular fields. These will be noted on their formal academic transcript.

Languages Other Than English (LOTE)

Specialist languages include Bahasa Indonesia and AUSLAN.

LOTE pathway – beginners

Indonesian

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Indonesian A	INM1IA	15
1	TE-SEM-2	Indonesian B	INM1IB	15
2	TE-SEM-1	Indonesian C	INM2IC	15
2	TE-SEM-2	Indonesian D	INM2ID	15
3	TE-SEM-1	Indonesian E	INM3IE	15
3	TE-SEM-2	Indonesian F	INM3IF	15
4	TE-SEM-1	Indonesian G	INM4IG	15
4	TE-SEM-2	Indonesian H	INM4IH	15
4	TE-SEM-1	LOTE Teaching Methodology	EDU4LOM	20
4	TE-SEM-2	LOTE Practicum	EDU4LP	20

LOTE pathway – VCE background

Indonesian

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Indonesian C	INM2IC	15
1	TE-SEM-2	Indonesian D	INM2ID	15
2	TE-SEM-1	Indonesian E	INM3IE	15

2	TE-SEM-2	Indonesian F	INM3IF	15
3	TE-SEM-1	Indonesian G	INM4IG	15
3	TE-SEM-2	Indonesian H	INM4IH	15
4	TE-SEM-1	Indonesian I: Reading Course ¹	INM4RCI	15
4	TE-SEM-2	Indonesian J: Reading Course ¹	INM4RCJ	15
4	TE-SEM-1	LOTE Teaching Methodology	EDU4LM	20
4	TE-SEM-2	LOTE Practicum	EDU4LP	20

Key: ¹ Optional unit

LOTE pathway – beginners¹

AUSLAN

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	AUSLAN 1A	HCS1ANA	15
1	TE-SEM-2	AUSLAN 1B	HCS1ANB	15
2	TE-SEM-1	AUSLAN 2A	HCS2ANA	20
2	TE-SEM-2	AUSLAN 2B	HCS2ANB	20
3	TE-SEM-1	AUSLAN 3A	HCS3ANA	20
3	TE-SEM-2	AUSLAN 3B	HCS3ANB	20
4	TE-SEM-1	Language Cultural Studies A	HCS4LCA	20
4	TE-SEM-2	Language Cultural Studies B	HCS4LCB	20
4	TE-SEM-1	LOTE Teaching Methodology	EDU4LM	20
4	TE-SEM-2	LOTE Practicum	EDU4LP	20

Key: ¹ Credit may be given for successful AUSLAN studies at the VCE level.

Middle Years P-9 Pathway

This pathway trains teachers to teach from prep to middle school secondary, provided Victorian Institute of Teaching requirements are satisfied.

Students must complete two minors. It is recommended that at least one be in Mathematics, English, Science, or Information Technology. This pathway includes two relevant Teaching Methods at year 4.

Fourth year

Year	Teaching period	Unit name	Unit code	Credit points
4	TE-SEM-1	Field Experience A (Sec. Practicum)	EDU4FEA	15
4	TE-SEM-2	Field Experience B (Sec. Practicum)	EDU4FEB	15

Teaching Method units (for Middle Years Pathway)

Please consult with the Course Administrator for up-to-date unit information.

Year	Teaching period	Unit name	Unit code	Credit points
4	TE-SEM-1 and TE-SEM-2	Biology Teaching Method	EDU4BIA/ EDU4BIB	10 10
4	TE-SEM-1 and TE-SEM-2	Business Studies Teaching Method	EDU4BSA/ EDU4BSB	10 10
4	TE-SEM-1 and TE-SEM-2	Chemistry Teaching Method	EDU4CHA/ EDU4CHB	10 10
4	TE-SEM-1 and TE-SEM-2	English Teaching Method	EDU4EGA/ EDU4EGB	10 10
4	TE-SEM-1 and TE-SEM-2	Environmental Science Teaching Method	EDU4EVA/ EDU4ITB	10 10
4	TE-SEM-1 and TE-SEM-2	Geography Method	EDU4GEA/ EDU4GEB	10 10
4	TE-SEM-1 and TE-SEM-2	Health Education Teaching Method	EDU4HLA/ EDU4HLB	10 10
4	TE-SEM-1 and TE-SEM-2	History Method	EDU4HIA/ EDU4HIB	10 10
4	TE-SEM-1 and TE-SEM-2	Information Technology Teaching Method	EDU4ITA/ EDU4ITB	10 10
4	TE-SEM-1 and TE-SEM-2	LOTE Teaching Method *LOTE Practicum	EDU4LM/ EDU4LP	20 20
4	TE-SEM-1	Mathematics Teaching Method	EDU4MAA/	10

	and TE-SEM-2		EDU4MAB	10
4	TE-SEM-1 and TE-SEM-2	Methods of Teaching (Secondary and Technology)	EDU4MTT	20
4	TE-SEM-1 and TE-SEM-2	Media Studies Teaching Method	EDU4MSA/ EDU4MSB	10 10
4	TE-SEM-1 and TE-SEM-2	Physical Education Teaching Method	EDU4PEA/ EDU4PEB	10 10
4	TE-SEM-1 and TE-SEM-2	Physics Teaching Method	EDU4PHA/ EDU4PHB	10 10
4	TE-SEM-1 and TE-SEM-2	Psychology Teaching Method	EDU4SYA/ EDU4SYB	10 10
4	TE-SEM-1 and TE-SEM-2	Science Teaching Method	EDU4SCA/ EDU4SCB	10 10
4	TE-SEM-1 and TE-SEM-2	Social Education Method	EDU4SOA/ EDU4SOB	10 10
4	TE-SEM-1	VET Teaching Method 1	EDU4VM1	20
4	TE-SEM-1 and TE-SEM-2	Visual Arts Method 1	EDU4V1A/ EDU4V1B	10 10
4	TE-SEM-1 and TE-SEM-2	Visual Arts Method 2	EDU4V2A/ EDU4V2B	10 10
4	TE-SEM-1 and TE-SEM-2	Outdoor Education Teaching Method	EDU4OEA/ EDU4OEB	10 10

Key: * LOTE Teaching Method includes vacation classes.

Catholic Education Pathway

This pathway qualifies teachers for accreditation in Religious Studies and Catholic teaching. It includes four elective units that must be completed:

Year	Teaching period	Unit name	Unit code	Credit points
3	TE-SEM-1	Teaching Scripture in Catholic Schools	EDU3TSC	15
3	TE-SEM-2	Learning for Catholic Religious Education	EDU3LRE	15
4	TE-SEM-1	Catholic Religious Education Principles and Metho	EDU4REP	15
4	TE-SEM-2	Spirituality and Values in Catholic Education	EDU4SVE	15

Honours Pathway

This is a research based pathway for students interested in developing a deeper understanding of a specific topic. It includes a compulsory curriculum unit at Year 4. Entry is by invitation only.

Year	Teaching period	Unit name	Unit code	Credit points
4	TE-ALLYR	Education Thesis	EDU4THE	60

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Educational Studies – Albury-Wodonga (EDBEW), Bendigo (RBES), Bundoora (ABES)

The course is designed for people professionally concerned with education. It is structured to meet a variety of needs of teachers or other professionals who wish to pursue education studies in their field of interest. The course is a pathway to further studies in education but unless it is preceded by a three-year recognised primary teaching course, it is not accredited for registration as a teacher in Victoria, Australia. The Bachelor of Educational Studies provides sound foundation studies in education for those wishing to progress to the

Graduate Diploma in Education (Primary) which is recognised by the Victorian Institute of Teaching as a one-year postgraduate teacher training course for graduates.

Admission requirements

A bachelor degree or a recognised two-year tertiary diploma or equivalent.

Course structure

The course consists of 120 credit points of study which may be taken as 15 or 20 credit point units over one-year full-time or part-time equivalent. With the approval of the course convenor, units of study may be selected from those available in the Bachelor of Education, the Graduate Diploma in Educational Studies or other undergraduate or postgraduate programs relevant to the course of study.

Suggested units of study include:

At the Albury-Wodonga Campus

Teaching period	Unit name	Unit code
TE-SEM-S	'At Risk' Students: critical considerations ¹	EDU5ARS
TE-SEM-S	Approaches to Pastoral Care	EDU4APC
TE-SEM-1	Developments in Literacy Education ¹	EDU5DLE
TE-SEM-1	Approaches to Humanistic Psychology ¹	EDU5AHS
TE-SEM-1	Counselling Workshop ¹	EDU4CWS
TE-SEM-1	Interpersonal Skills ¹	EDU4IS
TE-SEM-1	Issues in Special Education	EDU5SEI
TE-SEM-1	Leadership and Supervision Skills	EDU5LSS
TE-SEM-1	Managing Organisational Change ¹	EDU5MOC
TE-SEM-1	Methods of Teaching (adult)	EDU4MTA
TE-SEM-1	Pedagogical Principles and Practice ¹	EDU5PP
TE-SEM-1	Person-centred Approach in Teaching, Counselling and Nursing ¹	EDU5PCA
TE-SEM-1	Reading Subject	EDU5RS
or		
TE-SEM-2		
TE-SEM-1	Research Methods in Education	EDU5RME
TE-SEM-1	Research Practicum	EDU4RP
or		
TE-SEM-2		
TE-SEM-2	Adult Education: theory, practice and change ¹	EDU5AED
TE-SEM-2	Art Education	EDU4AE2
TE-SEM-2	Classroom Discipline and Student Responsibility	EDU4CSD
TE-SEM-2	Curriculum Design and Implementation	EDU5CDI
TE-SEM-2	Curriculum Development and Design	EDU5CDD
TE-SEM-2	Gender and Education	EDU5GE
TE-SEM-2	Holistic Education ¹	EDU4HE
TE-SEM-2	Using Multimedia for Learning	EDU4UML
TE-SEM-2	Introduction to Research Methods	EDU4IRM
TE-SEM-2	Research Methods in Education	EDU5MRE

Key: ¹ Not available in 2008. Classes with less than 10 students may not run.

At Bendigo Campus

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Learning Technologies	EDU1LT	15
2	TE-SEM-1	The Contemporary Child	EDU2TCC	15
2	TE-SEM-2	Indigenous Studies	EDU2IS	15
3	TE-SEM-1	Education in a Network Society	EDU3ENS	15
2	TE-SEM-1	Science Teaching	EDU2ST	15
2	TE-SEM-2	Art and Music Education	EDU2AME	15
2	TE-SEM-2	Studies of Soc. and Environment	EDU2SOS	15
3	TE-SEM-1	Health and Physical Education	EDU3HPE	15
3	TE-SEM-1	Literacy Teaching	EDU3LT	15
3	TE-SEM-2	Mathematics Learning	EDU3ML	15
3	TE-SEM-2	Science Learning	EDU3SL	15
4	TE-SEM-1	Literacy for All	EDU4LFA	15
4	TE-SEM-2	Numeracy for All	EDU4NFA	15

At the Melbourne (Bundoora) Campus

TE-SEM-1	Approaches to Humanistic Psychology	EDU5AHS
TE-SEM-1	Approaches to Pastoral Care	EDU4APC
TE-SEM-1	Intercultural Communication and Education	EDU5CCU
TE-SEM-1	Counselling Workshop	EDU4CWS
TE-SEM-1	Developments in Literacy Education	EDU5DLE
TE-SEM-1	Enhancing Teaching and Learning with ICT and Multimedia	EDU4ITM
TE-SEM-1	International Education Policy and Management	EDU5IEP

TE-SEM-1	Communication and Interpersonal Skills ¹	EDU4IS
TE-SEM-1	Introduction to Research Methodology (30 credit points)	EDU4IRM
TE-SEM-1	Issues in Science Education 1 ¹	EDU4SC1
TE-SEM-1	Learning Technologies in Education	EDU4LTE
TE-SEM-1	Methods of Teaching (adult)	EDU4MTA
TE-SEM-1	Person Centred Approach in Teaching, Counselling and Nursing	EDU5PCA
TE-SEM-1	Reading Subject 1	EDU5RS
TE-SEM-1	Research Methods in Education	EDU5RME
TE-SEM-1	Research Practicum 1	EDU4RP
TE-SEM-1	Science and Technology in Contemporary Society	EDU5STC
TE-SEM-1	Science Technology and Society in Education (15 credit points)	EDU4STS
TE-SEM-1	Working with Different Learning Needs	EDU5WWD
TE-SEM-2	Adult Education: theory, practice and change ¹	EDU5AED
TE-SEM-2	'At risk' Students: critical considerations	EDU5ARS
TE-SEM-2	Curriculum Development and Design	EDU5CDD
TE-SEM-2	Educational Administration and Management	EDU5EA2
TE-SEM-2	Education and Cultural Diversity ¹	EDU5ECD
TE-SEM-2	Holistic Education	EDU4HE
TE-SEM-2	Introduction to Australian Schools	EDU5IAS
TE-SEM-2	Issues in Science Education 2 ¹	EDU4SC2
TE-SEM-2	Leadership and Team Building Skills	EDU5LSS
TE-SEM-2	Learning, Reading and Writing ¹	EDU4LRW
TE-SEM-2	Literacies, Cultures and Community Learning	EDU5LAC
TE-SEM-2	Managing Organisational Change ¹	EDU5MOC
TE-SEM-2	Reading Subject 2	EDU5RS
TE-SEM-2	Research Practicum 2	EDU4RP
TE-SEM-2	Teaching and Learning in a Virtual Environment	EDU5TLV
TE-SEM-S	Classroom Discipline	EDU4CSD
TE-SEM-S	Issues in Education	EDU4IIE
TE-SEM-S	Using Multimedia for Learning	EDU4UML

Key ¹: Not available in 2008.

Bachelor of Physical and Health Education – Bendigo (EBPHEB)

The course provides a qualification to teach in both primary and secondary schools. It combines studies in primary education with specialist studies in physical education, health, welfare, and social work. The course is taken over four years full-time and consists of 31 units of study. These units are categorised as Teaching Studies, Curriculum Studies, and Discipline Studies. Practicum and Field Experience units provide essential school-based and practical experiences that contextualise the theoretical components of the course. By the end of the course all students must have demonstrated the ability or the potential to meet the professional expectations of a beginning teacher.

Professional recognition

The course provides graduates with accreditation to register with the Victorian Institute of Teaching (VIT) as specialist physical education and health teachers in the years Prep to Year-12 and as generalist teachers in primary schools. Students completing this degree will also undertake four units in social work. This allows them to complete a sub-major in welfare studies and equips them to take on welfare positions in schools. Students completing this degree are eligible for employment in government, Catholic and independent schools in Victoria, other Australian states or overseas.

Admissions requirements

Applicants must satisfy normal university entry requirements – completion of VCE or mature age entry. Students require a study score of at least 25 in Units 3 and 4 of English and a study score of 25 or higher in one of Physical Education or Health and Human Development. Special entry provision for NONYR12 is available.

The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Prior to commencing the course, students will be required to complete a 'Working with Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working

with Children' card prior to undertaking teaching placements.

Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Course structure

The course is a four-year full-time program. It consists of 480 credit points of study.

Teaching Studies (5 units)

Students will study five units in preparation for teaching.

Unit name	Unit code	Credit points
Introduction to Teaching	EDU1ITT	15
Theories of Learning	EDU1TL	15
Practicum B	EDU2PRB	15
Practicum C	EDU3PRC	15
Middle Yrs: Num, Lit and Welfare	EDU4NLW	20

Curriculum Studies (7 units)

Students will study seven units in curriculum and methods of teaching in the Key Learning Areas of the primary school.

Unit name	Unit code	Credit points
Mathematics Teaching	EDU1MT	15
Learning Language	EDU1LL	15
Science Teaching	EDU2ST	15
Art and Music Education	EDU2AME	15
Studies of Soc. and Environment	EDU2SOS	15
Physical Education P to 12	EDU2PEM	15
Health Education P to 12	EDU2HEM	15

Education Discipline Studies (Sub-major)

Students will study a four-unit sequence in the discipline of education.

Unit name	Unit code	Credit points
Learning Technologies	EDU1LT	15
The Contemporary Child	EDU2TCC	15
Indigenous Studies	EDU2IS	15
Education in a Network Society	EDU3ENS	15

Physical Education (Major)

Students will study 12 units in curriculum and methods of teaching in the area of physical education.

Unit name	Unit code	Credit points
Introduction to Outdoor Education	OED1IOE	15
Human Body Systems	EDU1HBS	15
The Contemporary Child	EDU2TCC	15
Exercise and Performance	EDU2EXP	15
Active Lifestyles	EDU4AL	15
Movement Perspectives	EDU2MP	15
Skill Learning	EDU3SKL	15
Social Psychology of Sport	EDU3SPS	15
Sport and Skill Analysis	EDU3SSA	15
Inclusive Sport Education	EDU4INS	15
Sport Injury Management	EDU4SIM	15
Public Health Nutrition	HLT3PHN	15

Health Education (Sub-major)

Students will study four units in curriculum and methods of teaching in the area of health education.

Unit name	Unit code	Credit points
The Contemporary Child	EDU2TCC	15
Relationships, Gender and Sexuality	EDU3RGS	15
Public Health Nutrition	HLT3PHN	15
Human Body Systems	EDU1HBS	15

Social Work Units (Sub-major Welfare Studies)

Students will study four units in social work.

Unit name	Unit code	Credit points
Introduction to Social Work A	SWP1ITP	15
Introduction to Social Work B ¹	SWP2ITP	20
Relationships, Gender and Sexuality	EDU3RGS	15
Social Work Practice with individuals, families and groups	SWP3IFG	20

¹ Should SWP2ITP not be available, the unit SWP1PPI – Policy, Poverty and Inequality shall substitute

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements,

assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Physical and Outdoor Education – Bendigo (EBPOEB)

The program provides a qualification to teach in secondary schools in the specialist areas of Physical Education and Outdoor Environmental Studies. The course consists of 32 units. These units are categorised as Teaching Studies, Curriculum Studies, Discipline Studies and Electives. Practicum and Field Experience units provide essential school-based and practical experiences that contextualise the theoretical components of the course. By the end of the course, all students must have demonstrated the ability or the potential to meet the professional expectations of a beginning teacher.

Professional recognition

The course entitles graduates to apply for registration with the Victorian Institute of Teaching (VIT) as specialist teachers of Years 7 to 12 Outdoor Environmental Studies and Physical Education. VIT-registered graduates are eligible for employment in government, Catholic and independent schools in Victoria, other Australian states or overseas.

Admissions requirements

Applicants must satisfy the normal University entrance requirements: completion of VCE or alternate mature age entry. Students will also be required to have gained a study score of 25 or higher in one of Physical Education, Health and Human Development or Outdoor Environmental Studies at VCE units 3 and 4 level. Please note that from 2009, applicants must have VCE mathematics at units 1 and 2 (excluding Foundation maths). For 2007 and 2008 entry, students who have not satisfactorily completed VCE mathematics at units 1 and 2 (excluding Foundation maths) will be required to complete a bridging mathematics program in the first year of the course. Non year-12 applicants must submit a supplementary application form. Those meeting admission requirements but without a year-12 completion in the last 3 years are required to complete a Special Tertiary Admissions Test (STAT) in numeracy and literacy.

The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Prior to commencing the course, students will be required to complete a 'Working with Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card prior to undertaking teaching placements. Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Course structure

The course is a four-year full-time program. It consists of 480 credit points of study.

First year

Teaching period	Unit name	Unit code
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-1	Skill Learning	EDU3SKL
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-1	Sport and Recreation A	OED1SRA
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	Human Body Systems	EDU1HBS
TE-SEM-2	Worldviews and the Environment	OED1WE
TE-SEM-2	Sport and Recreation B	OED1SRB

Second year

Teaching period	Unit name	Unit code
TE-SEM-1	Bush Environments	OED2BE
TE-SEM-1	Outdoor Leadership A	OED2OLA
TE-SEM-1	Social Psychology of Sport	EDU3SPS
TE-SEM-1	Movement Perspectives	EDU2MP
TE-SEM-2	Environments elective*	
TE-SEM-2	Outdoor Leadership B	OED2OLB

TE-SEM-2	Exercise and Performance	EDU2EXP
TE-SEM-2	Sport and Skill Analysis	EDU3SSA

Third year

Teaching period	Unit name	Unit code
TE-SEM-1	Education in the Outdoors	OED3EO
TE-SEM-1	Learning and Communication Technologies	EDU3LCT
TE-SEM-1	Inclusive Sport Education	EDU4INS
TE-SEM-1	Teaching in Environments elective**	
TE-SEM-2	Field Experience E	OED3FEE
TE-SEM-2	Public Health Nutrition	HLT3PHN
TE-SEM-2	Active Lifestyles	EDU4AL
TE-SEM-2	Indigenous Studies	EDU2IS

Fourth year

Teaching period	Unit name	Unit code
TE-SEM-1	Teaching Practice and Skills (20cp)	EDU4TPS
TE-SEM-1	Outdoor Education Teaching Method (10cp)	EDU4OEA
TE-SEM-1	The Context of Learning (20cp)	EDU4COL
TE-SEM-1	Physical Education Method (10cp)	EDU4PEA
TE-SEM-2	Teaching Practice and Models (20cp)	EDU4TPM
TE-SEM-2	Outdoor Education Teaching Method (10cp)	EDU4OEB
TE-SEM-2	Issues in Secondary Education(20cp)	EDU4SEI
TE-SEM-2	Physical Education Method (10cp)	EDU4PEB

Electives

* Environment electives are selected from OED2WAE Winter Alpine Environments, OED2RE River Environments, and OED2R Rock Environments.

** Teaching in Environments electives are selected from OED3TWA Teaching in Winter Alpine Environments, OED3TRE Teaching in River Environments, OED3TR Teaching in Rock Environments.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Arts (Natural Resources Education) – Bendigo (EBNRE)

The course provides a comprehensive introduction to outdoor environmental education in community and government organisations, community environmental education, land management and environmental studies. Graduates of the 3-year course will have a comprehensive mix of natural sciences and natural resources management. Employment opportunities for graduates will be in areas of land management, environmental education and environmental interpretation outside the formal education sector. The course provides a pathway to further studies in the environment or education at the postgraduate level.

Admission requirements

Students should satisfy the normal University entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Special requirements

Special entry applicants or students who have completed year-12 more than 12 months prior to application may be invited to attend a selection interview and must complete a Supplementary Information Form. Special entry applicants may also be required to sit for the Special Tertiary Admissions Test (STAT).

Students should ensure they are aware of the physical components and location requirements of the course. Students with a disability, medical condition or any concerns which may affect potential participation in some of the practical components of the course are invited to discuss their options with the course coordinator.

Course structure

The course is a three-year full-time program. It consists of 360 credit points of study.

First year

Teaching period	Unit name	Unit code
TE-SEM-1	Biology of the Cell and Organism	BIO1CO
TE-SEM-1	Ways of Knowing Nature	OED1WKN
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL

TE-SEM-2	Materials Geology	GEO1MG
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	World Views and the Environment	OED1WE
TE-SEM-2	Outdoor Environments	OED1OEE

Second year

Teaching period	Unit name	Unit code
TE-SEM-1	Ecology	BIO2ECO
TE-SEM-1	Regional Catchment Studies	OED2RCS
TE-SEM-1	Environmental Interpretation	OED2EI
TE-SEM-1	Elective (see below)	
TE-SEM-2	Australian Culture and Land	OED2ACL
TE-SEM-1	Local Environs Study	OED2LES
TE-SEM-2	Environmental Law	LST2EL
TE-SEM-2	Elective (see below)	

Third year

Teaching period	Unit name	Unit code
TE-SEM-1	Teaching Natural History	OED3TNH
TE-SEM-1	Parks and Wildlife Management	OED3PWM
TE-SEM-1	Naturalist Studies: Interpretation	OED3NSI
TE-SEM-1	Elective (see below)	
TE-SEM-2	Politics of Land Management	OED3PLM
TE-SEM-2	Education for Sustainability	OED3ES
TE-SEM-2	Elective (see below)	
TE-SEM-2	Elective (see below)	

Electives

Units available from other courses may be taken as electives, subject to timetable considerations and the meeting of prerequisites. Where possible, core units are timetabled to enable students to have access to selected electives in the following disciplines: biology, economics, geology, marketing, photojournalism, and sociology and cultural studies.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Arts (Nature Tourism) – Bendigo (RBANT)

Nature tourism involves the study of natural environments, human-nature relationships, and the practice of nature guiding and environmental interpretation. The course features a three-year sequence of environmental studies, nature tourism, education theory about leading and guiding groups in the outdoors, and outdoor and field naturalist practice. Students undertake at least 90 days of practical work, specialist studies in nature tourism, environmental studies, and land management. They also take elective studies from other disciplines such as economics, marketing, geography, or biology.

Graduates may gain work as nature guides and planners in the nature tourism industry, land management agencies and in other settings such as school camps and nature centres. They may undertake further training in business to work as owner-operators of nature tourism businesses. When combined with a Graduate Diploma in Education the course leads to a teaching qualification in either primary or secondary schools.

Admission requirements

Students should satisfy the normal University entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Special requirements

Special entry applicants or students who have completed year-12 more than 12 months prior to application may be invited to attend a selection interview and must complete a Supplementary Information Form. Special entry applicants may also be required to sit for the Special Tertiary Admissions Test (STAT).

Students should ensure they are aware of the physical components and location requirements of the course. Students with a disability, medical condition or any concerns which may affect potential participation in some of the practical components of the course are invited to discuss their options with the course coordinator.

Course structure

The course is a three-year full-time program. It consists of 360 credit points of study.

First year

Teaching period	Unit name	Unit code
TE-SEM-1	Ways of Knowing Nature	OED1WKN
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-1	Elective (see below)	
TE-SEM-2	Worldviews and the Environment	OED1WE
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	Outdoor Environments	OED1OEE
TE-SEM-2	Elective (see below)	

Second year

Teaching period	Unit name	Unit code
TE-SEM-S	River and Wetland Environments	OED2RWE
TE-SEM-1	Regional Catchment Studies	OED2RCS
TE-SEM-1	Environmental Interpretation	OED2EI
TE-SEM-1	Elective (see below)	
TE-SEM-2	Australian Culture and Land	OED2ACL
TE-SEM-2	Bush Environments	OED2BE
TE-SEM-2	Sustainable Nature Tourism	OED2SNT
TE-SEM-2	Elective (see below)	

Third year

Teaching period	Unit name	Unit code
TE-SEM-1	Education in Outdoors	OED3EO
TE-SEM-1	Parks and Wildlife Management	OED3PWM
TE-SEM-1	Naturalist Studies: Interpretation	OED3NSI
TE-SEM-1	Elective (see below)	
TE-SEM-2	Politics of Land Management	OED3PLM
TE-SEM-2	Education for Sustainability	OED3ES
TE-SEM-2	Nature Tourism Practicum	OED3NTP
TE-SEM-2	Elective (see below)	

Electives

Units available from other courses may be taken as electives, subject to timetable considerations and the meeting of prerequisites. Where possible, core units are timetabled to enable students to have access to selected electives in the following disciplines: biology, economics, geology, marketing, photojournalism, and sociology and cultural studies.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Arts (Outdoor Education) – Bendigo (RBAOE)

Outdoor education is the study of the relationships humans have with nature through outdoor experiences. The program is designed for motivated students who seek careers in outdoor education, adventure guiding, environmental education or related fields. A strong emphasis is placed on environmental knowledge and gaining practical experience. The course combines practical fieldwork outdoor activities with theoretical studies. Core fieldwork units include: bushwalking, paddling, cross-country skiing, rock climbing, and naturalist studies. The academic perspective centres on how knowledge is shaped by new environments and how the environment, in turn, is shaped by our thoughts and practices. The theoretical aspects of the program include: environmental science studies and outdoor education concepts drawn from psychology, education, eco-psychology, environmental ethics and eco-philosophy. Students undertake a minimum of 130 days of practical work over three years. Graduates from the course are employed by schools, at camps, in outdoor travel and by land management authorities and commercial outdoor companies. When combined with the Graduate Diploma in Education (Primary or Secondary) the course leads to a teaching qualification in either primary or secondary schools. Graduates may also go on to the Bachelor of Arts (Honours) (Outdoor Education), and/or to Masters and Doctoral study.

Professional recognition

The Bachelor of Arts (Outdoor Education) has been accepted by the Victorian Institute of Teaching for recognition as preparation for teaching in primary and secondary schools when combined with a fourth year Graduate Diploma in Education.

Admission requirements

Students should satisfy the normal university entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Special requirements

Special entry applicants or students who have completed year-12 more than 12 months prior to application may be invited to attend a selection interview and must complete a Supplementary Information Form. Special entry applicants may also be required to sit for the Special Tertiary Admissions Test (STAT). Applicants must ensure that they are physically fit to undertake course activities.

Students should ensure they are aware of the physical components and location requirements of the course. Students with a disability, medical condition or any concerns which may affect potential participation in some of the practical components of the course are invited to discuss their options with the course coordinator.

Course structure

The course is a three-year full-time program. It consists of 360 credit points of study.

First year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-1	Ways of Knowing Nature	OED1WKN
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-1	Field Experience A	OED1AFE
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-2	Worldviews and the Environment	OED1WE
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	Field Experience B	OED1BFE
TE-SEM-2	Outdoor Environments	OED1OEE

Second year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-S	Field Experience C	OED2FEC
TE-SEM-1	Outdoor Leadership A	OED2OLA
TE-SEM-1	Environment Elective 1*	
TE-SEM-1	Elective (not environment elective)	
TE-SEM-2	Australian Culture and Land	OED2ACL
TE-SEM-2	Outdoor Leadership B	OED2OLB
TE-SEM-2	Environment Elective 2*	
TE-SEM-2	Elective (not environment elective)	

*Outdoor Environment Electives:

TE-SEM-1	Bush Environments	OED2BE
TE-SEM-1	Rock Environments	OED2RE
TE-SEM-2	Local Environs Study	OED2LES
TE-SEM-2	River Environments	OED2RE
TE-SEM-2	Winter Alpine Environments	OED2WAE

Third year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-1	Education in the Outdoors	OED3EO
TE-SEM-1	Field Experience D	OED3FED
TE-SEM-1	Teaching Environment Elective 1*	
TE-SEM-1	Elective (not environment elective)	
TE-SEM-2	Teaching and Program Development	OED3TPD
TE-SEM-2	Field Experience E	OED3FEE
TE-SEM-2	Teaching Environment Elective 2*	
TE-SEM-2	Elective (not environment elective)	

*Teaching Environment Electives:

TE-SEM-1	Teaching in Bush Environments	OED3TBE
TE-SEM-1	Teaching in Rock Environments	OED3TR
TE-SEM-2	Teaching in River Environments	OED3TRE
TE-SEM-2	Teaching in Winter Alpine Environments	OED3TWA

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements,

assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database www.latrobe.edu.au/udb_public.

Bachelor of Arts (Outdoor Environmental Education) – Bendigo (EBOEE)

The course prepares students for teaching and leading in fields relevant to outdoor environmental education with emphasis on natural history, environmental studies and social and cultural aspects of the environment. The course is similar to the Bachelor of Arts (Outdoor Education) but provides the opportunity for students to become more specialised in fewer environments with a focus on environmental education studies. Graduates are employed in formal and informal education settings, local government agencies and commercial providers of outdoor environmental education or outdoor education. Teaching in government schools requires an additional one year Graduate Diploma in Education (Primary or Secondary).

Admission requirements

Students should satisfy the normal university entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Special requirements

Special entry applicants or students who have completed year-12 more than 12 months prior to application may be invited to attend a selection interview and must complete a Supplementary Information Form. Special entry applicants may also be required to sit for the Special Tertiary Admissions Test (STAT). Applicants must ensure that they are physically fit to undertake course activities.

Students should ensure they are aware of the physical components and location requirements of the course. Students with a disability, medical condition or any concerns which may affect potential participation in some of the practical components of the course are invited to discuss their options with the course coordinator.

Course structure

The course is a three-year full-time program. It consists of 360 credit points of study.

First year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-1	Ways of Knowing Nature	OED1WKN
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-1	Field Experience A	OED1AFE
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-2	Worldviews and the Environment	OED1WE
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	Field Experience B	OED1BFE
TE-SEM-2	Outdoor Environments	OED1OEE

Second year

Teaching period	Unit name	Unit code
TE-SEM-1	River and Wetland Environments	OED2RWE
TE-SEM-1	Outdoor Leadership A	OED2OLA
TE-SEM-1	Environmental Interpretation	OED2EI
TE-SEM-1	Elective	
TE-SEM-2	Australian Culture and Land	OED2ACL
TE-SEM-2	Local Environs Study	OED2LES
TE-SEM-2	Bush Environments	OED2BE
TE-SEM-2	Elective (Not Outdoor Leadership B)	

Third year

Teaching period	Unit name	Unit code
TE-SEM-1	Education in the Outdoors	OED3EO
TE-SEM-1	Field Experience D	OED3FED
TE-SEM-1	Teaching Natural History	OED3TNH
TE-SEM-1	*Elective	
TE-SEM-2	Teaching and Program Development	OED3TPD
TE-SEM-2	Education for Sustainability	OED3ES
TE-SEM-2	Field Experience E	OED3FEE
TE-SEM-2	*Elective	

* Electives cannot be Outdoor Environment units or Teaching Environment units

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database www.latrobe.edu.au/udb_public.

Bachelor of Arts (Outdoor Recreation Education) – Bendigo (EBORE)

The course prepares students for teaching and leading in fields relevant to outdoor recreation education with an emphasis on environmental and social responsibility and cultural aspects of outdoor recreation. The course is similar to the Bachelor of Arts (Outdoor Education) but provides the opportunity for students to become expert at activities in a wider range of environments. Graduates are employed in informal education settings, by youth at risk agencies, local government agencies and commercial outdoor recreation providers. The course involves 160 days of practical experience throughout the course. Elective study units include: bushwalking, rock climbing, cross-country skiing, cycling, paddling, and naturalist studies. Teaching in government schools requires additional completion of a one year Graduate Diploma in Education (Primary or Secondary).

Professional recognition

The Bachelor of Arts (Outdoor Recreation Education) has been accepted by the Victorian Institute of Teaching for recognition as preparation for teaching in primary and secondary schools when combined with a fourth year Graduate Diploma in Education.

Admission requirements

Students should satisfy the normal university entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Special requirements

Special entry applicants or students who have completed year-12 more than 12 months prior to application may be invited to attend a selection interview and must complete a Supplementary Information Form. Special entry applicants may also be required to sit for the Special Tertiary Admissions Test (STAT). Applicants must ensure that they are physically fit to undertake course activities.

Students should ensure they are aware of the physical components and location requirements of the course. Students with a disability, medical condition or any concerns which may affect potential participation in some of the practical components of the course are invited to discuss their options with the course coordinator.

Course structure

The course is a three-year full-time program. It consists of 360 credit points of study.

First year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-1	Ways of Knowing Nature	OED1WKN
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-1	Field Experience A	OED1AFE
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-2	Worldviews and the Environment	OED1WE
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	Field Experience B	OED1BFE
TE-SEM-2	Outdoor Environments	OED1OEE

Second year

Teaching period	Unit name	Unit code
TE-SEM-S	Field Experience C	OED2FEC
TE-SEM-1	Outdoor Leadership A	OED2OLA
TE-SEM-1	Bush Environments or	OED2BE
TE-SEM-1	Local Environs study	OED2LES
TE-SEM-1	Rock Environments	OED2R
TE-SEM-2	Australian Culture and Land	OED2ACL
TE-SEM-2	Outdoor Leadership B	OED2OLB
TE-SEM-2	Winter Alpine Environments	OED2WAE
TE-SEM-2	River Environments	OED2RE

Third year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-1	Education in the Outdoors	OED3EO
TE-SEM-1	Field Experience D	OED3FED

TE-SEM-1	Teaching Environment Elective 1*	
TE-SEM-1	Teaching Environment Elective 2*	
TE-SEM-2	Teaching and Program Development	OED3TPD
TE-SEM-2	Field Experience E or elective**	OED3FEE
TE-SEM-2	Teaching Environment Elective 3*	
TE-SEM-2	Outdoor Environmental Education Practical Extension	OED3OPE

*Teaching Environment Electives:

TE-SEM-1	Teaching in Bush Environments	OED3TBE
TE-SEM-1	Teaching in Rock Environments	OED3TR
TE-SEM-2	Teaching in River Environments	OED3TRE
TE-SEM-2	Teaching in Winter Alpine Environments	OED3TWA

**Third year elective: To permit those who wish to be teachers to be eligible for geography teaching method.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database www.latrobe.edu.au/udb_public.

Double degrees

Bachelor of Arts/Bachelor of Arts Education – Melbourne (Bundoora) (AZAAE)

This double degree requires completion of 540 credit points over four years of full-time study or equivalent part-time study. Students complete a Bachelor of Arts degree in specific teaching disciplines and gain a secondary teaching qualification. The course provides the opportunity for students to engage in education related studies (including teaching practice in schools) while developing their knowledge in the Humanities and Social Sciences disciplines. As part of the arts degree students must take two arts disciplines offered by the Faculty of Humanities and Social Sciences and which are available to be taken as a teaching methods in the Graduate Diploma in Education (Secondary) at La Trobe (see arts units listed below). Students intending to take a Languages Other Than English (LOTE) method will be required to complete the third-year advanced level of their chosen language.

The first year of the degree consists of the foundation arts units. During the second and third years of the degree students will enrol in both arts and education units which include supervised teaching practice in schools. In the final year students will undertake the more intensive teacher training component of the degree, including studies in educational philosophy, curriculum and theory, teaching practice in schools and the two teaching methods units.

Please note: students must complete a 'Working with Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card prior to undertaking teaching placements

Teaching period	Requirements
	First year (120 credit points)
TE-SEM-1	First year unit arts discipline A (15 credit points), first year unit arts discipline B (15 credit points), first year arts elective (15 credit points), first year arts elective (15 credit points)
TE-SEM-2	First year unit arts discipline A (15 credit points), first year unit arts discipline B (15 credit points), first year arts elective (15 credit points), first year arts elective (15 credit points)
	Second year (140 credit points)
TE-SEM-1	Second year unit arts discipline A (20 credit points), second year unit arts discipline B (20 credit points), second year arts elective (20 credit points), EDU2TPA Teaching Practice A (20 credit points)
TE-SEM-2	Second year unit arts discipline A (20 credit points), second year unit arts discipline B (20 credit points), EDU4HE Holistic Education (20 credit points)
	Third year (140 credit points)
TE-SEM-1	Third year unit arts discipline A (20 credit points), third year unit arts discipline B (20 credit points), third year arts elective (20 credit points), EDU4IE Issues in Education (20 credit points) (vacation summer school unit)
TE-SEM-2	Third year unit arts discipline A (20 credit points), third year unit

TE-SEM-1	arts discipline B (20 credit points), EDU 3TPB Teaching Practice B (20 credit points)
	Fourth year (140 credit points) EDU4COL Context of Learning (20 credit points), education method 1 (10 credit points), education method 2 (10 credit points), EDU4TPS Teaching Practice and Skills (20 credit points), education elective (20 credit points) EDU4SEI Issues in Secondary Education (20 credit points), education method 1 (10 credit points), education method 2 (10 credit points), EDU4TPM Teaching Practices and Models (20 credit points)

Arts disciplines available for specific methods

Students must select their arts disciplines (A and B above) from two different method areas.

Drama method: Theatre and drama

English method: English, linguistics

LOTE method (Languages Other Than English)

Chinese, Indonesian, Italian, Japanese, Modern Greek, Spanish.

Students wanting to do a LOTE method must complete the third year advanced level of their chosen language.

Media studies method

Media studies, cinema studies

Humanities (Previously SOSE method (Studies of Society and Environment))

Aboriginal studies, anthropology, art history, development studies; gender, sexuality and diversity studies; history, legal studies, philosophy, politics, religious studies, sociology. Students wanting to take a Humanities or SOSE method must choose both Discipline A units and two of their first year arts electives from the disciplines listed here. Students should seek approval from the course adviser in the Faculty of Education to ensure that they have at least one discipline that is not generally classified by the teacher accreditation authority as cultural studies.

ESL method (English as a Second Language)

Linguistics (LOTE studies are also recommended)

Bachelor of Science/Bachelor of Science Education – Bendigo (SZSSEB), Melbourne (Bundoora) (SZSSE), Albury-Wodonga (STBSSW)

This innovative double degree has been developed in response to the Federal Government's 'Innovation Statement' and aims to integrate full science degree studies with a complete teaching qualification, with a particular emphasis on mathematics, statistics (taught as part of mathematics in secondary schools), physics, chemistry, and/or information technology. Graduates of this double degree will have a deepened understanding of their teaching units and will be equipped to adapt their teaching to engage with the needs of their teaching settings, including their own students and the nature of the areas of knowledge and behaviour that constitute the discipline. In this program, emphasis is placed on the teacher's ability to adapt teaching to continuously changing circumstances while fostering deep understanding of relevant areas of scientific disciplines.

Please note: students must complete a 'Working with Children' check form, available from Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card prior to undertaking teaching placements in schools.

Albury-Wodonga Campus: Only the first year of this degree is available at the Albury-Wodonga campus. Students who successfully complete the first year of the degree transfer to the Melbourne (Bundoora) campus to complete the remaining three years. Students who enrol in the Bachelor of Science/Science Education at the Albury-Wodonga campus can only select Chemistry and Mathematics as their major units of study.

Scholarships

Some scholarships may be available for this degree. Prospective applicants should contact the Faculty of Science, Technology and Engineering Faculty office.

Course structure

This double degree is of four and a half years full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

Students will gain a foundation in science in the first year. Combined studies in science and education will commence in the second year and continue during the third year. Two science disciplines must be studied through to third year: the major discipline comprising units to the value of 60 credit points in the third year and the minor discipline 30 credit points. The major discipline must be one of mathematics, statistics, physics, and chemistry or computer science. (Note that the first year statistics discipline requirement may be satisfied by enrolling in STA1SS and one of STA1LS or MAT1DM). The minor discipline may also be chosen from among the major discipline areas or from any other science discipline offered by the Faculty of Science, Technology and Engineering. The science disciplines are those defined for the Bachelor of Science degree. The final year will consist of full teacher training, including the practicum requirement and will include a combined science and education project. Normally, students would be expected to have satisfactorily completed all of the requirements for the first three years before progressing to the fourth year.

Notes:

Your unit choices at first and second year must ensure that one of mathematics, physics, chemistry, statistics or computer science can be taken as a major at third year level. You cannot have a major/minor combination of mathematics and statistics as double mathematics method is not offered in the fourth year.

You will be qualified to teach subjects corresponding to your chosen major and minor disciplines, but not subjects corresponding to your terminating first year science discipline. If your major or minor is in physics or chemistry, you will also be qualified to teach secondary school general science. As general science also covers biology, such students should consider taking a first year biology unit as a first year level elective.

The research project must relate to science education or mathematics education.

All units must be chosen in consultation with, and approved by the course adviser.

BUNDOORA CAMPUS**First year (120 credit points)**

Unit name	Credit points
30 credit points in each of three different science disciplines	90
First year level electives (education units excluded)	30
Note: the maximum number of credit points in any one science discipline is	45.

Second year (140 credit points)

Teaching period	Unit name	Unit code	Credit points
TE-SEM-1	Teaching Practice A	EDU2TPA	20
	40 credit points in each of two different science disciplines		80
	20 credit points second year level elective(s) (chosen from any discipline and which may be a further science or education unit)		20
	20 credit point education unit (chosen from the list below)		20

Third year (140 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-S	Issues in Education	EDU4IIE	20
TE-SEM-1	Science Education Mentoring?	EDU3SEM	10
or			
TE-SEM-2			
TE-SEM-2	Teaching Practice B	EDU3TPB	20
	60 credit points chosen from one of the disciplines: mathematics, physics, chemistry, statistics, computer science		60
	30 credit points chosen from a single science discipline (which differs from that already chosen as the major discipline)		30

Fourth year (140 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Context of Learning	EDU4COL	20
TE-SEM-1	Teaching Practice and Skills	EDU4TPS	20
TE-SEM-1	Research Practicum	EDU4RP	20
or			

TE-SEM-2			
TE-SEM-2	Issues in Secondary Education	EDU4SEI	20
TE-SEM-2	Teaching Practice and Models	EDU4TPM	20

Plus two method units to be chosen from the following

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 and	Chemistry Teaching Method	EDU4CHA	10
TE-SEM-2		EDU4CHB	10
TE-SEM-1 and	IT Teaching Method	EDU4ITA	10
TE-SEM-2		EDU4ITB	10
TE-SEM-1 and	Mathematics Teaching Method	EDU4MAA	10
TE-SEM-2		EDU4MAB	10
TE-SEM-1 and	Physics Teaching Method	EDU4PHA	10
TE-SEM-2		EDU4PHB	10
TE-SEM-1 and	Science Teaching Method	EDU4SCA	10
TE-SEM-2		EDU4SCB	10

List of education units available at the Bundoora Campus

Note that units may vary from year to year according to availability.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 and	Issues in Science Education 1 ¹	EDU4SC1	15
TE-SEM-2	Issues in Science Education 2 ¹	EDU4SC2	15
TE-SEM-1	Approaches to Pastoral Care	EDU4APC	20
TE-SEM-1	Intercultural Communication and Education	EDU5CCU	20
TE-SEM-1	Enhancing Teaching and Learning with ICT and Multimedia	EDU4ITM	15
TE-SEM-1	Interpersonal Skills	EDU4IS	20
TE-SEM-1	Learning Technologies in Education 1	EDU4LTE	20
TE-SEM-1	Science, Technology and Society in Education	EDU4STS	15
TE-SEM-1	Science and Technology in Contemporary Society	EDU5STC	20
TE-SEM-1 or	Studies in Technology: Materials and Systems	EDU4TMS	20
TE-SEM-2	At Risk Students: Critical Considerations	EDU5ARS	20
TE-SEM-2	Curriculum Development and Design	EDU4CDD	20
TE-SEM-2	Education and Cultural Diversity	EDU5ECD	20
TE-SEM-2	Holistic Education	EDU4HE	20
TE-SEM-2	Working With Different Learning Needs	EDU5WWD	20
TE-SEM-S	Classroom Discipline	EDU4CSD	20

Key: ¹ Not available in 2008.

² Students taking EDU3SEM in first semester must be available to commence the training session mid-late February 2008.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Honours degrees

Bachelor of Education with Honours – Bendigo (RBED)

Please refer to the Honours Pathway in the entry for Bachelor of Education.

Bachelor of Arts (Honours) (Nature Tourism) – Bendigo (RHANT)

This course provides a fourth year of theoretical and practical studies for high achieving students. The year has a research focus and is intended to provide a basis for further study at the Master's and Doctoral levels. In addition to writing an honours thesis, each student must undertake a specialised coursework program.

Admission requirements

Applicants must have achieved highly in the Bachelor of Arts (Nature Tourism) with a performance at B level demonstrated in substantial parts of the course, with an overall average of C or above. Third year and second year results are weighted more heavily than first year results. Normally, students will not be permitted to enrol more than two years after completing a pass degree.

Course structure

The course can be undertaken by full-time study for one year or part-time study for two years. It is valued at 120 credit points.

Teaching period	Unit name	Unit code
TE-ALLYR	Research Thesis (Outdoor Education and Nature Tourism Honours)	OED4TON
TE-SEM-1	Outdoor Education and Nature Tourism Honours Seminar A	OED4SEA
TE-SEM-1	Research Methods in Outdoor Education and Nature Tourism Honours	OED4RM

Electives

Students must take two additional units which may be chosen from the following or from other units offered in the School or in other schools or universities, with approval from the Honours Coordinator.

Teaching period	Unit name	Unit code
TE-SEM-1	Regional Catchment Studies	OED2RCS
TE-SEM-1	Readings Outdoor Education Honours	OED4RD
or		
TE-SEM-2		
TE-SEM-2	Outdoor Education and Nature Tourism Honours Seminar B	OED4SEB

Regulations

The Chief Examiners' Meeting has specific responsibility for determining an appropriate degree classification for each candidate, based on the weightings of grades allocated to the Seminar A, Research Methods, two elective units (12.5% each) and the research project (50%). A candidate must satisfactorily complete the research project in order to graduate. Normally, a candidate who fails to satisfy the examiners will not be permitted to repeat the course or to write supplementary examinations.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Arts (Honours) (Outdoor Education) – Bendigo (RHAOE)

This course provides a fourth year of theoretical and practical studies for high-achieving students. The year has a research focus and is intended to provide a basis for further study at the Master's and Doctoral levels. In addition to writing an honours thesis, each student must undertake a specialised coursework program.

Admission requirements

Applicants must have achieved highly in a Bachelor of Arts (Outdoor Education) with a performance at B level demonstrated in substantial parts of the course, with an overall average of C or above. Third year and second year results are weighted more heavily than first year results. Normally, students will not be permitted to enrol more than two years after completing a pass degree.

Course structure

The course can be undertaken by full-time study for one year or part-time study for two years. It is valued at 120 credit points.

Teaching period	Unit name	Unit code
TE-ALLYR	Research Thesis (Outdoor Education and Nature Tourism Honours)	OED4TON
TE-SEM-1	Outdoor Education and Nature Tourism Honours Seminar A	OED4SEA
TE-SEM-1	Research Methods in Outdoor Education and Nature Tourism Honours	OED4RM

Electives

Students must take two additional units which may be chosen from the following or from other units offered in the school or in other schools or universities, with approval from the Honours Coordinator.

Teaching period	Unit name	Unit code
TE-SEM-1	Regional Catchment Studies	OED2RCS
TE-SEM-1 or	Readings Outdoor Education Honours	OED4RD
TE-SEM-2		
TE-SEM-2	Outdoor Education and Nature Tourism Honours Seminar B	OED4SEB

Regulations

The Chief Examiners' Meeting has specific responsibility for determining an appropriate degree classification for each candidate, based on the weightings of grades allocated to the Seminar A, Research Methods, two elective units (12.5% each) and the research project (50%). A candidate must satisfactorily complete the research project in order to graduate. Normally, a candidate who fails to satisfy the examiners will not be permitted to repeat the course or to write supplementary examinations.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

CHI2CC CHINESE C (15. CPs Sem. TE-SEM-1 BE.) *Mr Robin Hutchison*
Not available in 2008

CHI2CD CHINESE D (15. CPs Sem. TE-SEM-2 BE.) *Mr Robin Hutchison*
Not available in 2008

CHI3CE CHINESE E (15. CPs Sem. TE-SEM-1 BE.) *Mr Robin Hutchison*
Not available in 2008

CHI3CF CHINESE F (15. CPs Sem. TE-SEM-2 BE.) *Mr Robin Hutchison*
Not available in 2008

CHI4RTA CHINESE READING AND TRANSLATING A (15. CPs Sem. TE-SEM-1 BE.) *Mr Robin Hutchison*
Not available in 2008

CHI4RTB CHINESE READING AND TRANSLATING B (15. CPs Sem. TE-SEM-2 BE.) *Mr Robin Hutchison*
Not available in 2008

EDU1ESL ENGLISH AS A SECOND LANGUAGE I (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Ms Julianne East, Ms Suzanne Fegan*

This interdisciplinary elective subject gives students from language backgrounds other than English the opportunity to further develop their English language skills in an academic context. The theoretical component analyses cross cultural differences in academic discourse and explores the cultural values which shape those differences. The practical component relates these differences to the interpretation and creation of academic discourse, including: writing essays/reports using English patterns of logic/direct expression; language and culture of critical analysis applied to critical reading skills; and the use of argument and evidence in written texts.

Prerequisite: From language background other than English, with minimum English language entry requirement of the University.

Class requirements: One two-hour tutorial per week.

Assessment: One 1500-word essay (30%), Online and tutorial exercises (equivalent to 1500-words) (30%), One 800-word essay (20%), 2-hour class test (20%).

Prescribed Reading:

ESL-1 book of readings La Trobe University

EDU1GCL GENRES IN CHILDREN'S LITERATURE (15. CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr David Beagley, MI: Ms Deb Neal*

In this unit, students study current theories of genres relating to children's literature as a form of social practice. Topics covered include modernist and post modern picture books, traditional European folk and fairy tales, fantasy and realistic fiction, and poetry.

Class requirements: Two 1-hour lectures and one 2-hour tutorial/workshop per week.

Assessment: One 1500-word written assignment (30%), one weekly readings diary – equivalent to 1000-words (20%), evidence of tutorial preparation through participation (10%), one 2-hour written examination (40%).

Recommended Reading:

Lukens, R. (2002) *A Critical Handbook of Children's Literature*, 7th edn. Boston: Allyn and Bacon.

Cullinan, B. and Galda, L. (2006) *Literature and the Child*, 6th edn. Belmont, CA: Wadsworth/Thomson Learning.

Anstey, M & Bull, G (2000) *Reading the Visual: Written and Illustrated Children's Literature* Sydney: Harcourt Australia.

EDU1HBS HUMAN BODY SYSTEMS (15. CPs Sem. TE-SEM-2 BE.) *Dr*

Ashley Woodcock

This subject is a prerequisite for the second-year general studies subjects, Biomechanics and Exercise Physiology as well as the fourth year subject, Sports Medicine.

This unit aims to provide students with a basic knowledge of the structure, functions, and interrelationships of the major anatomical and physiological systems of the human body directly related to movement. Through a series of interactive lectures and laboratory classes students will investigate basic terminology, and the basis of structure and function of the skeletal, muscular, circulatory, and respiratory systems.

Class requirements: One 2-hour lecture and one 2-hour laboratory session per week.

Assessment: Weekly practical work (40%), one 1.5-hour mid-semester test (30%), one 1.5-hour end of semester examination (30%).

Prescribed Reading:

Marieb, E.N (2003) *Anatomy and physiology colouring workbook 7th edn*. San Francisco, Cal: Benjamin Cummings.

Marieb, E.N (2003) *Essentials of human anatomy and physiology (7th)* San Francisco, Cal: Benjamin Cummings.

EDU1HCL HISTORY OF CHILDREN'S LITERATURE 1 (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr David Beagley, MI: Ms Debbie Neal*

In this unit, students investigate the influence of traditional literature on themes and genres in nineteenth and early twentieth century texts for children. Topics covered include myths, legends, folk and fairy tales, and their influence on the emergence of the genres of fantasy and realism.

Prerequisite: EDU11GCL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One set of webpages, with research notes (equivalent to a 1500–2000-word essay) (30%), one annotated bibliography (equivalent to a 1000-word essay) (10%), evidence of tutorial preparation through participation (10%), one 2-hour final examination (40%).

Recommended Reading:

Hourihan, M. (1997) *Deconstructing the Hero: Literacy theory and children's literature* London, New York: Routledge.

Zipes, J. (1997) *Happily Ever After: fairy tales, children and the culture* New York: Routledge.

EDU1IE INCLUSIVE EDUCATION: STUDENT DIVERSITY, WELFARE AND INCLUSIVE (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Ms Cherry Rattue, MI:*

Mrs Debra Neal

In this unit, students are provided with an introduction to the philosophy and concepts underlying the wellbeing of all students with specific focus on inclusive education and student welfare. As part of this unit students will consider the functional implications of student diversity and the pedagogical process and practical adaptations that enable teachers to include students with additional learning, behavioural, emotional, and environmental needs. The provision of challenging learning activities through the effective differentiation of the curriculum will be explored.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour examination (40%), One 1250-word assignment (30%), Attendance, class participation, and Practicum observation report – equivalent to a 1250-word essay (30%)

Prescribed Reading:

As detailed annually in the anthology *Anthology of Readings: Welfare, Disability and Inclusion* Bendigo: La Trobe University.

Recommended Reading:

Ashman, A & Elkins, J (Eds) (2002) *Educating Children with Diverse Abilities* Australia: Prentice Hall.

EDU1TT INTRODUCTION TO TEACHING PRACTICE (15 CPs Sem. TE-SEM-1 BE, MI.) *Mr Wilf Savage*

In this unit, students will engage in a lecture-tutorial program combined with school-based activities to study how students learn, and what teachers must do so that learning can be maximised. The focus for the unit is primarily upon the role of the teacher in the learning experience, and the content of the lecture tutorial program draws upon, yet simultaneously illuminates the experiences of students in the concurrent practicum program.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week. 12 days of school experience.

Assessment: One 10-minute tutorial presentation (20%), one 750-word essay (15%), a 1250-word essay (25%), practicum reports (performance assessed by reports from practicum supervisors) (10%). 12 days of (compulsory) supervised teaching practice – hurdle requirement. Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 1-hour examination (30%).

Preliminary Reading:

Cruikshank DR et al *The Act of Teaching 2nd edn*. Boston: McGraw-Hill, 1999.

Prescribed Reading:

Barry K. & King L. *Beginning Teaching and Beyond* Sydney: Social Science Press, 2003.

Recommended Reading:

Marsh, C. *Becoming a Teacher* Melbourne: Longman, 2004.

Charles, C.M. *Building Classroom Discipline* Boston: Pearson, 2005.

Killen, R. *Effective Teaching Strategies* Sydney: Social Science Press, 2003.

Whitton, D. et al. *Learning for Teaching; Teaching for Learning* Melbourne: Thomson, 2004.

EDU1LL LEARNING, LANGUAGE, AND ENGLISH/LITERACY (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Ms Debra Edwards, MI: Ms Deb Neal*

In this unit students will be involved in the development of self knowledge including an understanding of the influence of their identities and cultures on their development as English/Literacy teachers. Personal competencies including an explicit knowledge about language codes and conventions and the use of technologies to enhance personal learning and as a way of ensuring currency of curricular policies, programs and resources will be considered. Students will be introduced to the developmental nature of language and literacy learning; knowledge of a range of language and literacy learning theories and associated approaches and programs with a focus on the early years of schooling.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word assignment (30%), one 2-hour examination (40%), attendance, participation, and completion of weekly class activities, equivalent to 1000-word essay (30%). Students will be expected to keep a 'Learning Language Notebook' recording reading and preparation for lectures and tutorials, tutorial and WebCT activities, and lecture notes.

Prescribed Reading:

Hill, Susan (2006) *Developing early literacy assessment and teaching* Australia: Eleanor Curtin.

Recommended Reading:

Ministry of Education NZ (2003) *Effective Literacy Practice in Years 1 to 4* New Zealand: Learning Media.

Green, D & Campbell, R (eds.) (2003) *Literacies and Learners; Current Perspectives (2nd edition)* Australia: Pearson Education, 2003.

EDU1LT LEARNING TECHNOLOGIES – INFORMATION/COMMUNICATION (15 CPs Sem. TE-SEM-1 BE, MI.) *Ms Chris Campbell*

In this unit students develop information literacy knowledge, skills and values required for both the application of technology in teaching

and learning as well as learning to teach about technology. Topics for this unit include the Internet, software applications for educators, integrating multimedia and educational software applications as well as creating curriculum materials. Issues to be addressed will include those related to ethics, sociology, psychology and communications theory. This unit provides an introduction to practical computing skills and the integration of technology into the classroom. Students will be assisted to achieve the learning outcomes endorsed by the Victorian Institute for Teaching.

Class requirements: Two 1-hour lectures and one 1-hour tutorial/workshop per week.

Assessment: Computer laboratory set activities including online activities – equivalent to a 2000-word essay (40%), multi-page educational website equivalent to 1000-word essay (25%), individual task, digital portfolio equivalent to one 1500-word essay (35%).

Prescribed Reading:

Campbell C. *Electronic readings – various* La Trobe University.

EDU1MT THE TEACHING OF NUMBER, CHANCE AND DATA, AND ALGEBRA (15 CPs Sem. TE-SEM-1 BE, MI.) *Dr Dona Martin*

Using concepts drawn from the topics of number, chance and data, and algebra, the structure of mathematics, the goals of mathematics teaching, the nature of the mathematics curriculum, and ways of engaging pupils in mathematics learning are explored. Students will be given the opportunity to broaden their personal understandings of, and attitudes to, these key mathematical concepts using problem solving and investigative approaches. The students will examine how understanding of these key mathematical concepts contributes to the development of numerate citizens, and how such approaches contribute to their own learning, and the implications for their mathematics teaching.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 15-minute content assignment (10%). It is a hurdle requirement that all students demonstrate appropriate understanding of relevant mathematical content for primary teaching, one 2-hour examination (40%), one 1000-word assignment (30%), one 15-minute tutorial presentation and one 1000-word assignment (20%).

Preliminary Reading:

Australian Education Council (1991) *A National Statement on Mathematics for Australian Schools* Carlton: Curriculum Corporation Department of Education, Employment and Training, Vic (2000) *Curriculum and Standards Framework II* Melbourne: Author

Recommended Reading:

Department of Education, Employment and Training, Victoria (2000) *Curriculum at Work CD ROM* Melbourne: Author.

De Klerk, J (1999) *Illustrated Maths Dictionary 3rd edn*. South Melbourne: Longman.

Sullivan, P & Liburn, P (1997) *Open-ended Maths Activities: Using 'Good' Questions to Enhance Learning* Melbourne: Oxford University Press.

EDU1MUA INTRODUCTION TO MUSIC LANGUAGE AND CULTURE (15 CPs Sem. TE-SEM-1 BE.) *Mr Peter Butler***PART A Lecture series**

This unit is a general introduction to music using both formal lectures and practical hands on experiences designed to give the student a personal and developing insight into the music of western and non-Western societies. The program includes theoretical fundamentals – meter including rhythmic note grouping, rests, scales, and keys along with practical vocal and instrumental classroom exercises for developing aural and rhythmic discrimination. In-class and individual weekly practice on the ear training program auralia in the computer lab will also be undertaken.

PART B Piano Laboratory

Chordal piano playing method. Major, minor and seventh chords in all of their inversions on the keyboard. Techniques for providing a pianistic accompaniment to any song in which only the melody and chords are given. A variety of playing styles will be taught.

Class requirements: One 2-hour lecture and one 1-hour piano laboratory per week.

Assessment: One 1000-word assignment (15%), one 10-minute seminar presentation (15%), one 10-minute individual piano examination (40%), one 2-hour final examination (30%)

Prescribed Reading:

Alberts *Adult All-in-One Level 1 Piano Course*.

EDU1MUB MUSIC B (15 CPs Sem. TE-SEM-2 BE.) *Mr Peter Butler*

PART A Lecture Series

The History unit aims to familiarise students with the key aspects of musical form and style during the Baroque, Rococo, Classical and Romantic periods 1700–1900. Theoretical Studies continues on from Music A in building the students' knowledge of music theory in terms of both aural recognition and written notation – scales, intervals and triads. Aural training and sight singing builds on Music A in developing reading fluency and the aural discrimination of rhythm, intervals, scales, chords and melodic dictation.

PART B Instrumental Tuition

Students undertake 10 weeks of instrumental tuition on any instrument outside of the university. Students may continue with a pre-existing instrument or commence with a new instrument.

Prerequisite: EDU1MUA.

Class requirements: One 2-hour lecture, one 30-minute individual instrumental lesson and one 30-minute individual aural practice (Auralia Program) per week.

Assessment: One 1000-word assignment (15%), one 10-minute individual instrumental examination (30%), one 1.5-hour final examination (40%), one 1000-word assignment (15%).

Prescribed Reading:

Butler P *Music B Readings and Lecture Notes* Bendigo: La Trobe University, Media Services.

EDU1SKL SKILL LEARNING (15 CPs Sem. TE-SEM-1 BE.) *Ms Maree*

Stockdale

Not available in 2008

EDU1TL THEORIES OF LEARNING (15 CPs Sem. TE-SEM-2 BE, MI.) *Dr*

Craig Deed

A lecture-tutorial program based on the second half of a full-year study associated with how students learn, and what teachers must do so that learning can be maximized. The unit is designed to familiarise students with established theories, which attempt to explain the nature of learning, how it happens, and the forces which influence human motivation.

Prerequisite: EDU11ITT, EDU1ITT.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial participation and one oral tutorial presentation equivalent to a 1000-word essay (20%), One 1500-word essay (30%), Completion of two Online modules -equivalent to 1000-word essay (20%), one practicum journal(reflective) of 2000 to 3000-words (equivalent to a 1000-word essay) (20%), school practicum supervisors report (10%). Eight day practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Krause, K et al (2003) *Educational psychology for learning and teaching 3rd edn*. Melbourne: Thomson.

Recommended Reading:

Woolfolk, A.E (2001) *Educational psychology 8th edn*. Boston: Allyn & Bacon.

Borich, G & Tombari, M (1997) *Educational psychology for tomorrow's teachers* New York: Longman.

Cole, P & Chan, L (1994) *Teaching principles and practice 2nd edn*. Sydney: Prentice Hall.

EDU2ACL AUSTRALIAN CONTEMPORARY CHILDREN'S LITERATURE (15 CPs Sem. TE-SEM-1 BE.) *Mr David Beagley*

In this unit, students analyse recent trends in, and critical perspectives on, contemporary Australian children's literature including print and non-print texts.

Prerequisite: EDU1GCL, EDU1HCL.

Class requirements: Two 1-hour lectures per week and one 2-hour tutorial/workshop per week.

Assessment: One 1500 to 2000-word assignment (30%), commentaries and reviews – equivalent to a one 1000-word assignment (20%), evidence of tutorial preparation through participation (10%), one 2-hour final examination (40%).

Recommended Reading:

Foster J., Finnis E. & Nimmon M. (2005) *Bush, city, cyberspace: the development of Australian Children's Literature into the twenty-first century*. Wagga Wagga, NSW: Centre for Information Studies.

EDU2AME ART AND MUSIC EDUCATION (15 CPs Sem. TE-SEM-2 BE.) *Dr*

Penelope Collet

This unit provides an introduction to teaching the arts with focus on contemporary directions in early childhood and primary education. The focus on visual art and music curricula includes practical and arts appreciation skills, teaching strategies and activities appropriate for the classroom. The music and art components examine arts frameworks from across Australia and overseas, aesthetics, middle years, indigenous cultures and current research into art education. The unit aims to equip the students with an understanding of the constantly evolving nature of, and philosophy of the arts and its implications on curriculum design.

Class requirements: Two 1-hour lectures per week. Two 1-hour tutorials per week.

Assessment: One 1250-word essay (25%), 10 folio reports equally 1250-words in total (25%), one 15-minute practical test (15%), one 1000-word assignment (20%), and one 1-hour examination (15%).

Prescribed Reading:

Butler P. 2003 *Book of Readings for Music Education*. Bendigo: La Trobe University.

Wright S 1991 *The Arts in Early Childhood*. Sydney: Prentice Hall.

EDU2CAI CONTEMPORARY ART ISSUES (15. CPs Sem. TE-SEM-2 BE.) *Dr*

Penelope Collet

Not available in 2008

EDU2EXP EXERCISE AND PERFORMANCE (15 CPs Sem. TE-SEM-2 BE.) *Mr*

Ashley Woodcock

Through a series of interactive lectures and practical laboratory classes students will examine the physiological changes which occur in the human body when subjected to exercise and environmental stress. Concepts such as the energy continuum, nutrition, performance, and the benefits of active lifestyles are investigated so that students can apply such knowledge in terms of physical fitness assessment and exercise prescription.

Prerequisite: EDU1HBS.

Class requirements: One 2-hour lecture and one 2-hour laboratory class per week.

Assessment: Weekly Laboratory assignments – equivalent of 2000-words (40%), One 1-hour mid-semester test (25%), One 1.5-hour final examination (35%).

Prescribed Reading:

Wilmore JH. & Costill DL. (2006) *Physiology of Sport and Exercise. 3rd edn*. Human Kinetics, Champaign, Ill.

EDU2HEM HEALTH EDUCATION METHOD: PREP TO 12 (15 CPs Sem. TE-ALL-YR BE.) *Ms Cathleen Farrelly*

In this unit students undertake a practical and theoretical study in Health Education curriculum from Prep to year-12. Lectures and tutorials focus on the issues impacting on the design and implementation of Health Education curriculum, teaching and learning strategies including assessment and evaluation strategies. Students are introduced to the concepts, framework and learning outcomes, of the Physical, Personal and Social Learning strand of the Victorian Essential Learning Standards. Students are also introduced to the structure and content of the VCE Health and Human Development study design. Current texts and resources used in schools will be examined.

Students will implement and critically evaluate the teaching of health education lessons whilst they are on teaching practicum.

Class requirements: 2-hours per week. This unit is not available for Study Abroad students.

Assessment: One 1200-word literature review (30%), one 1500-word curriculum project (35%), evaluation and presentation of teaching

resource (equivalent to 500-words) (10%), implementation and evaluation of health lessons (equivalent to 1000-words) (25%).

Prescribed Reading:

Victorian Curriculum and Assessment Authority. (2002) *Health and Human development VCE Study design* Victorian Curriculum and Assessment Authority.

Recommended Reading:

Farrelly C & Stockdale M. *Book of Readings* University Printery.

EDU2IS INDIGENOUS STUDIES (15 CPs Sem. TE-SEM-2 BE.) *Mr Ray Nichol*

In this unit, students address historical perspectives on interactions between Indigenous Australians, governments and non-Indigenous Australians. Students examine the origins diversity and history of Indigenous peoples; contemporary perspectives relevant for teaching, including awareness of Indigenous cultures; reconciliation; impact of current political movements; strategies for combating racism; communication; and sensitivities and protocols. The unit introduces culturally and linguistically inclusive strategies and general terminology appropriate for teaching Indigenous students. The emphasis is on understanding of, and respect for, Indigenous cultures and their political, cultural, social and educational aspirations.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One 1000-word critical document review (15%). Specific details of assessment requirements available in first lecture, one 1500-word research essay (40%), one 10-minute tutorial presentation (15%), and one 1000-word assignment (30%).

Prescribed Reading:

Broome R. (2002) *Aboriginal Australians*. 3rd edn. NSW: Allen and Unwin.

Indigenous Studies Working Group (Compilers). *Book of Readings* Bendigo: La Trobe University.

Recommended Reading:

Craven R Edn. (1999) *Teaching Aboriginal Studies* NSW: Allen and Unwin.

Reynolds, H (2000) *Why Weren't We Told?* Victoria: Penguin.

EDU2MP MOVEMENT PERSPECTIVES (15 CPs Sem. TE-SEM-1 BE.) *Dr Ashley Woodcock*

In this unit students will be able to develop a theoretical understanding of, and the application of, biomechanical principles related to human movement. Through a series of lectures and practical laboratory classes students are provided with an opportunity to devise, trial, and evaluate strategies related to efficient human performance in sport.

Class requirements: One 2-hour lecture and one 2-hour laboratory class per week.

Assessment: One 750-word practical assignment (20%), one 2000-word assignment (50%), one 1.5-hour final examination (30%).

Recommended Reading:

Edwards L. (1999) *Exploring dance and drama*. Preston South, VIC: Primary Arts.

Carr GA. (1997) *Mechanics of sport III: Human Kinetics* Champaign.

ACHPER INC. (1998) *PEP Gymnastics* Hindmarsh, SA: Achper Inc.

EDU2MUC MUSICIANSHIP – THEORETICAL/HISTORICAL/PRACTICAL (15 CPs Sem. TE-SEM-1 BE.) *Mr Peter Butler*

Not available in 2008

EDU2MUD MUSIC D (15 CPs Sem. TE-SEM-2 BE.) *Mr Peter Butler*

Not available in 2008

EDU2PEM PHYSICAL EDUCATION METHOD: PREP TO 12 (15 CPs Sem. TE-ALL-YR BE.) *Dr Ashley Woodcock*

In this unit students will be introduced to a theoretical basis and skill foundation in teaching physical education in a school setting. Emphasis will be on qualities of an effective physical education teacher and physical teaching practices. Students will be provided with the opportunity to apply a range of knowledge and skills to development and evaluation of a P-10 physical education curriculum. The curriculum will be linked to the concepts, framework and learning outcomes contained in the Physical, Personal and Social

Learning strand of the Victorian Essential Learning Standards. This unit will prepare beginner teachers to teach post-compulsory physical education. Students will be introduced to the structure and content of the VCE Physical Education Study Design, and will be provided with the knowledge and skills to plan, teach, assess and resource physical education.

Class requirements: Two-hours per week. This unit is not available for Study Abroad students.

Assessment: School-based component and dialogue journal (1200-words) (30%), curriculum project (1500-words) (35%), course outline and time-line for units 1 and 2 in VCE Physical Education (1000-words) (20%), developing school assessed coursework in Physical Education Units 3 and 4 (800-words) (15%).

Prescribed Reading:

Board of Studies (2000) *Curriculum and Standards Framework 11* Board of Studies Carlton, Victoria.

Victorian Curriculum and Assessment Authority. (2005) *Physical Education: VCE Study Design* Victorian Curriculum and Assessment Authority.

Recommended Reading:

Tinning R, Macdonald D, Wright J, & Hickey C. (2001) *Becoming a Physical Education Teacher: Contemporary and Enduring Issues*. Prentice Hall.

EDU2PRB PRACTICUM B – FOCUS ON CLASSROOM MANAGEMENT

(15 CPs Sem. TE-ALL-YR BE.) *Dr Jennifer O'Shannessy, Mr Wilf Savage*

Students will undertake two separate three-week teaching rounds during the year, one in each semester, and each in a different school. The accompanying lecture-tutorial program seeks both to feed upon and inform the students' school experiences, and encourage critical reflection upon several key issues: lesson planning/preparation, alternative instructional approaches, the developing of productive working relationships in the classroom, and the establishment and maintenance of a classroom management plan.

Prerequisite: EDU11ITT, EDU12TL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week (semester 2 only), plus 30 days of school experience (15 days each semester).

Assessment: One 2000-word assignment (30%), one 2-hour examination (30%), practicum performance (as assessed by supervisors' reports) (40%). To pass this subject, students must successfully complete 30 days of supervised teaching practice. Criteria for assessment will be supplied with subject outline.

Prescribed Reading:

Charles CM. (2003) *Building Classroom Management* Boston. Allyn & Bacon.

Recommended Reading:

Arthur M, Gordon, C. & Butterfield, N. (2002) *Classroom Management: Creating Positive Learning Environments*. South Melbourne: Thompson.

Nelson J. et al. (2002) *Positive Discipline: A teacher's guide of solutions for every possible classroom behaviour problem*. Roseville, Ca: Prima Publishing.

EDU2REE SOCIAL AND EDU PERSPECTIVES OF MULTICULTURALISM IN AUST (15 CPs Sem. TE-SEM-1 BE.) *Dr Jennifer O'Shannessy*

Not available in 2008

EDU2SOS STUDIES OF SOCIETY AND ENVIRONMENT (15 CPs Sem. TE-SEM-2 BE.) *Mr Raymond Nichol*

In this unit, students are provided with opportunities to develop knowledge and appreciation of Australian society, particularly contemporary social issues and their significance for educators. Students examine the history and role of social studies, social education and Studies of Society and Environment (SOSE) in school programs and develop the ability to plan, implement and evaluate SOSE programs in schools, particularly primary schools.

Class requirements: One 2-hour lecture and one 1-hour tutorial/seminar per week.

Assessment: One 30 minute seminar presentation and one 500-word summary (30%), one 3–4-hour lesson teaching task and evaluation equivalent to 500-words (10%), one 2500-word curriculum project – unit development, resource folder and reflective journal (50%), attendance and participation (10%).

Preliminary Reading:

Board of Studies. (2000) *Studies of Society and Environment: Curriculum Standards Framework II*. Melbourne: Board of Studies
 Gilbert Rob Edn. (2004) *Studying Society and Environment: A Guide for Teachers*. 2nd edn. Katoomba: Social Science Press.
 Marsh C. (2005) *Teaching Studies of Society and Environment*. Sydney: Prentice Hall.

EDU2SPM STUDIES IN PEDAGOGY AND MANAGEMENT (15 CPs Sem. TE-SEM-2 BE.) *Ms Jennifer Sheed*

Not available in 2008

EDU2ST SCIENCE TEACHING (15 CPs Sem. TE-SEM-1 BE.) *Mr Peter Cox, Dr Premnadh Kurup*

In this unit students will develop competence and skills to teach science in primary schools. Students will explore science, with a particular focus on the concepts within physical and chemical sciences. They will explore innovative pedagogies related to teaching and learning in science. Students investigate curriculum resources available for teaching science topics, with a particular focus on VELs. Students will participate in a School Based Program in a primary school and design, implement, and evaluate a science unit over seven afternoon sessions.

Class requirements: One 1-hour lecture and one 2-hour practical per week.

Assessment: One school based science teaching program reflective journal (equivalent to 2000-word essay) (40%). In order to pass this subject, a minimum of 80% attendance is required at all practical classes as well as an overall mark of at least 50%, one team presentation – written overview and self-paced topic reviews (equivalent 1500-word essay) (30%), one 1.5-hour final examination (30%).

Prescribed Reading:

Finch et al. (2006) *Encyclopaedia of Science*. Dorling Kindersley, London.
 Department of Education and Training. (2001) *Sample Science Program*. Department of Education and Training (2001).
 Department of Education and Training (2002) *Teachers Online Primary Science CD (2002)* Department of Education and Training (2002).
 Skamp K. Edn. (2004) *Teaching Primary Science Constructively*. Melbourne: Thompson

Recommended Reading:

Peters JM. & Gega PC. (2002) *Concepts and Inquiries in Elementary Science*. Upper Saddle River, New Jersey: Merrill.
 Fleer M. & Hardy T. (2001) *Science for Children*. Sydney: Prentice Hall.
 Fleer M & Jane J. (1999) *Technology for Children: Developing your own approach*. Sydney: Prentice Hall

EDU2SUA SUBSTANCE USE IN AUSTRALIAN SOCIETY (15 CPs Sem. TE-SEM-2 BE.) *Ms Cathleen Farrelly*

In this unit students will aim to increase awareness and understanding of the physical, psychological, social and economic issues surrounding substance use and abuse in our society. Students will explore a range of public policy issues relating to abuse prevention and harm minimisation with particular relevance for school environments.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: Group tutorial presentation (15 minutes per member) (20%). To pass this subject students must attend 80% of the tutorials as well as obtaining an overall mark of 50% or greater, one 2000-word research paper (50%), one 1000-word media analysis (20%), contribution and participation in class debate (10 minutes per person) (10%).

Prescribed Reading:

Farrelly C. (compiler) *Book of Readings*. Bendigo: La Trobe University.

EDU2TCC A STUDY OF COGNITIVE, PHYSICAL, SOCIAL and EMOTIONAL DEV. (15 CPs Sem. TE-SEM-1 BE.) *Mrs Lyn Taylor*

Child development is examined from an intellectual, physical, emotional, moral, social and psychological perspective in the context

of a changing world. Genetic and environmental forces which shape this unique pattern of growth and development are explored in the context of classroom practice. The unit covers the history and theories of child development, physical and motor development, catering for individual differences, perceptual development, personality, attachment and attachment behaviour, the self, social competence and identity and changing families.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1.5-hour examination (50%), one 1000-word tutorial presentation (20%), one 1500-word assignment (30%).

Prescribed Reading:

Santrock JW & Yussen SR. (2001) *Child Development*. 9th edn. Iowa: Brown.

Recommended Reading:

Berk LE (2000) *Child Development*. 5th edn. Massachusetts: Allyn & Bacon.
 Australian Institute of Family Matters. (1987) *Family Matters: newsletter of the Australian Institute of Family Matters*. Melbourne, VIC: The Institute.
 Foreman P Edn. (2001) *Integration and Inclusion in Actions 2nd edn*. VIC: Nelson Thomson Learning.

EDU2TPA TEACHING PRACTICE A (20 CPs Sem. TE-SEM-1 BU.) *Dr Bernie Neville*

This subject is available to students enrolled in double degree education programs.

In this unit, students will observe students and teachers at work and undertake supervised teaching practice in order to gain insight into what is involved in school-based teaching in specific method areas. Students are placed in a school for 15 days under the supervision of a qualified teacher. During this placement they will teach a minimum of ten classes in the first of their method areas, and will spend the remainder of the time in observation, tutoring and other associated duties. They will be expected to explore the texts and materials that are used in their subject area, the different ways in which teachers and students approach the unit, the level of engagement of students, the ways in which student work is assessed and the level of resourcing of this unit area in the school. Prior to commencement of the teaching practicum, students will attend two 3-hour campus-based lecture/seminars to prepare for it.

Prerequisite: Completed first year of BA/BAE or equivalent.

Class requirements: Two 3-hour lecture/seminars plus 15 days of supervised teaching practice in a school. This unit is not available for Study Abroad students.

Assessment: One 1000-word reflective journal (20%), one 1500-word oral presentation (25%), a satisfactory report/evaluation by the supervising teacher, (55%).

Prescribed Reading:

Marsh C. *Handbook for beginning teachers*. Longman, 2001

Recommended Reading:

Cole P. and Chan L. *Teaching principles and practice* 2nd edn. Prentice Hall, 1994.
 Sotro E. *When teaching becomes learning: a theory and practice of teaching*. Cassell, 1994.

EDU3ENS SOCIAL, POLITICAL, LEGAL and ECONOMIC CONTEXTS OF EDUCATION. (15 CPs Sem. TE-SEM-1 BE.) *Mr Wilf Savage*

Students completing this unit will examine the social, cultural, political, economic, legal and global contexts of education from a sociological, comparative and historical perspective. The unit covers the issues including teachers work in the global world, issues of professionalism, legal responsibility, the culture of the school, the world of work and schooling, public and private schooling, community and parental involvement, rurality, gender, race, ethnicity and indigenous education.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1750-word essay (40%), one 2-hour examination (60%).

Prescribed Reading:

Halsey A et al. (Eds) (1999) *Education: Culture, Economy, Society* Oxford University Press, Oxford.

Allen J Edn. (2004) *Sociology of Education: Possibilities and Practices* Social Science Press, Katoomba

Recommended Reading:

Castells M. *The Rise of the Network Society*. London: Blackwells, 2002.

EDU3HPE STUDIES IN TEACHING AND LEARNING HEALTH AND PHYSICAL EDU (15 CPs Sem. TE-SEM-1 BE.) Ms Cathleen Farrelly

This unit provides a practical and theoretical study in health and physical education curriculum development. Lectures and tutorials focus on the issues impacting on the design and implementation of health and physical education curriculum, teaching and learning strategies including assessment strategies. Students will be given the opportunity to critically evaluate current curriculum guidelines and packages as well as developing knowledge and skills in the development of units of work in health and physical education for primary schools.

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: one 2000-word teaching resource plan (50%), one 1000-word portfolio of teaching strategies (20%), one 1500-word response to readings (30%).

Prescribed Reading:

Farrelly C & Stockdale M. (2001) (compilers) *Health and Physical Education Readings*. Bendigo: La Trobe University.

EDU3LCT LEARNING AND COMMUNICATION TECHNOLOGIES (15 CPs Sem. TE-SEM-1 BE.) Ms Chris Campbell

In this unit students will develop information literacy knowledge, skills and values required for both the application of technology in teaching and learning as well as learning to teach about technology. Topics include the Internet, software applications for educators, integrating multimedia and educational software applications as well as creating curriculum materials. Issues addressed include those related to ethics, sociology, psychology and communications theory. This unit provides an introduction to practical computing skills and the integration of technology into the classroom. Students will be assisted to achieve the learning outcomes endorsed by the Victorian Institute for Teaching.

Class requirements: One 1-hour lecture and one 2-hour tutorial/workshop per week.

Assessment: Computer laboratory set activities – equivalent to a 750 to 900-word essay (20%). Satisfactory completion of 15 day teaching practicum is a hurdle requirement of this unit. In school observation and software – equivalent to a 750 to 900-word essay (20%), multi-page educational website – equivalent to 1000-word essay (25%). individual task, digital portfolio – equivalent to a 1500-word essay (35%).

Prescribed Reading:

Campbell C. *Electronic readings – various* La Trobe University.

EDU3LRE LEARNING FOR CATHOLIC RELIGIOUS EDUCATION (15 CPs Sem. TE-SEM-2 BE.) Dr JENNY MASTERS

In this unit students will gain an understanding of the historical development of the Christian Church and tradition through examining Catholic tradition in its communal, sacramental and liturgical dimensions and implications for Catholic schooling. Students will demonstrate understanding of the technical language of religious education and an understanding of the sources and structure of the core content of Religious Education: Revelation as expressed through Scripture and Tradition, and experienced through creation and human experience. Students will develop an understanding of Catholic beliefs organized around the eight strands of the Religious Education curriculum: God, Jesus Christ, Church, Sacraments, Scripture, Christian Prayer, Christian Life, and Religion and Society.

Recommended Prior Studies: EDU31TSC.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week. This unit is not available for Study Abroad students.

Assessment: One 2000-word essay. One 20 minute verbal presentation (40%), three reviews of 500-words each (35%), one 20 minute verbal presentation (25%).

Recommended Reading:

Ryan M. (1997) *Foundations of religious education in Catholic schools: An Australian perspective*. Wentworth Falls, Social Science Press.

Groome T. (1991) *Sharing faith: A comprehensive approach to religious education and pastoral ministry*. San Francisco: Harper Collins.

EDU3LT LITERACIES: NEW TIMES AND TENSIONS (15 CPs Sem. TE-SEM-1 BE.) Ms Debra Edwards

In this unit, students are introduced to the developmental nature of language and literacy learning beyond the early years. A practical knowledge of curriculum programs and assessment practices at various levels of schooling; current debates in literacy teaching; innovations in language and literacy pedagogy e.g., multiliteracies; preparing to teach students for the global nature of society while still valuing and addressing local discourses and identities.

Prerequisite: EDU1LL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One 1000-word group presentation and written plan (20%), one 2-hour examination (40%), one 1500-word reading task (40%).

Prescribed Reading:

Winch G et al. (2004) *Literacy: Reading, writing and Children's Literature*. 2nd Edn. Australia: Nelson.

Recommended Reading:

Lo Bianco J & Freebody P. Edn. (2000) *Australian Literacies: Informing National Policy on Literacy Education*. Melbourne: Language Australia Ltd.

Green D & Campbell R Edn. (2003) *Literacies and Learners: Current Perspectives*. Australia: Pearson Education.

EDU3ML MATHEMATICS LEARNING (15 CPs Sem. TE-SEM-2 BE.) Dr

Robert Hunting

Using concepts drawn from the topics of measurement (including: length, perimeter, area, volume, capacity, mass and weight, and time) and space (including: 2 and 3 dimension shape, symmetry, position, angles, nets, angles and polygons), students explore the structure of mathematics, the goals of mathematics teaching, the nature of the mathematics curriculum, and ways of engaging pupils in mathematics learning. Students will be given the opportunity to broaden their personal understandings of, and attitudes to, key mathematical concepts using problem solving and investigative approaches. The students will examine how such approaches contribute to their own learning, and the implications for the learning of students in schools. In particular learning strategies such as grouping, collaboration, and technology- supported learning will be emphasised.

Prerequisite: EDU11MT.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour examination (50%), one 2000-word assignment (30%), one 15-minute tutorial presentation and one 500-word assignment (20%).

Preliminary Reading:

Bobis, J et al (1999) *Mathematics for Children: Challenging Children to Think Mathematically* South Melbourne: Prentice Hall.

Booker, G et al (2004) *Teaching Primary Mathematics (3rd edn)* South Melbourne: Addison Wesley Longman.

Recommended Reading:

Department of Education and Training (1999) *Developing Efficient Numeracy Strategies* Moorebank, New South Wales: Author.

Reys, R. E et al (2001) *Helping Children Learn Mathematics (6th edn)* New York: John Wiley.

Sullivan, P & Lilburn, P (1997) *Open-ended Maths Activities: Using 'Good' Questions to Enhance Learning* Melbourne: Oxford University Press.

EDU3MUE PRIMARY CLASSROOM MUSIC CURRICULUM DESIGN and IMPLEMENTATION (15 CPs Sem. TE-SEM-1 BE.) Mr Peter Butler

Lecture Series

In this unit, students examine through lecture and seminar presentation the construction of imaginative music curricula in the

primary school with special (but not sole) reference to the curriculum and standards framework. There is practical instruction in Kodaly and Orff music methods for years P–3, including a weekly vocal ensemble /conducting workshop exploring repertoire appropriate to schools.

Prerequisite: EDU22MUD.

Class requirements: One 3-hour lecture per week.

Assessment: One 2000-word assignment (30%), 15-minute individual aural skills assessment (30%), 15-minute workshop conducting assessment (40%).

EDU3MUF MUSIC F (15 CPs Sem. TE-SEM-2 BE.) *Mr Peter Butler*

Lecture Series

In this unit, students examine through lecture and seminar presentation, the construction of imaginative music curricula in the primary school with special (but not sole) reference to the curriculum and standards framework. There is practical instruction in Kodaly and Orff music methods for years 4–6, including a weekly vocal ensemble /conducting workshop exploring vocal repertoire and preparation appropriate to schools.

Prerequisite: EDU31MUE.

Class requirements: One 3-hour lecture per week.

Assessment: One 2000-word assignment (30%), 15-minute individual aural skills assessment (30%), 15-minute workshop conducting assessment (40%).

EDU3PLC POSTCOLONIAL LITERATURE FOR CHILDREN (15 CPs Sem. TE-SEM-2 BE.) *Mr David Beagley*

In this unit, students study current theoretical frameworks for interpreting colonial and postcolonial children's literature and consider a range of evaluative issues entailed in applying these frameworks to different postcolonial texts. Texts from England, Canada, the United States of America, New Zealand and Australia will be analysed.

Prerequisite: EDU11GCL, EDU12HCL, EDU21ACL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial/workshop per week.

Assessment: One 1500 to 2000-word assignment (30%), commentaries and reviews – equivalent to a one 1000-word assignment (20%), evidence of tutorial preparation through participation (10%), one 2-hour final examination (40%).

Recommended Reading:

Bradford, C. (2001) *Reading Race: Aboriginality in Australian Children's Literature* Carlton South: Melbourne University Press.
Roderick McGillis (2000) *Voices of the other: children's literature and the postcolonial context* New York; London: Garland.

EDU3PRC PRACTICUM C – CURRICULUM DEVELOPMENT (15 CPs Sem. TE-ALL-YR BE.) *Mr Wilf Savage, Dr Jennifer Sheed*

Students will undertake two separate teaching rounds during the year, each in a different school (Semester 1: three weeks; Semester 2: four weeks). The accompanying lecture-tutorial program will seek both to feed upon and inform the students' school experiences, and encourage critical reflection focused upon the areas of: curriculum development; pedagogical strategies; student assessment, and catering for children with special needs.

Prerequisite: EDU1ITT, EDU2PRB.

Class requirements: Two 1-hour lectures and one 2-hour tutorials per week (semester 2 only), plus 35 days of school experience (15 days in semester 1 and 20 days in semester 2).

Assessment: One 1000-word tutorial presentation (20%), one 1500-word essay (20%), practicum performance (as assessed by supervisors' reports) (40%). To pass this subject, students must successfully complete 35 days of supervised teaching practice. Criteria for assessment will be supplied with subject outline, one 1500-word essay (20%)

Recommended Reading:

Brady, L & Kennedy, K (1999) *Curriculum Construction* Sydney: Prentice Hall
Phye, G Edn. (1998) *Handbook of Classroom Assessment* San Diego: Academic Press
Weber, E (1999) *Student Assessment that Works: A Practical Approach* Needham Heights: Allyn & Bacon

EDU3RGS RELATIONSHIPS, GENDER AND SEXUALITY (15. CPs Sem. TE-SEM-1 BE.) *Ms Cathleen Farrelly*

In this unit students examine a range of issues related to the formation, maintenance and dissolution of human relationships. Students will explore topics including psychosocial development, influences on constructions of gender and sexual identity, violence in relationships. Related matters of sexual and reproductive health are examined along with public health policy responses. Students will gain accreditation to use the protective behaviours program accredited by the child protection society which is relevant not only to a range of vocations involving children and young adults but to the personal development of the students themselves.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One 2000-word literature review. (35%), one 2000-word essay (45%). Minimum of 80% attendance at all tutorials and the personal safety program training to gain a pass grade, one 10-minute tutorial presentation/discussion (20%).

Prescribed Reading:

Farrelly, C (compiler) *Book of Readings* Bendigo: La Trobe University

EDU3SAF SCHOOLS AND FAMILIES (15 CPs Sem. TE-SEM-1 BE.) *Dr*

Michael Faulkner

Not available in 2008

EDU3SEM SCIENCE EDUCATION MENTORING (10 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Wan Ng*

This unit is only available to students enrolled in the Bachelor of Science/Bachelor of Science Education. Students taking this unit must be available for the training session from mid to late February, for Semester 1 enrolment or training session during June/July non-teaching period for Semester 2 enrolments.

Students attend an introductory half-day training program and spend a minimum of thirty nine-hours in secondary schools for the semester, under the supervision of a teacher. Students will undertake classroom mentoring, and observe classroom teaching and other related activities, participating where appropriate. Students will not be undertaking teaching practice. The emphasis of this unit is on development of communication skills and as part of their assessment, students will complete a portfolio summarising their experiences, comprising a log book and a reflective report. Teachers will complete a short questionnaire advising on the communication and organisational skills demonstrated by the student in the classroom.

Prerequisite: Normally, completion of the second year of the BSc/BScEd course.

Class requirements: One half-day training program and three–four-hours per week of supervised mentoring experience in schools. This unit is not available for Study Abroad students.

Assessment: Teacher questionnaire equivalent to 500-words (25%), completed log book, (approximately 1000-words) (35%), one 1200-word (minimum) essay (40%).

EDU3SKL SKILL LEARNING (15 CPs Sem. TE-SEM-1 BE.) *Ms Maree*

Stockdale

In this unit students develop a theoretical understanding of skilled human performance. Through a series of lectures and laboratory classes the processes involved in acquiring motor skills are investigated together with the factors influencing such learning. This knowledge is integrated into a coaching context utilising a sport setting as a medium of instruction. Concepts such as error detection and correction, mental practice, instructional feedback and types of practice are investigated.

Class requirements: One 2-hour lecture per week. One 2-hour practical class per week.

Assessment: One 500-word practical assignment (10%), one 2000-word assignment (45%), one 2-hour final examination (45%).

Recommended Reading:

Pyke, F.S Edn. (2001) *Better coaching (2nd edn)* Champaign, Ill: Human Kinetics.
Christina, R.W & Corcos, D.M (1988) *Coaches guide to teaching sport skills* Champaign, Ill: Human Kinetics.

EDU3SL SCIENCE LEARNING (15 CPs Sem. TE-SEM-2 BE.) *Ms Barbara Tadich*

Students are introduced to concepts of the physical, chemical, biological and earth sciences, required for the key learning areas in primary school science. The unit aims to develop an understanding of similarity, relationships, diversity, classification and factors affecting the survival of living things; relationships of the structure of organisms to their function; ecosystems; properties/uses of matter and chemical changes compared to physical changes and genetics. Investigations include: earth and atmosphere; physical environment; the solar system; concepts of energy, forces, light, sound, heat and electricity; the transformation of energy/energy conservation: energy, mechanical, magnetic and electrostatic forces.

Prerequisite: EDU2ST.

Class requirements: One 1-hour lecture and one 2-hour tutorial/practical per week.

Assessment: One 2000-word reflective essay (40%). In order to pass this subject, a minimum of 80% attendance is required at all practical classes as well as an overall mark of at least 50%, one 1500-word project (30%), one 1.5-hour final examination (30%).

Prescribed Reading:

Peters, J.M & Gega, P.C (2002) *Concepts and Inquiries in Elementary Science* Upper Saddle River, NJ: Merrill.
Fleer, M & Hardy, T (2001) *Science for Children* Sydney: Prentice Hall.

Recommended Reading:

Skamp, K Edn. (1998) *Teaching Primary Science Constructively* Sydney: Harcourt Brace.
Fleer, J & Jane, J (1999) *Technology for Children: Developing your Own Approach* Sydney: Prentice Hall
Wenham, M (1995) *Understanding Primary Science* London: Paul Chapman Publishing

EDU3SPS SOCIAL PSYCHOLOGY OF SPORT (15 CPs Sem. TE-SEM-1 BE.)

Mr Ashley Woodcock

Through interactive lectures and tutorials, students develop knowledge and understandings of theories in social psychology and how they relate to sport and physical activity. Students analyse some of the methods used in social psychological research and have the opportunity to implement some applications of these methods in the sport and physical setting.

Prerequisite: EDU1HBS.

Class requirements: 3-hours per week for thirteen weeks, or the equivalent.

Assessment: One oral presentation – equivalent to a 250 to 500-word assignment (10%), one 2000-word written assignment (45%), one 2-hour Exam (45%).

Recommended Reading:

Jowett, S. & Lavallee, D. (2006) *Social Psychology of Sport* Human Kinetics, Champaign, Ill.
Coakley, J. (2001) *Sport in Society* McGraw-Hill, New York.

EDU3SSA SPORT and SKILL ANALYSIS (15 CPs Sem. TE-SEM-2 BE.) *Dr Ashley Woodcock*

Students learn about and experience methodical ways of analysing the specific objectives, demands and strategies of skills and sports. Laboratory sessions provide students with an insight into the generic strategies and analytical methods which can be utilised in a number of sports settings.

Prerequisite: EDU21MP, EDU2MP.

Class requirements: One 3-hour lecture/workshop per week for thirteen weeks, or equivalent.

Assessment: Five laboratory reports totalling 2000-words (50%), one 2500-word assignment (50%).

Recommended Reading:

Board of Studies (2000) *Curriculum and standards framework* Carlton, VIC: Board of Studies.
Schmidt, R.A & Wrisberg, C.A (2000) *Motor learning and performance (2nd Edn)* Champaign, ILL: Human Kinetics.
Magill, R.A (2001) *Motor learning: concepts and applications (6th Edn)* New York: McGraw Hill.

EDU3TE DESIGN AND TECHNOLOGY EDUCATION (15 CPs Sem. TE-SEM-2 BE. TE-SEM-S BE.) *Dr Simon O'Mallon*

In this unit students develop the skills and knowledge to incorporate the interdisciplinary strands of VELS into their daily classroom program. Areas covered include the development of design skills, knowledge and understanding of good design, whilst nurturing creativity and innovation through designing and making. Supported by a range of practical activities and tasks, students will examine the methodology, processes, assessment, OH & S issues and diversity of technology based on the design process that is available at primary level.

Class requirements: One 1-hour lecture and one 2-hour tutorial/workshop per week. This unit is not available for Study Abroad students.

Assessment: One 20-minute oral tutorial presentation (20%), one 1500-word essay (30%), one portfolio of workshop competencies and activities – equivalent to a 2000-word essay (50%).

Recommended Reading:

Killen, R (2003) *Effective teaching strategies: lessons from research and practice (3rd edition)* Social Science Press.
Smith, et al (2001) *Secondary schooling in a changing world* Harcourt.

EDU3TPB TEACHING PRACTICE B (20 CPs Sem. TE-SEM-2 BU.) *Dr Bernie Neville*

This subject is available to students enrolled in undergraduate Education double degree programs. In this unit, students will observe students and teachers at work and undertake supervised teaching practice in order to gain insight into what is involved in school-based teaching in specific method areas. Students are placed in a school for 15 days under the supervision of a qualified teacher. During this placement they will teach a minimum of ten classes in the second of their method areas, and will spend the remainder of the time in observation, tutoring and other associated duties. They will be expected to explore the texts and materials that are used in their subject area, the different ways in which teachers and students approach the unit, the level of engagement of students, the ways in which student work is assessed and the level of resourcing of this unit area in the school. Prior to commencement of the teaching practicum, students will attend two 3-hour campus-based lecture/seminars to prepare for it.

Prerequisite: Completed second year of Education double degree program or equivalent.

Class requirements: Two 3-hour lecture/seminars plus 15 days of supervised teaching practice in a school. This unit is not available for Study Abroad students.

Assessment: One 1000-word reflective journal (20%), one 1500-word oral presentation (25%), a satisfactory report/evaluation by the supervising teacher (55%).

Recommended Reading:

Marsh, C. *Handbook for beginning teachers* Longman 2001
Cole, P. and Chan, L. *Teaching principles and practice* Prentice Hall 1994.
Rogers, W. *The language of discipline: a practical approach to effective classroom management* 2nd edn. Northcote House 1997.

EDU3TSC TEACHING SCRIPTURE IN CATHOLIC SCHOOLS (15 CPs Sem. TE-SEM-1 BE.) *Dr Jenny Masters*

In this unit students will be introduced to the Bible, its composition, chronology, genres, and provenance, attending to both the Hebrew scriptures and the Christian testament. Students will explore the historical, political, geographical, socio-cultural and religious frameworks behind the production of biblical texts. They will learn to apply a variety of methods of textual analysis, based on the principles of Catholic biblical criticism. Students will research and apply a number of methodologies for teaching scripture texts in the primary classroom, and explore the understandings and uses of the Bible by Christian communities and individuals.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week. This unit is not available for Study Abroad students.

Assessment: One 2500-word essay (40%), one 1000-word essay (30%), one verbal presentation of 20 minutes (30%).

Prescribed Reading:

Catholic Edition *The Bible* – new revised standard version Any of various editions.

EDU4ABS ABORIGINAL STUDIES (20. CPs Sem. TE-SEM-2 BE.) *Mr Ray Nichol*
Not available in 2008

EDU4AE2 ART EDUCATION B2 (20. CPs Sem. TE-W29-45 AW.) *Ms Christine Bottrell*

In this unit students will take practical workshops in a range of media suitable for use in a variety of learning environments and situations. The place of arts practice and responding to the Arts in contemporary theory is examined. Emphasis is placed on reflecting upon, responding to, and making visual art forms. Students develop understanding in visual aesthetics, design and contemporary Australian art theory.

Prerequisite: EDU22AME.

Class requirements: Five full days comprising two 1-hour lectures, five 4-hour studio workshops and four 3-hour seminars on weekends during the semester. This unit is not available for Study Abroad students.

Assessment: Practical workshop folio (equivalent to 3000-word essay) (50%), one 3000-word research assignment (50%).

EDU4AL ACTIVE LIFESTYLES (15 CPs Sem. TE-SEM-2 BE.) *Dr Ashley Woodcock*

Through a series of interactive lectures and practical laboratory classes students will gain knowledge and understandings about concepts related to physical fitness and wellness. Students will be presented with information concerning lifestyle changes designed to enhance optimal health and wellbeing.

Class requirements: One 2-hour lecture per week and one 2-hour laboratory class per week.

Assessment: Weekly laboratory assignments with the total equalling 2500-words (50%), one 1-hour mid-semester test (25%), one 1-hour final examination (25%).

Prescribed Reading:

Corbin, C.B., Lindsey, R., Welk, G. J., & Corbin, W.R. (2004) *Concepts of fitness and wellness*, (5th Ed.) McGraw-Hill, Dubuque, IA.

EDU4AOC AGENTS OF CHANGE: CHILDREN'S LITERATURE IN SCHOOLS (15 CPs Sem. TE-SEM-1 BE.) *Ms Sarah Mayor Cox*
Not available in 2008

EDU4AR AT RISK STUDENTS: POLICIES, PROGRAMS AND PRACTICE (15 CPs Sem. TE-SEM-5 BE.) *Dr Penelope Collet*

In this unit, issues concerning students designated as being at risk are addressed. The ways in which students are identified and described at risk of school failure and social exclusion are examined. The implications for practice of labelling students at risk are investigated. Programs intended to assist at risk students are researched and evaluated.

Class requirements: Five 7-hour days in block mode during the semester.

Assessment: One 4000-word research report based on analysis of interview data collected by students (100%).

Recommended Reading:

Withers, G. and Russell, J. (2001) *Educating for resilience: prevention and intervention strategies for young people at risk*. Camberwell: Australian Council for Educational Research.
James, P., St. Leger, P. and Ward, K. (2001) *Making connections: the Full Service Schools Program Victorian Evaluation* Melbourne: Centre for Human Resource Development and Training, Melbourne University and DEET, Victoria.
Vaughn, G., Bos, C.C. and Schumm, J.S. (2000). *Teaching exceptional, diverse and at risk students in the general education classroom*. Sydney: Allyn and Unwin.

EDU4AS AUSTRALIAN STUDIES (15 CPs Sem. TE-SEM-2 BE.) *Mr Raymond Nichol, Ms Debbie Neal*
Not available in 2008

EDU4BIV WORKING WITH STUDENTS WHO ARE BLIND OR HAVE IMPAIRED VISION (15 CPs Sem. TE-SEM-2 BE.) *Dr Penelope Collet*
Not available in 2008

EDU4BT BEGINNING TEACHING (15 CPs Sem. TE-SEM-2 BE.) *Dr Jennifer Sheed*
Not available in 2008

EDU4CL1 CHILDREN'S LANGUAGE AND LITERACY EDUCATION (20. CPs Sem. TE-SEM-1 BE.) *Dr Vaughan Prain*
Not available in 2008

EDU4CLL CHILDREN'S LANGUAGE AND LITERACY EDUCATION (15 CPs Sem. TE-SEM-2 BE.) *Dr Vaughan Prain*
Not available in 2008

EDU4CSE COMMUNICATION IN SPECIAL EDUCATION (15 CPs Sem. TE-SEM-2 BE.) *Dr Jennifer Sheed*

In this unit students will explore various types of interpersonal communication and the barriers encountered by those with exceptional needs. Current theories of language development and the acquisition of speech are reviewed. The aetiology and manifestations of language delays and disabilities will be considered. Augmentative and alternative forms of communication will be introduced and the role of assistive technologies will be discussed.

Class requirements: Six 6-hour days block mode during the semester or by independent study (as negotiated).

Assessment: One 4000-word written research report (90%), one 5-minute oral presentation (10%).

Prescribed Reading:

Blanksby, D Edn. (2004) *Anthology of Readings: Communication in Special Education* Bendigo: La Trobe University.

Recommended Reading:

Butterfield, N., Arthur, M & Sigafoos, J (1995) *Partners in Everyday Communicative Exchanges: A Guide to Promoting Interaction Involving People with Severe Intellectual Disability* Sydney: MacLennan & Petty.

EDU4ECT ESL TEACHING AND LEARNING IN MAINSTREAM CLASSROOMS (15 CPs Sem. TE-SEM-1 BE.) *Ms Gaelene Rowe*
Not available in 2008

EDU4FEA FIELD EXPERIENCE A – FROM STUDENT TO PROFESSIONAL (15 CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr Wilf Savage, BE: Dr Jennifer Sheed, MI: Ms Debbie Neal*

In this unit, students focus on the transition from student teacher to graduate teacher. The unit will be organised around the themes of essential professional knowledge embodied in the professional standards for graduating teachers current in the various Australian States and Territories with a particular focus on Victoria. The field experience component of the unit will involve students spending a minimum of eight days in schools with a view to strengthening their understandings of the knowledge needed to take their place as a staff member in a school. It will also involve students in data collection and research in order to develop a professional portfolio in response to the professional standards for graduating teachers. Topics examined include schools as institutional work sites, school level planning, teacher recruitment practices, performance management and professional practice.

Prerequisite: EDU11ITT, EDU12TL, EDU22PRB, EDU1ITT, EDU1TL, EDU3PRC, EDU2PRB.

Class requirements: Minimum of 8 days in schools, three x 6-hour days in block mode during semester and 1-hour workshop 8 weeks. This unit is not available for Study Abroad students.

Assessment: Develop a professional portfolio (2000-word equivalent) (50%), one 2000-word assignment (50%).

Recommended Reading:

Department of Education, Science and Training (2002) *An ethic of care, effective programs for beginning teachers*. Canberra: Commonwealth of Australia.
Wyse, D. (2002) *Becoming a primary school teacher* London; New York: Routledge Falmer, 2002.

Book of selected readings prepared by unit coordinator School of Education (2007).

EDU4FEB FIELD EXPERIENCE B – THE TEACHER AND THE CURRICULUM (15 CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE, MI.) *BE: Mr Wilf Savage, BE: Dr Jennifer Sheed, MI: Ms Debbie Neal*

This unit represents a culmination of the student's four-year practicum program. In the weeks leading up to the three-week practicum, which forms the core of the unit, students will spend several days familiarising themselves with their host classroom. During the practicum period, they will be focused upon planning, teaching and assessing units of work, upon individualising instruction, and catering for children with particular needs. Students are expected to assume more and more the role of a full-time teacher, and to demonstrate the ability to work with children for sustained periods. In addition, particular attention will be placed upon the student's appraisal of themselves as commencing teachers.

Prerequisite: EDU11ITT, EDU22PRB, EDU32PRC, EDU41FEA, EDU4FEA, EDU3PRC, EDU2PRB, EDU1ITT, EDU1TL.

Class requirements: Fifteen days of classroom teaching experience, followed by class presentations on topics researched in the course of their time in school.

This unit is not available for Study Abroad students.

Assessment: One 1500-word self-appraisal essay (30%), one 15-minute tutorial presentation exploring a topic researched during time in school (20%), assessment of teaching performance (50%). 15 days of (compulsory) supervised teaching practice – hurdle requirement. Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Recommended Reading:

Cohen, Louis, et al (2004) *A Guide to Teaching Practice* 5th edn. London: Routledge Falmer.

Marsh, Colin J. (2000) *Becoming a Teacher, Knowledge, Skills and Issues* 2nd edn. Frenchs Forest, N.S.W.: Longman.

Barry, K. & King, L. (1998) *Beginning Teaching and Beyond* 3rd edn. Tuggerah: Social Science Press.

Posner, G.J. (2005) *Field Experience: A Guide to Reflective Teaching* 6th edn. Boston: Pearson.

EDU4FEI FIELD EXPERIENCE A (INTEGRATION) (15 CPs Sem. TE-SEM-1 BE.) *Dr Dixie Blanksby*
Not available in 2008

EDU4FEP FIELD EXPERIENCE PROJECT (30 CPs Sem. TE-ALL-YR BE, MI.)
BE: Mr Wilf Savage, MI: Ms Debbie Neal
Not available in 2008

EDU4FES FIELD EXPERIENCE B (SPECIAL SETTING) (15 CPs Sem. TE-SEM-2 BE.) *Dr Michael Faulkner*
Not available in 2008

EDU4FYA FICTION FOR YOUNG ADULTS (15 CPs Sem. TE-SEM-1 BE.) *Mr David Beagley*
Not available in 2008

EDU4GTD GIFTED EDUCATION AND TALENTED DEVELOPMENT (15 CPs Sem. TE-SEM-2 BE.) *Dr Michael Faulkner*

In this unit, students investigate and evaluate models of provision for gifted and talented students, at system, school, and class levels. These include within class enrichment, differentiated curriculum, compacted curriculum, acceleration, mentoring, flexible vertical timetabling, and on-line programs. Students also explore outside school enrichment options, and investigate the multiple ways gifted and talented students can be encouraged and supported in their learning.

Prerequisite: EDU41GTY.

Class requirements: Three 6-hour days (weekends) and seven 3-hour evening workshops.

Assessment: One 1000-word seminar presentation (25%) in order to pass this subject, a minimum of 75% attendance is required at all classes/tutorials as well as an overall mark of at least 50%, one 3500-word assignment (75%).

Recommended Reading:

Colangelo, N & Davis, G (2003) *Handbook for Gifted Education* (3rd edn) New York: Allyn & Bacon.

EDU4GTY EXPLORING THE CHARACTERISTICS OF THE TALENTED AND GIFTED (15 CPs Sem. TE-SEM-1 BE.) *Dr Michael Faulkner*

This unit provides an introduction to student giftedness, including an exploration of the characteristics of the gifted and talented. The unit covers models and myths of giftedness, school system provision for precocious learners, and prevailing social attitudes towards such children. The unit includes aspects of modes and strategies of identification, temperament and personality, asynchronous child development, motivation, learning style development, social and emotional issues of development, theories of underachievement, and issues relating to teacher-parent relationships.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One 2000-word assignment (50%) in order to pass this subject, a minimum of 75% attendance is required at all classes/tutorials as well as an overall mark of at least 50%, one 1000-word seminar presentation (20%), one 1500-word essay (30%).

Recommended Reading:

Porter, L (1999) *Gifted Young Children: A Guide for Teachers and Parents* Australia: Allen & Unwin.

Commonwealth of Australia (2001) *The Education of Gifted Children*. Canberra: Report of the Senate Employment, Workplace Relations, Small Bus and Edn References Committee.

EDU4HSW HELPING SKILLS FOR WELL-BEING (15 CPs Sem. TE-SEM-1 BE.) *Dr Michael Faulkner*

In this unit, an introduction to the relationship between effective whole school policy and practices and individual student well-being will be provided. Students will also be introduced to the micro-skills of effective helping for all students but particularly for those with additional or special needs. It will incorporate study on the psychological, social and education implementations of effective school-side and individual helping practices for students.

Class requirements: A combination of full days, evenings and weekends.

Assessment: One 1000-word assignment (20%) This subject has a 75% class attendance hurdle requirement, one 15-minute seminar presentation (20%), and one 3000-word assignment (60%).

Recommended Reading:

Geldard, K. & Geldard, D. *Counselling Children: A Practical Introduction* Sage: London. 2002.

Hornsby, G., Hall, C., & Hall, E. *Counselling Pupils in Schools* Routledge-Falmer: London. 2000.

Egan, G. *The Skilled Helper* 7th Edn. Wadsworth: California. 2002.

EDU4IAS INCLUSIVE AND SPECIAL EDUCATION (15 CPs Sem. TE-SEM-1 BE.) *Dr MICHAEL FAULKNER*

In this unit students will be provided with an overview of the philosophical, political, and practical issues that face practitioners in schools and in the wider community, as they address human diversity. Rather than explore the issues in depth, they will be identified and discussed with a view to providing a comprehensive basis for further study. From this basis each student will select an area for specific study, reviewing the literature and comparing it to current and local practice and/or experience. The report of this research will comprise the assessment task.

Class requirements: Five 6-hour seminar days during the semester.

Assessment: One 4000-word research report (90%), one 5-minute oral presentation (10%).

Prescribed Reading:

Blanksby, D Edn. (2004) *Anthology of Readings: Inclusive and Special Education* Bendigo: La Trobe University.

Recommended Reading:

Ashman, A * Elkins, J (Eds) (2002) *Educating Children with Diverse Abilities* Australia: Prentice Hall.

EDU4IC INTEGRATED CURRICULUM: CONTENT, PEDAGOGY AND ASSESSMENT (15 CPs Sem. TE-SEM-1 MI.) *Ms Debbie Neal*
Not available in 2008

EDU4ICL CURRENT ISSUES IN CHILDREN'S LITERATURE (15 CPs Sem. TE-SEM-2 BE.) *Mr Vaughan Prain*
Not available in 2008

EDU4IE INDIGENOUS AUSTRALIAN STUDIES AND EDUCATION (15 CPsSem. TE-SEM-1 BE.) *Mr Raymond Nichol**Not available in 2008***EDU4INS INCLUSIVE SPORT EDUCATION** (15 CPs Sem. TE-SEM-1 BE.)*Dr Ashley Woodcock*

Through lectures, practical sessions and field work, students learn about a wide range of disabilities, including the aetiology, diagnosis and prognosis of the specific condition. Students gain knowledge about the most common types of disabilities and cite ways to adapt activities and determine categories of placement for children and adults with disabilities. In addition, students study how to cater for the interests, needs and abilities of individuals with disabilities when planning and implementing physical education programs in the regular school setting and physical recreation programs in the community.

Class requirements: One 3-hour lecture/workshop per week or equivalent block mode.

Assessment: One 1500-word assignment (35%), one 3000-word field work report (65%).

Recommended Reading:

Auxter, D & Pyfer, J (1989) *Adapted Physical Education and Recreation* St Louis: Mosby College Publishing.

Bulluss, J & Coles, P (1990) *Perceptual Motor Programs* Melbourne, VIC: P.J. Developments.

Seaman, J.A. & DePauw, K.P. (1995) *The New Adapted Physical Education* Mountain View: Mayfield Publishing Co.

EDU4ISP INDEPENDENT STUDY PROGRAM (20 CPs Sem. TE-SEM-1 BE, MI, TE-SEM-2 BE, MI.) *BE: Mr Ray Nichol, MI: Ms Debbie Neal*

In this unit students will examine an area of theoretical and/or professional interest not covered in other subject offerings. Students negotiate with a supervisor the specific problem to be investigated; the means by which the problem can be resolved, and the manner in which the findings are to be presented for assessment. Approval is required from the Course Coordinator.

Class requirements: Equivalent of one-hour per week supervisory conference, plus independent study.

Assessment: One 5000-word research assignment (100%).

Preliminary Reading:

Negotiated Readings

EDU4ISS INDEPENDENT STUDENT STUDY (15 CPs Sem. TE-SEM-1 BE, MI, TE-SEM-2 BE, MI.) *BE: Dr Jenny Masters, MI: Ms Debbie Neal*

In this unit students will examine an area of theoretical and/or professional interest. Students negotiate with the course coordinator the specific problem to be investigated; the means by which the problem can be investigated; and the manner in which the findings are to be presented for assessment.

Class requirements: Equivalent of one-hour per week supervisory conference, plus independent study.

Assessment: One 4500-word research report (100%).

Preliminary Reading:

Negotiated Readings.

EDU4IT INTERACTIVE TECHNOLOGIES (15 CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE, MI.) *BE: Ms Chris Campbell, MI: Ms Deb Neal*

Students will apply the principles of instructional design learning theory and product development to build an interactive web environment. The focus will be on information design, project management and evaluation, understanding the basic elements of a hypertext environment through the development of a project. Students will develop skills in emergent technologies such as interactive whiteboard technologies and digital storytelling.

Quota: 22. First enrolled up to quota.

Class requirements: Three-hours per week.

Assessment: Develop an interactive whiteboard lesson and lesson plan – equivalent to a 1200-word essay (20%) individual task, website design statement and rationale – equivalent a 2500-word essay (30%). Group task, one major interactive website creation project – equivalent to a 3000-word essay (50%).

Recommended Reading:

Various. *Electronic readings available on WebCT.* Latrobe University.

EDU4LFA WEAVING THE THREADS OF LITERACY EDUCATION (15 CPsSem. TE-SEM-1 BE, MI, TE-SEM-2 BE.) *Ms Debra Edwards, Ms Debbie Neal*

In this unit students are involved in the development of understandings of the need to acknowledge and prepare students for the global nature of society while still valuing and addressing local discourses and cultural and linguistic diversity and knowledge of current debates in relation to teaching English as a second or other language. An awareness of issues and debates in relation to current practices including curriculum literacies, multiliteracies, indigenous perspectives and Aboriginal English, critical literacies, middle year's literacies will also be considered.

Prerequisite: EDU31LT.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 2-hour examination (open book) (40%), one 1500-word assignment (unit of work) (30%).

Recommended Reading:

Lo Bianco, J & Freebody, P (2000) *Australian Literacies: Informing National Policy on Literacy Education* Melbourne: Language Australia Ltd.

Winch, G., Johnston, R., Holliday, M., Ljungdahl, L & March, P (2001) *Literacy: Reading, Writing and Children's Literature* South Melbourne: Oxford University Press.

EDU4LM LOTE TEACHING METHOD (20 CPs Sem. TE-SEM-1 BE.) *Mr**Robin Hutchison*

Topics covered in this unit include second language acquisition theories and principles, the nature and extent of cultural aspects of language learning, LOTE policies and programs (federal and state), LOTE curriculum design (planning, implementation and evaluation), pedagogical and assessment strategies, promotion of LOTE in the community, resources, a comparison of first and second language acquisition.

Prerequisite: Students must have an approved undergraduate language major. Indonesian 3A and 3B can be taken concurrently. Students must have an approved undergraduate advanced language major or equivalent.

Class requirements: 60-hours (classes are taught in block mode). This unit is not available for Study Abroad students.

Assessment: Develop mock LOTE class, equivalent to a 1000-word essay (25%), 2000 to 3000-word reflective journal, equivalent to a 1000-word essay (25%), 1000-word assignment and class presentation (25%), WebCT online quiz, short-answer tasks, equivalent to a 1000-word essay (25%).

Prescribed Reading:

Victorian Curriculum and Assessment Authority *VCE LOTE Study Design* VCAA, 2003.

Victorian Curriculum and Assessment Authority, *Victorian Essential Learning Standards* VCAA, 2005.

EDU4LP LOTE PRACTICUM (20 CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE.) *Mr**Robin Hutchison*

This unit comprises 22 days supervised teaching practice in a primary or secondary school. Students will prepare and teach lessons which reflect the strategies and techniques learned in LOTE Teaching Methodology and incorporating school and system requirements. They will maintain a folder of lesson plans together with observations on classroom practice.

Prerequisite: Three years post-VCE LOTE or equivalent and EDU41LTM (can be done concurrently).

Class requirements: 22 days of supervised teaching practice and observation in a primary or secondary school. This unit is not available for Study Abroad students.

Assessment: Practicum supervisor reports (60%). To pass this subject, students must successfully complete 22 days of supervised teaching practice. Criteria for assessment will be supplied with subject outline, a 2000-word folio of plans and observation notes (40%).

EDU4MYL SUPPORTING MIDDLE YEARS STUDENTS: LEARNING and TRANSITIONS (15 CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE.) *Dr Michael**Faulkner**Not available in 2008*

EDU4NFA INCLUSIVE APPROACHES TO NUMERACY TEACHING (15 CPsSem. TE-SEM-2 BE, MI.) *BE: Dr Dona Martin, MI: Ms Debbie Neal*

The emphasis in this unit is on research based approaches to numeracy teaching, with emphasis on flexibility in task and pedagogy to address the specific needs of all students. In particular the issues associated with data informed teaching, understanding the structured curriculum, matching experiences to students needs, utilising technology effectively, activity and game based learning, using open-ended tasks in teaching and assessment, assessment of student learning generally, as well as affective issues including engagement and self efficacy will be explored. The emphasis will be on linking theory and practice through classroom based research projects.

Prerequisite: EDU32ML, EDU3ML.

Class requirements: Block mode equivalent to 40-hours of weekly classes.

Assessment: One 3000-word report of classroom based research (50%), one 1500-word assignment (50%).

Preliminary Reading:

Reys, R. E., Lindquist, M.M., Lambdin, D.V., Smith, N.L & Suydam, M.N (2001) *Helping Children Learn Mathematics* (6th edn) New York: John Wiley.

Labinowicz, E (1985) *Learning from Children: New Beginnings for Teaching Numerical Thinking* Menlo Park, CA: Addison-Wesley.

Bobis, J et al (1999) *Mathematics for Children: Challenging Children to Think Mathematically* South Melbourne: Prentice Hall.

Sullivan, P & Lilburn, P (1997) *Open-ended Maths Activities: Using 'Good' Questions to Enhance Learning* Melbourne: Oxford University Press.

Recommended Reading:

Kilpatrick, J., Swafford, J & Findell, B (2001) *Adding It Up: Helping Children Learn Mathematics* Washington, DC: National Academy Press.

Brown, M., Askew, M., Baker, D., Denvir, H & Millett, A (1998) *Is the national numeracy strategy research-based?* British Journal of Educational Studies 46(4), pp. 362-385.

McIntosh, A., Bana, J & Farrell, B (1995) *Mental Computation in School Mathematics: preference, attitude and performance of students in years 3, 5, 7 and 9* MASTEC Monograph, Series No. 1.

Desforges, C & Cockburn, A (1987) *Understanding the Mathematics Teacher: A Study of Practice in First Schools* New York: MacKay.

EDU4PEA PHYSICAL EDUCATION TEACHING METHOD A (10 CPs Sem.TE-SEM-1 BE.) *Dr Ashley Woodcock*

This unit represents the first semester of study for the all-year unit and is designed to provide a theoretical basis and skill foundation in teaching physical education in a school setting. Emphasis will be on qualities of an effective physical education teacher and physical education teaching practices. The unit will provide the student with the opportunity to apply a range of knowledge and skills to the development and evaluation of a 7-10 physical education curriculum. The curriculum will be linked to the concepts, framework and learning outcomes contained in the health and physical education key learning area of the curriculum and standards framework II. This unit will prepare beginner teachers to teach post-compulsory physical education. It aims to introduce students to the structure and content of senior secondary physical education study design, and provide the student with the knowledge and skills to plan, teach, assess and resource physical education.

Class requirements: One 2-hour lecture per week. This unit is not available for Study Abroad students.

Assessment: One 1500-word curriculum project (25%) This represents the combined year long assessment for the units EDU4PEA and EDU4PEB. one 1500-word senior secondary program design (25%), one 1000-word paper and one 10-minute oral presentation (30%), four 250-word abstracts (20%).

Prescribed Reading:

Tinning, R. MacDonald, D. Wright, J. & Hickey, C. (2001) *Becoming a Physical Education Teacher – Contemporary and Enduring Issues*. Prentice Hall

Board of Studies. (2000). *Curriculum and Standards Framework II*. Board of Studies. Carlton, Victoria.

Board of Studies. (2000) *VCE Physical Education Resource Booklet*. Board of Studies. Carlton, Victoria.

EDU4PPB PROMOTING POSITIVE BEHAVIOUR (15 CPs Sem. TE-SEM-2BE.) *Dr Penelope Collet*

In this unit, irritating, disruptive and challenging behaviours that occur in school and other settings will be identified. Frameworks for understanding such behaviours will be investigated. A range of responses to such behaviours will be explored. The philosophical and ethical issues underpinning program design and behaviour change management will be examined. Students will explore their own philosophy of behaviour management at both the class and school level. On this basis students will develop a flexible range of strategies for addressing student behaviour.

Class requirements: Four 7-hour seminar days, prescribed reading and reflective tasks in preparation for each seminar. This unit is not available for Study Abroad students.

Assessment: One 1500-word literature review (40%), one 2500-word class behaviour program (60%).

Prescribed Reading:

Blanksby, D., Edn. *Anthology of Readings: Behaviour in Schools* Bendigo: La Trobe University.

Recommended Reading:

Charles, C.M. (2002) *Building Classroom Discipline* 7th Edn Addison, Wesley, Longman: London.

Rigby, K. (1996) *Bullying in Schools: What to do about it?* Melbourne: ACER.

Arthur, M., Gordon, C., Butterfield, N. (2003) *Classroom Management: Creating Positive Learning Environments* Thomson: Victoria.

EDU4PRA INDEPENDENT PROJECT A (15 CPs Sem. TE-SEM-1 BE.)

Dr Jenny Masters

Not available in 2008

EDU4PRB INDEPENDENT PROJECT B (15 CPs Sem. TE-SEM-2 BE.)

Dr Jenny Masters

Not available in 2008

EDU4RAE RESEARCH AND PRACTICE IN ART EDUCATION (15 CPs Sem.TE-SEM-1 BE.) *Dr Penelope Collet*

Not available in 2008

EDU4REP CATHOLIC RELIGIOUS EDUCATION PRINCIPLES AND METHOD (15 CPs Sem. TE-SEM-1 BE.) *Dr Barbara Tadich*

In this unit students will develop an understanding of the nature, historical development and purposes of religious education through an analysis of relevant church documents. Students will identify, examine and critique a variety of approaches to religious education by exploring and analysing relevant religious education curriculum approaches and resource materials of selected Australian Catholic schooling systems. Students will examine, critique, and develop assessment, reporting and evaluation processes used in religious education. Students will develop and implement plans for effective teaching and learning strategies in the religious education classroom. Students will participate in learning opportunities in religious education.

Recommended Prior Studies: EDU31TSC, EDU32LRE.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week. This unit is not available for Study Abroad students.

Assessment: One essay of 2000-words (40%), preparation and evaluation of religious education lesson plans – equivalent to 2500-word essay (60%).

Recommended Reading:

Ryan, M & Malone, P. (1996) *Exploring the religious education classroom* Social Science Press, Wentworth Falls.

Liddy, S. & Welbourne, L. (1999) *Strategies for teaching religious education* Social Science Press, Katoomba.

EDU4RMA EDUCATION RESEARCH METHODS A (30 CPs Sem. TE-SEM-1BE.) *Mr Raymond Nichol*

Not available in 2008

EDU4RMB EDUCATION RESEARCH METHODS B (30 CPs Sem. TE-SEM-2BE.) *Mr Ray Nichol*

Not available in 2008

EDU4RTA ART EDUCATION AND RESPONDING TO ART (15 CPs Sem. TE-SEM-2 BE.) *Dr Penelope Collet*

This unit comprises practical workshops in a range of activities suitable for the classroom or specialist art facility. The place of arts practice and responding to art in contemporary pedagogy and art education theory is examined. Students develop understandings in visual aesthetics and design, art history and theory.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week (or equivalent block mode, or supervised independent study).

Assessment: One 3000-word research assignment (50%), practical workshop art folio and visual diary (50%). Students are required to produce four pieces of work representing each medium workshop, and a visual diary.

Prescribed Reading:

Wright, S (1991) *The Arts in Young Children, and Learning* Boston: Allyn and Bacon.

EDU4SIM SPORTS INJURY MANAGEMENT (15 CPs Sem. TE-SEM-2 BE.) *Dr Ashley Woodcock*

Students are introduced to the concepts of sports medicine in order to acquire knowledge of most common sporting injuries, their causes and appropriate preventative measures. Students also gain knowledge in various forms of immediate and rehabilitative treatment. Through participation in practical workshops students learn to apply the basic principles of physical conditioning in the design of fitness and rehabilitative programs. This unit also provides students with an understanding of environmental influences on physical performance, the role of administration and other precautionary procedures.

Prerequisite: EDU11HBS, EDU1HBS.

Class requirements: One 3-hour lecture/workshop per week.

Assessment: One 500-word practical assignment (30%). It is a hurdle requirement that students gain Level 2 workplace first aid accreditation (ungraded), one 2000-word assignment (30%), one 2-hour final examination (40%).

Recommended Reading:

Bloomfield, J., Fricker, P.A. & Fitch, K.D. (1995) *Textbook of Science and Medicine in Sport (2nd edn)* Melbourne, VIC: Blackwell Scientific Publications.

Cross, M., Gibbs, N. & Gray, J. (1991) *The Sporting Body* Melbourne, VIC: McGraw Hill.

EDU4SIT STUDIES IN INFORMATION TECHNOLOGY (20 CPs Sem. TE-SEM-1 AW, BU, SH. TE-SEM-2 AW. TE-W38-44 AW.) *Mr Bruce Pridham, Dr Damon Cartledge*

Students will undertake nominated TAFE modules at the level of Certificate I in Information Technology or attend nominated lectures and workshops at La Trobe University. These studies provide training in word processing, spreadsheets, business and presentation graphics and desk-top publishing. Students will be introduced to concepts and ideas relating to the integration of ICT within the curriculum. The unit provides students with an opportunity to develop expertise in interactive multimedia, both on and off the internet. The course will provide students with a sufficient knowledge base in information technology to be able to use IT as a teaching tool in the technology and VET curriculum.

Class requirements: Six intensive weekend sessions. This unit is not available for Study Abroad students.

Assessment: One 4000-word equivalent e-portfolio (80%), one 20-minute presentation (20%).

Prescribed Reading:

Capron, H.L. *Computers tools for an information age, 7th edition.* New Jersey: Prentice Hall, 2000.

Recommended Reading:

Shelley, G.B., et al *Integrating technology in the classroom, 3rd edition,* Thomson, Boston, 2004.

EDU4SVE SPIRITUALITY AND VALUES IN CATHOLIC EDUCATION (15 CPs Sem. TE-SEM-2 BE.) *Dr Barbara Tadich*

In this unit students will be introduced to various models of understanding the human person and explore the function of virtues/values in the development and experience of the person in communal contexts. Students will critically analyse theories of moral

development, review and evaluate literature and recent thinking on the role of the spiritual dimension of personal meaning-making. Students will learn and apply methodologies that address and develop the affective and spiritual domains of learning and explore possible descriptions and implications of a spirituality of teaching.

Recommended Prior Studies: EDU31TSC, EDU32RE, EDU41REP.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 2000-word essay (50%), two 500-word book and/or article reviews (25%), one unstructured reflective journal of 2000 to 3000-words (25%).

Recommended Reading:

Latrobe University 2006 *Book of readings* Latrobe University

EDU4TAE THINKING ABOUT EDUCATION (15 CPs Sem. TE-SEM-1 BE, MI.)

BE: Mr Wilf Savage, MI: Ms Debbie Neal

Not available in 2008

EDU4TAP EDUCATION THESIS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Professor Vaughan Prain

Not available in 2008

EDU4TBP EDUCATION THESIS (30 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Professor Vaughan Prain

Not available in 2008

EDU4THE EDUCATION THESIS (60 CPs Sem. TE-ALL-YR BE.) *Mr Raymond Nichol*

In this unit, students will be introduced to educational research including qualitative and quantitative data collection. The unit will include a literature review, methodology, approaches to data collection and analysis. On completion of the unit, students will have produced a dissertation or research project of 15,000-words in a particular area of interest relating to education.

Class requirements: One 3-hour workshop per week and meetings by arrangement with a supervisor. This unit is not available for Study Abroad students.

Assessment: One 15,000-word dissertation (100%).

Prescribed Reading:

Robson, C. (1995) *Real world research* Oxford UK. Blackwell.

EDU4TLT TEACHING AND LEARNING IN TAFE (20 CPs Sem. TE-ALL-YR AW, BU, SH.) *Dr Damon Cartledge*

This unit is taught by approved Institutes of TAFE. The focus is on planning teaching and learning, delivering training and conducting assessment in the context of a national vocational education and training system. The unit aims to develop knowledge of key policies for training and directly influence the delivery of programs; develop the skills, knowledge and attitudes to plan, prepare, present and evaluate a range of learning experiences; introduce managing diversity approaches in training delivery; provide knowledge and competency-based assessment techniques; develop the skills necessary to apply that knowledge to a variety of assessment situations and make impartial decisions, and to reinforce the interpersonal skills necessary to deliver a participatory approach to assessment. This unit is mapped to outcomes within the Certificate IV of Training and Assessment.

Class requirements: Attendance at 36-hours of lectures or equivalent intensive program.

Assessment: Written exercises (30%), written and oral competency tasks (70%).

Prescribed Reading:

TAFE *Book of Readings: Certificate IV in Training and Assessment* 2000

EDU4TOC TALKING AND ORAL COMMUNICATION (20 CPs Sem. TE-SEM-1 AW, BU.) *Dr Molly Travers*

Not available in 2008

EDU4TPV TEACHING PRACTICE (VET) (20 CPs Sem. TE-SEM-1 AW, BU, SH. TE-SEM-2 AW, BU, SH.) *AW: Dr Kim Keamy, BU: Dr Damon Cartledge*

The VET Teaching Practice comprises a total of 60-hours or corresponding days of supervised teaching undertaken either in the school or TAFE context in which the student currently works or an arranged setting. Supervision will be undertaken by the Head of Department in the School or Institution, or a delegated supervisor who is a trained teacher. La Trobe University supervision will be undertaken at intervals as arranged throughout the teaching practice period.

Class requirements: 60 days of supervised teaching or equivalent days.

This unit is not available for Study Abroad students.

Assessment: A reflective journal and a satisfactory supervisor's report (100%).

Recommended Reading:

Brady, L. *Models and Methods of Teaching* Prentice Hall, Sydney, 1985.

Cole, P. and Chan, L. *Teaching Principles and Practice* Prentice Hall, New York, 1994.

EDU4VAD VISION: ABILITY AND DISABILITY (20. CPs Sem. TE-SEM-2 BE.)

Dr Michael Faulkner

Not available in 2008

EDU4WWF WORKING WITH FAMILIES (20. CPs Sem. TE-SEM-1 BE. TE-SEM-2 AW.) *Dr Michael Faulkner*

Not available in 2008

ENG1ASA ACADEMIC SKILLS FOR TERTIARY STUDY A (15. CPs Sem. TE-SEM-1 BE, SH. TE-SEM-2 BE, SH.) *BE: Ms Karin Moses, SH: Mr David Jones*

Offered subject to sufficient enrolments. This unit makes explicit the cognitive process and linguistic structure of analytical texts. The unit uses discourse analysis to develop multiple language and learning skills. It incorporates generic and discipline specific material. The unit aims to develop students' academic skills and provide students with the ability to present oral and written work at the required level of technicality, formality and abstraction. Although students will be given the opportunity to improve their oral presentation skills, much of the focus is on the writing of research reports and essays.

Class requirements: Four-hours per week. This unit is not available for Study Abroad students.

Assessment: Two class exercises (15%) assessable in class activity, 750-word essay/report (15%), 1500-word essay/report (20%), oral presentation based on major essay/report (15%), 2.5-hour final examination (35%). Students must pass the written examination to pass the subject.

ENG1ASB ACADEMIC SKILLS FOR TERTIARY STUDY B (ESL) (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Ms Karin Moses, Mr David Jones*

Offered subject to sufficient enrolments. This unit is designed for students from non-English speaking backgrounds – both international students and Australian citizens or permanent residents. The unit aims to improve students' understanding of English academic discourse while providing them with a framework for coming to terms with Australian learning paradigms. While students are given the opportunity to develop their oral presentation skills, the focus of the unit is on the construction of a variety of written academic texts including discursive essays, and business and science reports.

Class requirements: Four-hours per week.

This unit is not available for Study Abroad students.

Assessment: 3 class exercises (10%) assessable in class activity, 750-word essay/report (15%), 1500-word essay/report (20%), Oral presentation based on major essay/report (15%), 3-hour final examination (40%). students must pass examination to pass subject.

ENG1SIW SKILLS IN WRITING (15. CPs Sem. TE-SEM-1 BE.) *Ms Karin Moses, Ms Anne Scott*

This unit is designed for students enrolled in the Mathematics/Science bridging course. The unit develops students' writing skills to the required level of technicality, formality and abstraction. The unit provides students with the opportunity to practise the skills needed to use appropriate and accurate vocabulary and grammatical structures, interpret assignment and examination questions and topics, take

concise and reliable notes, read more effectively, write coherent and logically sequenced paragraphs, use references to retrieve and signal information as required, understand and use appropriate staging for a variety of academic genres and prepare an outline for, and write reports and essays.

Class requirements: Four-hours. This unit is not available for Study Abroad students.

Assessment: Exercise, assignments and examination (100%).

INM4LTM LOTE TEACHING METHODOLOGY (15 CPs Sem. TE-SEM-1 BE.)

Mr Robin Hutchison

Not available in 2008

OED1AAL ADVENTURES IN AUSTRALIAN LANDSCAPE (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Peter Martin*

In this unit students will be introduced to the diversity of Australia's landscape and the human to nature relationships that are afforded. Drawing upon discipline knowledge in outdoor education and environmental studies the unit encourages an introductory understanding of Australian environments, their landform, flora, fauna, and the human nature relationships such environments have promoted and enabled over time. As well as theoretical knowledge of outdoor education practice and environmental study, students will develop experiential knowledge of a diversity of Australian environments via outdoor education style journeys.

Quota: 18. The subject is most suited to students undertaking a semester abroad program within the School of Outdoor Education and Environment. Preference will be given to such students. Additional international students may enrol after confirmation with the course coordinator.

Class requirements: One 1-hour lecture per week and eight field trip days.

Assessment: One 6000-word unstructured journal (80%), one 1000-word assignment (20%).

Prescribed Reading:

Book of Readings University Bookshop.

OED1AFE FIELD EXPERIENCE A (15 CPs Sem. TE-SEM-1 BE.) *Ms Terry Gaechter*

In this unit students will develop the knowledge and skills required for safe exploration of outdoor environments. Theory and practical work encourages the development of safe practice, reasonable judgement, understanding of self, care for others and the environment, sound preparation, and the ability to learn from experience.

Co-requisite: OED1AOL.

Class requirements: Twelve 1-hour tutorials/lectures and nine days practical work spread over the 13 week semester.

Assessment: One 2500-word assignment (60%) Practical work completion hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the practical compulsory hurdle assessment. One 1.0-hr exam (40%).

Prescribed Reading:

Mason, B. (1995) *Path of the Paddle*. (Rev Edn) Leicester: Cordee
Tempest, G. (1996) *Rock climbing: Getting Started* Melbourne: Penfolk Publishing.

OED1AOL OUTDOOR LIVING AND TRAVEL SKILLS (15 CPs Sem. TE-SEM-1 BE.) *Mr Peter Dingle*

In this unit students are introduced to the knowledge and skills required for safe participation in self-reliant wilderness travel. Bush competency, navigation theory and skills, understanding of self as a participant, and the principles of social psychology are a primary focus. First aid knowledge and skills are also covered. Practical work encourages the development of safe practice, reasonable judgement, care for others and the environment, sound preparation, and the ability to learn from experience.

Class requirements: Seven 1-hour lectures and four 1-hour tutorials plus nine days of practical work spread over 13 weeks.

Assessment: One 2-hour examination (50%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 500-word gear making assignment (10%), one 1000-word learning summary assignment (40%).

Prescribed Reading:

Book of Readings Media Services, La Trobe University, Bendigo.
Reynolds, V., Champman, N., Linguard, R., Manders, S., Trenchard-Smith, J. (2000) *Bushwalking and Ski Touring Leadership*
Bushwalking and Mountain Craft Training Advisory Board Inc. (3rd Edn). 2000.

OED1BFE FIELD EXPERIENCE B (15 CPs Sem. TE-SEM-2 BE.) *Mr Peter Dingle*

In this unit students will be able to develop further the knowledge and skills required for safe exploration of outdoor environments. Theory and practical work encourages the development of safe practice, reasonable judgement, understanding of self, care for others and the environment, sound preparation, and the ability to learn from experience.

Recommended Prior Studies: OED1AFE.

Class requirements: Twelve 1-hour lectures/tutorials and eight days practical work spread over 13 weeks.

Assessment: One 2250-word major assignment (60%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment. One 1.5-hour exam (40%).

Preliminary Reading:

O'Bannon, A. & Clelland, M (1996) *Allen & Mike's really cool backcountry ski book: travelling and camping skills for a winter environment*. Colorado: Cockstone Press.

Prescribed Reading:

Mason, B. (1984) *Path of the Paddle*. Toronto: Key Porter.

OED1IOE INTRODUCTION TO OUTDOOR EDUCATION (15 CPs Sem. TE-SEM-1 BE.) *Ms Alison Lugg*

In this unit students are introduced to the nature and scope of outdoor education. Students cover a range of foundation outdoor education content and processes including: how schools use outdoor education, the professional skills demanded by outdoor education, the relationship between outdoor education, physical education and environmental education, and safety and risk management in outdoor education fieldwork. As part of the unit students will undertake four days of outdoor education practical work.

Class requirements: Two 1-hour lectures/tutorials per week, plus four days of fieldwork.

Assessment: One 2-hour final examination (50%), one 1500-word assignment (50%). Hurdle requirements: attendance at field trips.

Prescribed Reading:

Martin, P *A readings packet of material will be prepared for this unit*. La Trobe University.

OED1NS NATURALIST STUDIES (15 CPs Sem. TE-SEM-2 BE.) *Mr Gregg Muller*

In this unit the students will focus on understanding, recording and reflecting on natural places through field observation and experience. Students will be introduced to the skills of field observation and recording in natural history. They will develop practical knowledge of identification and classification, and expertise in planning and undertaking short excursions and multi-day educational trips in natural settings.

Recommended Prior Studies: BIO11AE.

Class requirements: 17-hours of lectures/tutorials and seven days practical work over 13 weeks.

Assessment: One 2000-word assignment (35%), one 1000-word assignment (25%), one 1.5-hour practical examination (40%).

Recommended Reading:

Simpson, K., Trusler, et al. *Field Guide to the Birds of Australia* Viking Ringwood, Victoria. 1999.
Pizzey, G. & Knight, F. *The Graham Pizzey and Frank Knight Field Guide to the Birds of Australia* Angus & Robertson. Pymble, NSW. 2001.
Slater, P., et al *The Slater Field Guide to Australian Birds* French Forest, New Holland. 2003.
Triggs, B. *Tracks, Scats and Other Traces: A Field Guide to Australian Mammals* Oxford University Press: Melbourne 1996.

OED1OEE OUTDOOR ENVIRONMENTS (15 CPs Sem. TE-SEM-2 BE.) *Dr Ruth Lawrence*

In this unit students will explore the natural and cultural characteristics of riverine, box and ironbark forests, and mountain and alpine areas of south-eastern Australia. Changing attitudes towards the land are explored by a chronological examination of Aboriginal and European occupation of the continent. Current land management issues are explored through a number of case studies, with particular emphasis on land use conflicts in the Australian alpine area.

Recommended Prior Studies: OED1RAL.

Class requirements: 2-hours lecture and 2-hours tutorials/field trips per week.

Assessment: 1500-word assignment (30%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, 1000-word field report (20%), tutorial participation (10%), measured by contribution to analytical discussion, one 2-hour exam (40%).

Prescribed Reading:

Kohen J. L. (1995) *Aboriginal environments impacts*. UNSW Press.
Slattery, D. (1998) *Australian Alps: Kosciuszko, Alpine and Namadgi National Park* UNSW Press.
Box-Ironbark: Forests and Woodlands Investigation Resources and Issues Report Environment Conservation Council (1997).
Scougall B. Edn. (1992) *Cultural Heritage of the Australian Alps*. Australian Alps Liaison Committee, Canberra.
Young ARM (1996) *Environmental Change in Australia since 1788* OUP.
Young, W.J., Edn. 2001 *Rivers as Ecological Systems: The Murray-Darling Basin* Murray-Darling Basin Commission.

OED1RAL READING AUSTRALIAN LANDSCAPES (15 CPs Sem. TE-SEM-1 BE.) *Dr Lesley Hodgson*

Students are introduced to the processes that shape Australian landscapes. Selected environments are used to illustrate influences and interrelationships of climate, ecology and land forming processes on the natural system. Through practical work, field work and assignments students learn to use a range of techniques that will enable them to read landscapes from a naturalist's and an outdoor educator's perspective.

Class requirements: 2-hours lectures per week, 4-hours tutorials per semester, 22-hours field experience per semester.

Assessment: One 2-hour final examination (50%), one 2000-word assignment (50%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Augee, M. and Fox, M. 2000 *Biology of Australia and New Zealand* Pearson Education: Australia.

OED1SRA SPORT AND RECREATION A (15 CPs Sem. TE-SEM-1 BE.) *Dr Peter Martin*

In this unit students will cover safety and skill acquisition of selected sport and recreation activities. Selected activities will be negotiated with individual students. Students will cover content related to training regimes, contextual parameters influencing performance, ethics and participation in the selected sport and recreation activities. The unit incorporates both theoretical and practical learning modes.

Co-requisite: Must be enrolled in course EBPOEB, EBPHEB.

Class requirements: Equivalent to 4 hours per week e.g., 7-hours lectures and tutorials and nine days practical work spread over the 13 week semester, usually as 1-hour tutorial per week, plus practical work. In some weeks practical work will replace the tutorial.

Assessment: One 3500-word assignment (80%), practical work (20%).

Recommended Reading:

Unit coordinator *Book of Readings* Latrobe University.
Hilmi Ibrahim, Kathleen A. Cordes. *Outdoor Recreation: enrichment for a lifetime*. Champaign, Ill: Sagamore, 2002.

OED1SRB SPORT AND RECREATION B (15 CPs Sem. TE-SEM-2 BE.)

Dr Peter Martin

In this unit students will cover safety and skill acquisition of selected sport and recreation activities. Selected activities will be negotiated

with individual students and will be different to activities selected in OED11SRA. Students will cover content related to training regimes, contextual parameters influencing performance, ethics and participation in the selected sport and recreation activities. The unit incorporates both theoretical and practical learning modes.

Co-requisite: Must be enrolled in course EBPOEB, EBPHEB.

Class requirements: Equivalent to 4 hours per week e.g., 7-hours lectures and tutorials and nine days practical work spread over the 13 week semester, usually as 1-hour tutorial per week, plus practical work. In some weeks practical work will replace the tutorial.

Assessment: One 3500-word assignment (80%), practical work (20%).

Recommended Reading:

Unit coordinator *Book of Readings* Latrobe University.

Hilmi Ibrahim, Kathleen A. Cordes. *Outdoor Recreation: enrichment for a lifetime*. Champaign, Ill: Sagamore, 2002.

OED1WE WORLD VIEWS AND THE ENVIRONMENT (15 CPs Sem. TE-SEM-2 BE.) *Ms Alison Lugg*

In this environmental studies unit students are introduced to some of the ideas and cultural beliefs that have shaped the way Australians perceive and interact with natural environments, and explore the implications of these perceptions for their practice. Students investigate aspects of traditional western European belief systems, as well as current developments in environmental studies that seek to critically reflect on human-nature relationships. Practical trips are designed to enable students to analyse how underlying environmental worldviews have shaped the diverse ways in which different groups have responded to natural environments through action observation and evaluation.

Recommended Prior Studies: OED11WKN, OED11AOL.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week. Five days of practical work.

Assessment: One 1600-word assignment (40%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 1200-word assignment (30%), and one 1-hour examination (30%).

Prescribed Reading:

Various *Unit Readings Pack* LTU: Media Services.

Recommended Reading:

Hay, P (2002) *Main currents in western environmental thought* UNSW Press: Sydney.

Bolton, G.C. (1982) *Spoils and Spoilers: A History of Australians Shaping Their Environment*. Sydney: Allen & Unwin.

OED1WKN WAYS OF KNOWING NATURE (15 CPs Sem. TE-SEM-1 BE.) *Ms Terry Gaechter*

In this unit students are introduced to the theoretical and practical study of human-nature relationships. The potential for outdoor education and nature tourism to educate people for environmentally sensitive living is explored. Students will examine different ways of knowing nature, such as experiential knowledge, indigenous knowledge and 'knowing nature as a naturalist'. Emphasis is placed on developing academic skills of critical enquiry, critical reading, referencing, and presentation of written work. Practical trips provide opportunities for observation and reflection which are recorded through journal keeping.

Class requirements: One 1-hour lecture, one 1-hour tutorial per week plus six days of practical work.

Assessment: One 2500-word assignment (60%), one 1.5-hr exam (40%).

Prescribed Reading:

Book of Readings Media Unit: La Trobe Uni, Bendigo.

Recommended Reading:

Kellert, S. *Kinship to Mastery* Washington DC: Island Press 1997.

OED2ACL AUSTRALIAN CULTURE AND LAND (15 CPs Sem. TE-SEM-2 BE.) *Mr Alistair Stewart*

Students will learn about the indigenous and European culture origins and characteristics of land tenure and management of both public and private lands in Australia. They will be introduced to the history of our current land management system. Students will engage with ideas related to the cultural construction of nature and the way in which

current beliefs and practices about land use are imbedded in cultural accident and history. In exploring the current institutional and legal structures involved in land use, students will be able to understand why differing expectations, regulations and practices apply to a range of land designations.

Recommended Prior Studies: OED12OEE.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week plus one 3-day field trip.

Assessment: One 2000-word assignment incorporating field trip report (50%). Practical work hurdle (compulsory 3-day field trip).

Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 2.5-hour examination (50%).

Recommended Reading:

Adams, William M. & Mulligan, M. (Eds) *Decolonizing Nature: Strategies for Conservation in a Postcolonial Era* Sterling, VA: Earth scan Publications. 2003.

Griffiths, T & Robin, L. (Eds) *Ecology and Empire: Environmental History of Settler Societies*. Carlton: University Press. 1997.

Worboys, G. Lockwood, M. & De Lacy, T. *Protected Area Management: Principles And Practice*. Melbourne: Oxford: OUP 2001.

OED2BE BUSH ENVIRONMENTS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Ms Genny Blades, Mr Phil Robertson*

This unit includes content of natural history, land management, and ecology directly relevant to selected bush environments of south eastern Australia. Students will develop technical expertise of bushwalking to enable safe exploration and promote experiential and interpretative knowledge of bush environments.

Prerequisite: BIO1AE.

Recommended Prior Studies: BIO1AE.

Class requirements: Seven 1-hour lecture/tutorials and nine-days practical work.

Assessment: One 2500-word assignment (50%). Ongoing assessment of practical skills and knowledge (hurdle-compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, 1500-word assignment (50%).

Recommended Reading:

Calder, M., Calder, J., and McCann, I. (2002) *Victoria's box-ironbark country: A field guide* Melbourne: VNPA.

Tzaros, C. (2005) *Wildlife of the box-ironbark country* Melbourne: CSIRO Publishing.

OED2CO COMMUNITY IN OUTDOOR EDUCATION (15 CPs Sem. TE-SEM-2 BE.) *Ms Terry Gaechter*
Not available in 2008

OED2EI ENVIRONMENTAL INTERPRETATION (15 CPs Sem. TE-SEM-1 BE.) *Dr Lesley Hodgson*

In this unit students will be introduced to the theory and practice of environmental interpretation and its role in the context of education and nature tourism. Students will critically examine theory and practice of effective interpretation through examination of interpretive venues and other materials, including some of their own. The emphasis will be on developing interpretive skills with a focus on both natural and cultural interpretation settings.

Class requirements: Two 2-hour lectures and two 2-hour tutorials per week and two days of field work.

Assessment: Two 1000-word minor assignment (25%), one 2500-word major assignment (50%).

Recommended Reading:

Pastorelli, J. *Enriching the Experience: An Interpretive Approach to Tour Guiding* Hospitality Press 2003.

Moscardo, G. *Making Visitors Mindful: Principles for Creating Quality Sustainable Visitor Experiences through Effective Communication* Sagamore Press. 1999.

OED2FEC FIELD EXPERIENCE C (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE. TE-SEM-S BE.) *Mr Sean Murray*

In this unit students will develop the knowledge and skills required to undertake an extended journey in a remote natural environment and consolidate their outdoor education journey skills, environmental

knowledge, and introductory outdoor leadership skills. Theory and practical work encourages the development of safe practice, reasonable judgment, understanding of self, care for others and the environment, sound preparation, and the ability to learn from experience.

Recommended Prior Studies: OED1BFE.

Class requirements: eight hours of tutorials and 18 days practical work.

Assessment: 1500-word assignment (50%), 1500-word assignment (50%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Recommended Reading:

Scougall, B. (Edn). (1992) *Cultural heritage of the Australian Alps* Canberra: CPN Publications.

Seddon, G. (1994) *Searching for the Snowy: an environmental history* Allen & Unwin.

Slattery, D. (1998) *The Australian Alps: Kosciusko, Alpine and Namadgi National Parks* Sydney: UNSW Press.

OED2LES LOCAL ENVIRONS STUDY (15 CPs Sem. TE-SEM-2 BE.) *Mr Gregg Muller*

In this environmental studies unit students will work in small teams to plan and implement experiential education programs within a 100 kilometres radius of the campus. They will research an educational theme and plan and implement two associated field trips. They will complete a two-day cycle safety workshop in preparation, and will learn to use a handheld GPS for navigation and mapping.

Class requirements: Equivalent to four hours of contact per week, normally as seven hours of introductory lectures and nine days of practical work, in three blocks.

Assessment: GPS practical assessment 15 minutes (10%), planning assignment 2000-words (50%). Must be satisfactory in order to participate in practical work, assignment 1500-words (40%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Preliminary Reading:

Department of Education Victorian Government Schools reference guide 4.4 Student safety and risk management
www.education.vic.gov.au/referenceguide/enviro/4_4.htm
Department of Education.

OED2OLA OUTDOOR LEADERSHIP A (15 CPs Sem. TE-SEM-2 BE.) *Mr Glyn Thomas*

In this unit students will be provided with an introduction to the theory and practice of small group leadership in the outdoors as relevant to outcomes of outdoor/environmental education and personal and group development. Students will also consider elements of effective leadership applied to nature based, or adventure, activity, including communication, facilitation and instruction.

Prerequisite: OED12WE.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week with variation due to the schedule of practical work.

Assessment: One 1500-word assignment (40%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 2500-word assignment (60%).

Prescribed Reading:

Book of Readings Media Services, La Trobe University, Bendigo.

OED2OLB OUTDOOR LEADERSHIP B (15 CPs Sem. TE-SEM-1 BE.) *Mr Sean Murray*

Students further develop outdoor leadership competence and gain experience in small group leadership in outdoor/environmental education. Knowledge of safety/risk management, trip planning, remote area first aid, stress/burnout, social psychology, disability issues, legal liability, certification and professional ethics is developed.

Recommended Prior Studies: OED21OLA.

Class requirements: eight days practical work and 13 hours of lectures/tutorials spread over the 13 week semester, usually as 1-hour

tutorial per week, plus practical work. In some weeks practical work will replace the tutorial.

Assessment: One 1500-word planning and experience summary (40%) Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 2-hour exam (60%).

Prescribed Reading:

Book of Readings Media Services, La Trobe University, Bendigo.

OED2RCS REGIONAL CATCHMENT STUDIES: RESOURCES AND MANAGEMENT (15 CPs Sem. TE-SEM-1 BE.) *Dr Ruth Lawrence*

In this unit the water resources in Australia are examined at catchment scale and on a regional basis. The processes and properties of Australian surface water runoff, groundwater movement and water quality will be examined, and the interrelationships between landform, land use and hydrology are explored. Particular emphasis will be placed on properties of northern Victoria catchments. Specific topics to be examined include floodplain management, urban hydrology, river regulation, and interactions between shallow groundwater and surface land features. Principles of catchment management are introduced and several case studies of contrasting management strategies are detailed.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week plus six days of field work.

Assessment: One 2-hour examination (50%), two 1250-word field reports (50%).

Preliminary Reading:

Smith, D.I. *Water in Australia: Resources and Management* Oxford University Press 1998.

OED2RE RIVER ENVIRONMENTS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Mr Peter Dingle

Students will develop technical expertise of paddling to enable safe exploration and promote experiential and interpretative knowledge of river environments as preparation for peer leadership. This unit includes content of natural history, land management, hydrology and ecology directly relevant to selected river environments of South Eastern Australia.

Recommended Prior Studies: OED1OEE.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week. Eight days practical work.

Assessment: One 2000-word learning summary assignment (50%) Ongoing assessment of practical skills and knowledge hurdle – compulsory. Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 1500-word assignment and a 10 minute presentation (50%).

Prescribed Reading:

Book of Readings. Media Services, La Trobe University, Bendigo.

OED2RON READINGS IN OUTDOOR EDUCATION AND NATURE TOURISM (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

This unit is offered at third-unit level also. Enrolment must be approved by the course coordinator.

Readings in outdoor education and nature tourism provides an opportunity for students to pursue study in depth in particular areas of the disciplines of outdoor education or nature tourism in response to personal professional and academic interests. The specific tasks within the unit are individually negotiated according to student learning objectives and experience. With guidance from a lecturer, students prepare a learning plan for readings or a project, and carry out the plan with supervision. The unit may involve practical field work.

Class requirements: Equivalent of one half-hour per week supervisory conference plus independent study. Up to eight days of practical work if appropriate to learning plan.

Assessment: One 500-word learning plan (15%), one 1000-word assignment (35%), one 3000-word assignment (50%).

Recommended Reading:

Depends on readings chosen. *Individually determined.* Current.

OED2RWE RIVER AND WETLANDS ENVIRONMENTS (15 CPs Sem. TE-SEM-S BE.) *Mr Alistair Stewart*

This subject is normally only available to students enrolled in the Bachelor of Arts (Nature Tourism) or Bachelor of Arts (Outdoor Education) courses. In this unit, students will build on previous experience in the Murray Catchment. Students undertake an extended practical experience to consolidate their knowledge of natural and cultural history, land management and ecology directly relevant to selected river and wetland environments of south-eastern Australia. They will examine the notions of water in a dry landscape, developing understanding of how catchment use determines river health through exploration of the lower reaches of the Murray River. Students will develop naturalist and paddling expertise, and knowledge of river and riparian ecology to enable exploration and promote experiential and interpretive knowledge of river and wetland environments.

Prerequisite: OED12OEE.

Class requirements: Seven 1-hour lectures and 18 days of field studies spread throughout the semester.

Assessment: One 1750-word assignment (40%), one 2000-word assignment (60%).

Preliminary Reading:

MacKay, N & Eastburn, D. Eds *The Murray* Canberra: Murray Darling Basin Commission (1990).
Sinclair, P. *The Murray: A River and Its People* Melbourne University Press. 2001.

OED2SNT SUSTAINABLE NATURE TOURISM (15 CPs Sem. TE-SEM-2 BE.)

Dr Lesley Hodgson

This unit is offered at third-unit level also.

Not available in 2008

OED2WAE WINTER ALPINE ENVIRONMENTS (15 CPs Sem. TE-SEM-2 BE.)

Mr Sean Murray

Students will examine aspects of natural history, land management, snow deposition and ecology directly relevant to selected alpine environments of South Eastern Australia. Students will develop technical expertise of cross-country ski touring to enable safe exploration and promote experiential and interpretative knowledge of winter alpine environments.

Recommended Prior Studies: OED12OEE.

Class requirements: One 1-hour lecture nine days of practical work.

Assessment: One 1500-word pre trip organisation assignment (35%), one 1500-word assignment (teaching resource kit) (35%), one 20-minute oral presentation (30%). Ongoing assessment of practical skills and knowledge hurdle – compulsory. Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Green, K. (edn.) 1998 *Snow: a natural history; an uncertain future* Australian Alps Liaison Committee (Canberra).

OED3ENT EDUCATIONAL NATURE TOURISM (15. CPs Sem. TE-SEM-2 BE.)

Mr Andrew Brookes

Not available in 2008

OED3EO EDUCATION IN THE OUTDOORS (15 CPs Sem. TE-SEM-1 BE.) *Mr*

Andrew Brookes

Students examine the social and cultural context of education and implications for outdoor education. Components include discourses on the outdoors and 'the bush', curriculum enquiry and implications for teaching in the outdoors. Students plan, implement and evaluate a three day outdoor education or nature tourism experience.

Class requirements: 32 hours of lectures or tutorials, 4 days practical work spread over the 13 week semester usually as 2-hours lecture and 1-hour tutorial per week, although this may vary somewhat due to the schedule of practical work.

Assessment: 1500-word assignment (35%), average of both assignment grades must be 50% or better, 1000-word lesson plan (30%). Lesson plan grade must be 50% or better, 1500-word assignment (35%), practical work (0%). Participation is compulsory. Participation must satisfy standard.

Prescribed Reading:

Readings Packet

Brookes, A. (1993) *Deep and shallow outdoor education: can we tell*

the difference? The Outdoor Educator, 1993 (June), 8-16.

Orr, D.W. (1992). *Ecological literacy: education and the transition to a post modern world* Albany: State University of New York Press.

Brookes, A. (1998) *Place and experience in Australian outdoor education and nature tourism* Outdoor recreation. Umee, Sweden.

OED3ES EDUCATION FOR SUSTAINABILITY (15 CPs Sem. TE-SEM-2 BE.)

Dr Lesley Hodgson

Students study the concept of sustainability, particularly in relation to outdoor education and nature tourism practice. The unit explores concepts of and debates about sustainability and considers practical implications and ethical dilemmas.

Prerequisite: OED12WE.

Class requirements: 26-hours lectures, 11-hours tutorials, and 3 days practical work spread over 13 weeks, usually as 2-hours lecture and 1-hour tutorial per week, although this may vary somewhat due to the schedule of practical work.

Assessment: Two 2000-word assignments (100%).

Recommended Reading:

Scott, W & Gough, S (2003) *Key Issues in Sustainable Development and Learning: A Critical Review* Routledge-Falmer, London.

Scott, W & Gough, S (2003) *Sustainable Development and Learning: Framing the Issues* Routledge-Falmer, London.

OED3FED FIELD EXPERIENCE D (15 CPs Sem. TE-SEM-1 BE.) *Mr Andrew*

Brookes

Students undertake a negotiated program to extend their outdoor education preparation. The emphasis is on leading and teaching in the outdoors and students are encouraged to build on their experience in specialist areas of their choice. Practical experience may include advanced skill development, field work placement (practicum) and peer trip leading.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week and eight days practical work.

Assessment: One 1000-word field experience plan plus satisfactory completion of practical work. (100%) Ungraded pass/fail. Satisfactory completion of field experience plan (1000-words) and satisfactory completion of practical work (compulsory hurdle), according to defined criteria.

Prescribed Reading:

Book of Readings Media Services, La Trobe University. Bendigo.

OED3FEE FIELD EXPERIENCE E (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Mr Andrew Brookes

Students undertake a negotiated program to extend their outdoor education preparation. The emphasis is on evaluation of students' learning and their readiness for leading and teaching in the outdoors. Practical experience may include advanced skill development, fieldwork placement (practicum) and peer trip leading.

Recommended Prior Studies: OED31FED.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week plus eight days practical work.

Assessment: 3750-word field experience evaluation plus satisfactory completion of practical work. (100%). Ungraded pass/fail.

Satisfactory completion of field experience evaluation and satisfactory completion of practical work (compulsory hurdle), according to defined criteria.

Recommended Reading:

Camping Association of Victoria Inc. (1997) *Camping with Confidence: Australian Campsite Accreditation* Melbourne. CAV.

OED3NSI NATURALIST STUDIES: INTERPRETATION (15 CPs Sem. TE-SEM-1 BE.)

Ms Lesley Hodgson

In this unit students examine the contribution of naturalist studies to our culture as a context for development of their own philosophy and practice in nature tourism. This is done through reading and reflecting on the ways in which earlier generations of Australian naturalists have documented the landscape and its natural history. In field work students will explore, develop and present an interpretative program about one such landscape. Students will develop such programs using current educational models of interpretation. In written work, students will reflect on the work of earlier naturalists and enhance their own appreciation of field naturalists' skills and interests.

Class requirements: One 1-hour lecture and approximately one 2-hour tutorials per week. four days field work.

Assessment: One 3000-word or equivalent major project (60%). The project could be a Naturalist Diary report or practical planning exercise or essay, one 1500-word or equivalent minor project (40%). This project could be a practical demonstration of interpretive skills in presenting a plan, program or information face-to-face in brochure/pamphlets, display or video form, field trip (0%). To pass this subject students must complete four days of field work (hurdle ungraded).

Prescribed Reading:

Book of Readings Media Services, La Trobe University, Bendigo.

Recommended Reading:

Farber, P. (2000) *Finding Order in Nature: The Naturalist Tradition from Linnaeus to E.O. Wilson* John Hopkins University Press. Baltimore and London.

Allen, D. (1994) *The Naturalist in Britain: A Social History* University Press, Princeton. New Jersey.

OED3NTP NATURE PRACTICUM (15 CPs Sem. TE-SEM-2 BE.) *Mr Phil Robertson*

In this unit students will develop and deliver components of a community based natural history program and observe/experience program delivery in the Nature Tourism and Environmental Education field. In classes and in the field, students will also cover professional issues, networking and job application processes.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week or equivalent over eight weeks. Two days of program development and delivery – linked to spring in the Bendigo Bush and eight days practicum (five days with outside agency).

Assessment: Develop and deliver a nature tourism/environmental education program (equivalent to a 2500 assignment) (60%) Develop and deliver a program for a community agency spring in the Bendigo Bush, one 500-word personal workplace project (10%). Develop a personal curriculum vitae and/or job application, eight days practicum placement (0%). Hurdle requirement includes three days Lyell forest, one 1500-word assignment or equivalent project (30%). Report on and evaluation of practicum placement experience.

Recommended Reading:

Regnier, K., Gross, M. and Zimmerman, R. (1994) *The Interpreters Guidebook* University of Wisconsin

Tzaros, C. 2005 *Wildlife of the Box-Ironbark Country* CSIRO Publishing. Melbourne.

OED3OPE OUTDOOR ENVIRONMENTAL PRACTICAL EXTENSION (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE. TE-SEM-3 BE.) *Mr Glyn Thomas*

Permission of the unit coordinator and course coordinator

In this unit students will critically examine the cultural and environmental features of a particular place in the context of outdoor education and/or nature tourism practice. The unit will incorporate: student research and presentations, and practical experience in the selected place.

Co-requisite: Available only to students enrolled in Bachelor of Arts (Outdoor Education) and Bachelor of Arts (Nature Tourism).

Class requirements: Equivalent to four hours per week. For example: seven hours of lectures and tutorials and nine days of practical work.

Assessment: 3000-word assignment (80%). Assignment includes research into a particular facet of the place and participation in field work. One 20 minute presentation (equivalent 1000-words) (20%). Presentation is of the research findings from the assignment.

OED3PWM PARKS AND WILDLIFE MANAGEMENT (15. CPs Sem. TE-SEM-1 BE.) *Mr Gregg Muller*

In this unit students will develop a working knowledge of key elements in natural and cultural resource management, with particular reference to protected areas. Topics include weeds and feral animals, legal and scientific approaches to natural resource management, use of protected areas as a baseline for research and management, and the interplay between natural and cultural resource management. Case studies focus on biodiversity and heritage management practices in south eastern Australia.

Prerequisite: OED22ACL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial or field trip per week.

Assessment: Two 2000-word assignments (90%), tutorial attendance and participation (10%).

Prescribed Reading:

Book of Readings Media Services, La Trobe University, Bendigo.

Recommended Reading:

Worboys, G., Lockwood, M. & De Lacy, T. (2001) *Protected Area Management: Principles and Practice* OUP.

OED3TBE TEACHING IN BUSH ENVIRONMENTS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

Students apply and extend bushwalking and navigation skills and environment interpretive knowledge to be able to conduct outdoor/environmental education learning experiences. Teaching, environmental interpretive content, bush travel skills and group management skills relevant to bush environments will be covered.

Prerequisite: OED2OLB, OED2FEC.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week. Eight days practical work.

Assessment: Two 2000-word assignments (10%). Ongoing assessment of practical skills and knowledge (hurdle compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Ministry of Education (1998) *Camping and bush activities safety guidelines* Melbourne: Dept. of Education

OED3TNH TEACHING NATURAL HISTORY (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

In this unit students will plan, implement, and review education experiences with a natural history focus. Students will refine their own knowledge of the locales in which they will teach, prepare a safety management plan, and develop teaching strategies. They will spend at least four days of the practical work in a teaching or guiding role.

Class requirements: One 1-hour lecture per week and eight days of field trips.

Assessment: One 2000-word teaching plan (50%), one 2000-word assignment (50%).

Prescribed Reading:

Department of Education *Safety Guidelines: Camping and Bush Activities* Department of Education: Melbourne 1998.

OED3TPD TEACHING AND PROGRAM DEVELOPMENT (15 CPs Sem. TE-SEM-2 BE.) *Ms Genny BLADES*

In this unit students will study ecological approaches to teaching curriculum development and apply these to outdoor education teaching and program planning and evaluation. Students plan, implement and evaluate a four day outdoor education camp program.

Recommended Prior Studies:

OED31EO.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week and four days practical work.

Assessment: 1000-word lesson plan (25%), practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, 1000-word teaching evaluation (25%), and 2000-word major assignment (50%).

Prescribed Reading:

Book of Readings Media Services, La Trobe University, Bendigo.

Bowers, C.A. & Flinders, D.J. (1990) *Responsive teaching: an ecological approach to classroom patterns of language, culture, and thought* New York: Teachers College Press.

Recommended Reading:

Sterling, S. (2001) *Sustainable Education: Re-Visioning Learning and Change*. Foxhold, Dartington, Totnes, Devon: Green Books.

OED3TRE TEACHING IN RIVER ENVIRONMENTS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Glyn Thomas*

Students apply and extend technical paddling skills and river

environment interpretive knowledge to be able to conduct outdoor/environmental education learning experiences. Teaching, environmental interpretive content, paddling skills and group management skills relevant to river environments will be covered.

Prerequisite: OED2RE OED2OLB.

Class requirements: 13-hours lectures or tutorials and eight days practical work spread over the 13 week semester, usually as 1-hour lecture or tutorial per week plus practical work. In some weeks, practical work will replace the lectures and tutorials.

Assessment: Two 2000-word assignments (100%). Ongoing assessment of practical skills and knowledge (hurdle – compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Book of Readings Media Services, La Trobe University, Bendigo.
Ministry of Education (1991) *Canoeing: safety guidelines* Victoria.
Smith, D.I. (1998) *Water in Australia: resources and management*. Melbourne: OUP.

OED3TWA TEACHING IN WINTER ALPINE ENVIRONMENTS (15 CPs Sem. TE-SEM-2 BE.) *Mr Andrew Brookes*

Students apply and extend cross country ski touring and snow camping skills and environment interpretive knowledge to be able to conduct outdoor/environmental education learning experiences. Teaching, environmental interpretive content, snow travel skills and group management skills relevant to snow environments will be covered.

Prerequisite: OED2OLB.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week plus eight days practical work.

Assessment: Two 2000-word assignments (100%). Ongoing assessment of practical skills and knowledge (hurdle – compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Ministry of Education (1992) *Snow activities: safety guidelines* Victoria.

OED4BRB RESEARCH THESIS (OUTDOOR EDUCATION AND NATURE TOURISM) B (30 CPs Sem. TE-SEM-2 BE.) *Dr Peter Martin*
Not available in 2008

OED4RD READINGS IN OUTDOOR EDUCATION (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

In this unit students will individually negotiate topics according to their learning objectives and experience. Students undertake projects and study in specific aspects of outdoor education or nature tourism.

Class requirements: One-hour per fortnight supervisory conference plus independent study.

Assessment: One 4500-word assignment (100%).

Preliminary Reading:

Individually negotiated according to research topics.

OED4RM RESEARCH METHODS IN OUTDOOR EDUCATION and NATURE TOURISM HONOURS (15. CPs Sem. TE-SEM-1 BE.) *Mr Andrew Brookes*

In this unit students will be introduced to research in outdoor education and nature tourism, largely from a qualitative perspective. The skills of question formulation, literature analysis, research design, research methods, sampling, data collection, data analysis and research report writing are taught. Students develop a research proposal and critically analyse published research.

Class requirements: Supervised reading and consultation equivalent to four-hours per week.

Assessment: Two 2000-word assignments: research design and paper critique (100%).

Preliminary Reading:

Henderson, K. A. (1991) *Dimensions of choice: Qualitative research in recreation and park administration*, Venture, State College, PA.
Erlandson, D. A., Harris, E. L., Skipper, B. L. and Allen, S. D. (1993) *Doing naturalistic inquiry: A guide to methods*. Newbury Park, CA: Sage.

OED4ROE READINGS OUTDOOR EDUCATION AND NATURE TOURISM HONOURS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

Students learn to search literature comprehensively in the area in which they will conduct their research. The skills of literature review preparation are taught, including literature search and retrieval, question formulation, organisation of literature, referencing, critical and comparative analysis and writing for publication.

Class requirements: Class teaching and/or individual supervision equivalent to 2-hours per week for 13 weeks.

Assessment: 4000-word assignment (100%). Students must complete one major literature review assignment. This subject will contribute 20% to the final determination of honours.

Preliminary Reading:

Hart, C. (1998) *Doing a literature review: releasing the social science research imagination*. London: Sage.
N. Buchanan and J. Feldhusen eds. *In Conducting research and evaluation in gifted education*. New York: Teachers College Press: 33-50.

OED4SEA OUTDOOR EDUCATION OR NATURE TOURISM HONOURS SEMINAR A (15 CPs Sem. TE-SEM-1 BE.) *Dr Andy Brookes*

Seminars concerning professional issues in nature tourism and outdoor education are presented by staff, visitors, and students. Students will report on work in progress and present a summary of their work in readings, their study of a professional issue, and their research project.

Class requirements: One 3-hour seminar per week.

Assessment: Readings seminar. 1500-word paper and a 10-minute presentation (40%), professional issue seminar. 2000-word papers and a 15-minute presentation (50%), contributions to seminar discussions (10%). Seminar participation will be assessed on evidence of preparation and analytical discussion.

Preliminary Reading:

Orr, D. (1992) *Ecological literacy: Education and the transition to a post modern world*.
Albany, NY, USA: State University of New York Press.
Seddon, G. (1997) *Land prints: Reflections on place and landscape*. Cambridge, UK: Cambridge University Press.

OED4SEB OUTDOOR EDUCATION OR NATURE TOURISM HONOURS SEMINAR B (15 CPs Sem. TE-SEM-2 BE.) *Dr Andy Brookes*

Seminars concerning professional issues in nature tourism and outdoor education are presented by staff, visitors, and students. Students will report on work in progress and present a summary of their work in readings, their study of a professional issue, and their research project.

Prerequisite: OED41SEA.

Class requirements: One 3-hour seminar per week.

Assessment: Research seminar. 1500-word paper and a 10-minute presentation (40%), professional issue seminar. 2000-word paper and a 15-minute presentation (50%), contribution to seminar discussions (10%). Seminar participation will be assessed on evidence of preparation and analytical discussion.

Preliminary Reading:

Slattery, Patrick (1995) *Curriculum Development in the Post modern Era*. New York: Garland.
Bowers, C. A. (1995) *Educating for an ecologically sustainable culture: Rethinking moral education, creativity, intelligence, and other modern orthodoxies*. Albany, NY: State University of New York Press.

OED4TAP RESEARCH THESIS/OUTDOOR EDUCATION OR NATURE TOURISM HONOURS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

In this unit students will be able to develop a research proposal to study a question in the field of outdoor education or nature tourism, conduct the study and prepare a report of the results.

Class requirements: Seminar, teaching or individual supervision, equivalent to 1-hour per week for 13 weeks. This unit is not available for Study Abroad students.

Assessment: 15,000-word research report (100%). Graded assessment based on a 15,000-word research report assessed by two examiners.

This represents the combined thesis assessment. This unit will contribute 60% to the final determination of honours.

Preliminary Reading:

Bell, J. (1999) *Doing your research project: A guide for first-time researchers in education and social science*. 3rd edn. Buckingham, UK: Open University Press.

Stake, R. E. (1995) *The art of case study research*. Thousand Oaks, CA: Sage.

OED4TBP RESEARCH THESIS/OUTDOOR EDUCATION OR NATURE TOURISM HONOURS (30 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

In this unit students will be able to develop a research proposal to study a question in the field of outdoor education or nature tourism, conduct the study and prepare a report of the results.

Class requirements: Seminar, teaching or individual supervision, equivalent to 1-hour per week for 13 weeks. This unit is not available for Study Abroad students.

Assessment: 15,000-word research report (100%). Graded assessment based on a 15,000-word research report assessed by two examiners. This represents the combined thesis assessment. The thesis contributes 60% to the final determination of honours.

Preliminary Reading:

Bell, J. (1999) *Doing your research project: A guide for first-time researchers in education and social science*. 3rd edn. Buckingham, UK: Open University Press.

Stake, R. E. (1995) *The art of case study research*. Thousand Oaks, CA: Sage.

OED4TON RESEARCH THESIS/OUTDOOR EDUCATION OR NATURE TOURISM HONOURS (60. CPs Sem. TE-ALL-YR BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

In this unit students will be able to develop a research proposal to study a question in the field of outdoor education or nature tourism, conduct the study and prepare a report of the results.

Class requirements: Seminar, teaching or individual supervision, equivalent to 1-hour per week for 26 weeks.

Assessment: 15,000-word research report (100%). A graded assessment will be based on a 15,000-word research report assessed by two examiners. This subject will contribute 60% to the final determination of honours.

Preliminary Reading:

Bell, J. (1999) *Doing your research project: A guide for first-time researchers in education and social science*. 3rd edn. Buckingham, UK: Open University Press.

Stake, R. E. (1995) *The art of case study research*. Thousand Oaks, CA: Sage.

OED3RON READINGS IN OUTDOOR EDUCATION AND NATURE TOURISM (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*
See OED2RON for full unit description.

OED3SNT SUSTAINABLE NATURE TOURISM (15 CPs Sem. TE-SEM-2 BE.)
Dr Lesley Hodgson
See OED2SNT for full unit description.
Not available in 2008

Faculty of Health Sciences

Faculty directory

Enquiries: Faculty of Health Sciences
Location: Level 2, Health Sciences 1 Building,
Melbourne (Bundoora) Campus
Tel: (03) 9479 3583
Fax: (03) 9479 2507
Email: health@latrobe.edu.au
Web: www.latrobe.edu.au/health/

Division of Allied Health

Associate Dean: Professor Karen Dodd
Executive Officer: Ms Alison Davies
Location: Level 2, Health Sciences 2 Building,
Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: alliedhealth@latrobe.edu.au
Web: www.latrobe.edu.au/health/healthsci_schoolcent

School of Human Communication Sciences

Head of School: Associate Professor Jenni Oates
Location: Level 3, Health Sciences 1, Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: hcs@latrobe.edu.au
Web: www.latrobe.edu.au/hcs/

School of Occupational Therapy

Head of School: Associate Professor Linsey Howie
Location: Level 4, Health Sciences 3, Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: ot_general@latrobe.edu.au
Web: www.latrobe.edu.au/occtherapy/

School of Physiotherapy

Head of School: Dr Megan Davidson
Location: Level 5, Health Sciences 3, Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: physiotherapy@latrobe.edu.au
Web: www.latrobe.edu.au/physiotherapy

School of Social Work and Social Policy

Head of School: Associate Professor Margarita Frederico
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Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: socialwork.inquiries@latrobe.edu.au
Web: www.latrobe.edu.au/socialwork

Department of Clinical Vision Sciences

Head of Department: Associate Professor Kerry Fitzmaurice
Location: Level 3, Health Sciences 2, Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: studyorthoptics@latrobe.edu.au
Web: www.latrobe.edu.au/orthoptics/

Department of Podiatry

Acting Head of Department: Dr Adam Bird
Location: Level 4, Health Sciences 2, Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: podiatry@latrobe.edu.au
Web: www.latrobe.edu.au/podiatry/home.html

National Centre for Prosthetics and Orthotics

Head of Department: Mr Rowan English
Location: Level 4, Health Sciences 2, Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: hs-po@latrobe.edu.au
Web: www.latrobe.edu.au/ncpo/

National Institute for Deaf Studies and Sign Language Research (NIDS)

Director: Professor Jan Branson
Location: Level 4, Education 1, Melbourne (Bundoora) Campus
Tel: (03) 9479 2283
Fax: (03) 9479 3074
Email: nids@latrobe.edu.au
Web: www.latrobe.edu.au/hcs/nids

The Bouverie Centre

Director: Dr Colin Reiss
Location: Gardiner Street, Brunswick
Tel: (03) 9376 9844
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Email: bouverie.centre@latrobe.edu.au
Web: www.latrobe.edu.au/bouverie/

Division of Health Studies

Associate Dean: Professor Chris Handley
Executive Officer: Ms Belinda Bain
Location: Level 1, Health Sciences 1 Building, Melbourne (Bundoora) Campus
Tel: (03) 9479 1750
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Email: school.human.biosciences@latrobe.edu.au
(School of Human Biosciences)
Email: sph@latrobe.edu.au (School of Public Health)
Web: www.latrobe.edu.au/humanbio/healthstudies/division.htm

School of Human Biosciences

Head of School: Associate Professor Douglas Rogers
Location: Level 1, Health Sciences 1 Building, Melbourne (Bundoora) Campus
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Web: www.latrobe.edu.au/humanbio

School of Public Health

Acting Head of School: Professor Sandra Leggat
Location: Level 1, Health Sciences 1 Building, Melbourne (Bundoora) Campus
Tel: (03) 9479 1750
Fax: (03) 9479 1783
Email: sph-pg@latrobe.edu.au
Web: www.latrobe.edu.au/publichealth

Division of Nursing and Midwifery

Associate Dean: Professor Gerald Farrell
Executive Officer: Ms Joy Stubbings
Location: Level 3, George Singer Building, Melbourne (Bundoora) Campus
Tel: (03) 9479 5950
Fax: (03) 9479 1783
Email: nurrec@latrobe.edu.au
Web: www.latrobe.edu.au/nursing/

Division of Research

Associate Dean: Professor Anthony Smith
Location: Level 2, Health Sciences 1, Melbourne (Bundoora) Campus
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Fax: (03) 9479 2507
Email: health@latrobe.edu.au
Web: www.latrobe.edu.au/health

Australian Institute for Primary Care

Director: Associate Professor Peter Foreman
Location: Level 5, Health Sciences 2, Melbourne (Bundoora) Campus
Tel: (03) 9479 3700
Fax: (03) 9479 5977
Email: aipc@latrobe.edu.au
Web: www.latrobe.edu.au/aipc/

Australian Research Centre in Sex, Health & Society

Director: Professor Marian Pitts
Location: 215 Franklin Street, Melbourne (City) Campus
Tel: (03) 9285 5382
Fax: (03) 9285 5229
Email: arcshs@latrobe.edu.au
Web: www.latrobe.edu.au/arcshs/

Mother and Child Health Research Centre

Director: Professor Judith Lumley
Location: 324-328 Little Lonsdale Street, Melbourne
Tel: (03) 8341 8500
Fax: (03) 8341 8555
Email: mchr@latrobe.edu.au
Web: www.latrobe.edu.au/mchr

Musculoskeletal Research Centre

Director: Associate Professor Hylton Menz
Location: Level 2, Health Sciences 3, Melbourne (Bundoora) Campus
Tel: (03) 9376 5766
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Faculty office – General information

Enquiries: Faculty Office
Level 2, Health Sciences 1 Building, Melbourne (Bundoora) Campus
Tel: (03) 9479 3583
Email: health@latrobe.edu.au
Web: www.latrobe.edu.au/health/

The Faculty of Health Sciences caters for a wide range of interests in the education of health professionals by offering a wide range of undergraduate, postgraduate coursework and Graduate Entry Master Programs. The Faculty also provides opportunity for research at both a Master and Doctoral level. Students from other Faculties of the university may apply to enrol in some individual health sciences units.

The Faculty consists of four Divisions:

- Allied Health
- Health Studies
- Nursing and Midwifery, and
- Research.

Courses are offered at the Albury-Wodonga, Bendigo, Melbourne (Bundoora and City), Mildura and Shepparton campuses. The Faculty also teaches at a number of hospitals, offers some courses via distance education, and teaches some courses overseas.

There are several externally funded centres and institutes that are part of the Faculty including:

- Australian Institute for Primary Care
- Australian Research Centre in Sex, Health, and Society
- Mother and Child Health Research Centre
- Musculoskeletal Research Centre
- The Bouverie Centre – Victoria's Family Institute, which provides family therapy clinical services and offers postgraduate programs in family therapy.

Requirements for admission to undergraduate courses

Information about the VCE prerequisite units and other admission requirements are available from the University's Office for Prospective Students or from the Faculty of Health Sciences.

Course regulations

All courses offered by the Faculty are governed by a University regulation that specifies the entrance and other requirements of the course.

Each course also has its own rules of progression and most schools produce specific procedures that operate under the authority of the University Regulations and Faculty guidelines. Details of assessment in each unit are available on discipline notice boards from the beginning of the academic year.

A student in a full-time professional course may be required to pass all units of a specified year level before proceeding to units at the next year level, or achieve such a standard as to be awarded a pass in the year as a whole. A conceded pass in a unit, which is not a prerequisite for studies in the following year, will normally entitle a student to proceed to the next year, if all other units are passed. A conceded pass is not awarded for a unit which is a prerequisite unit for a unit which must be taken later in the course.

It is faculty policy that where a professional placement unit has a prerequisite unit, the prerequisite unit must be passed within the previous three years.

The Faculty applies the University academic progress rules along with a time limit rule where a student must complete the course in a specified period of time equivalent to twice the full-time length of the course plus one year. This time limit includes any intermissions.

For further information, consult the relevant Division or Faculty office.

Students with a disability

Most of the courses conducted by the Faculty of Health Sciences include some type of clinical or professional practice experience, which is a compulsory requirement of the course. The Faculty recognises that professional and clinical placements can present particular challenges to students with disabilities. Every effort will be made to make reasonable adjustments to the learning experience and assessment requirements of a clinical or professional practicum within the requirements of the course. In order to do this, students who have a temporary or permanent disability of any type, which may have an impact upon their ability to complete course requirements, are encouraged to meet with the course coordinator prior to the commencement of the course.

Health procedures

It is strongly suggested that students undergo a medical examination with a view of preventing or detecting disease.

To further reduce health risks, it is strongly recommended that:

- tuberculin testing is undertaken prior to attending hospital clinics, with follow-ups as necessary
- all students be immunised against hepatitis B
- all students be immunised against rubella, measles and mumps
- all students are up-to-date with their immunisation against poliomyelitis, diphtheria, and tetanus.

Students with an infectious condition such as HIV or HBV should take every reasonable precaution to ensure that no other person is placed at risk of infection, as advised by their treating doctor.

Students should note that many hospitals require students to be immunised prior to allowing students to attend a professional placement. Students who are not immunised may jeopardise their ability to gain access to a suitable (or any) professional placement(s), and may therefore delay or prevent completion of the course

Uniforms and class materials

Some courses require a prescribed uniform for hospital and clinical activities. Details are available from the relevant course coordinator or administrative officer.

Schools may charge students for expendable materials supplied where students to their direct personal benefit consume the materials or where students may wish to retain continuing possession of the materials concerned. Students may be charged deposits for non-consumable items issued for temporary use. Schools may recover the cost of lecture notes and other printed material issued to students, if no student is compelled to acquire such notes or materials.

Professional placements

Please note that most courses require students to undertake unpaid professional placements. In most courses that require students to undertake professional placements, the placement involves being assigned to an agency on a full-time basis over a period of weeks. Students may be required to attend placements located in either metropolitan or regional areas for which the student is expected to meet any travel and accommodation costs. Some financial support from the Faculty may be available but there is no guarantee of financial support. In some cases, students undertake placement interstate or overseas. For overseas placements, students may be eligible to apply for the Government OS-Help Loan.

The types of places where students may attend a professional placement include major hospitals, health care networks, schools, community centres, and clinics.

The University maintains insurance policies to protect students undertaking professional placement outside of the University as a compulsory course requirement or other work undertaken off-campus as part of a course or approved research work. Further information is available from the University Insurance Office website: www.latrobe.edu.au/insurance/, Faculty office or Division.

National Police Record Check

In those courses where students are required to undertake professional placements, students may meet vulnerable people. Most agencies require students to provide the results of a National Police Record Check. The cost of obtaining a record check from the Victorian Police is payable by the student directly to Victoria police. In 2007, the volunteer fee for the record check was \$13.30. Students should obtain the *Consent to Check and Release National Police Record* application form from their division of enrolment or it can be downloaded from the Victoria Police website. Students should complete the application form and obtain a signature from the division office, which will allow the check to be obtained at the volunteer rate. The certificate is valid for the current year only. Students will be expected to obtain a new police security clearance each year in which a professional placement is required.

Students undertaking placement in New South Wales will also require a National Police Record Check. This check will include a 'Working with Children' check. Details are available from the division of enrolment.

Students being placed in Victoria may also be required to obtain a 'Working with Children' check.

Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable (or any) professional placement(s), and may therefore delay or prevent completion of the course. Any questions or concerns relating to these checks should be directed to the relevant school office or placement coordinator.

Flexible teaching arrangements

In order to accommodate student needs, some units are taught in a mode different from the normal face-to-face or regular weekly classes. For example, modes may include block mode (i.e., intensive weekend or weeklong classes), classes taught outside of the normal teaching period dates such as placement units, or classes taught via distance education or web-based teaching. Please refer to unit descriptions for those units that are offered by flexible teaching arrangements.

Fees

The Australian Government has introduced a new system of fees for Australian universities. From 2005, the Higher Education Loan Programme (HELP), available to Australian citizens and holders of permanent humanitarian visas will be available to assist students with the payment of their university fees.

HECS-HELP – for Australian citizens and holders of a permanent humanitarian visa if enrolled in a Commonwealth-supported place
FEE-HELP – for eligible fee-paying students enrolled at eligible higher education providers. Loans will cover up to the full amount of their tuition fees with students able to borrow up to an amount determined by the Federal Government

OS-HELP – for eligible full-time Commonwealth supported students who wish to study one or two study periods overseas. Loans will be up to \$5000 per six-month study period. OS-HELP loans will be subject to a 20 per cent loan fee.

For more information, please refer to www.hecs.gov.au.

Organisation of the Faculty

DIVISION OF ALLIED HEALTH

Associate Dean: Professor Karen Dodd

Executive Officer: Ms Alison Davies

Tel: (03) 9479 5815

Email: alliedhealth@latrobe.edu.au

Web: www.latrobe.edu.au/health/healthsci_schoolcent

The Division of Allied Health offers professional courses in Occupational Therapy, Physiotherapy, Podiatry, Prosthetics and Orthotics, Orthoptics, Social Work, Speech Pathology, Deaf Studies and Family Therapy. In addition, the Division offers a wide range of coursework Masters Degrees, Professional Doctorate degrees, research training degrees, and discipline-specific short courses for postgraduate allied health professionals. Teaching is conducted at Melbourne (Bundoora), with some courses also offered at the La

Trobe University campuses at Albury-Wodonga, Bendigo, Mildura, and Shepparton. For further information, contact the Division.

School of Human Communication Sciences

Head of School: Associate Professor Jenni Oates

Tel: (03) 9479 5815

Email: hcs@latrobe.edu.au

Web: www.latrobe.edu.au/hcs/

The School of Human Communication Sciences is located at the Melbourne (Bundoora) campus and is the only provider of speech pathology educational programs in Victoria. Speech pathologists diagnose, treat, and provide management services to people of all ages with communication disorders, which may be evident in speech, language, voice and fluency disorders, in reading and spelling problems and in swallowing disorders.

School of Occupational Therapy

Head of School: Associate Professor Linsey Howie

Tel: (03) 9479 5815

Email: ot_general@latrobe.edu.au

Web: www.latrobe.edu.au/occtherapy/

The School of Occupational Therapy is located at the Melbourne (Bundoora) campus. The School offers quality undergraduate and postgraduate courses and undertakes research and community service activities in related fields. Occupational therapy addresses people's occupational needs and the loss of daily living skills that follow physical, emotional, psychological, and social disorders. Occupational therapists assist individuals to make the transition from dependence to independence, maximising personal productivity, wellbeing, and quality of life. For further information, contact the School.

School of Physiotherapy

Head of School: Dr Megan Davidson

Tel: (03) 9479 5815

Email: physiotherapy@latrobe.edu.au

Web: www.latrobe.edu.au/physiotherapy/

The School of Physiotherapy is located at the Melbourne (Bundoora) campus with some students eligible to do their third and fourth year in Bendigo. The School offers quality entry level and postgraduate courses and undertakes research in physiotherapy and other health-related areas. The School is one of the major tertiary education programs for obtaining physiotherapy qualifications in Victoria. Clinical schools in which students undertake core clinical education are located at Bayside, Barwon, Bendigo, Eastern and Northern Health networks. A sixth clinical school is comprised of a network of private and public hospitals in metropolitan and rural Victoria and in Tasmania. Physiotherapists are experts in the assessment, measurement, and treatment of movement disorders, pain, and disability in people of all ages. For further information, contact the School.

School of Social Work and Social Policy

Head of School: Associate Professor Margarita Frederico

Tel: (03) 9479 5815

Email: socialwork.inquiries@latrobe.edu.au

Web: www.latrobe.edu.au/socialwork/

The School of Social Work and Social Policy prepares undergraduate and postgraduate students for the practice of professional social work and work in the human services in accordance with current and likely social conditions, occupational opportunities, intervention strategies, and key value principles. The aim is to stimulate students to develop a substantial knowledge about and critical analysis of the nature of society, its patterns of distribution of opportunities and resources, its range of beliefs and customs and the relationship of individuals to each other and to the wider society, and an understanding of the nature of social policy and in particular its aims, range, politics and value bases. The school offers courses at Albury-Wodonga, Bendigo, Melbourne (Bundoora) and Mildura.

A 'pathway' program into social work is available at Mildura through the Bachelor of Arts degree within the Faculty of Humanities and Social Sciences.

Details of the courses offered are provided elsewhere in the Handbook. For the Mildura course, please contact the Bachelor of Social Work Course Coordinator, Ms Paula Bruce, tel: (03) 5051 4012 or email: p.bruce@latrobe.edu.au

Department of Clinical Vision Sciences

Head of Department: Associate Professor Kerry Fitzmaurice
Tel: (03) 9479 5815
Email: studyorthoptics@latrobe.edu.au
Web: www.latrobe.edu.au/orthoptics/

The Department of Clinical Vision Sciences provides one of only two tertiary education programs in the discipline of Orthoptics in Australia. Located on the Melbourne (Bundoora) campus the Department offers high quality undergraduate and postgraduate courses as well as undertaking research in areas related to clinical vision sciences. The undergraduate degree qualifies graduates for registration as an orthoptist - an allied health professional who undertakes clinical evaluation and non-surgical management of eye disease, disorders of the eye movement and visual systems, and vision rehabilitation.

Department of Podiatry

Acting Head of Department: Dr Adam Bird
Tel: (03) 9479 5815
Email: podiatry@latrobe.edu.au
Web: www.latrobe.edu.au/podiatry/home.html

Located on the Melbourne (Bundoora) campus, the Department of Podiatry offers a four-year undergraduate podiatry program with a pass and honours stream available. The Department also runs a fully functional podiatry clinic on campus, which provides a service to the surrounding areas plus an opportunity for students to become involved in patient care under supervision. The Department also undertakes research and provides community service in related areas. Podiatry is an allied health profession that deals with prevention, diagnosis, and management of foot and ankle pathology across a broad range of client populations.

National Centre for Prosthetics and Orthotics

Head of Department: Mr Rowan English
Tel: (03) 9479 5815
Email: hs-po@latrobe.edu.au
Web: www.latrobe.edu.au/ncpo/

The National Centre for Prosthetics and Orthotics is located at the Melbourne (Bundoora) campus. The Centre offers quality undergraduate and postgraduate courses and undertakes research and community service activities in related fields.

The prosthetist-orthotist is responsible for the provision of prostheses (artificial limbs) to people with amputations, and orthoses (supportive devices) to people with musculoskeletal disabilities. The responsibilities of the prosthetist-orthotist include; assessment of the client, the design, fabrication, fitting and alignment of prostheses and orthoses, and the monitoring and review of the devices used by their clients. The prosthetist-orthotics is an integral member of the health care team with a clinical, technical, advisory, and educational role.

National Institute for Deaf Studies and Sign Language Research (NIDS)

Director: Professor Jan Branson
Tel: (03) 9479 2283 (voice and TTY)
Fax: (03) 9479 3074
Email: nids@latrobe.edu.au
Web: www.latrobe.edu.au/hcs/nids

The National Institute for Deaf Studies and Sign Language Research offers units in AUSLAN (Australian Sign Language) and Deaf Studies in Melbourne (Bundoora) and Bendigo campuses.

The Bouverie Centre

Head of Centre: Dr Colin Reiss
Tel: (03) 9376 9844
Fax: (03) 9376 9890
Email: bouverie.centre@latrobe.edu.au
Web: www.latrobe.edu.au/bouverie

The Bouverie Centre, Victoria's Family Institute, is a statewide, integrated academic, clinical and community consultation agency, specialising in family approaches within mental health service provision. Clinical and community consultation services are targeted to deal with relevant adult, youth and child-related family difficulties, as well as providing some more specialised teams working with the impact of sexual abuse and acquired brain injury. The Centre has a long history of providing training to professionals working with families, offering award courses at the graduate certificate, Master, PhD and professional Doctorate levels, as well as a comprehensive continuing education program. Further information can be obtained from the website www.latrobe.edu.au/bouverie

DIVISION OF HEALTH STUDIES

Associate Dean: Professor Chris Handley
Executive Officer: Belinda Bain
Tel: (03) 9479 1750

Email: School of Human Biosciences,
School.Human.Biosciences@latrobe.edu.au
Email: School of Public Health, sph@latrobe.edu.au
Web: School of Human Biosciences, www.latrobe.edu.au/humanbio/
Web: School of Public Health, www.latrobe.edu.au/publichealth

The Division of Health Studies comprises the Schools of Human Biosciences and Public Health. Its aim is to improve the health of individuals and communities through excellence in learning and teaching and research relevant to contemporary health professionals in clinical, administrative and research roles.

The Division is responsible for the Bachelor degrees of Health Sciences, Health Information Management, and Public Health (Bendigo). It also offers a rich array of postgraduate courses, including the popular Master in Public Health, and research training at both the Masters and Doctoral levels.

An important part of the Division's role is to support clinical courses across the Faculty of Health Sciences through the teaching of core units in human anatomy and physiology, pharmacology, pathology, health administration and management and related areas. In this way, the Division contributes to the education of nurses, speech pathologists, physiotherapists, occupational therapists, podiatrists, prosthetists and orthotists, orthoptists, oral health professionals, social workers, counsellors, art therapists, as well as health sector managers, administrators and medical scientists.

School of Human Biosciences

Head of School: Associate Professor Douglas Rogers
Tel: (03) 9479 1750
Email: School.Human.Biosciences@latrobe.edu.au
Web: www.latrobe.edu.au/humanbio/

The School of Human Biosciences offers units at all undergraduate levels, including Honours, in a variety of basic and applied sciences that underpin the coursework of the clinical schools of the faculty, and of the Bachelor of Health Sciences. The School also offers physiology and anatomy units to students enrolled in other faculties of the University.

School of Public Health

Head of School: Professor Sandra Leggat
Tel: (03) 9479 1750
Email: sph@latrobe.edu.au
Web: www.latrobe.edu.au/publichealth/

The School of Public Health, located at the Melbourne (Bundoora) and Bendigo campuses, is one of the largest in Australia and is recognised as a leader in health policy and management and for the distinct contribution made by its social and behavioural scientists. The school provides multidisciplinary education, research, consultancy and community service in the field of public health, and offers the Bachelor of Health Information Management and the Bachelor of Health Sciences undergraduate degrees plus the Bachelor of Pastoral

Care (Graduate Entry). The school offers double-degree programs in the Bachelor of Health Information Management/Bachelor of Health Sciences, Bachelor of Health Sciences/Bachelor of Business, Bachelor of Health Sciences/Bachelor of Commerce, Bachelor of Health Sciences/Bachelor of International Development, Bachelor of Health Sciences/Bachelor of International Relations and the Bachelor of Health Sciences/Bachelor of Media Studies and also teaches in the Bachelor of Arts/Bachelor of Health Sciences. For further information on courses, contact the School.

DIVISION OF NURSING AND MIDWIFERY

Associate Dean: Professor Gerald A Farrell

Executive Officer: Joy Stubbings

Tel: (03) 9479 5950

Email: nurrec@latrobe.edu.au

Web: www.latrobe.edu.au/nursing/

The Division offers courses for entry into professional nursing and midwifery practice and a range of courses for registered nurses. Teaching is conducted at Melbourne (Bundoora), Albury-Wodonga, Bendigo, Mildura, and Shepparton campuses, but the Division has clinical schools at the Alfred Hospital, Austin Health, the Royal District Nursing Service, Bundoora Extended Care Centre, Albury-Wodonga Private Hospital, and Bendigo Health Care Group where some specialist units are taught. For further information, contact the Division.

DIVISION OF RESEARCH

Associate Dean: Professor Anthony Smith

Tel: (03) 9479 3583

Email: health@latrobe.edu.au

Web: www.latrobe.edu.au/health

The Division encompasses Australian Institute for Primary Care (AIPC), Australian Research Centre in Sex, Health and Society (ARCS), and Mother and Child Health Research Centre (MCHR), and Musculoskeletal Research Centre.

Australian Institute for Primary Care

Director: Associate Professor Peter Foreman

Inquiries

Tel: (03) 9479 3700

Email: aipc@latrobe.edu.au

Web: www.latrobe.edu.au/aipc

The Australian Institute for Primary Care promotes quality improvement and best practice in all areas of primary health care. It supports the integration of theory and practice in primary health care and promotes the standing and visibility of primary health care and community health services. The institute conducts research, consultancy, and education in community health services development, health promotion, and social issues in health, in particular in the areas of primary health and aged care.

The Australian Institute for Primary Care includes the Centre for Development and Innovation in Health, The Lincoln Centre for Ageing and Community Care Research, and the Centre for Quality in Health and Community Services. It provides secretariat services for the Quality Improvement Council. The Health Issues Centre is co-located at the Institute. Institute staff contribute to teaching and supervision in the School of Public Health. Research students may now also enrol directly through the institute.

Australian Research Centre in Sex, Health, and Society

Director: Professor Marian Pitts

Tel: (03) 9285 5382

Email: arcshs@latrobe.edu.au

Web: www.latrobe.edu.au/arcshs

The Australian Research Centre in Sex, Health, and Society, located at the Melbourne (City) Campus, was established in 1992 with core funding from the Victorian Health Promotion Foundation. Staff at the centre research the social, psychological, epidemiological, and cultural aspects of human sexuality and sexual health in a national and international context. In addition to conducting their own research, staff at the centre supervise postgraduate students and conduct a short course in research design in qualitative social enquiry.

The centre has a strong commitment to consulting and involving relevant community groups during the formulation and conduct of research and in providing feedback on research findings.

Mother and Child Health Research Centre

Director: Professor Judith Lumley

Tel: (03) 8341 8500

Email: mchr@latrobe.edu.au

Web: www.latrobe.edu.au/mchr

Mother and Child Health Research (formerly the Centre for the Study of Mothers' and Children's Health) was established in 1991 with a program grant from the Victorian Health Promotion Foundation and research grants from a range of agencies. In November 1994, the centre became part of the Faculty of Health Sciences at La Trobe University. MCHR has a broad public health and population focus taking account of the social aspects of health and medical care, valuing the contribution of a range of disciplines, seeing the health of mothers and babies as integrally related, and taking the health concerns of women themselves seriously. MCHR emphasises the need for research, service development, evaluation, and policy to be linked. Further information can be obtained from the web site at www.latrobe.edu.au/mchr/

Musculoskeletal Research Centre

Head of Centre: Associate Professor Hylton Menz

Tel: (03) 9479 5766

Email: h.menz@latrobe.edu.au

Web: www.latrobe.edu.au/mrc

The Musculoskeletal Research Centre (MRC) was established in January 2000. The aim of this centre is to draw together researchers, academics, and clinicians from a range of schools at the university, the La Trobe University Medical Centre, and other health care institutions. Research at the MRC provides an evidence base for clinical practice in the musculoskeletal and sports field. The MRC also provides a central focus for personnel, equipment, and funding to advance knowledge in this area. Further information can be obtained from the MRC website www.latrobe.edu.au/mrc.

Units Offered by the Faculty

A full description of Health Sciences units appears at the end of this chapter, in alphabetical order by unit code. Students should note that units published in the hardcopy Handbook are subject to change and should refer to the unit database for up-to-date information: www.latrobe.edu.au/udb_public

Electives units offered by the Faculty appear at the end of the courses section prior to the unit descriptions.

Courses Offered by the Faculty

DIVISION OF ALLIED HEALTH

Bachelor of Arts with a sequence in Deaf Studies – Melbourne (Bundoora) (ABA)

For details on the Bachelor of Arts course structure, see the entry in the Faculty of Humanities and Social Sciences section of this *Handbook*.

National Institute for Deaf Studies and Sign Language Research

Tel: (03) 9479 2283

Australian sign language (AUSLAN) is the native language of Australia's deaf community. The units in AUSLAN emphasise learning the language in its social and cultural context. Classes are mainly conducted in AUSLAN. Students with no prior knowledge of the language, as well as those with previous experience, are welcome. Staff teach the units offered from the National Institute for Deaf Studies and Sign Language Research, who are engaged in a wide range of research in the area.

Course structure

All units are normally sequentially based and are offered subject to the availability of appropriate staffing and minimum enrolments.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1 or TE-SEM-S	DFS1ANA	AUSLAN 1A	15
TE-SEM-2 or TE-SEM-S	DFS1ANB	AUSLAN 1B	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	DFS2ANA	AUSLAN 2A	20
TE-SEM-2	DFS2ANB	AUSLAN 2B	20

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	DFS3ANA	AUSLAN 3A	20
TE-SEM-2	DFS3ANB	AUSLAN 3B	20

Bachelor of Human Services – Albury-Wodonga (HBHSVW); Bendigo (HBHSVB); Melbourne (Bundoora) (HBHSV)

Albury-Wodonga
Tel: (02) 6024 9802
Bendigo
Tel: (03) 5444 7415
Melbourne (Bundoora)
Tel: (03) 9479 5815
Duration: 3 years

This course is designed to prepare graduates for work in welfare agencies in service provision, research, and administrative roles. Students will develop the knowledge, values, and skills appropriate for understanding the welfare needs of individuals, families, groups, and communities and methods of responding to these needs. Students will develop the capacity for analysing and working effectively within welfare organisations, including work in interdisciplinary teams. Elective studies are available in social policy, community work, and a range of fields of practice.

The curriculum of the course is based on a philosophy of social justice, and is taught within an adult-learning model.

Degree requirements

The course is offered as a three-year degree for post-VCE entry. Advanced standing may be offered to suitably qualified applicants. After successful completion of one year of this degree, students may apply to transfer to the Bachelor of Social Work/Bachelor of Human Services.

After successful completion of two years of this degree, students may apply to transfer to the two-year degree Bachelor of Social Work (Advanced Standing).

Course structure

Students are required to undertake a course of studies equivalent to that listed below. Some unit codes differ depending upon the campus of offer. The following course structure is that for the Melbourne (Bundoora) Campus. For the structure of courses offered at the Albury-Wodonga and Bendigo campuses, please refer to those campus entries elsewhere in this *Handbook*.

Electives, subject to approval, may be chosen from the complete range of units offered on the campus where a student is enrolled. From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PSY1PYA	Psychology A	15
TE-SEM-1	SOC1SAC	Self and Community: Introduction to Sociology	15
TE-SEM-1	SWP1ITP	Introduction to Social Work A	15
TE-SEM-1		Elective	15
TE-SEM-2	PSY1PYB	Psychology B	15

TE-SEM-2	SOC1AAB	Australia and Beyond: Introduction to Sociology	15
TE-SEM-2	SWP1SPP	Social Policy and Practice A	15
TE-SEM-2		Elective	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP2DLC	Development Across the Life Course in Social Contexts	20
TE-SEM-1	SWP2PPH	Professional Practice: History and Values	30
TE-SEM-1		Elective	20
TE-SEM-2	SWP2OCP	Organisation Contexts of Social Work Practice	20
TE-SEM-2	SWP2REC	Social Work and Reflective Communication	20
TE-SEM-2	SWP2RES	Research for Social Work Practice A	10

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1		Elective	20
TE-SEM-1		Elective	20
TE-SEM-1	SWP3LER	Social Work Practice: Law Ethics and Human Rights	15
TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-WK29-35	SWP3RES	Research for Social Work Practice B	15
TE-SEM-2		Elective	20

Bachelor of Occupational Therapy – Melbourne (Bundoora) (HBOT)

Division of Allied Health: (03) 9479 5815
Duration: 4 years

Occupational therapy aims to address people's occupational needs and the loss of daily living skills, which follows physical, emotional, psychological, and social disorders. Units studied in the Bachelor of Occupational Therapy include general and health sciences, professional and clinical studies. It provides graduates with the skills necessary for the delivery of quality occupational therapy services. The World Federation of Occupational Therapists (WFOT) recognises the Bachelor of Occupational Therapy and graduates are normally eligible for membership of OT AUSTRALIA, the Australian Association of Occupational Therapists Inc (AAOT).

Degree requirements

This is a four-year, full-time course. Students must successfully complete all units outlined in the course structure.

Throughout the course, students must obtain not less than 1000 hours of supervised clinical experience in a variety of hospital and community settings. Clinical placements must be taken in both metropolitan and rural settings and students may apply for an interstate or overseas placement. Fieldwork is often undertaken outside standard teaching periods in second and third year of the course. Students must undertake at least one fieldwork block in a rural setting. All travel and accommodation costs are at students' expense.

Course structure

This course incorporates lectures, tutorials, and practica and research projects. The Bachelor of Occupational Therapy has a coordinator for each year of the course.

The first year of the course focuses on the normal structure and function of the human body, psychological and social development processes. Students are introduced to the theories and principles upon which occupational therapy is based and learn to analyse the role of activities in promoting a person's competence, health, and sense of wellbeing.

In the second and third years, students progressively learn more about disease, disability, and disadvantage. They develop skills in the therapeutic use of activities, the application of individual and group assessment and treatment techniques, and the design and adaptation of equipment and environmental modification. Students also learn how to evaluate research in occupational therapy and the fundamentals of research design.

In the fourth year, students continue to refine their knowledge and skills, largely in elective areas and learn more about administration, management and the health care system.

An integral part of the course is the provision of supervised clinical experiences, with clinical placements enabling students to develop a sound basis for professional practice. Placements are completed in a variety of clinical settings and may take place in Melbourne, country Victoria and elsewhere.

Victorian state government legislation requires staff and students who work with clients and food preparation in any manner to complete a short course on 'food hygiene for food handlers'. The School of Occupational Therapy gives all first year students the opportunity to complete this course in order to meet the requirements of their clinical placements.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1APH	Human Anatomy and Physiology	15
TE-SEM-1	OCT1THA	Introduction to Occupational Therapy 1	30
TE-SEM-1	PSY1PYA	Psychology A	15
TE-SEM-2	HBS1ALU	Anatomy: Lower and Upper Limbs	10
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	OCT1DEV	Human Development for Occupational Therapists	10
TE-SEM-2	OCT1THB	Occupational Therapy B: Studies in Human Occupation	5
TE-SEM-2	PSY1PYB	Psychology B	15
TE-SEM-2	STA1OCT	Statistics for Occupational Therapy	10

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2NEU	Neurosciences A	5
TE-SEM-1	HBS2PAG	General Pathology	5
TE-SEM-1	OCT2CON	Occupational Therapy Conditions	5
TE-SEM-1	OCT2CPS	Clinical Psychiatry	5
TE-SEM-1	OCT2THC	Occupational Therapy C: Theory, Process and Practice	25
TE-SEM-1	PHE1RMH	Research Methods in Health 1	5
TE-SEM-2	OCT2INA	Occupational Therapy Intervention A: Psychosocial Practice	20
TE-SEM-2	OCT2INB	Occupational Therapy Intervention B: Physical Intervention	20
TE-SEM-2	OCT2INC	Occupational Therapy Intervention C: Paediatrics in Occupational Therapy	10
TE-SEM-2	OCT2PRB	Clinical Practice	10
TE-SEM-2	OCT2THD	Occupational Therapy D: Occupational Living	10

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	OCT3AGP	The Ageing Population	10
TE-SEM-1	OCT3IND	Occupational Therapy Intervention D: Neurological Interventions	25
TE-SEM-1	OCT3INE	Occupational Therapy Intervention E: Psychosocial Intervention	10
TE-SEM-1	OCT3PRC	Clinical Practice	15
TE-SEM-2	OCT3INF	Occupational Therapy Intervention F: Integrated Practice	10
TE-SEM-2	OCT3PRD	Clinical Practice	15
TE-SEM-2	OCT3THE	Occupation, Personal and Community Development	15
TE-SEM-2 or	OCT3CRA	Critical Review in Occupational Therapy A (Pass)	5
TE-SEM-2 plus	OCT3RSB	Research for Occupational Therapists (Honours)	5
TE-SEM-1	Elective	Taken outside of School of Occupational Therapy	15

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR or	OCT4CRB	Critical Review in Occupational Therapy B (Pass)	40
TE-ALLYR	OCT4RSD	Occupational Therapy Research Project (Honours)	40
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	OCT4THG	Occupational Therapy G: Adult Learning in Practice	5
TE-SEM-2 plus	OCT4PRE	Clinical Practice	40
TE-SEM-2	Electives	Taken within the School of Occupational Therapy (10 credit points each elective)	20

Electives

Students must complete elective units across third and fourth year of the undergraduate program, at 35 credit points. The elective in third year will be selected from outside the School of Occupational Therapy, but from within the university.

Elective units from within the School of Occupational Therapy

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	OCT4AMH	Advanced Issues in Mental Health	10
TE-SEM-1	OCT4AGW	Advanced Group Work	10

TE-SEM-1	OCT4AOT	Applied Orthotics in Therapy	10
SUMMER	OCT4AOT	Applied Orthotics in Therapy	10
TE-SEM-1	OCT4CAM	Child and Adolescent Mental Health in Occupational Therapy	10
TE-SEM-1	OCT4CGA	Counselling From A Gestalt Approach	10
TE-SEM-1	OCT4CHI	Occupational Therapy Practice with Children	10
TE-SEM-1	OCT4NEU	Neurological Rehabilitation in Occupational Therapy	10
TE-SEM-1	OCT4OCC	Occupational Health	10
TE-SEM-1	OCT4OSC	Occupational Science	10
TE-SEM-1	OCT4RCD	Therapeutic Relationships In Chronic Diseases	10
TE-SEM-1	OCT4RCF	Working With Children and Families	10
TE-SEM-1	OCT4RCT	Assisting People In Crisis and Emotional Trauma	10
TE-SEM-1	OCT4ULI	Upper Limb Intervention	10
TE-SEM-1	OCT4SEN	Sensory Rehabilitation: Assessment and Training	10
TE-SEM-1	OCT4NSI	Neuroscience Intervention	10
TE-SEM-1	OCT4OAD	Occupational Adaptation	10
TE-SEM-1	OCT4RLG	Loss and Facilitating Grieving	10
TE-SEM-1	OCT4RPD	Living with Pain and Disability	10
TE-SEM-1	OCT4SCR	Sexual Counselling	10

Note: Electives units are offered subject to sufficient enrolments and some units may not be offered.

Elective units from outside Occupational Therapy

Students are able to select a 15-credit point unit from within the university, with the following conditions:

- the unit is of an equivalent academic level
- there are no timetable clashes with the School of Occupational Therapy units
- the elective taken from outside the school is approved by both the fourth year coordinator and the elective coordinator.

Honours degree

An Honours program is available to those students who have achieved results of a high academic standard. Honours eligibility is determined by a system that weights the marks achieved in first, second and third year units (first teaching period). The Honours course runs over three teaching periods commencing in the second teaching period of third year, and students who are eligible for admission to the Honours stream will be informed prior to its commencement. The units only taken by Honours students are:

Teaching period	Unit code	Unit title	Credit points
TE-SEM-2	OCT3RSB	Research for Occupational Therapists (Honours)	5
TE-ALLYR	OCT4RSD	Occupational Therapy Research Project (Honours)	40

Grades awarded to students successfully completing Honours are H1, H2A, H2B or H3.

Bachelor of Occupational Therapy/Bachelor of Psychological Science – Melbourne (Bundoora) (HZOTBB)

Division of Allied Health: (03) 9479 5815

Duration: 5 years

Broadly, the goal of occupational therapy is to habilitate and rehabilitate people who have difficulties managing their daily activities. Occupational therapy aims to address people's occupational needs and the loss of daily living skills which follows physical, emotional, psychological and social disorders. Behavioural science provides a comprehensive education in psychology, in which graduates complete an approved three-year sequence of studies accredited by the Australian Psychological Society.

The Bachelor of Behavioural Science is an established foundation for the further education, training and supervised experience required for registration as a professional psychologist with the Psychologists Registration Board of Victoria and for membership of the Australian Psychological Society (APS).

Degree requirements

This is a five-year, full-time course. Students must successfully complete all units outlined in the course structure. Throughout the course students must obtain not less than 1000 hours of supervised clinical experience in a variety of hospital and community settings.

Course structure

This course incorporates a combination of lectures, tutorials, practical and laboratory sessions. In the first year of the course, students learn about normal human functioning and development, and are introduced to occupational therapy theory and studies in human occupation. In subsequent years, students progressively learn more about impairment, disability and handicaps and their impact on human occupations, as well as learning about research and evaluation. Students are introduced to the methods of research and analysis used in psychology, and are taught theories and knowledge in four core content areas: biological psychology; developmental and cognitive psychology; individual differences and abnormal psychology; and social psychology. Students will develop skills in the therapeutic use of occupations, individual and group assessment, and therapy techniques. They will also learn to design equipment and adapt environments to promote optimum performance of persons with disabilities.

Integral to the degree is the provision of supervised occupational therapy clinical experiences, enabling students to develop a sound basis for professional practice. Placements are completed in a variety of clinical settings and may take place in Melbourne, country Victoria and elsewhere.

Victorian state government legislation requires staff and students who work with clients and food preparation in any manner to complete a short course on 'food hygiene for food handlers'. The School of Occupational Therapy gives all first year students the opportunity to complete this course in order to meet the requirements of their clinical placements.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1APH	Human Anatomy and Physiology	15
TE-SEM-1	OCT1THA	Introduction to Occupational Therapy 1	30
TE-SEM-1	PSY1PYA	Psychology A	15
TE-SEM-2	HBS1ALU	Anatomy: Lower and Upper Limbs	10
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	OCT1DEV	Human Development for Occupational Therapists	10
TE-SEM-2	OCT1THB	Occupational Therapy B: Studies in Human Occupation	5
TE-SEM-2	PSY1PYB	Psychology B	15
TE-SEM-2	STA1OCT	Statistics for Occupational Therapy	10

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2NEU	Neurosciences A	5
TE-SEM-1	HBS2PAG	General Pathology	5
TE-SEM-1	OCT2CON	Occupational Therapy Conditions	5
TE-SEM-1	OCT2THC	Occupational Therapy C: theory, process and practice	25
TE-SEM-1	PSY2PYA	Psychology A	20
TE-SEM-2	OCT2INA	Occupational Therapy Intervention A: Psychosocial Practice	20
TE-SEM-2	OCT2INB	Occupational Therapy Intervention B: Physical intervention	20
TE-SEM-2	OCT2INC	Occupational Therapy Intervention C: Paediatrics in Occupational Therapy	10
TE-SEM-2	OCT2PRB	Clinical Practice	10
TE-SEM-2	OCT2THD	Occupational Therapy D: Occupational Living	10

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	OCT3AGP	The Ageing Population	10
TE-SEM-1	OCT3IND	Occupational Therapy Intervention D: Neurological Interventions	25
TE-SEM-1	OCT3INE	Occupational Therapy Intervention E: Psychosocial Intervention	10
TE-SEM-1	OCT3PRC	Clinical Practice	15
TE-SEM-2	OCT3INF	Occupational Therapy Intervention F: Integrated Practice	10
TE-SEM-2	OCT3PRD	Clinical Practice	15
TE-SEM-2	OCT3THE	Occupation, Personal and Community Development	15
TE-SEM-2	PSY2PYB	Psychology B	20

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PSY3RSA	Research Project A	20
TE-SEM-1	PSY3PYA	Psychology A	20
TE-SEM-1	PSY3CFA	Counselling and Family Psychology A	20
TE-SEM-2	PSY3RSB	Research Project B	20
TE-SEM-2	PSY3PYB	Psychology B	20
TE-SEM-2 or	OCT3CRA	Critical Review in Occupational Therapy A (Pass)	5
TE-SEM-2 plus	OCT3RSB	Research for Occupational Therapists (Honours)	5
TE-SEM-2	PSY3SCB	Social and Community Psychology B	20

Fifth year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR or	OCT4CRB	Critical Review in Occupational Therapy B (Pass)	40
TE-ALLYR plus	OCT4RSD	Occupational Therapy Research Project (Honours)	40
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	OCT4THG	Occupational Therapy G: Adult Learning in Practice	5
TE-SEM-1	Electives	Taken within the School of Occupational Therapy (10 credit points each elective)	20
TE-SEM-2	OCT4PRE	Clinical Practice	40

Electives

Students must complete elective units across fourth and fifth of the undergraduate program, at a total of 35 credit points. The elective taken in fourth year will be selected from the School of Psychological Science and the fifth year electives must be taken from within the School of Occupational Therapy.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	OCT4AMH	Advanced Issues in Mental Health	10
TE-SEM-1	OCT4AGW	Advanced Group Work	10
TE-SEM-1	OCT4AOT	Applied Orthotics in Therapy	10
TE-SUMMER	OCT4AOT	Applied Orthotics in Therapy	10
TE-SEM-1	OCT4CAM	Child and Adolescent Mental Health in Occupational Therapy	10
TE-SEM-1	OCT4CGA	Counselling From A Gestalt Approach	10
TE-SEM-1	OCT4CHI	Occupational Therapy Practice with Children	10
TE-SEM-1	OCT4NEU	Neurological Rehabilitation in Occupational Therapy	10
TE-SEM-1	OCT4OCC	Occupational Health	10
TE-SEM-1	OCT4OSC	Occupational Science	10
TE-SEM-1	OCT4RCD	Therapeutic Relationships In Chronic Diseases	10
TE-SEM-1	OCT4RCF	Working With Children and Families	10
TE-SEM-1	OCT4RCT	Assisting People In Crisis and Emotional Trauma	10
TE-SEM-1	OCT4ULI	Upper Limb Intervention	10
TE-SEM-1	OCT4SEN	Sensory Rehabilitation: Assessment and Training	10
TE-SEM-1	OCT4NSI	Neuroscience Intervention	10
TE-SEM-1	OCT4OAD	Occupational Adaptation	10
TE-SEM-1	OCT4RLG	Loss and Facilitating Grieving	10
TE-SEM-1	OCT4RPD	Living with Pain and Disability	10
TE-SEM-1	OCT4SCR	Sexual Counselling	10

Honours degree

An Occupational Therapy Honours program is available to those students who have achieved results of a high academic standard. Eligibility for occupational therapy Honours is determined by a system which weights first, second and third year units (first teaching period). The Honours course runs over three teaching periods commencing in the second teaching period of fourth year, and students who are eligible for admission to the Honours stream will be informed prior to its commencement. The units only taken by Honours students are:

Teaching period	Unit code	Unit title	Credit points
TE-SEM-2	OCT3RSB	Research for Occupational Therapists (Honours)	5
TE-ALLYR	OCT4RSD	Occupational Therapy Research Project (Honours)	40

Grades awarded to students successfully completing Honours are H1, H2A, H2B or H3.

The Honours program in Behavioural Science will be available as an additional sixth year to students who meet the prerequisites.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the unit database at www.latrobe.edu.au/udb_public

Bachelor of Occupational Therapy/Bachelor of Ergonomics, Safety and Health – Melbourne (Bundoora) (HZOTBE)

Division of Allied Health: (03) 9479 5815

Duration: 5 years full-time

Broadly, the goal of occupational therapy is to habilitate and rehabilitate people who have difficulties managing their daily activities. Occupational therapy aims to address people's occupational needs and the loss of daily living skills which follows physical, emotional, psychological and social disorders. Ergonomics is an applied science in which basic knowledge drawn from both psychological and biological sciences is developed by researchers and applied via professions such as engineering, organisational psychology, occupational therapy and physiotherapy. Its purpose is to optimise the operating efficiency of the person-task-environment system by adapting task and environment factors to fit human needs and capacities.

Degree requirements

This is a five-year, full-time course. Students must successfully complete all units outlined in the course structure. Throughout the course students must obtain not less than 1000 hours of supervised clinical experience in a variety of hospital and community settings.

Course structure

This course incorporates lectures, laboratory classes, tutorials, practical and research projects. In the first year of the course, students learn about normal human functioning and development, and are introduced to occupational therapy theory and studies in human occupation. In subsequent years, students progressively learn more about impairment, activity limitations and participation restrictions and their impact on human occupations, as well as learning about research and evaluation. There will be an increasing emphasis on ergonomics, with students studying the biological and psychological bases of ergonomics, the relationship between ergonomics and ageing, ergonomics in the workplace, and ergonomics analysis and evaluation methods. Students will also complete projects in both occupational therapy and ergonomic practice.

Integral to the degree is the provision of supervised occupational therapy clinical experiences, enabling students to develop a sound basis for professional practice. Placements are completed in a variety of clinical settings and may take place in Melbourne, country Victoria and elsewhere.

Victorian state government legislation requires staff and students who work with clients and food preparation in any manner to complete a short course on 'food hygiene for food handlers'. The School of Occupational Therapy gives all first year students the opportunity to complete this course in order to meet the requirements of their clinical placements.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1APH	Human Anatomy and Physiology	15
TE-SEM-1	OCT1THA	Introduction to Occupational Therapy 1	30
TE-SEM-1	PSY1PYA	Psychology A	15
TE-SEM-2	HBS1ALU	Anatomy: Lower and Upper Limbs	10
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	OCT1DEV	Human Development for Occupational Therapists	10
TE-SEM-2	OCT1THB	Occupational Therapy B: Studies in Human Occupation	5
TE-SEM-2	PSY1PYB	Psychology B	15
TE-SEM-2	STA1OCT	Statistics for Occupational Therapy	10

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2NEU	Neurosciences A	5
TE-SEM-1	HBS2PAG	General Pathology	5
TE-SEM-1	OCT2CON	Occupational Therapy Conditions	5
TE-SEM-1	OCT2CPS	Clinical Psychiatry	5
TE-SEM-1	OCT2THC	Occupational Therapy C: Theory, Process and Practice	25
TE-SEM-1	PHE1RMH	Research Methods in Health 1	5
TE-SEM-2	HBS2BEW	Healthy Workplace Design	15

TE-SEM-2	OCT2ADL	Activities of Daily Living	5
TE-SEM-2	OCT2INA	Occupational Therapy Intervention A: Psychosocial Practice	20
TE-SEM-2	OCT2INB	Occupational Therapy Intervention B: Physical Intervention	20
TE-SEM-2	OCT2INC	Occupational Therapy Intervention C: Paediatrics in Occupational Therapy	10
TE-SEM-2	OCT2PRB	Clinical Practice	10

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2PEA	Design for Safe System Performance	15
TE-SEM-1	HBS2PEB	Workload, Stress and Performance Management	15
TE-SEM-1	OCT3IND	Occupational Therapy Intervention D: Neurological Interventions	25
TE-SEM-1	OCT3INE	Occupational Therapy Intervention E: Psychosocial Intervention	10
TE-SEM-1	OCT3PRC	Clinical Practice	15
TE-SEM-2	HBS2BEM	Biological Bases of Ergonomics M	15
TE-SEM-2	OCT3INF	Occupational Therapy Intervention F: Integrated Practice	10
TE-SEM-2	OCT3PRD	Clinical Practice	15
TE-SEM-2	OCT3THE	Occupation, Personal and Community Development	15
TE-SEM-2	OCT3CRA or	Critical Review in Occupational Therapy A (Pass)	5
TE-SEM-2	OCT3RSB	Research for Occupational Therapists (Honours)	5

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	OCT4CRB or	Critical Review in Occupational Therapy B (Pass)	40
TE-ALLYR	OCT4RSD	Occupational Therapy Research Project (Honours)	40
TE-SEM-1	HBS3EAG	Ergonomics and Ageing	15
TE-SEM-1	OCT3AGP	The Ageing Population	10
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	OCT4THG	Occupational Therapy G: Adult Learning in Practice	5
TE-SEM-2	OCT4PRE	Clinical Practice	40

Fifth year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	HBS3EAM	Ergonomics Analysis and Measurement Methods	40
TE-ALLYR	HBS3ESS	Ergonomics and System Safety	25
TE-SEM-1	HBS3DAI	Systems Data Analysis and Interpretation	20
TE-SEM-1	OCT3OHS	Occupational Health and Safety	15
		Principles and Legislation	
TE-SEM-2	HBS3ESH	Reviews of Ergonomics, Safety and Health Issues	20

Honours degree

An Honours program is available to those students who have achieved results of a high academic standard. Eligibility for Honours is determined by a system that weights first second and third year units. The Honours course runs over three teaching periods commencing in the second teaching period of third year, and students who are eligible for admission to the Honours stream will be informed prior to its commencement. The units taken only by Honours students are:

Teaching period	Unit code	Unit title	Credit points
TE-SEM-2	OCT3RSB	Research for Occupational Therapists (Honours)	5
TE-ALLYR	OCT4RSD	Occupational Therapy Research Project (Honours)	40

Grades awarded to students successfully completing Honours are H1, H2A, H2B or H3. Students who perform at a high level in the ergonomics component of the double degree may undertake an additional honours year, preparing students for postgraduate research in ergonomics.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS4HPA	Honours in Human Physiology and Anatomy	60
TE-SEM-2	HBS4HPA	Honours in Human Physiology and Anatomy	60

Bachelor of Orthoptic and Ophthalmic Sciences – Melbourne (Bundoora) (HBOOS)

Division of Allied Health: (03) 9479 5815

Duration: 3.5 years full-time

The course equips graduates to provide specialist clinical investigation of eye disease, including diagnosis of eye movement disorders, non-surgical management of specific eye problems and rehabilitation techniques for people with low vision. Studies include anatomy, physiology, ocular pathology, professional and clinical studies.

Clinical placements are undertaken at selected city, rural/regional, interstate and overseas hospitals and clinics. Some clinical placements are undertaken during teaching period breaks and students are expected to undertake an interstate or overseas placement at least once during the course. Students must meet the travel and accommodation costs associated with clinical practice. Prescribed uniforms are compulsory at all clinical placements and dress regulations are displayed on school notice boards. It is expected that students will purchase some clinical equipment for use in clinical examinations.

Degree requirements

This is a full-time course of 3.5 years' duration. Students are required to attend the Melbourne (Bundoora) Campus and external clinical placements.

Students are assessed through a variety of methods, such as examinations, assignments and practical work. Details of assessment in each unit are available from the school at the beginning of the academic year. Students are expected to purchase lecture and laboratory manuals.

Course structure

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1APH	Human Anatomy and Physiology	15
TE-SEM-1	ORT1OAP	Protective Structures and Clear Media	15
TE-SEM-1	ORT1OPV	Optics and Vision	15
TE-SEM-1	PHE1PHC	Introduction to Public Health C	10
TE-SEM-1	PHE1PCS	Introduction to Professional Communication Skills	5
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	ORT1ANT	Anterior Segment	15
TE-SEM-2	ORT1REF	Refraction	15
TE-SEM-2	ORT1RET	Retina	15
TE-SEM-2	PHE1PHD	Introduction to Public Health D	5

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2NEU	Neurosciences A	5
TE-SEM-1	HBS2PAG	General Pathology	5
TE-SEM-1	ORT2BIN	Binocular Vision	15
TE-SEM-1	ORT2BMI	Biomedical Instrumentation	5
TE-SEM-1	ORT2CLI	Clinical Practice A	10
TE-SEM-1	ORT2RET	Retinal Disorders	15
TE-SEM-1	PHE1RMH	Research Methods in Health 1	5
TE-SEM-2	HBS2PHA	Pharmacology	5
TE-SEM-2	ORT2CON	Concomitant Strabismus	15
TE-SEM-2	ORT2NEU	Neuro-ophthalmic Disorders A	15
TE-SEM-2	ORT2OPH	Ophthalmic Practice	15
TE-SEM-2	ORT2RDO	Research Design in Orthoptic Practice	5
TE-SEM-2	PHE2RMH	Research Methods in Health 2	5

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	ORT3EYE	Eye Health Care Systems	10
TE-SEM-1	ORT3INC	Incomitant Strabismus	15
TE-SEM-1	ORT3NEU	Neuro-ophthalmic Disorders B	15
TE-SEM-1	PHE2BDA	Behavioural Determinants of Health A	5
TE-SEM-1		Elective	15
TE-SEM-2	ORT3CLI	Clinical Practice B	60

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	ORT4OPH	Case Management – Ophthalmic Disorders	15
TE-SEM-1	ORT4REH	Case Management – Rehabilitation	15
TE-SEM-1	ORT4SPO	Case Management – Strabismus and Paediatric Ophthalmology	15

Professional recognition

Graduates are eligible for registration with the Australian Orthoptic Board. Graduates are eligible for membership of the Orthoptic Association of Australia, which entitles graduates to membership of the International Orthoptic Association. The Bachelor of Orthoptic and Ophthalmic Sciences is generally recognised internationally, in particular in the UK, USA, Europe and Asia.

Honours year (HHOOS)

Students may be invited to undertake the Honours program. Offers are made on the basis of academic merit. The Honours program is undertaken in the second half of third year and continues through the second teaching period of the fourth year. Honours units are taken concurrently with the undergraduate units in semester two of third year and semester one of fourth year. Honours students normally undertake the Faculty unit Interdisciplinary Professional Practice (HLT3IPA) in semester two of fourth year.

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1		Same as pass stream	60
TE-SEM-2	ORT3CLH	Clinical Practice B Honours	50
TE-SEM 2/S	ORT3CLR	Orthoptic Critical Literature Review	10

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	ORT4OPH	Case Management – Ophthalmic Disorders	15
TE-SEM-1	ORT4REH	Case Management – Rehabilitation	15
TE-SEM-1	ORT4SPH	Case Management – Strabismus and Paediatric Ophthalmology	15
TE-WO7-22	PHE4RMH	Research Methods in Health 4	15
TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-2	ORT4ORP	Orthoptic Research Project	45

Advanced status

Enrolment with advanced status is available to qualified orthoptists wishing to upgrade to a Bachelor's degree. Contact the school Administration Manager for details.

Bachelor of Physiotherapy – Bendigo (HBPHBE), Melbourne (Bundoora) (HBPH)

Division of Allied Health: (03) 9479 5815

Duration: 4 years

Physiotherapists assess and treat patients with temporary or long-term physical injuries, movement disorders or disability, aiming to achieve the highest possible degree of recovery, activity, participation and quality of life. They may work independently or as members of health care teams. Physiotherapists are active in the prevention of illness and injury and in the promotion of health. Physiotherapists are also involved in clinical research, movement rehabilitation, ergonomics and the management of health care organisations. Units include general and health sciences, professional, clinical and research related studies.

Degree requirements

The course involves pre-clinical and clinical study over four years and is offered on a full-time basis. Students are required to complete all of the units listed in the course structure and are normally expected to complete all of one year's work before enrolling in a later-year unit. In each year, the physiotherapy units are usually co-requisites for each other. Earlier year physiotherapy units are prerequisites for study in later years.

Students are required to reach a satisfactory standard in both the theoretical/written and practical/clinical components of all physiotherapy units in the course. All students have the opportunity to complete 15 credit points of elective units in third year.

Course structure

During the first part of the course, students study basic biological, medical and behavioural sciences, including anatomy, physiology, psychology, and research methods. The theory and application of specific physiotherapy techniques and the clinical reasoning process are introduced. All students undertake the first two years of study at the Melbourne (Bundoora) Campus. In the third and fourth years, students build on and apply their knowledge and skills to the physiotherapy management of specific disorders and acquire skills in health promotion, evidence-based practice and outcomes measurement. Students treat patients under supervision in hospitals and other clinical settings, in metropolitan and rural settings, in order to gain a sound basis for clinical practice. For students enrolled in the Melbourne (Bundoora) program, lectures, demonstrations and practical sessions are held at the Melbourne (Bundoora) Campus. All students enrolled in the Bendigo program will complete third and fourth year studies based at Bendigo Health. Assessment is conducted by means of written, practical and clinical examinations as well as web-based assignments. Details for each unit are available at the beginning of the semester. Attendance requirements for practical classes and clinics must be met in order to be eligible for assessment in these units.

Clinical practica are often undertaken outside standard teaching periods. Bundoora program students are expected to undertake at least one five-week clinical practicum in a rural setting and Bendigo program students must undertake at least one in a metropolitan setting. All travel and accommodation costs are at students' expense.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1PPA	Physiology A	15
TE-SEM-1	HBS1APA	Anatomy for Physiotherapy A	15
TE-SEM-1	PHE1PHC	Introduction to Public Health C	10
TE-SEM-1	PTY1PSA	Physiotherapy Skills A	15
TE-SEM-2	HBS1BBE	Biophysical Bases of Electrotherapy	5
TE-SEM-2	HBS1BHM	Biomechanics of Human Movement	10
TE-SEM-2	HBS1APB	Anatomy for Physiotherapy B	15
TE-SEM-2	PHE1RMH	Research Methods in Health 1	5
TE-SEM-2	PTY1PSB	Physiotherapy Skills B	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	PTY2CLP	Physiotherapy Clinical Practice 2	15
TE-SEM-1	HBS2PPB	Physiology B	15
TE-SEM-1	HBS2APC	Anatomy for Physiotherapy C	15
TE-SEM-1	PHE2BDA	Behavioural Determinants of Health A	5
TE-SEM-1	PTY2CDP	Child Development in Physiotherapy	5
TE-SEM-1	PTY2PSC	Physiotherapy Skills C	15
TE-SEM-2	HBS2NSM	Neuroscience of Sensation and Movement	5
TE-SEM-2	HBS2PPY	Pathology and Pharmacology	10
TE-SEM-2	PHE2BDB	Behavioural Determinants of Health B	5
TE-SEM-2	PHE2RMH	Research Methods in Health 2	5
TE-SEM-2	PTY2EPA	Electrophysical Agents	15
TE-SEM-2	PTY2PAE	Paediatric Physiotherapy	5
TE-SEM-2	PTY2PSD	Physiotherapy Skills D	10

Third year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	PTY3PHE	Interpersonal Processes and Professional Practice	5
TE-SEM-1	PTY3CRP	Cardiorespiratory Physiotherapy – Theory and Practice	15
TE-SEM-1	PTY3NEU	Neurological Physiotherapy – Theory and Practice	15
TE-SEM-1	PTY3MSP	Musculoskeletal Physiotherapy – Theory and Practice	15
plus			
TE-SEM-1		Third year elective(s) taken from anywhere within the university	15
plus			
TE-SEM-2 or		Core Clinical Practicum	40
TE-SEM-S			60

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	PTY4EBP	Evidence-based Practice in Physiotherapy	20
TE-SEM-1 or	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-2			
TE-SEM-1	PTY4AMS	Advanced Musculoskeletal Physiotherapy	5
TE-SEM-1	PTY4PWH	Introduction to Physiotherapy in Women's Health	5
TE-SEM-1	PTY4PRG	Physiotherapy in Rehabilitation and Gerontology	10
plus			
TE-SEM-1		Core Clinical Practicum	20–40
TE-SEM-2		Clinical Electives	40

Third year electives

Third year elective units (or suitable electives from elsewhere within the university) – these units have quotas – please check relevant unit descriptions online.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2PEA	Design for Safe System Performance	15
TE-SEM-1	PTY3FEL	Introduction to Feldenkrais	15
TE-SEM-1	PHE3SEP	Sport and Exercise Psychology	15
TE-SEM-1	HBS3APP	Advanced Physiology and Pathology	15
TE-SEM-1	OCT3OHS	Introduction to Occupational Health and Safety Principles and Legislation	15
TE-SEM-1	DFS1ANA	Auslan 1A	15

Core clinical practica

Four 5-week, full-time clinical placements are undertaken between the middle of third year to the middle of fourth year in the course. Students are allocated to a clinical school for the four core units. All travel and accommodation costs are at students' expense. Students undertake two or three of the clinics in third year, and one or two in fourth year. Students must gain experience in the areas of cardiorespiratory physiotherapy, neurological physiotherapy, and musculoskeletal physiotherapy. The unit codes and titles are as follows:

Teaching period	Unit code	Unit title	Credit points
TE-SEM-2	PTY3CCA	Core Clinical A	20
TE-SEM-2	PTY3CCB	Core Clinical B	20
TE-SEM-2	PTY3CCC	Core Clinical C	20
TE-SEM-1	PTY4CCC	Core Clinical C	20
TE-SEM-1	PTY4CCD	Core Clinical D	20

Elective clinical practica

The clinical elective comprises two full-time, 5-week clinical placements. The specific areas of practice are selected to complement and build on the student's prior clinical experiences and/or to develop an area of particular interest.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-2	PTY4CEA	Clinical Elective A	20
TE-SEM-2	PTY4CEB	Clinical Elective B	20

The electives require completion of all four core clinical units as a prerequisite.

Professional recognition

Students are required to register with the Physiotherapist Registration Board of Victoria.

Graduates are eligible for registration with the Physiotherapists Registration Board in any state or territory. Registration is an essential prerequisite for physiotherapy practice in Australia.

Honours program

A sequence of units in the third and fourth years of the course leads to the award of an Honours degree. Applicants are selected at the end of the second year on the basis of academic results achieved in the first and second year units of the Bachelor of Physiotherapy. From each of these units, a grade point average is calculated. Further details are made available at the commencement of the Honours program. Honours candidates undertake a research design unit in place of the third year elective and a research project in place of the unit PTY4EBP Evidence-based Practice in Physiotherapy in fourth year.

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	PTY3HON	Research Design in Physiotherapy	15
TE-ALLYR	PTY4HON	Honours Thesis	45

Bachelor of Physiotherapy/Bachelor of Ergonomics – Melbourne (Bundoora) (HZPHE)

Division of Allied Health: (03) 9479 5815

Duration: 5 years

Note: This program is only available to continuing students.

Physiotherapists assess and treat patients with temporary or long-term physical injuries, movement disorders or disability, aiming to achieve the highest possible degree of recovery, activity, participation and quality of life. They may work independently or as members of health care teams. Physiotherapists are active in the prevention of illness and injury and in the promotion of health. Physiotherapists are also involved in clinical research-movement rehabilitation, ergonomics and the management of health care organisations. Units include general and health sciences, professional, clinical and research related studies.

The Physiotherapy/Ergonomics double degree was established to provide students with a course to broaden their knowledge base and work opportunities within the fields of physiotherapy and ergonomics. Ergonomics is an applied science in which basic knowledge is drawn from both psychological and biological sciences and is then applied via professions such as physiotherapy, occupational therapy, engineering and organisational psychology.

Degree requirements

The course involves pre-clinical and clinical study over five years and is offered on a full-time basis. The first two years of the double degree are the same as those for the Bachelor of Physiotherapy course. Students are required to complete all of the units listed in the course structure and are expected to complete all of one year's work before enrolling in a later-year unit. In each year, the physiotherapy units are usually co-requisites for each other. Earlier year physiotherapy units are prerequisites for study in later years.

Students are required to reach a satisfactory standard in both the theoretical/written and practical/clinical components of all physiotherapy units in the course.

Students are admitted to the course after satisfactory completion of first and second year of the Bundoora Bachelor of Physiotherapy course. Students in the Bendigo program are not eligible. Applicants will be selected on the basis of their academic results in this course. Eligible students must have a minimum C-grade average, with no fails in any unit.

Course structure

During the first part of the course, students study basic biological, medical and behavioural sciences, including anatomy, physiology, psychology and research methods, and the theory and application of specific physiotherapy techniques, and the clinical reasoning process is introduced. In the third and fourth years, students build on and apply their knowledge and skills to the physiotherapy management of specific disorders, and acquire skills in health promotion, evidence-based practice and outcomes measurement. Also, there will be an increasing emphasis on ergonomics, with students studying the biological and psychological basis of ergonomics, the relationship between ergonomics and ageing, ergonomics in the workplace, and ergonomics analysis and evaluation methods. Students will also complete projects in ergonomic practice. Students treat patients under supervision in hospitals and other clinical settings in order to gain a sound basis for clinical practice. Lectures, demonstrations and practical sessions are held at the Melbourne (Bundoora) Campus. Students attend a variety of clinical settings in a number of hospitals and special centres for observation and practice both in metropolitan and rural settings.

Assessment is conducted by means of written, practical and clinical examinations as well as web-based assignments. Details for each unit are available at the beginning of the semester. Attendance requirements for practical classes and clinics must be met in order to be eligible for assessment in these units.

Clinical practicals are often undertaken outside standard teaching periods. Students must undertake at least one 5-week clinical practicum in a rural setting. All travel and accommodation costs are at students' expense.

On successful completion of all physiotherapy units in fourth year, students will be eligible to register to practice with the Physiotherapist Registration Board of Victoria. The fifth year is comprised entirely of units in the Bachelor of Ergonomics.

First year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	PTY1CLP	Physiotherapy Clinical Practice 1	10
TE-SEM-1	HBS1PPA	Physiology A	15
TE-SEM-1	HBS1APA	Anatomy for Physiotherapy A	15
TE-SEM-1	PHE1PHC	Introduction to Public Health C	10
TE-SEM-1	PTY1PSA	Physiotherapy Skills A	15
TE-SEM-2	HBS1BBE	Biophysical Bases of Electrotherapy	5
TE-SEM-2	HBS1BHM	Biomechanics of Human Movement	10
TE-SEM-2	HBS1APB	Anatomy for Physiotherapy B	15
TE-SEM-2	PHE1RMH	Research Methods in Health 1	5
TE-SEM-2	PTY1PSB	Physiotherapy Skills B	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	PTY2CLP	Physiotherapy Clinical Practice 2	15
TE-SEM-1	HBS2PPB	Physiology B	15
TE-SEM-1	HBS2APC	Anatomy for Physiotherapy C	15
TE-SEM-1	PHE2BDA	Behavioural Determinants of Health A	5
TE-SEM-1	PTY2CDP	Child Development in Physiotherapy	5
TE-SEM-1	PTY2PSC	Physiotherapy Skills C	15
TE-SEM-2	HBS2NSM	Neuroscience of Sensation and Movement	5
TE-SEM-2	HBS2PPY	Pathology and Pharmacology	10
TE-SEM-2	PHE2BDB	Behavioural Determinants of Health B	5
TE-SEM-2	PHE2RMH	Research Methods in Health 2	5
TE-SEM-2	PTY2EPA	Electrophysical Agents	15
TE-SEM-2	PTY2PAE	Paediatric Physiotherapy	5
TE-SEM-2	PTY2PSD	Physiotherapy Skills D	10

Third year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	PTY3PHE	Interpersonal Processes and Professional Practice	5
TE-SEM-1	PTY3CRP	Cardiorespiratory Physiotherapy – Theory and Practice	15
TE-SEM-1	PTY3NEU	Neurological Physiotherapy – Theory and Practice	15
TE-SEM-1	PTY3MSP	Musculoskeletal Physiotherapy – Theory and Practice	15
TE-SEM-1	HBS2PEA	Design for Safe System Performance	15
plus			
TE-SEM-2		Core Clinical Practicum	60

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	PTY4EBP	Evidence-based Practice in Physiotherapy	20
TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	PTY4AMS	Advanced Musculoskeletal Physiotherapy	5
TE-SEM-1	PTY4PWH	Introduction to Physiotherapy in Women's Health	5
TE-SEM-1	PTY4PRG	Physiotherapy in Rehabilitation and Gerontology	10
TE-SEM-1	HBS2PEB	Workload, Stress and Performance Management	15
TE-SEM-2	HBS2BEM	Biological Bases of Ergonomics M	15
TE-SEM-2	HBS2BEW	Healthy Workplace Design	15
plus			
TE-SEM-1		Core Clinical Practicum	20
TE-SEM-2	PTY4CEA	Clinical Elective	20

Fifth year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	HBS3EAM	Ergonomics Analysis Methods	40
TE-ALLYR	HBS3ESS	Ergonomics and Systems Safety	25
TE-SEM-1	HBS3DAI	Systems Data Analysis	20
TE-SEM-2	HBS3ESH	Reviews of Ergonomics, Safety and Health Issues	20
TE-SEM-1	HBS3EAG	Ergonomics and Ageing	15
TE-SEM-1	OCT3OHS	Introduction to Occupational Health and Safety	15

Core clinical practica

Four 5-week, full-time clinical placements are undertaken between the middle of third year to the middle of fourth year in the course. All travel and accommodation costs are at students' expense. Students undertake three clinics in third year, and one in fourth year. Students must gain experience in the areas of cardiorespiratory physiotherapy, neurological physiotherapy, and musculoskeletal physiotherapy. The unit codes and titles are as follows:

Teaching period	Unit code	Unit title	Credit points
TE-SEM-2	PTY3CCA	Core Clinical A	20
TE-SEM-2	PTY3CCB	Core Clinical B	20
TE-SEM-2	PTY3CCC	Core Clinical C	20
TE-SEM-1	PTY4CCC	Core Clinical C	20
TE-SEM-1	PTY4CCD	Core Clinical D	20

Elective clinical practica

The clinical elective comprises one full-time, 5-week clinical placement. The specific areas of practice are selected to complement and build on the students prior clinical experiences and/or to develop an area of particular interest.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-2	PTY4CEA	Clinical Elective A	20

The electives require completion of all four core clinical units as a prerequisite.

Professional recognition

Students are required to register with the Physiotherapists Registration Board of Victoria.

Graduates are eligible for registration with the Physiotherapists Registration Board in any state or territory. Registration is an essential prerequisite for clinical practice in Australia.

Honours year

Students who perform at a high level in the ergonomics component of the double degree may undertake an additional Honours year, preparing students for postgraduate research in ergonomics. Eligibility is based on completion of a degree including units offered by the School of Human Biosciences (or equivalent) at an acceptable standard.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PTY4HPA	Honours in Human Physiology and Anatomy	60
TE-SEM-2	PTY4HPA	Honours in Human Physiology and Anatomy	60

Bachelor of Podiatry – Melbourne (Bundoora) (HBPDP)

Division of Allied Health: (03) 9479 5815

Duration: 4 years full-time

This is the podiatry professional qualification. The podiatrist is a health professional whose area of speciality is the diagnosis and management of lower limb disorders, with particular emphasis on the foot and ankle. Podiatrists offer a range of preventative, curative and palliative treatments to patients of all ages in both the public and private sectors. Podiatrists can go on to specialise in various areas such as sports injuries, biomechanics, diabetes, rheumatology, paediatrics and surgery.

Clinical placements are undertaken at selected city and rural/regional hospitals and clinics. Students may also undertake their clinical placement in interstate and overseas hospital and clinics if available. Students must meet the travel and accommodation costs associated with clinical practice. Students are expected to purchase two sets of clinical instruments, one at the start of first year and one at the start of second year, at cost of approximately \$400 in first year and \$270 in second year. Students are also required to purchase a uniform to be worn during clinical sessions.

Degree requirements

Students must complete all the units below. Students who meet the appropriate requirements will be invited to participate in an Honours program.

Course structure

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1APH	Human Anatomy and Physiology	15
TE-SEM-1	HBS1BMT	Materials	10
TE-SEM-1	PHE1PHC	Introduction to Public Health C	10
TE-SEM-1	POD1PCP	Preclinical Podiatry	10
TE-SEM-1	POD1PDM	Podiatric Dermatology	15
TE-SEM-2	POD2ALF	Anatomy: Lower Limb and Foot	10
TE-SEM-2	HBS1BHM	Biomechanics of Human Movement	10
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	PHE1PHD	Introduction to Public Health D	5
TE-SEM-2	PHE1RMH	Research Methods in Health 1	5
TE-SEM-2	POD1PBM	Podiatric Biomechanics 1	10
TE-SEM-2	POD1PCS	Podiatric Clinical Skills	10

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2NEU	Neurosciences A	5
TE-SEM-1	PHE2RMH	Research Methods in Health 2	5
TE-SEM-1	POD2PAS	Podiatric Assessment	10
TE-SEM-1	POD2PBM	Podiatric Biomechanics 2	10
TE-SEM-1	POD2PLA	Podiatric Anaesthesia	10
TE-SEM-1	POD2POA	Podiatric Orthotic Practice 2A	10
TE-SEM-2	HBS2PPY	Pathology and Pharmacology	10
TE-SEM-2	MIC2MVM	Medical and Veterinary Microbiology	20
TE-SEM-2	POD2PMX	Podiatric Management	10
TE-SEM-2	POD2POB	Podiatric Orthotic Practice 2B	10
TE-ALLYR	POD2PCP	Podiatric Clinical Practice 2	20

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS3CPH	Clinical Pharmacology for Podiatrists	10
TE-SEM-1	POD3PMD	Podiatric Medicine	15
TE-SEM-1	POD3POA	Podiatric Orthotic Practice 3A	5
TE-SEM-1	POD3PSG	Podiatric Surgery: Theory	10
TE-SEM-2	PHE3ARM	Advanced Research Methodology	10
TE-SEM-2	POD3POB	Podiatric Orthotic Practice 3B	5
TE-SEM-2	POD3PPH	Podiatric Pharmacology	10
TE-SEM-2	POD3PSP	Podiatric Specialisations	15
TE-ALLYR	POD3PCP	Podiatric Clinical Practice 3	30
TE-ALLYR	POD3PST	Podiatric Surgery Practice	10

Fourth year (pass)

The fourth year is available in two streams – pass and Honours. The pass stream offers the opportunity for more extensive clinical practice both within the Health Sciences Clinic and at external institutions.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1 or TE-SEM-2	POD4PEC	Podiatric External Clinic	45
TE-SEM-1 or TE-SEM-2	POD4PCP	Podiatry Clinical Practice	45
TE-SEM-1 or TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1 or TE-SEM-2		Elective(s)	15

Fourth year (Honours)

A full-time, research-based fourth year of study leading to an Honours degree provides students of appropriate academic ability with the opportunity to study at a higher level and develop podiatric research skills. Selection into the Honours stream is based on academic results in third year units, a B average or above being required in third year podiatry units, and on the availability of supervisors.

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	POD4PHC	Podiatry Honours Clinic	40
TE-ALLYR	POD4PHT	Podiatry Honours Thesis	65
TE-SEM-1 or TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15

Professional recognition

The Bachelor of Podiatry is recognised throughout Australasia. On completion of the podiatry course, podiatrists must register with the Podiatrists Registration Board in the state in which they intend to practise.

Bachelor of Prosthetics and Orthotics – Melbourne (Bundoora) (HBPO)

Division of Allied Health: (03) 9479 5815

Duration: 3.5 years, full-time equivalent

Prosthetics and orthotics is the clinical discipline related to the provision of prostheses (artificial limbs) to people with amputations, and orthoses (supportive devices) to people with musculoskeletal weaknesses or neurological disorders. The role of the prosthetist/orthotist is a clinical one, with responsibilities including patient assessment, prescription and supply of prostheses and orthoses, caseload management liaison with other members of the multidisciplinary health team and supervision of manufacturing tasks related to prosthetic and orthotic fabrication. The prosthetist/orthotist combines knowledge of anatomy, physiology, biomechanics, pathology and materials with physical skills such as patient assessment, casting, measuring and alignment to provide prosthetic and orthotic treatment specific to each individual patient. Clinical placements are undertaken throughout the course. Students must meet the travel and accommodation costs associated with clinical placements. Please refer to the Faculty of Health Sciences policy on Health Procedures; Uniforms and class materials; clinical or professional placements and Police security clearance for further information.

Course structure

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1APH	Human Anatomy and Physiology	15
TE-SEM-1	HBS1BMT	Materials	10
TE-SEM-1	PHE1PHC	Introduction to Public Health C	10
TE-SEM-1	POR1CEA	Clinical Education A	5
TE-SEM-1	POR1CPI	Introduction to P & O Clinical Practice	5
TE-SEM-1	POR1PTI	Introduction to Prosthetics	15
TE-SEM-2	HBS1ALB	Anatomy: Upper Limb, Lower Limb and Foot	10
TE-SEM-2	POR1SUL	Theory of Spine and Upper Limb Orthotics	15
TE-SEM-2	HBS1BHM	Biomechanics of Human Movement	10
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	PHE1PHD	Introduction to Public Health D	5
TE-SEM-2	POR1OAI	Introduction to Applied Orthotics	10

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2NEU	Neurosciences A	5
TE-SEM-1	HBS2PAG	General Pathology	5
TE-SEM-1	PHE1RMH	Research Methods in Health 1	5
TE-SEM-1	POR2CPB	Patient Evaluation	15
TE-SEM-1	POR2OAA	Applied Lower Limb Orthotics A	15
TE-SEM-1	POR2OTA	Theory of Lower Limb Orthotics A	15
TE-SEM-2	POR2CEB	Clinical Education B	15
TE-SEM-2	POR2OMF	Orthotic Management of Fractures	15
TE-SEM-2	POR2TTA	Applied Transfemoral Prosthetics	15
TE-SEM-2	POR2TTT	Theory of Transfemoral Prosthetics	15

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE2RMH	Research Methods in Health 2	5
TE-SEM-1	POR3BCD	Establishing Bases for Clinical Decisions	10
TE-SEM-1	POR3TFA	Applied Transfemoral Prosthetics	15
TE-SEM-1	POR3TFT	Theory of Transfemoral Prosthetics	15
TE-SEM-1		Elective(s)	15
TE-SEM-2	POR3ISP	P & O Independent Study Project	15
TE-SEM-2	POR3OAB	Applied Lower Limb Orthotics B	15
TE-SEM-2	POR3OTB	Theory of Lower Limb Orthotics B	15
TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15

Fourth year (pass degree)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	POR4CED	Clinical Education D	60

Honours

A fourth year of study at Honours level provides students who have appropriate academic ability with the opportunity to continue their studies at a higher level and to develop their theoretical knowledge and research skills. The units listed below must be completed in the Honours year.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	POR4HLR	Honours Literature Review	30
TE-SEM-1	POR4CEH	Clinical Education H	30
TE-SEM-2	POR4HRP	Honours Research Project	60

Bachelor of Social Work – Albury-Wodonga (HSBSWW), Bendigo (RBSW), Melbourne (Bundoora) (HBSW)

Note: This program is only available to continuing students.

Albury-Wodonga

Tel: (02) 6024 9802

Bendigo

Tel: (03) 5444 7415

Melbourne (Bundoora)

Tel: (03) 9479 5815

Duration: 4 years

The course entitles graduates entry into the profession of social work, and the degree is recognised by the Australian Association of Social Workers (AASW). Part-time study is available. Students will develop the knowledge, values and skills appropriate to understanding the needs commonly experienced by individuals, families, groups and communities and the appropriate responses for aiding personal and social adjustment and social development.

The degree prepares students to practise in a wide range of social work roles, including direct service, research, administration and social policy and planning. Study areas include social welfare history, social work practice methodologies, socio-personal systems, community organisation, research methods, social policies and programs, laboratory work and field studies.

The curriculum of the course is based on a philosophy of social justice, and is taught within an adult-learning model. Students are encouraged to relate their relevant experiences to the theories and practice knowledge presented in the program.

Degree requirements

The course is not offered to new students in 2008.

Course structure

Continuing students are required to undertake a course of studies equivalent to that listed below. From time to time students may be required to attend some lectures and seminars in block mode and/or out of usual university hours. For the purpose of Higher Education Contribution Scheme (HECS) this course is valued at 120 credit points per year or 60 credit points per teaching period.

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP3COM	Social Work Practice in Communities	15
TE-SEM-1	SWP3IFG	Social Work Practice with Individuals, Families and Groups A	20
TE-SEM-1	SWP3LER	Social Work Practice: Law Ethics and Human Rights	15
TE-WK36-49	SWP3FEA	Field Education A	40
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-WK29-35	SWP3RES	Research for Social Work Practice B	15

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20

TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK29-35	SWP4DIV	Diversity in Social Work Practice	10
TE-WK36-49	SWP4FEB	Field Education B	40
TE-WK29-35	SWP4FOP	Fields of Social Work Practice B	15

Bachelor of Social Work (Advanced Standing) – Albury-Wodonga (HBSWAW), Bendigo (RBSWBE), Melbourne (Bundoora) (HBSWAS), Mildura (HSBSWM)

Albury-Wodonga
Tel: (02) 6024 9802
Bendigo
Tel: (03) 5444 7415
Melbourne (Bundoora)
Tel: (03) 9479 5815
Mildura
Tel: (03) 5051 4012
Duration: 2 years

The course qualifies graduates for entry into the profession of social work. The degree is recognised by the Australian Association of Social Workers (AASW). Students will develop the knowledge, values and skills appropriate to understanding the needs commonly experienced by individuals, families, groups and communities and the appropriate responses for personal and social adjustment, and social development.

The degree prepares students to practise in a wide range of social work roles, including direct service, research, administration and social policy and planning. Units offered are a mix of theoretical, practical and field-based studies. This reflects the nature of social work within contemporary society which demands that a competent social work graduate understands their practice in terms of ideas about individuals, groups and communities, knowledge of how society operates, the values of the profession, and has a range of practice skills. The course includes 70 days (in each year) of placement in a professional social work agency.

The curriculum of the course is based on a philosophy of social justice, and is taught within an adult-learning model. Students are encouraged to relate their relevant experiences to the theories and practice presented in the program.

Degree requirements

The course is offered as a two-year (advanced standing) degree for applicants with at least two years of approved university study. Further advanced standing may be offered to suitably qualified applicants.

Course structure

Students are required to undertake a course of studies equivalent to that listed below.

From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

At Mildura this course is taught in block mode only, i.e., four consecutive days of lectures, seminars and tutorials, in approximately 10 blocks, across two semesters in each of the two years. Students will be required to attend some lectures, seminars and tutorial out of normal University hours (generally weekends).

For the purpose of the Commonwealth Supported Places Scheme (CSP) a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year			
Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP3COM	Social Work Practice in Communities	15
TE-SEM-1	SWP3IFG	Social Work Practice with Individuals, Families and Groups A	20
TE-SEM-1	SWP3ITP	Introduction to Social Work	10
TE-SEM-1	SWP3LER	Social Work Practice: Law Ethics and Human Rights	15
TE-WK36-49	SWP3FEA	Field Education A	40
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-WK29-35	SWP3RES	Research for Social Work Practice B	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK29-35	SWP4DIV	Diversity in Social Work Practice	10
TE-WK36-49	SWP4FEB	Field Education B	40
TE-WK29-35	SWP4FOP	Fields of Social Work Practice B	15

Bachelor of Social Work/Bachelor of Human Services – Albury-Wodonga (HZSWHW), Bendigo (HZSWHB), Melbourne (Bundoora) (HZSWH)

Albury-Wodonga
Tel: (02) 6024 9802
Bendigo
Tel: (03) 5444 7415
Melbourne (Bundoora)
Tel: (03) 9479 5815
Duration: 4 years

The course qualifies graduates for entry into the profession of social work and equips graduates to work effectively in complex organisations and in the policy environment of human services. The Bachelor of Social Work is recognised by the Australian Association of Social Workers (AASW). Students will develop the knowledge, values and skills appropriate to understanding the needs commonly experienced by individuals, families, groups and communities and the appropriate responses for personal and social adjustment, and social development. Students will develop the knowledge and skills for analysing the organisational and policy context of social work and human service practice.

This double degree prepares students to practise in a wide range of social work roles and to perform these roles effectively in the complex organisation setting that is characteristic of contemporary social work practice. These roles include direct service, research, administration and social policy and planning. Units offered are a mix of theoretical, practical and field-based studies. This reflects the nature of social work within contemporary society which demands that a competent social work graduate understands their practice in terms of ideas about individuals, groups and communities, knowledge of how society operates, the values of the profession, and has a range of practice skills. Students will be prepared for effectively integrating theory into practice and to work effectively in complex and changing organisations. The course includes 70 days of placement (in each of the third and fourth years) in a professional social work agency.

The curriculum of the course is based on a philosophy of social justice, and is taught within an adult-learning model. Students are encouraged to relate their relevant experiences to the theories and practice presented in the program.

Degree requirements

The course is offered as a four-year degree for post-VCE entry. Advanced standing may be offered to suitably qualified applicants.

Course structure

Students are required to undertake a course of studies equivalent to that listed below. Some unit codes differ depending upon the campus of offer. The following course structure is that for the Melbourne (Bundoora) Campus. For the structure of courses offered at the Albury-Wodonga and Bendigo campuses, please refer to those campus entries elsewhere in this *Handbook*.

Electives, subject to approval, may be chosen from the complete range of units offered on the campus where a student is enrolled. From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

For the purpose of the Commonwealth Supported Places Scheme (CSP), a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PSY1PYA	Psychology A	15
TE-SEM-1	SOC1SAC	Self and Community: Introduction to Sociology	15
TE-SEM-1	SWP1ITP	Introduction to Social Work A	15
TE-SEM-1		Elective	15
TE-SEM-2	PSY1PYB	Psychology B	15
TE-SEM-2	SOC1AAB	Australia and Beyond: Introduction to Sociology	15
TE-SEM-2	SWP1PPI	Policy, Poverty and Inequality	25
TE-SEM-2		Elective	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP2DLC	Development Across the Life Course in Social Contexts	20
TE-SEM-1	SWP2PPH	Professional Practice: History and Values	30
TE-SEM-1		Elective	20
TE-SEM-2	SWP2OCP	Organisation Contexts of Social Work Practice	20
TE-SEM-2	SWP2REC	Social Work and Reflective Communication	20
TE-SEM-2	SWP2RES	Research for Social Work Practice A	10
TE-SEM-2		Elective	20

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP3COM	Social Work Practice in Communities	15
TE-SEM-1	SWP3IFG	Social Work Practice with Individuals, Families and Groups A	20
TE-SEM-1	SWP3LER	Social Work Practice: Law Ethics and Human Rights	15
TE-WK36-49	SWP3FOA	Fieldwork and Organisational Analysis	55
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-WK29-35	SWP3RES	Research for Social Work Practice B	15

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK29-35	SWP4DIV	Diversity in Social Work Practice	10
TE-WK36-49	SWP4FPP	Field Education and Program Planning	55
TE-WK29-35	SWP4FOP	Fields of Social Work Practice B	15

Bachelor of Social Work with Honours – Albury-Wodonga (HSHSWW), Bendigo (RHSW), Melbourne (Bundoora) (HSHSW)

An Honours program is offered in the final year of the Bachelor of Social Work and the Bachelor of Social Work (Advanced Standing) degrees.

Admission requirements

Honours will be offered to those students who have achieved results of a high academic standard at the end of the third year of the Bachelor of Social Work and at the end of year one of the Bachelor of Social Work (Advanced Standing) on the basis of that year's study. In addition to specified unit requirements, Honours students are required to prepare a research proposal and then write and submit an Honours thesis of 10000-12000-words by the end of the Honours year.

Course structure

Students are required to undertake a course of studies equivalent to that listed below. From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

For the purposes of the Commonwealth Supported Places Scheme (CSP) a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4HOA	Social Work Honours A	20

TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK36-49	SWP4FEB	Field Education B	40
TE-SEM-2	SWP4HOB	Social Work Honours B	20

Grades awarded to students successfully completing Honours are H1, H2A, H2B or H3.

Bachelor of Social Work (Honours)/Bachelor of Human Services – Albury-Wodonga (H2HSWW), Bendigo (H2HSWB), Melbourne (Bundoora) (H2HSW)

This course will be offered subject to University approval.

An Honours program is offered in the final year of the Bachelor of Social Work/Bachelor of Human Services Degree.

Admission requirements

Honours will be offered to those students who have achieved results of a high academic standard at the end of the third year of the Bachelor of Social Work/Bachelor of Human Services on the basis of that year's study. In addition to specified unit requirements, Honours students are required to prepare a research proposal and then write and submit an Honours thesis of 10,000-12,000-words by the end of the Honours year.

Course structure

Students are required to undertake a course of studies equivalent to that listed below. From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

For the purposes of the Commonwealth Supported Places Scheme (CSP) a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4HOA	Social Work Honours A	20
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK36-49	SWP4FPP	Field Education and Program Planning	55
TE-SEM-2	SWP4HOB	Social Work Honours B	20

Grades awarded to students successfully completing Honours are H1, H2A, H2B or H3.

Bachelor of Speech Pathology – Melbourne (Bundoora) (HBSP)

Division of Allied Health: (03) 9479 5815

Duration: 4 years

This program provides prospective speech pathologists with a broad-based knowledge of normal development, the anatomy and function of the human body, causes and types of communication and swallowing disorders, and prevention and treatment strategies for communication and swallowing problems. The growth of the profession calls for speech pathologists with alert, critical minds and the ability to conduct systematic investigations into human communication problems.

Clinical education

Clinical experience is a major component of the program and is gained at the La Trobe Communication Clinic (on the Melbourne (Bundoora) Campus) and through external clinical placements in hospitals, schools, rehabilitation centres, community health centres, early childhood centres, private practice, in metropolitan, rural and interstate settings. Clinical placements begin in the first year of the course with observational experiences and progress through each year of the course.

Degree requirements

This is a four-year, full-time course. Students who meet the appropriate requirements will be invited to participate in an Honours program.

Course structure

A key feature of the program in first year is Problem Based Learning (PBL). Each fortnight students are presented with an actual speech pathology case. Tutorial group discussions together with follow-up and some formal classes help students work towards a resolution of these clinical cases. There are four major themes underpinning the course: scientific basis of speech pathology; communication, self and society; clinical skills; and professional attitudes and development. The focus of the PBL units in first year is Normal Communication and Swallowing Processes.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE1PHC	Introduction to Public Health C	10
TE-SEM-2	PHE1PHD	Introduction to Public Health D	5
TE-SEM-1	HBS1APH	Human Anatomy and Physiology	15
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-1	HCS1NCA	Normal Communication and Swallowing Processes A	35
TE-SEM-2	HCS1NCB	Normal Communication and Swallowing Processes B	35
TE-SEM-1	HCS1PPA	Professional Practice Year One A	5
TE-SEM-2	HCS1PPB	Professional Practice Year One B	5

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HCS2APA	Acquiring Professional Competency A	5
TE-SEM-2	HCS2APB	Acquiring Professional Competency B	10
TE-ALLYR	HCS2DDP	Developmental Disorders Clinic	20
TE-SEM-1	HBS2NEU	Neurosciences A	5
TE-SEM-1	HCS2AUD	Basic Audiology	10
TE-SEM-1	HCS2DLP	Disorders of Language and Phonology	20
TE-SEM-1	PHE1RMH	Research Methods in Health 1	5
TE-SEM-2	HCS2DSS	Disorders of Speech and Swallowing	20
TE-SEM-2	HCS2DVL	Disorders of Voice and Laryngectomy Rehabilitation	15
TE-SEM-2	PHE2RMH	Research Methods in Health 2	5
TE-SEM-1 or TE-SEM-2		Elective(s)	5

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HCS3CLI	Third year Clinic ¹	15
TE-SEM-1	HCS3DSS	Disorders of Speech and Swallowing Clinic ¹	10
TE-SEM-1	HCS3APH	Aphasia	20
TE-SEM-1	HCS3APC	Acquiring Professional Competency 3	15
TE-SEM-1	PHE3RDA	Research Design and Analysis	5
TE-SEM-1	HCS3AAC	Augmentative and Alternative Communication	5
TE-SEM-2	HCS3AUR	Auditory-Visual Rehabilitation	10
TE-SEM-2	PHE3PDH	Psychiatric Disorders in Health Care	5
TE-SEM-2	HCS3RDC	Research Design for Communication Disorders ²	15
TE-SEM-2	HCS3STU	Stuttering	15
TE-SEM-2	PHE3CND	Central Nervous System Disorders and Human Behaviour	5
TE-SEM-1 or TE-SEM-2		Elective at third year level (pass degree only)	15

Key: ¹ Students will vary their enrolment once placement is allocated.

² Intending Honours students only in lieu of elective.

Note: Students cannot progress to fourth year without completing all third year units.

Fourth year – pass degree

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HCS4PDA	Pass Degree Project in Speech Pathology A	15
TE-SEM-2	HCS4PDB	Pass Degree Project in Speech Pathology B	20
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	HCS4PRA	Professional Practice in Speech Pathology A	30
TE-SEM-2	HCS4PRB	Professional Practice in Speech Pathology B	30
TE-SEM-1 or TE-SEM-2		Elective at fourth year level	10

Fourth year – Honours degree

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1 and TE-SEM-2	HCS4HDP ¹	Honours Degree Project in Speech Pathology	50

TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	HCS41PRA	Professional Practice in Speech Pathology A	30
TE-SEM-2	HCS42PRB	Professional Practice in Speech Pathology B	30

Key: ¹ Students enrol in this unit in semester 1 and semester 2 to fulfil the Honours degree program of the course.

Professional recognition

Graduates of the Bachelor of Speech Pathology are normally eligible for membership of the Speech Pathology Association of Australia and are able to work in several overseas countries after completing certain requirements.

Honours program

Students who have successfully completed the first three years of the course may be invited to participate in the Honours program. To participate, a student must normally have obtained a B-grade average or higher across all second and third year units offered by the School of Human Communication Science, and in PHE3RDA and HCS3RDC or their equivalents.

DIVISION OF HEALTH STUDIES

Bachelor of Health Information Management – Melbourne (Bundoora) (HBHIM)

Division of Health Studies: (03) 9479 1750

Duration: 3.5 years full-time, part-time available

This course equips graduates for an excellent range of career opportunities in the health care field. Health information management graduates are in great demand because of their highly specialised skills. Their choice of work includes:

- coding of diseases and operations and analysis of health data
- analysis of a health service's case mix (i.e., types and costs of cases treated)
- developing or running the electronic health record systems
- managing disease databases in health screening programs, disease registries and clinical trials
- undertaking health information and business analysis
- undertaking project management and design of health information systems for medical decision making and patient care
- managing clinical risk and quality management systems to ensure patients receive the highest quality of care
- managing clinical trials data
- working as a hospital or health facility privacy officer
- undertaking disease-related research using health information.

Alternatively, they may choose to work in managerial positions, running the health information service for a hospital or other health service, or in general administration positions.

Course structure

There are four core streams of study:

- clinical knowledge, including disease classification systems
- health informatics, with a large emphasis on electronic health (e-health) information
- management of health information systems and organisations, and of the quality of health care
- analysis of health data.

Students have the opportunity to specialise in third and fourth years. They also are required to participate in professional practice, which involves fieldwork activities in health care facilities and services.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1HFU	Introduction to Human Function	5
TE-SEM-1	HIM1MTA	Medical Terminology	15
TE-SEM-1	HIM1MHA	Management of Health Information Systems A	15
TE-SEM-1	PHE1PHC	Introduction to Public Health C	10
TE-SEM-1	HIM1HIA	Health Informatics A	15
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	HIM1HCA	Health Classification A	15
TE-SEM-2	HIM1MHB	Management of Health Information Systems B	15
TE-SEM-2	HIM1HIB	Health Informatics B	15
TE-SEM-2	PHE1RMH	Research Methods in Health 1	5

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2PAG	General Pathology	5
TE-SEM-1	HIM2HCB	Health Classification B	10
TE-SEM-1	HIM2HIC	Health Informatics C	10
TE-SEM-1	HIM2MHC	Management of Health Information Systems C	15
TE-SEM-1	HIM2MTC	Advanced Medical Terminology	5
TE-SEM-1	STA1LS	Statistics for Life Sciences	15
TE-SEM-2	HIM2AHA	Analysis of Health Data A	10
TE-SEM-2	HIM2HCC	Health Classification C	10
TE-SEM-2	HIM2HID	Health Informatics D	10
TE-SEM-2	HIM2LAE	Health Information Law and Ethics	10
TE-SEM-2	HIM2MHD	Management of Health Information Systems D	15
TE-SEM-2	HBS2PAS	Systemic Pathology	5

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1/2	HLT3IPA/	Interdisciplinary Professional Practice	15
TE-SEM-1	HIM3HSI	Health Systems Implementation	10
TE-SEM-1	HIM31HIP	Health Information Professional Practice	35
TE-SEM-2	HIM3HCD*	Health Classification D	15
TE-SEM-2	HIM3HIE*	Health Informatics E	15
TE-SEM-2	HIM3MHE	Management of Health Information Systems E	15
TE-SEM-2	HIM3AHB	Analysis of Health Data B	15
TE-SEM-2	Elective(s)*	Elective studies may include HIM3HCD and HIM3HIE	15

Key: * Specialisation: Students are required to take units HIM3MHE and HIM3AHB plus HIM3HCD and HIM3HIE (recommended), or one of HIM3HCD or HIM3HIE plus elective studies at third or fourth year level of 15 credit points.

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HIM4MHF	Management of Health Information Systems F	15
<i>Plus at least two of the following</i>			
TE-SEM-1	HIM4HCE	Health Classification E	15
TE-SEM-1	HIM4HIF	Health Informatics F	15
TE-SEM-1		Elective studies in health data analysis (at fourth or third year level within the university)	15
<i>and/or</i>			
TE-SEM-1		Elective studies (at fourth or third year level within the university)	15
		Total	60

Key: All students must take HIM4MHF.

* Specialisation: HIM4HCE and/or HIM4HIF (both recommended) and other approved elective studies up to 15 credit points, at third or fourth year level within the University, plus an additional 15 credit point elective unit (third or fourth year level within the University).

Professional recognition

Graduates may apply for full membership of the Health Information Management Association of Australia. Students are eligible for student membership of the professional association.

Honours (HHIM)

Students may be invited to undertake the Honours program on academic merit based on the weighted average of third year units. The Honours program is undertaken in the fourth year of the course, and provides students with the opportunity to continue their studies at a higher academic level and to develop their theoretical knowledge and research skills. The Honours program runs concurrently with the first teaching period of the undergraduate fourth year and continues in the second teaching period of that year. The units listed below must be completed in the Honours year.

Bachelor of Health Information Management/Bachelor of Health Sciences – Melbourne (Bundoora) (HZHIHS)

Division of Health Studies: (03) 9479 1750
 Course Coordinator (BHlthInfoMan): (03) 9479 5722
 Course Coordinator (BHlthSc): (03) 9479 1745
 Duration: 4.5 years

This 4.5-year double-degree enables students to acquire a strong background in health sciences, with a focus on human anatomy and physiology or public health, together with a career-specific qualification in the professional field of health information management. The double degree provides professional skills and education for a range of career directions associated with the delivery of health services and the management of patient health information. The combination of studies offered by the BHlthInfoMan/BHlthSc gives graduates significant career flexibility: they are equipped to work in all sectors of the health care industry ranging from hospitals to community health centres, disease research centres, rehabilitation and community-based health services, and government health departments.

Major units include: health and human behaviour, health of Australians, human biosciences, management of health information systems, medical terminology, health classification, and health informatics. The human biosciences elective units enhance the skills of those students who wish to develop a career focus in clinical classification, which is an area of specialisation in health information management with high employer demand. There are compulsory professional practice components in each year of the course. From second year, students can specialise in major studies in human biosciences or public health. From third year, there are opportunities for further specialisation in health classification, health informatics, or analysis of health data, which are selected according to students' future career interests.

Programs of study

The course requires a total of 585 credit points taken over 4.5 years. Students must complete a minimum number of credit points from each course at each year level, as shown in the table below. The degree can be completed in 4 years where students undertake summer studies in third or fourth year. Students make a decision at the end of teaching period 1, first year, regarding which stream of the Bachelor of Health Sciences they will take (i.e., Human Anatomy and Physiology or Public Health). Streaming commences in Teaching Period 2.

In certain circumstances it may be necessary for students to substitute certain units or alter their pattern of enrolment in the double-degree; this requires written approval by the course coordinator.

Course	First-year units	Second-year units	Third-year units	Fourth-year units	Total credit points
BHIM	90	105	90	30	315
BHlthSci	100	80	90	0	270

Course structure: BHlthInfoMan/BHlthSc (Public Health stream)

First year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	HBS1API	Introduction to the Human Body	15
TE-SEM-1	HIM1HIA	Health Informatics A	15
TE-SEM-1	HIM1MHA	Management of Health Information Systems A	15
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	HBS1HRB	Regulation of Human Body Function	15
TE-SEM-2	HIM1HIB	Health Informatics B	15
TE-SEM-2	HIM1MHB	Management of Health Information Systems B	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2PAG	General Pathology	5
TE-SEM-1	HIM1MTA	Medical Terminology	15
TE-SEM-1	PHE1HOA	Health of Australians	15
TE-SEM-1	PHE2EBD	Environmental and Social Determinants of Health	20
TE-SEM-1	PHE2HSD	Health Skills Development	20
TE-SEM-2	HBS2PAS	Systemic Pathology	5
TE-SEM-2	HIM1HCA	Health Classification A	15
TE-SEM-2	HIM2LAE	Health Information Law and Ethics	10
TE-SEM-2	PHE2LCI	Living with Chronic Illness and Disability	20

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HIM2HCB	Health Classification B	10
TE-SEM-1	HIM2HIC	Health Informatics C	10
TE-SEM-1	HIM2MTC	Advanced Medical Terminology	5
TE-SEM-1	HIM1MHC	Management of Health Information Systems C	10
TE-SEM-1	PHE3PHP	Public Health Programs	30
TE-SEM-2	HIM2AHA	Analysis of Health Data	10
TE-SEM-2	HIM2HCC	Health Classification C	10
TE-SEM-2	HIM2HID	Health Informatics D	10
TE-SEM-2	PHE1AHS	Australia's Health Care System	15
TE-SEM-2	PHE2ARM	Applied Research Methods in Health	20

Fourth and fifth years (three teaching periods)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HIM4MHF	Management of Health Information Systems F	15
TE-SEM-1	HIM3HIP	Health Information Professional Practice	35
TE-SEM-1	PHE3PFA	Participatory Field Study A	30
TE-SEM-2		Elective studies in Health Sciences units	30
TE-SEM-2	HIM3AHB	Analysis of Health Data B	15
TE-SEM-2	HIM2MHD	Management of Health Information Systems D	15
TE-SEM-1 and TE-SEM-2		Elective studies in approved BHIM units*	45
TE-SEM-2	HIM3MHE	Management of Health Information Systems E	15

Key: * As part of the specialisation offered in the Bachelor of Health Information Management, students may elect, during the fourth and fifth years of the double degree BHLthInfoMan/BHLthSc (Public Health stream), to enrol in any of the following units to a minimum of 50 credit points: HIM3HCD Health Classification D, HIM4HCE Health Classification E, HIM3HIE Health Informatics E, HIM4HIF Health Informatics F, HIM3HSI Health Systems Implementation, or an elective unit in medical statistics or analysis of health data.

Course structure: BHLthInfoMan/BHLthSc (Anatomy and Physiology stream)**First year**

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1API	Introduction to the Human Body	15
TE-SEM-1	HIM1HIA	Health Informatics A	15
TE-SEM-1	HIM1MHA	Management of Health Information Systems A	15
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-2	HBS1HRB	Regulation of Human Body Function	15
TE-SEM-2	HIM1HIB	Health Informatics B	15
TE-SEM-2	HIM1MHB	Management of Health Information Systems B	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2ALL	Anatomy: Lower Limb	20
TE-SEM-1	HBS2HPA	Human Physiology A	20
TE-SEM-1	HIM1MTA	Medical Terminology	15
TE-SEM-1	PHE1HOA	Health of Australians	15
TE-SEM-2	HBS2ATL	Anatomy: Trunk and Lower Limb	20
TE-SEM-2	HBS2HPB	Human Physiology B	20
TE-SEM-2	HIM1HCA	Health Classification A	15
TE-SEM-2	HIM2LAE	Health Information Law and Ethics	10

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS3APA	Advanced Physiology A	30
TE-SEM-1	HIM2HIC	Health Informatics C	10
TE-SEM-1	HIM2MTC	Advanced Medical Terminology	5
TE-SEM-1	HIM2MHC	Management of Health Information Systems C	15
TE-SEM-1	HIM2HCB	Health Classification B	10
TE-SEM-2	HBS3APB	Advanced Physiology B	30
TE-SEM-2	HIM2AHA	Analysis of Health Data	10
TE-SEM-2	HIM2HCC	Health Classification C	10
TE-SEM-2	HIM2HID	Health Informatics D	10
TE-SEM-2	PHE1AHS	Australia's Health Care System	15

Fourth and fifth years (three teaching periods)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1		Electives in Human Biosciences units	20
TE-SEM-1	HIM4MHF	Management of Health Information Systems F	15

TE-SEM-1	HIM3HIP	Health Information for Professional Practice	35
TE-SEM-1 and TE-SEM-2		Elective studies in approved BHIM units*	45
TE-SEM-2	HIM3MHE	Management of Health Information Systems E	15
TE-SEM-2	HIM3AHB	Analysis of Health Data B	15
TE-SEM-2	HIM2MHD	Management of Health Information Systems D	15
TE-SEM-2	PHE2ARM	Applied Research Methods in Health	20

Key: * As part of the specialisation offered in the Bachelor of Health Information Management, students may elect, during the fourth and fifth years of the double degree BHLthInfoMan/BHLthSc (Anatomy and Physiology stream), to enrol in any of the following units to a minimum of 55 credit points: HIM3HCD Health Classification D, HIM4HCE Health Classification E, HIM3HIE Health Informatics E, HIM4HIF Health Informatics F, HIM3HSI Health Systems Implementation, or an elective unit in medical statistics or analysis of health data.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the unit database at www.latrobe.edu.au/udb_public

Bachelor of Health Sciences – Melbourne (Bundoora) (HBHS)

Division of Health Studies: (03) 9479 1750

Course Coordinator: (03) 9479 3290

Duration: 3 years full-time, part-time available

In this course students gain a broad understanding of health sciences, and have the opportunity to develop specialist knowledge in a particular field within human anatomy and physiology, ergonomics, safety and health or public health. Public health areas include disability and rehabilitation and health promotion.

The degree may be awarded as a pass degree, a double degree with the Bachelor of Arts (see the Faculty of Humanities and Social Sciences chapter), Bachelor of Business, Bachelor of Commerce, Bachelor of International Development, Bachelor of Health Information Management, Bachelor of International Relations, Bachelor of Media Studies, Bachelor of Pastoral Care, or as a degree with Honours. To enter the Honours year, a student must normally have completed the requirements for the pass degree and have achieved academic results of a high standard.

Graduates may apply to continue their studies at a postgraduate level in areas such as community health, ergonomics, gerontology, health promotion, human biosciences, public health, and rehabilitation.

Degree requirements

The pass degree is designed to be completed in three years of full-time study or an equivalent period of part-time study. To qualify for the pass degree a student must complete units to the value of 360 credit points. Students may enrol in up to 130 credit points per year without special permission from the course coordinator.

Course structure

In the first year of the course, students are required to complete the six core units described below, plus units at least to the value of 30 credit points from any faculty of the university. Prerequisites must be satisfied. Students must choose one of three major areas of study once they commence the second year of the course. These areas are:

- human anatomy and physiology,
- public health, and
- ergonomics, safety and health.

Public health units cover the fields of disability and rehabilitation and health promotion.

Students must discuss their unit selection with a course adviser before enrolment. Within the degree requirements, unit selection is limited by timetable clashes, prerequisites, co-requisites, quotas and unit incompatibility. Electives can be chosen from any faculty of the University, including Health Sciences. Students must complete 120 credit points at each year level.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1API	Introduction to the Human Body	15
TE-SEM-1	PHE1HOA	Health of Australians	15

TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-2	HBS1HRB	Regulation of Human Body Function	15
TE-SEM-2	PHE1AHS	Australia's Health Care System	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15
TE-SEM-1 or TE-SEM-2		First year electives	30

Second year

From second year, students will select units to the equivalent of at least 80 credit points from within one of the core streams as listed below. In addition, students must take 40 credit points of approved second year units from any faculty of the university, including Health Sciences.

Third year

Units to the equivalent of at least 60 credit points must be selected from the core streams as listed below. In addition, students must take up to 60 credit points of approved third year units from any faculty of the university, including Health Sciences.

Stream: Ergonomics, Safety and Health

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2PEA	Design for Safe System Performance	15
TE-SEM-1	HBS2PEB	Workload, Stress and Performance Management	15
TE-SEM-2	HBS2BEW	Healthy Workplace Design	15
TE-SEM-2	HBS2BEM	Biological Bases of Ergonomics (M)	15
TE-SEM-2	PHE2ARM	Applied Research Methods in Health	20

Third year

Teaching period	Unit code	Unit title	Credit points
TE-ALLYR	HBS3ESS	Ergonomics and Systems Safety	25
TE-ALLYR	HBS3EAM	Ergonomics Analysis and Measurement Methods	40
TE-SEM-1	HBS3DAI	Systems Data Analysis	20
TE-SEM-2	HBS3ESH	Review of Ergonomics Safety and Health Issues	20
TE-SEM-1	OCT3OHS	Introduction to Occupational Health and Safety Principles and Legislation	15

Stream: Human Anatomy and Physiology

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2ALL	Anatomy: Lower limb	20
TE-SEM-1	HBS2HPA	Human Physiology A	20
TE-SEM-2	HBS2ATL	Anatomy: trunk and upper limb	20
TE-SEM-2	HBS2HPB	Human Physiology B	20

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS3APA	Advanced Physiology A	30
TE-SEM-2	HBS3APB	Advanced Physiology B	30

Stream: Public Health

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE2EBD	Environmental and Social Determinants of Health	20
TE-SEM-1	PHE2HSD	Health Skills Development	20
TE-SEM-2	PHE2ARM	Applied Research Methods in Health	20
TE-SEM-2	PHE2LCI	Living with Chronic Illness and Disability	20

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE3PHP	Public Health Programs	30
plus one of:			
TE-SEM-1	PHE3PFA	Participatory Field Study A	30
TE-SEM-2	PHE3PFB	Participatory Field Study B	30

In addition to the above core Health Sciences units, there are other relevant units available for Bachelor of Health Science students from within the School of Human Biosciences and the School of Public Health. These are listed in the table below. Please note that the availability of these units changes from year to year, subject to minimum enrolment data.

Second year electives (offered subject to sufficient enrolments)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-W	HBS2FSA ^{1&2}	Fertility, Reproductive Technology and Society A	10
TE-SEM-W	HBS2FSB ^{1&2}	Fertility, Reproductive Technology and Society B	15
TE-SEM-1	PHE2CPH	Communication Processes in Health Care	20
TE-SEM-2	PHE2CHP	Community Health Promotion	20
TE-SEM-2	PHE22OPH	Organisational Psychology of Health Services	20

Key: ^{1&2} Taught in block mode during winter vacation – offered alternate years.

Third year electives (offered subject to sufficient enrolments)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS3DIS ²	Drugs in Sport	15
TE-SEM-1	HBS3KIN ²	Kinesiology	30
TE-SEM-2	HBS3DIU ²	Drugs in Use	15
TE-SEM-S	HBS3RHE ³	Reproductive Health	15
TE-SEM-S	HBS3RSH ³	Reproductive and Sexual Health	10
TE-SEM-2	HBS3TIP ¹	Topics in Pathophysiology *	15
TE-SEM-1	PHE3SPH	Studies in Public Health	30
TE-SEM-1	PHE3IGA	Introduction to Gerontology A	10
TE-SEM-1	PHE3IGB	Introduction to Gerontology B	15
TE-SEM-2	PHE3IHI	Introduction to Health Information Systems	30
TE-SEM-2	PHE3PPH	Psychosocial Perspectives of Health and Illness	15
TE-SEM-1	PHE3SEP	Sports and Exercise Psychology	15
TE-SEM-2	PHE3DDA	Death, Dying and Grief A	10
TE-SEM-2	PHE3ddb	Death, Dying and Grief B	15
TE-SEM-2	PHE3DUA	Drug Use and Addictive Behaviour A	10
TE-SEM-2	PHE3DUB	Drug Use and Addictive Behaviour B	15
TE-SEM-S	PHE3HIC ⁴	Health Informatics for Clinical Practice	15
TE-SEM-2	PHE3ISB	Illness and Spirituality	15
TE-SEM-2	PHE3LDA	Living with Disability in the Australian Community A	10
TE-SEM-2	PHE3LDB	Living with Disability in the Australian Community B	15

Key: ¹ Students studying third year units Advanced Physiology A and B cannot take this unit due to overlap of unit content.

² Units not offered in 2008.

³ Taught in block mode during winter vacation; offered alternate years. Can be taken at 2 or 3 year level.

⁴ Taught in block mode during summer vacation (early February).

Honours year

The Honours program requires an additional year of full-time study, or an equivalent period of part-time study, in the schools of Public Health and Human Biosciences units listed below. To qualify, a student must normally have achieved the requirements for the pass degree and demonstrated academic excellence in a unit area relevant to one of the contributing schools. Students contemplating Honours are encouraged to undertake appropriate research methods elective units in the second and third years.

School of Public Health Honours program (120 credit points) (HHHS)

In the School of Public Health, the Honours program involves four major components, PHE4THA Thesis Preparation (15 credit points) and PHE4THB Thesis (60 credit points) consisting of a 10,000–12,000-word thesis, completion of two coursework components PHE4RMH and PHE4AIH (15 credit points each), and an elective from the school's postgraduate diploma electives to the value of 15 credit points.

School of Human Biosciences Honours program (120 credit points) (HHHS)

The Honours year provides students with specialised training in practical research. As well as providing the setting for a disciplined approach to research in the laboratory, the school will provide training in methods of oral and written communication of research results at an advanced level. The program normally involves supervised research projects, although coursework may be applicable in some circumstances. The assessment for the Honours year is two 15-minute seminars, a literature survey, an analysis of a scientific paper, a thesis of 10,000–12,000-words and the supervisor's assessment. Students undertake unit HBS4HPA (120 credit points) Honours in Human Physiology and Anatomy all year.

Credit for TAFE diplomas

Up to 12 months' credit (120 credit points) may be granted for certain TAFE diplomas to students entering the Bachelor of Health Sciences. The credit may be granted as a mixture of specified and unspecified credit, depending on the applicant's background. Where possible, candidates who have studied units related to the Bachelor of Health Sciences units (determined by the course coordinator) will be granted specified credit. Credit will be granted only to students who meet normal admission requirements. The completion of a designated TAFE diploma does not guarantee entry to the course.

Students who have completed the three-year Ambulance Officer Training Course at the Ambulance Officer Training Centre of Victoria will be granted up to 180 credit points of credit towards the Bachelor of Health Sciences. This comprises credit for all first year units and unspecified credit of 60 credit points for second year units excluding School of Human Biosciences units.

Details of the designated TAFE diplomas which will attract 120 credit points of credit in the Bachelor of Health Sciences are available from the course administrator in the School of Public Health, tel: (03) 9479 2558.

Bachelor of Health Sciences/Bachelor of Business – Melbourne (Bundoora) (HZHSB)

Division of Health Studies: (03) 9479 1750

Course Coordinator: (03) 9479 3290

School of Business: (03) 9479 1667

For details of Bachelor of Business units, see entries in the Faculty of Law and Management section of this *Handbook*.

This four-year double-degree course is designed to allow students to pursue their areas of interest in both business and health sciences. The combination of health science and business will provide students with the opportunity to combine the stream units already existing in the Bachelor of Health Sciences with Bachelor of Business units.

Combined with the Bachelor of Health Sciences, the degree equips students with specific skills and knowledge in health administration, health policy and health services management enabling them to pursue a career in management in either the public or private health services. Many unit combinations are possible enabling students to build their course to suit their particular interests for their future careers.

The health sector is a large and complex industry and provides interesting careers with a need for the ability to participate in, and respond to, a rapidly changing environment. The double-degree should provide graduates with the confidence and skills necessary for such a specialised career.

Programs of study

The course requires a total of 540 credit points taken over four years. Students are required to take units to the total of 270 credit points from each discipline consisting of the following year levels.

Faculty	First-year units	Second-year units	Third-year units
Health Sciences	90	120	60
Law and Management	105	75*	90*

Key: * Note that at least one major series of Business Studies units must be completed (that is, eight units in the one area). Please see entries in the Faculty of Law and Management section of this *Handbook* for sequences of units constituting a major in each area.

Course structure

Suggested first year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	HBS1API	Introduction to the Human Body	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15
TE-SEM-2	HBS1HRB	Regulation of Human Body Function	15
TE-SEM-1 or TE-SEM-2	ACC1AMD	Accounting for Management Decisions	15
TE-SEM-1 or TE-SEM-2	ECO1IMI	Microeconomics	15

TE-SEM-1 or TE-SEM-2	ECO1ISB	Introductory Statistics for Business	15
TE-SEM-1 or TE-SEM-2	MGT1FOM	Foundations of Management	15
TE-SEM-1 or TE-SEM-2	ECO1IMA	Macroeconomics	15

Suggested second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE1HOA	Health of Australians	15
TE-SEM-2	PHE1AHS	Australia's Health Care System	15
TE-SEM-1 and TE-SEM-2		Two 20-credit point units in each teaching period from Health Sciences at level 2 (see BHSc course manual)	40

TE-SEM-2			
TE-SEM-1 or TE-SEM-2	LST1BSL	Business Law	15
TE-SEM-1 or TE-SEM-2	BUS1MIS	Management Information Systems	15
TE-SEM-2		Two second year elective units from the School of Business as part of a designated major	30

Suggested third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1		Two 20-credit point units from Health Sciences at level 2	40
TE-SEM-1		Two second year elective units from the School of Business, at least one of which must be part of a designated major	30
TE-SEM-2		Two 20-credit point units from Health Sciences at level 2	40
TE-SEM-2		One second year elective unit from the School of Business	15

Suggested fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1		30 credit points of unit (s) from Health Sciences at level 3	30
TE-SEM-1		Three third year elective units from the School of Business, as part of a designated major	45
TE-SEM-2		30 credit points of unit (s) from Health Sciences at level 3	30
TE-SEM-2		Three third year elective units from the School of Business, as part of a designated major	45

Note: To satisfy requirements for a Business degree, students must complete eight units from a designated major at levels two or three and complete at least 90 credit points at third year level.

Bachelor of Health Sciences/Bachelor of Commerce – Melbourne (Bundoora) (HZHSC)

Division of Health Studies: (03) 9479 1750

Course Coordinator: (03) 9479 3290

School of Business: (03) 9479 1667

Duration: 4 years

For details of Bachelor of Commerce units, see entries in the Faculty of Law and Management section of this *Handbook*.

This four-year double-degree course is designed to allow students to pursue their areas of interest in both commerce and health sciences. The combination of health science and commerce will provide students with the opportunity to combine the stream units already existing in the Bachelor of Health Sciences with Bachelor of Commerce units. The graduates of such a degree will be able to apply the knowledge and skills of an accountant to the health area. Combined with the Bachelor of Health Sciences, the degree equips students with specific skills and knowledge in health administration, health policy and health services management enabling them to pursue a career in the public or private health services sector. Many unit combinations are possible enabling students to build their course to suit their particular interests for their future careers.

The health sector is a large and complex industry and provides interesting careers with a need for the ability to participate in, and respond to, a rapidly changing environment. The double degree should provide graduates with the confidence and skills necessary for such a specialised career.

Programs of study

The course requires a total of 540 credit points taken over four years.

Faculty	First-year units	Second-year units	Third-year units
Health Sciences	90	80 10 elective(s) ¹	60
Law and Management	135	75	90

Key: ¹ Taken from either the School of Public Health or Human Biosciences.

Health Sciences requirements

Students must complete the following core units from the Bachelor of Health Sciences. These would normally be taken in the first two years of study. All units are worth 15 credit points.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1API	Introduction to the Human Body	15
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	PHE1HOA	Health of Australians	15
TE-SEM-2	HBS1HRB	Regulation of Human Body Function	15
TE-SEM-2	PHE1AHS	Australia's Health Care System	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15

At second and third year level, students can choose any combination of units from those offered in the Bachelor of Health Sciences.

Commerce requirements

Students must complete the following units from the Bachelor of Commerce. All units are worth 15 credit points.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1 or TE-SEM-2	ACC1AMD	Accounting for Management Decisions	15
TE-SEM-1 or TE-SEM-2	BUS1MIS	Management Information Systems 1	15
TE-SEM-1 or TE-SEM-2	ECO1ISB	Introductory Statistics for Business	15
TE-SEM-1 or TE-SEM-2	ECO1IMA	Macroeconomics	15
TE-SEM-1 or TE-SEM-2	ECO1IMI	Microeconomics	15
TE-SEM-1 or TE-SEM-2	LST1BSL	Business Law	15
TE-SEM-1 or TE-SEM-2	MGT1FOM	Foundations of Management	15
TE-SEM-2	LST2LBA	Law of Business Association	15
TE-SEM-1 or TE-SEM-2	ACC1IFA	Introductory Financial Accounting	15
TE-SEM-1 or TE-SEM-2	ACC2CRE	Corporate Reporting	15
TE-SEM-1 or TE-SEM-2	ACC2IMA	Introductory Management Accounting	15
TE-SEM-1 or TE-SEM-2	ACC2IMB	Intermediate Management Accounting	15
TE-SEM-1 or TE-SEM-2	FIN2FIN	Finance	15
TE-SEM-1 or TE-SEM-2	ACC3AFA	Advanced Financial Accounting	15
plus		One second year Business elective	15
TE-SEM-1 or TE-SEM-2		Two third year Business electives	30
TE-SEM-1		Three third year Accounting electives (Auditing and Taxation recommended)	45

Accreditation

This degree contains the units required for professional recognition with CPA Australia and the Institute of Chartered Accountants in Australia (ICAA).

Bachelor of Health Sciences/Bachelor of Economics – Melbourne (Bundoora) (HZHSE)

Division of Health Studies: (03) 9479 1750

Course Coordinator: (03) 9479 3290

School of Business: (03) 9479 1667

For details of Bachelor of Economics units, see entries in the Faculty of Law and Management section of this *Handbook*.

This four-year double-degree course is designed to allow students to pursue their areas of interest in both economics and health sciences. The combination of health sciences and economics will provide students with the opportunity to combine the health administration stream in the Bachelor of Health Sciences with Bachelor of Economics units. This program offers a comprehensive study of economics with specialisation in health. The study of economics offered by the Faculty of Law and Management when combined with the Bachelor of Health Sciences will provide students with knowledge and skills in health economics, public sector finance, economic evaluation, and health program development. The graduates of such a course will become skilled as health economists with a strong policy, health administration and economics background. Policy planning, and health research and evaluation in the health sector, are sought-after features in the applied economics area whether it is at the macro or micro level. The double degree should provide graduates with the confidence and skills necessary for such a specialised career.

Programs of study

The course requires a total of 540 credit points taken over four years. Students are required to take units to the total of 270 credit points from each discipline consisting of the following year levels.

Faculty	First-year units	Second-year units	Third-year units
Health Sciences	90	80 10 elective(s) ¹	60 30 elective(s) ¹
Law and Management	90	60 30 electives ² (at second year or equivalent third year)	30 60 electives ²

Key: ¹ Taken from either the School of Public Health or the School of Human Biosciences.

² Taken from the School of Business.

There is no further intake into this course. Currently enrolled students will complete the following structure.

Health Sciences requirements

Students must complete the following core units from the Bachelor of Health Sciences. These would normally be taken in the first two years of study. All units are worth 15 credit points.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1API	Introduction to the Human Body	15
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	PHE1HOA	Health of Australians	15
TE-SEM-2	HBS1HRB	Regulation of Human Body Function	15
TE-SEM-2	PHE1AHS	Australia's Health Care System	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15

At second and third year, students can choose any combination of units from those offered in the Bachelor of Health Sciences.

Economics requirements

Students must complete the following units from the Bachelor of Economics plus an additional one first year Economics elective (15 credit points), three second year Economics electives (45 credit points) and four third year Economics electives (60 credit points).

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1 or TE-SEM-2	ECO1IQA	Introduction to Quantitative Analysis	15
TE-SEM-1	MAT1CFE	Calculus and Functions for Economics	15
TE-SEM-1	ECO1ISB	Introductory Statistics for Business	15
TE-SEM-1 or TE-SEM-2	BUS1MIS	Management Information Systems	15
TE-SEM-1 or TE-SEM-2	ECO1IMA	Macroeconomics	15
TE-SEM-1 or TE-SEM-2	ECO1IMI	Microeconomics	15
TE-SEM-1 or TE-SEM-2	ECO2ISB	Intermediate Statistics for Business	15
TE-SEM-1	ECO2MIT	Microeconomic Theory	15
TE-SEM-2	ECO2MAT	Macroeconomic Theory	15
TE-SEM-2	ECO2MWE	Modern World Economy	15
TE-SEM-1	ECO3MIA	Microeconomic Analysis	15
TE-SEM-2	ECO3MAA	Macroeconomic Analysis	15

Accreditation

Graduates may partly or fully satisfy the educational requirements of a number of professional organisations by completing approved units in accounting, economics, marketing and legal studies.

Bachelor of Health Sciences/Bachelor of Pastoral Care – Melbourne (Bundoora) (HZHSPC)

Division of Health Studies: (03) 9479 1750

Course Coordinator: (03) 9479 1454

Duration: 4 years full-time or part-time equivalent

This double degree provides the opportunity to study pastoral care in conjunction with a major in public health from within the Bachelor of Health Sciences. The health sciences component incorporates the units required for a public health major in the Bachelor of Health Sciences. The pastoral care component draws upon pastoral care units and other relevant elective units from the School of Public Health, and the units offered by the Faculty of Humanities and Social Sciences, principally from the Religion and Spirituality program and the School of Communication, Arts and Critical Enquiry. As with other public health disciplines, the pastoral care degree includes supervised practice units in the third year. Graduates will be qualified for employment as pastoral care workers or as public health professionals who bring a pastoral care dimension to their practice. This double degree will also equip graduates with the expertise to practise as a pastoral care worker in the field of community health, chronic illness, disability or palliative care.

Pastoral care workers are expected to have knowledge concerning:

- the principles of health care, including palliative care
- cultural perspectives on religion, spirituality, health and illness
- interpersonal processes relating to effective communication and relationship building.

Program of study

The course requires a total of 540 credit points taken over four years. Students are required to take units to the total of 270 credit points from each area consisting of the following year levels.

Faculty	First-year units	Second-year units	Third-year units
Public Health	90	90	90
Pastoral Care	90	90	90

Course structure

There is no further intake into this course. Students currently enrolled will complete the following structure:

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE2EBD	Environmental and Social Determinants of Health	20
TE-SEM-1	PHE2CPH	Communication Processes in Health Care	20
TE-SEM-2	PHE2CLI	Living with Chronic Illness and Disability	20
plus			
TE-SEM-2 or TE-SEM-2	AST1ASR	Asian Religions	15
		Another first year level unit from Religion and Spirituality Studies	
plus one of			
TE-SEM-1 or TE-SEM-1	PHI1FMV	Freedom, Mind and Value	15
		An approved first year level unit in philosophy	
plus			
TE-SEM-1		First year elective taken from anywhere in the university	15
TE-SEM-2		Second year electives taken from anywhere within the university	30
		TOTAL	135

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE2HSD	Health Skills Development	20
TE-SEM-2	PHE3DDB	Death, Dying and Grief	15
plus one of			
TE-SEM-1	AST2INB	Introduction to Buddhism	20
	HIS2ABR	Aboriginal Religions	20
	PHI2BIE	Introduction to Bioethics	20

PHI2POR	Philosophy of Religion	20
	An approved second level unit in philosophy or in Religion and Spirituality Studies or a second level humanities or social science unit approved by the course coordinator	20

plus			
TE-SEM-1	PHE3PFA	Participatory Field Study A	30
TE-SEM-2	PHE2ARM	Applied Research Methods in Health	20
plus one of			
TE-SEM-2	AST2EMT	Eastern Meditational Traditions	20
	PHI2PET	Professional Ethics	20
	SOC2NRM	New Religious Movements	20
		An approved second level unit in philosophy or in Religion and Spirituality Studies or a second level humanities or social science unit approved by the course coordinator	20
plus		Second year elective taken from anywhere in the university	10
	TOTAL		135

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE3PHP	Public Health Programs	30
TE-SEM-1	PHE3PFA	Participatory Field Study A	30
TE-SEM-2	PHE3ISB	Illness, Spirituality and Care	15
TE-SEM-2	PHE3PFB	Participatory Field Study B	30
		Third year elective(s) taken from anywhere in the university	30
	TOTAL		135

Bachelor of Health Sciences/Bachelor of International Development – Melbourne (Bundoora) (HZHSDS)

Division of Allied Health: (03) 9479 1750

Faculty of Humanities and Social Sciences: (03) 9479 2023

Duration: 4 years

For details of Bachelor of International Development units, see entries in the Faculty of Humanities and Social Sciences section of this *Handbook*.

This four-year double-degree course provides students with the knowledge and skills relevant to analysing situations and delivering services which involve the intersection of health services and community development. Poor health is one of the major challenges which cultures and countries face as they attempt to develop socially, economically and politically. In these circumstances population health strategies require an understanding of economic and social development. It is anticipated that many of the graduates of this double degree would find employment in the development assistance field.

Programs of study

The course requires a total of 540 credit points taken over four years. Students are required to take units to the total of 270 credit points from each discipline consisting of the following year levels.

Faculty	First-year units	Second-year units	Third-year units
Health Sciences	90	120	60
Humanities and Social Sciences	90	80	100

Health Sciences requirements

Students must complete the following core units from the Bachelor of Health Sciences.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1API	Introduction to the Human Body	15
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	PHE1HOA	Health of Australians	15
TE-SEM-2	HBS1HRB	Regulation of Human Body Function	15
TE-SEM-2	PHE1AHS	Australia's Health Care System	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15

At second and third year level, students complete units from the Public Health Stream of Study in the Bachelor of Health Sciences.

International Development Studies requirements

Students must complete the following units from the Bachelor of Development International. All first year units are worth 15 credit points.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	ANT1CAG	Culture and Globalisation: introduction to anthropology	15
TE-SEM-1	HIS1CAM	The Conquest of the Americas: Aztecs, Incas, Mayans and Spaniards	15
TE-SEM-2	HIS1DEV	Globalisation: The Rise of the Modern World	15
TE-SEM-2		One first year Bachelor of International Development unit	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	ANT2DGC	Development, Globalisation and Culture	20
TE-SEM-2	HIS2WOR	The World since 1945	20
TE-SEM-1		One first year Bachelor of International Development unit	15
TE-SEM-1		One first year Bachelor of International Development unit	15
TE-SEM-2		One first year Bachelor of International Development unit	15

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-2	SOC3DIP	Development in Practice	20
TE-SEM-1		One third year DST elective unit	20
TE-SEM-2		Three third year DST elective units	60

Bachelor of Health Sciences/Bachelor of International Relations – Melbourne (Bundoora) (HZHSIR)

Enquiries: Division of Health Studies reception (03) 9479 1750

Faculty of Humanities and Social Sciences: (03) 9479 2023

Duration: 4 years

For details of Bachelor of International Relations units, see entries in the Faculty of Humanities and Social Sciences section of this *Handbook*.

This four-year double-degree develops, in students, knowledge of health sciences and international relations. With the increasing internationalisation of health services there is an increasing need for health professionals to understand the dynamics of international relations. It is anticipated that graduates of the combined degree will find employment in private enterprise, in government departments and in the not-for-profit non-government organisation sector.

Programs of study

The course requires a total of 540 credit points taken over four years. Students are required to take units to the total of 270 credit points from each discipline consisting of the following year levels.

Faculty	First-year units	Second-year units	Third-year units
Health Sciences	90	120	60
Humanities and Social Sciences/Law and Management	90	80	100

Health Sciences requirements

Students must complete the following core units from the Bachelor of Health Sciences.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1API	Introduction to the Human Body	15
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	PHE1HOA	Health of Australians	15
TE-SEM-2	HBS1HRB	Regulation of Human Body Function	15
TE-SEM-2	PHE1AHS	Australia's Health Care System	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15

At second and third year level, students complete units from the Public Health Stream of Study in the Bachelor of Health Sciences.

International Relations requirements

Students must complete the following units from the Bachelor of International Relations. All first year units are worth 15 credit points.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	POL1SNS	States, Nations and Security: World in Transition	15
TE-SEM-2	POL1EEH	Economy, Environment and Human Rights: World in Transition	15
TE-SEM-1		One first year IR unit from Electives A in BIR course description	15
TE-SEM-2		One first year IR unit from Electives A in BIR course description	15
TE-SEM-1		One first year IR unit from Electives B in BIR course description	15
TE-SEM-2		One first year IR unit from Electives B in BIR course description	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	POL2IPP	International Public Policy	20
TE-SEM-1		One second year IR unit from Electives A in BIR course description	20
TE-SEM-2		One second year IR unit from Electives A in BIR course description	20
TE-SEM-2		One second year IR unit from Electives B in BIR course description	20

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1		One third year IR unit from Electives A in BIR course description	20
TE-SEM-2	POL3PCW	Professional Competence: Transition to the Workplace	20
TE-SEM-2		One third year IR unit from Electives B in BIR course description	20
TE-SEM-1		One third year IR unit from Electives A or B in BIR course description	20
TE-SEM-2		One third year IR unit from Electives A or B in BIR course description	20

Bachelor of Health Sciences/Bachelor of Media Studies – Melbourne (Bundoora) (HZHSMS)

Division of Health Studies: (03) 9479 1750

School of Communication Arts and Critical Enquiry: (03) 9479 2616

Duration: 4 years

For details of Bachelor of Media Studies units, see entries in the Faculty of Humanities and Social Sciences section of this *Handbook*.

Public expectations about improved and extended health services are often gained from the media, and the public debate about health policy is also extensively played out in the media. This double degree in health sciences and media studies is proposed on the premise that increasingly there is a need for health professionals who have an understanding of the old and new media and that, concomitantly, there is a parallel need for media professionals who better understand health issues.

Programs of study

The course requires a total of 540 credit points taken over four years. Students are required to take units to the total of 260 credit points from each discipline with 20 credit points taken from electives within either Health Sciences or Media Studies units.

Faculty	First-year units	Second-year units	Third-year units
Health Sciences	90	80	90 20 electives ¹
Humanities and Social Sciences	60	100	100 20 electives ¹

Key: ¹ 20 credit points of electives can be taken from either Health Sciences or Media Studies level 2 or level 3 units.

Course structure**First year**

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1API	Introduction to the Human Body	15
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	PHE1HOA	Health of Australians	15
TE-SEM-2	HBS1HRB	Regulation of Human Body Function	15
TE-SEM-2	PHE1AHS	Australia's Health Care System	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15
TE-SEM-1	MST1CCO	Constructing Communication	15
TE-SEM-1	MST1MTN	Making the News	15
TE-SEM-2	MST1AAC	Audiences and Communication	15
TE-SEM-2	MST1WFM	Writing for the Media	15

At second year level, students must complete 80 credit points including core units from either Anatomy and Physiology, Ergonomics, Safety and Health, or the Public Health Stream of Study from the list below:

Second year*Health Sciences*

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE2EBD	Environmental and Social Determinants of Health	20
TE-SEM-1	PHE2HSD	Health Skills Development	20
TE-SEM-2	PHE2ARM	Applied Research Methods in Health	20
TE-SEM-2	PHE2LCI	Living with Chronic Illness and Disability	20
TE-SEM-2	PHE2CHP	Community Health Promotion	20
TE-SEM-1	HBS2ALL	Anatomy: Lower Limb	20
TE-SEM-1	HBS2HPA	Human Physiology A	20
TE-SEM-2	HBS2ATL	Anatomy: Trunk and Upper Limb	20
TE-SEM-2	HBS2HPB	Human Physiology B	20
TE-SEM-1	HBS2PEA	Design for Safe System Performance	15
TE-SEM-1	HBS2PEB	Workload, Stress and Performance Management	15
TE-SEM-2	HBS2BEW	Healthy Workplace Design	15
TE-SEM-2	HBS2BEM	Biological Bases of Ergonomics (M)	15

Media Studies

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	MST2RTM	Researching the Media	20
TE-SEM-2	MST2RMA	Research Media Audiences	20

At second year level, students must complete 90 credit points of level 3 units including core units from either Anatomy and Physiology, Ergonomics, Safety and Health, or the Public Health Stream of Study from the list below:

Third year*Health Sciences*

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS3APA	Advanced Physiology A	30
TE-SEM-2	HBS3APB	Advanced Physiology B	30
TE-SEM-1	OCT3OHS	Introduction to Occupational Health and Safety Principles and Legislation	15
TE-ALLYR	HBS3ESS	Ergonomics and Systems	25
TE-ALLYR	HBS3EAM	Ergonomics Analysis and Measurement	40
TE-SEM-1	HBS3DAI	Systems Data Analysis	20
TE-SEM-2	HBS3ESH	Reviews of Ergonomics Safety and Health Issues	20
TE-SEM-1	PHE3PHP	Public Health Programs	30
TE-SEM-1	PHE3SPH	Studies in Public Health	30
TE-SEM-1 or	PHE3PFA	Participatory Field Study A	30
TE-SEM-2	PHE3PFB	Participatory Field Study B	30
TE-SEM-2	PHE3DUB	Drug Use and Addictive Behaviour B	15

Media Studies

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	MST3MIN	Media Industries	20
TE-SEM-1	MST3BEJ	Broadcast and Electronic Journalism	20
TE-SEM-2	MST3MPD	Media Project Development	20
<i>plus</i>			
TE-SEM-1 or		Video, Radio or Journalism stream unit	20
TE-SEM-2			
TE-SEM-1 or		Media Studies second year elective	20
TE-SEM-2			

TE-SEM-1 or	Media Studies second or third year elective	20
TE-SEM-2		
<i>plus</i>		
TE-SEM-1 or	One second, or third year elective taken from either Health Sciences or Media Studies	20
TE-SEM-2		

Bachelor of Pastoral Care (Graduate Entry) – Melbourne (Bundoora) (HBPC)

Division of Health Studies: (03) 9479 1750

Course Coordinator: (03) 9479 1745

Duration: 2 years full-time or part-time equivalent

Note: This course is only available to applicants who have completed an undergraduate degree or equivalent.

This course offers graduates a means of obtaining pastoral care training that complements previous education and experience and is sufficiently comprehensive to equip them with the range of knowledge and skills required for pastoral care practice in health care settings.

Study areas include the history of pastoral care provision, pastoral practice methodologies, public health knowledge and skills, knowledge of the Australian health system, philosophical approaches to key issues in holistic health care provision, and selected cultural contexts of human religious and spiritual belief. The curriculum itself comprises the BPC component of the double degree BHSc/BPC, with some additional public health electives included. The purpose of these additional electives is to ensure that graduates entering without a health sciences background are able to take core public health units, whilst those with a health sciences background will be able to choose electives from a range of humanities and social science units. Students will be encouraged to make their elective choices, in consultation with the course adviser, to complement the knowledge and skills they bring to the program. The degree includes supervised practice units in the second (final) year.

Course structure**First year**

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE1IPC	Person Centred Care	15
TE-SEM-1	ENG1SRP	Spirituality and Rites of Passage	15
TE-SEM-1		An approved first year level unit in philosophy	15
<i>plus either</i>			
TE-SEM-1		An approved first year level unit in philosophy or in Religion and Spirituality Studies	15
<i>or</i>			
TE-SEM-1	PHE1HOA	The Health of Australians	15
<i>plus</i>			
TE-SEM-2	AST1ASR	Asian Religions	15
TE-SEM-2	PHE3DDB	Death, Dying and Grief	15
TE-SEM-2	PHE3ISB	Illness, Spirituality and Care	15
TE-SEM-2		Elective chosen from anywhere in the University	15
	TOTAL		120

Second year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	PHE2CPH	Communication Processes in Health Care	20
TE-SEM-1	PHE3PFA	Participatory Field Study A	30
<i>Plus one of</i>			
TE-SEM-1	AST2INB	Introduction to Buddhism	20
TE-SEM-1	HIS2ABR	Aboriginal Religions	20
TE-SEM-1	PHE2HSD	Health Skills Development	20
TE-SEM-1	PHI2POR	Philosophy of Religion	20
TE-SEM-2	PHI2BIE	Introduction to Bioethics	20
<i>plus</i>			
TE-SEM-2	PHE3PFB	Participatory Field Study B	30
<i>Plus one of</i>			
TE-SEM-2	AST2EMT	Eastern Meditational Traditions	20
	PHE2LCI	Living with Chronic Illness and Disability	20
	PHI2PET	Professional Ethics	20
	SOC2NRM	New Religious Movement	20

DIVISION OF NURSING AND MIDWIFERY

Bachelor of Nursing (pre-registration) – Albury-Wodonga (HBNPRW), Bendigo (RBN), Melbourne (Bundoora) (HBN), Mildura (HBNM), Shepparton (HBNUP)

Tel: (03) 9479 5950

Duration: 3 years full-time

This comprehensive course leads to registration as a Division 1 nurse with the Nurses Board of Victoria. It is offered across the Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura and Shepparton campuses. Students are required to undertake a course of studies equivalent to that listed below. Some unit codes differ depending upon the campus of offer. The following course structure is that of the Albury-Wodonga, Melbourne (Bundoora), Mildura and Shepparton campuses. For further information regarding Albury-Wodonga, Mildura and Shepparton and the structure of courses offered at the Bendigo Campus, please refer to those campus entries elsewhere in this *Handbook*. Note that the teaching period in which a unit is offered may change.

The Bachelor of Nursing (pre-registration) is a three-year pass degree. An Honours year is also available for candidates who meet the entrance requirements.

The philosophy of the course views students as active participants in the learning process. This enhances the development of the critical thinking and problem-solving skills that enable the graduate to respond to the changing demands of health care services. The course involves study in nursing theory, practice and research, human biosciences and public health.

The on-campus skills laboratory enables students to practise and develop clinical nursing skills in a simulated and supportive environment. For enrolled students, the clinical learning component occurs in hospitals and health care agencies within regional and metropolitan areas (depending on your campus of enrolment).

This course is offered on a full-time basis. Part-time study is not recommended, but may be considered at the discretion of the Undergraduate Course Coordinator. It is also offered as a two-year, full-time Graduate Entry program at the Melbourne (Bundoora) Campus, with one year of advanced standing being granted to selected applicants with an Australian Bachelor degree or equivalent. An additional year of study is available at Honours level for students who have achieved an outstanding academic record. Students who enrol in the Honours stream may apply for registration as a Division 1 nurse at the completion of pass-degree studies.

Professional recognition

Graduates are eligible for registration as Division 1 nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

Course structure (3-year program) (HBN)

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-1	HBS1API	Introduction to Human Body	15
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-2	NSG1FUN	Fundamentals of Nursing Practice	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	HBS1AON	Anatomy: Organs	5

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG2EBP	Evidence Based Nursing	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	NSG3NTF	Nursing The Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	Nursing elective	Nursing Practicum elective from approved list	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15

Bachelor of Nursing (Honours) – Melbourne (Bundoora) (HHN), Bendigo (RHN), Albury-Wodonga (HSHNW)

An Honours stream, normally undertaken on a part-time basis over two years, is available as the fourth year of the Bachelor of Nursing. This course is available at the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. To be eligible students should have achieved a B-grade average or above in third year studies. Students with a Bachelor of Nursing from another institution may be considered for entry.

Students are assisted to demonstrate academic and investigative skills in critical review and analysis of data which are at a higher level than normally expected of pass-level students and to broaden and deepen their theoretical knowledge in the discipline of nursing as a preparation for graduate study.

Course structure

Honours students enrol in four course work units, participate in research seminars and submit a research essay or project comprising 10,000–12,000 words or the equivalent. Both first and second years are based on part-time study. Study mode includes the attendance at fortnightly research seminars.

Advanced standing

Students undertaking an approved graduate year program while enrolled in the Honours course may apply for credit for the Nursing Practicum elective. To receive the credit, student's need to have completed a minimum of 52 days of clinical practice and provide a satisfactory report of their clinical progress from the graduate year program coordinator.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG4RHP	Research Honours Preparation	15
TE-SEM-1		Nursing practicum elective from approved list	15
TE-SEM-2	NSG4NTP	Thesis preparation	15
TE-SEM-2	NSG4RIN	Readings in Nursing	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG4NTH	Thesis	30
TE-SEM-2	NSG4NTH	Thesis	30

Bachelor of Nursing (Graduate Entry Program) – Melbourne (Bundoora) (HBNPRG)

Tel: (03) 9479 5950

Duration: 2 years full-time

The Bachelor of Nursing (Graduate Entry) is a two-year course available to students who have completed an Australian Bachelor degree (or equivalent) and prepares graduates for Division 1 registration. It is offered at the Melbourne (Bundoora) Campus only. This course requires previous study in human anatomy and physiology. Students without previous study in this area are required to successfully complete a short course in human anatomy and physiology prior to the commencement of this course.

Professional recognition

Graduates are eligible for registration as Division 1 nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-1	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-1	NSG1FUN	Fundamentals of Nursing Practice	15
TE-SEM-2	NSG2EBP	Evidence Based Nursing	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2AUA	Acute Nursing Practice A	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15

Honours

An Honours year may be undertaken as a third year of this program. See the Honours description above.

Bachelor of Nursing (Division 2 Conversion) – Melbourne (Bundoora) (HSBNC), Albury-Wodonga (HSBNCW), Bendigo (BEBND2), Mildura (HBNCM), Shepparton (HBNCP)

Tel: (03) 9479 5950

Duration: 2 years full-time, 3 years part-time Mildura and Shepparton

The Bachelor of Nursing (Division 2 Conversion) is a 2-year course available to students who hold a current Division 2 registration and wish to upgrade their qualification to Division 1. It is offered at the Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura and Shepparton campuses. The following course structure is that of the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. Please refer to the relevant sections of this *Handbook* for the structure at Mildura and Shepparton. Successful completion of this course prepares graduates for Division 1 registration. This course requires all students to successfully complete a short course in human anatomy and physiology prior to the commencement.

Professional recognition

Graduates are eligible for registration as Division 1 nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

First year – Albury-Wodonga, Bendigo, and Melbourne (Bundoora)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-1	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2MED	Medication management for Nurses	15
TE-SEM-2	NSG2EBP	Evidence Based Nursing	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG2AUA	Acute Nursing Practice A	15

Second year – Albury-Wodonga, Bendigo and Melbourne (Bundoora)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15

TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15

Advanced Diploma in Nursing – Melbourne (Bundoora) (HDIAN), Bendigo (RDN), Albury-Wodonga (HDIANW)

Tel: (03) 9479 5950

Duration: 1 year part-time or 1 semester full-time*

Note: This course will only run full-time upon sufficient enrolment numbers

The course is a part-time course offered over two semesters. The course may be available full-time over one semester if there is sufficient demand. This course is offered across the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses.

Application is by direct admission. The applicant should be a previously registered nurse on the Division 1 register, but who has allowed his or her registration to lapse or an international registered nurse wishing to obtain registration in Victoria. The application form should include a copy of the lapsed registration certificate plus a letter of approval to undertake the course, obtained from the Nurses Board of Victoria. Applications close at the end of October. Late applications may be considered if places are available.

Professional recognition

Graduates are eligible for registration as Division 1 nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1 or TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-1 or TE-SEM-2	NSG2MED	Medication Management for Nurses	15
TE-SEM-1 or TE-SEM-2	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-1 or TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the unit database at www.latrobe.edu.au/udb_public

Bachelor of Nursing (post-registration) – Albury-Wodonga (HSBNW), Bendigo (RBNP), Melbourne (Bundoora) (HBNP)

Tel: (03) 9479 5950

Duration: 1 year full-time or 2 years part-time

This course enables registered nurses to expand and practically apply their knowledge base. This course is available at the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. It aims to provide students with academic and practical skills and the attitudes required to comprehend, critically analyse and evaluate new knowledge in nursing. Graduates of the course will have a strong discipline base for postgraduate study.

Consistent with the rationale of the course, the Division of Nursing and Midwifery aims to prepare qualified nurses to:

- develop further a discipline perspective through the study of relevant literature
- acquire the ability to interpret and utilise nursing research findings
- critically examine issues related to health care delivery systems and the implications for nursing and recipients
- broaden and deepen their knowledge of nursing practice in order to expand their role in a selected practice setting
- demonstrate commitment to learning as a life-long process.

Stream A

Admission requirements

This course is open to nurses who hold a diploma from a college or university or who hold a nursing certificate from a hospital-based

program. Applicants must be eligible for registration as Division 1 nurses with the Nurses Board of Victoria.

Advanced standing

Holders of a three-year Australian Diploma in Nursing may apply for advanced standing.

Course structure

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1 or TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	NSG2EBP	Evidence-based Nursing	15

Plus six electives chosen with the agreement of the Undergraduate Course Coordinator.

Stream B

Admission requirements

This course is designed for nurses who hold a diploma or degree in nursing from a college or university or who hold a nursing certificate from a hospital-based program and are not currently registered with the Nurses Board of Victoria. This course is available at the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. Local applicants must have been previously registered as Division 1 or Division 3 nurses with the Nurses Board of Victoria and wish to re-enter the nursing profession. Students are required to provide the university with a letter from the Nurses Board of Victoria granting permission to undertake the course with the intention of applying for registration or re-registration.

Professional recognition

Graduates are eligible for membership of the Royal College of Nursing, Australia.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG2MED	Medication Management	15
TE-SEM-1	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG2EBP	Evidence-based Nursing	15
TE-SEM-1	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15

Plus three electives chosen with the agreement of the Undergraduate Course Coordinator.

Post-registration recommended electives Stream A and Stream B

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG2MED	Medication Management	15
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, ethics and accountability for nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15

Bachelor of Nursing Science – Bendigo (RBNS), Melbourne (Bundoora) (HBNS)

Tel: (03) 9479 5950

Duration: 4 years full-time

* For Continuing Students Only

This is Australia's first four-year degree leading to registration as a Division 1 nurse with the Nurses Board of Victoria. This course is available at the, Bendigo and Melbourne (Bundoora) campuses. The course represents the ideal educational preparation for registered nurses and received numerous commendations from across Australia and the profession. While it has a number of units in common with the three-year Bachelor of Nursing, it aims to prepare the nurse leaders of the future. To this end the entry score is higher, students have a greater opportunity to develop their clinical skills in an area of particular interest, with enhanced research preparation and skills now required of nurses in management, leadership, negotiation and delegation.

Professional recognition

Graduates are eligible for registration as Division 1 nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

Course structure

The following course structure is that for Melbourne (Bundoora) campus. For further information regarding the course structure of the Bendigo course, please refer to the relevant entries elsewhere in this *Handbook*. The course provides an opportunity to study an Honours or pass stream from third year.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	HBS1API	Introduction to Human Body	15
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-2	NSG1FUN	Fundamentals of Nursing Practice	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15
TE-SEM-2	HBS1AON	Anatomy: Organs	5
TE-SEM-2	HBS1HBF	Human Body Function	10

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG2EBP	Evidence-based Nursing	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

Third year (Honours stream)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	NSG4RHP	Research Honours Preparation	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-2	NSG4NTP	Thesis Preparation	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15
TE-SEM-2	NSG4RIN	Readings in Nursing	15

Fourth year (Honours stream)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG4HIA	High Acuity Nursing Practice	15
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG4NTH	Thesis	30
TE-SEM-2	NSG4NTH	Thesis	30
TE-SEM-2	NSG4PCO	Nursing Practice Consolidation (Honours)	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15

Bachelor of Nursing/Bachelor of Midwifery – Melbourne (Bundoora) (HZNM)

Tel: (03) 9479 5950

Duration: 4 years full-time

This four-year double-degree leads to registration as a Division 1 nurse and endorsement to practise as a midwife with the Nurses Board of Victoria. The course is offered on a full-time basis at the Melbourne (Bundoora) Campus only.

The course is designed to:

- prepare graduates to assume practice roles in a broad range of health care settings – midwifery and nursing
- provide graduates with the theoretical preparation, public speaking ability, and presentation and negotiation skills to enable them to assume future leadership roles in the health care system
- provide graduates with in-depth understanding of the roles of the midwife and nurse in social change, to be capable of taking a politically informed stance to support health for all.

The Nursing and Midwifery studies are integrated in such a way that students who decide not to pursue the midwifery pathway during the four-year program will need to withdraw from it and re-enrol in the Bachelor of Nursing. (This may be done up to the end of second year without the student incurring any penalty.)

Professional recognition

Graduates are eligible for registration as Division 1 nurses and endorsement as a midwife with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia and the Australian College of Midwives.

Course structure

The following course structure is that for the Melbourne (Bundoora) Campus.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-1	MID1FOU	Foundations of Midwifery	15
TE-SEM-1	HBS1API	Introduction to Human Body	15
TE-SEM-2	NSG1FUN	Fundamentals of Nursing Practice	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15
TE-SEM-2	HBS1AON	Anatomy: Organs	5
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	MID1PRE	Pregnancy in Midwifery Practice	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-1	MID2NBA	Normal Birth and Postnatal A	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG2EBP	Evidence-based Nursing	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	MID2NBB	Normal Birth and Postnatal B	30
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	MID3NEO	Neonatal Midwifery Practice	30
TE-SEM-1		Health-related elective	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	MID3CPR	Compromised Pregnancy	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3NTF	Nursing The Future	15
TE-SEM-1	MID4CBA	Compromised Birth A	30
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2		Midwifery/Nursing elective from approved list	15
TE-SEM-2	MID4CBB	Compromised Birth B	30

Faculty Electives

The following electives are available to students from anywhere in the university who have the relevant prerequisites. The list is sorted by year level, teaching period and discipline.

First year units

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HCS1ANA	AUSLAN 1A	15
TE-SEM-1	HCS1EDS	Academic English for Deaf Students	15
TE-SEM-1	HIM1HIA	Health Informatics	15
TE-SEM-1	HIM1MTA	Medical Terminology	15
TE-SEM-1	PHE1CSG	Culture, Society and the Health and Men and Women	15
TE-SEM-1	PHE1IPC	Person Centred Care	15
TE-SEM-2	HCS1ANB	AUSLAN 1B	15
TE-SEM-2	PHE1BHN	Public Health for Nutrition Studies	15
TE-SEM-S	HCS1ANA	AUSLAN 1A	15
TE-SEM-S	HCS1ANB	AUSLAN 1B	15

Second year units

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HCS2ANA	AUSLAN 2A	20
TE-SEM-1	HCS2ECS	Effective Communication for the Successful Professional	15
TE-SEM-1	PHE2HSD	Health Skills Development	20
TE-SEM-2	HBS2PAS	Systemic Pathology	5
TE-SEM-2	HCS2ANB	AUSLAN 2B	20
TE-SEM-2	PHE2OPH	Organisational Psychology of Health Services	20
TE-SEM-S	HBS23FSA ^{2,3}	Fertility, Reproductive Technology and Society A	10
TE-SEM-S	HBS23FSB ^{2,3}	Fertility, Reproductive Technology and Society B	15
TE-SEM-S	HBS23RHE ^{1,3}	Reproductive Health	15
TE-SEM-S	HBS23RHS ^{1,3}	Reproductive and Sexual Health	10
TE-SEM-2	PHE2CHP	Community Health Promotion	20

Third year units

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS3DIS ²	Drugs in Sport	15
TE-SEM-1	HCS3ANA	AUSLAN 3A	20
TE-SEM-1	HCS3ECS	Effective Communication for the Successful Professional	15
TE-SEM-1	PHE3IGA	Introduction to Gerontology A	10
TE-SEM-1	PHE3SEP	Sport and Exercise Psychology	15
TE-SEM-1	HIM4PIS	Professional Issues	20
TE-SEM-1	POR3PGA	Pathological Gait Analysis	15
TE-SEM-2	HBS3DIU ²	Drugs in Use	15
TE-SEM-2	HBS3TIP	Topics in Pathophysiology	15
TE-SEM-2	HCS3ANB	AUSLAN 3B	20
TE-SEM-2	HCS3ANC	AUSLAN 3C	20
TE-SEM-2	PHE3LDA ²	Living with Disability in the Australian Community A	10
TE-SEM-2	PHE3DDA	Death, Dying and Grief A	10
TE-SEM-2	PHE3ddb	Death, Dying and Grief B	15
TE-SEM-2	PHE3DUA	Drug Use and Addictive Behaviour A	10
TE-SEM-2	PHE3DUB	Drug Use and Addictive Behaviour B	15
TE-SEM-2	PHE3EPH ²	Ecology and Public Health	15
TE-SEM-2	PHE3IH ²	Introduction to Health Information Systems	30
TE-SEM-2	PHE3ISB	Illness and Spirituality	15
TE-SEM-2	PHE3LDB ²	Living with Disability in the Australian Community B	15
TE-SEM-2	PHE3PPH	Psychosocial Perspectives of Health and Illness	15
TE-SEM-S	HBS3RHE ³	Reproductive Health	15
TE-SEM-S	HBS3RSH ³	Reproductive and Sexual Health	10
TE-SEM-S	PHE3HIC	Health Informatics for Clinical Practice	15
TE-SEM-2	PHE3SPH	Studies in Public Health	30

Key: ¹ Can be taken at third year level.

² Not offered in 2008.

³ Offered in block mode over winter vacation on alternate years. Also offered at third year level.

UNIT DESCRIPTIONS

DFS1ANB AUSLAN 1B (15 CPs Sem. TE-SEM-2 BE, BU. TE-SEM-S BU. TE-W28-28 BU.) *Ms Berna Hutchins*

The offering of this unit as a one-week intensive is subject to sufficient enrolments

In this unit, students continue to concentrate on developing practical abilities in both the reception and production of Australian sign language (Auslan) to a level of basic communicative competence. Students are introduced to the grammatical structures of Auslan and the use of the language in its appropriate cultural and social content.

Prerequisite: DFS1ANA or equivalent.

Class requirements: One 3-hour seminar per week. WebCT is utilised in this unit.

Assessment: Class exercises equivalent to 700 words (20%), two 15-minute live signing tests (40%), and one 2-hour examination (40%).
Hurdle requirement: Must obtain a pass in all components of assessment (0%).

Prescribed Reading:

Branson, J. Edn. *Auslan 1 B Readings and workbook* NIDS, La Trobe University, 2008.

Branson, J. et al. *Introduction to Auslan level 2* NIDS, La Trobe University, 1995.

DFS1EDS ACADEMIC ENGLISH FOR DEAF STUDENTS (15. CPs Sem. TE-SEM-1 BU.) *Professor Jan Branson*

In this unit, deaf students are introduced to the wide range of skills needed in a university environment. It enables students to develop their English language literacy and numeracy skills in an academic context. Students will examine the issues in developing written academic discourse from a deaf perspective. The course will focus on reading and writing English particularly in relation to producing essays, tutorial papers and laboratory reports and in the critical evaluation of written texts. Library studies will include bibliographic research skills. It will also consider ways of understanding statistics as used in academic reports. Students will be introduced to the main computer programs used for essay production and the use of email and the Internet.

Class requirements: One 4-hour seminar per week. WebCT is utilised in this unit.

Assessment: Class exercises equivalent to 500-words (10%), one 20-minute individual class presentation (20%), one 500-word essay (10%), and one 2500-word essay (60%).

Prescribed Reading:

Bate, D. and Sharpe, P. *Handbook for university students* Harcourt Brace 1996.

DFS2ANA AUSLAN 2A (20. CPs Sem. TE-SEM-1 BE, BU.) *Professor Jan Branson*

In this unit, students concentrate on further developing their communicative competence in both receptive and productive skills. Students focus on the use of informal registers and discourse forms in the language. The issue of language variation within the deaf community will be discussed.

Prerequisite: DFS1ANB or equivalent.

Class requirements: One 2-hour seminar or lecture plus one 2-hour tutorial per week. WebCT is utilised in this unit.

Assessment: Four class exercises total equivalent to 1200 words (20%), two 15-minute live signing tests (40%), and one 2-hour examination (40%). Hurdle requirement: Must obtain a pass in all components of assessment

Prescribed Reading:

Branson, J. Edn. *Auslan 2A Readings* NIDS, La Trobe University 2008.

Auslan 2A Student Video NIDS, La Trobe University 2008.

DFS2ANB AUSLAN 2B (20. CPs Sem. TE-SEM-2 BE, BU.) *Professor Jan Branson*

In this unit, students continue to concentrate on further developing their communicative competence in both receptive and productive skills. Students focus on formal registers and discourse forms used in the language. The issue of language variation within the deaf community will be discussed.

Prerequisite: DFS2ANA or equivalent.

Class requirements: One 2-hour seminar / lecture and one 2-hour tutorial per week. WebCT is utilised in this unit.

Assessment: Two 15-minute live signing tests (40%), one 2-hour examination (40%), four class exercises total equivalent to 1200 words (20%). Hurdle requirement: Must obtain a pass in all components of assessment (0%).

Prescribed Reading:

Branson, J. Edn. *Auslan 2B Readings and workbook* NIDS, La Trobe University 2008.

Auslan 2B Student video NIDS, La Trobe University 2008.

DFS3ANA AUSLAN 3A (20. CPs Sem. TE-SEM-1 BE, BU.) *Ms Anne Bremner*

This unit critically examines the emergence of the deaf community in Australia and its development out of the colonialisation of Australia. It examines the very beginnings of that community from the arrival of the first deaf person in Australia on the Second Fleet and the establishment of schools of the deaf in the 19th century to the community today. It traces the historical origins of linguistic and educational ideas that the early members of the community brought with them to Australia. Topics studied include the impact of spoken and written languages on the development of Auslan and other signing systems.

Prerequisite: DFS2ANB or equivalent.

Class requirements: One 4-hour seminar or lecture per week. WebCT is utilised in this unit.

Assessment: Four class exercises total equivalent to 1200 words (20%), two 15-minute live signing tests (40%), and one 2-hour examination (40%). Hurdle requirement: Must obtain a pass in all components of assessment (0%).

Prescribed Reading:

Branson, J. (ed.) *Auslan 3A Readings* NIDS, La Trobe University 2008.

Recommended Reading:

Branson, J. and Miller, D. *Damned for their difference* Gallaudet University Press 2002.

Fischer, R. and Lane, H. *Looking back* Signum Press, Hamburg 1993.

DFS3ANB AUSLAN 3B (20. CPs Sem. TE-SEM-2 BE, BU.) *Ms Anne Bremner*

In this unit, students will examine the structures of signs and sequences from a linguistic perspective. Students will explore the theme of sign language universals, focusing on how sign languages develop grammatical structures that are linked to the visual-spatial dimension in which these languages operate. Specific topics examined are space and grammars; incorporating pronominalisation, verb inflection, role shift and time marking, classifiers, non-manual markers and sign order.

Prerequisite: DFS3ANA or equivalent.

Class requirements: One 4-hour seminar or lecture per week. WebCT is utilised in this unit.

Assessment: Two 15-minute live signing tests (40%), one 2-hour examination (40%), four class exercises equivalent to 1200 words (20%). Hurdle requirement: Must obtain a pass in all components of assessment (0%).

Prescribed Reading:

Branson, J. (ed.) *Auslan 3B Readings* NIDS, La Trobe University 2008.

Recommended Reading:

Lindell, S. K. *Grammar, gesture and meaning in American Sign Language* Cambridge University Press, 2003.

Woll, B. and Sutton-Spence, R. *The linguistics of British Sign Language: an introduction* Cambridge University Press 1999.

Schembri, A. *The structure and formation of signs in Auslan* North Rocks Press 1996.

HBS1ALB ANATOMY: UPPER LIMB, LOWER LIMB AND FOOT (15. CPs Sem. TE-SEM-2 BU.) *Dr Sherrie Wentworth*

In this unit, the contents are taught in 3 modules. Module 1 covers the regional anatomy of the lower limb from the pelvic girdle to the foot. Module 2 covers the detailed anatomy of the foot and its function, particularly relating to the role of the joints, intrinsic musculature and fascia in weight bearing. Module 3 covers upper limb from the pectoral girdle to the hand (including the role of the hand in grasp). Emphasis is placed on the application of anatomical principles (first met in HBS1APH) in order to correlate structure with function in developing an understanding of the anatomical bases of everyday activities. Lectures will be supported by practical sessions which will include surface anatomy and the examination of appropriate cadaver specimens.

Co-requisite: HBS1APH.

Class requirements: Nineteen 1-hour lectures and 8 hours of practical classes are conducted per module.

This unit is not available for study abroad students.

Assessment: Two tests per module (equivalent to 150-words each) (30%). There are 3 modules, one 3-hour written examination (70%). Hurdle requirement: participation in all components of the assessment.

Prescribed Reading:

HBS1ALB. Current Edn. student manual.

Recommended Reading:

Snell, R.S. *Clinical anatomy* 7th Edn. Lippincott Williams and Wilkins 2004.

Moore, K. L., and Dalley, A. F. *Clinically oriented anatomy* 5th Edn., Lippincott Williams and Wilkins 2006.

HBS1ALF ANATOMY: LOWER LIMB AND FOOT (10. CPs Sem. TE-SEM-2 BU.) *Dr Richard Duckett*

In this unit, two consecutive modules are taught. Module 1 covers the regional anatomy of the lower limb from the pelvic girdle to the foot. Module 2 covers the detailed anatomy of the foot and its function, particularly relating to the role of the joints, intrinsic musculature and fascia in weight bearing. Emphasis is placed on the application of anatomical principles (first met in HBS1APH) in order to correlate structure with function in developing an understanding of the anatomical bases of everyday activities. Lectures will be supported by practical sessions which will include surface anatomy and the examination of appropriate models.

Co-requisite: HBS1APH.

Class requirements: Three 1-hour lectures and one 1.5-hour practical class per week for the duration of each module. WebCT will be used as a means of communication and document delivery.

This unit is not available for study abroad students.

Assessment: Four practical tests (equivalent to 150-words each) (20%), one 2-hour written examination (80%). Hurdle requirement: participation in all components of the assessment.

Prescribed Reading:

Snell, R.S. *Clinical anatomy for medical students* 7th Edn. Williams and Wilkins 2004.

Moore, K. L. and Dalley, A. F. *Clinically oriented anatomy* 5th Edn. Williams and Wilkins 2005.

Drake, R.L., Vogl, W. and Mitchell, A.W.M. *Gray's anatomy for students* Elsevier, Churchill and Livingstone 2005.

HBS1ALF Current Edn. student manual.

HBS1ALU ANATOMY: LOWER AND UPPER LIMBS (10. CPs Sem. TE-SEM-2 BU.) *Dr Richard Duckett*

In this unit, two consecutive modules are taught. Module 1 covers the regional anatomy of the lower limb from the pelvic girdle to the foot (considering the foot simply as a platform supporting the limb). Module 2 covers upper limb from the pectoral girdle to the hand (including the role of the hand in grasp). Emphasis is placed on the application of anatomical principles (first met in HBS1APH) in order to correlate structure with function in developing an understanding of the anatomical bases of everyday activities. Lectures will be supported by practical sessions, including surface anatomy, examination of appropriate cadaver specimens and computer aided learning activities.

Co-requisite: HBS1APH.

Class requirements: Three 1-hour lectures and one 1.5-hour practical class per week for the duration of each module. WebCT will be used as a means of communication and document delivery.

This unit is not available for study abroad students.

Assessment: 4 practical tests (equivalent to 150-words each) (20%), one 2-hour written examination (80%). Hurdle requirement: student participation in all components of the assessment.

Prescribed Reading:

Snell, R.S. *Clinical anatomy for medical students* 7th Edn. Lippincott Williams and Wilkins 2004.

Moore, K. L., and Dalley, A. F. *Clinically oriented anatomy* 5th Edn. Williams and Wilkins 2005.

Drake, R.L., Vogl, W. and Mitchell, A.W.M. *Gray's anatomy for students* Elsevier Churchill Livingstone 2005.

HBS1ALU Current Edn. student manual.

HBS1AON ANATOMY: ORGANS (5 CPs Sem. TE-SEM-2 AW, BU, MI, SH.) *Dr Jodi Sita*

In this unit, the principles of anatomy which begun in HBS1API will be developed and applied to the location and physical relationships between major organ systems of the head and trunk. Emphasis will be placed on cardiovascular, respiratory, digestive, renal and reproductive systems, paralleling the functional approach to these in HBS1HBF. Lectures will be supported by practical sessions, including surface anatomy and examination of cadaver specimens.

Co-requisite: HBS1HBF, HBS1API.

Class requirements: Eighteen 1-hour lectures and four 2-hour practical classes per semester.

This unit is not available for study abroad students.

Assessment: One 10-minute multiple choice test (equivalent to 200 words) (10%), one 300-word assignment (20%), one 1-hour written examination (70%). Hurdle requirement: student must participate in all components of the assessment.

Recommended Reading:

Blackhouse, K.M., Haching, R.T. *Clinical surface anatomy* Mosby 1998.

Moore, L.M. and Agur, A.M.R. *Essential clinical anatomy* 2nd Edn. Lippincott, Williams and Wilkins 2002.

HBS1AON Current Edn. student manual.

HBS1APA ANATOMY FOR PHYSIOTHERAPY A (15 CPs Sem. TE-SEM-1 BU.)

Dr Rod Green

In this unit students will be introduced to the principles of bones, joints, skeletal muscles, nerves, vessels and skin. These principles will be applied to regional anatomy of the lumbar vertebral column and lower limb. Embryological development relevant to an understanding of the gross anatomy will be covered in each region. Lectures will be supported by practical classes including examination of appropriate cadaver, histological and radiographic materials and CAL activities. Application of anatomical principles will be utilised to correlate structure with function in developing an understanding of the anatomical bases of everyday activities and some pathological conditions.

Class requirements: Three 1-hour lectures, one 2-hour practical class, and one 1-hour practical class per week.

Assessment: One 3-hour written examination (80%), five practical tests (equivalent to 150 words each) (20%). Hurdle requirement: participation in all components of assessment.

Prescribed Reading:

Moore, K.L. and Dalley, A.F. *Clinically oriented anatomy* 5th Edn. Lippincott, Williams and Wilkins 2006.

Rohen, J.N., Yokochi, C. and Lutjen-Drecoll, E. *Colour atlas of anatomy* 5th Edn. Lippincott, Williams and Wilkins.

HBS1APA Anatomy for Physiotherapy A manual Current Edn.

HBS1APB ANATOMY FOR PHYSIOTHERAPY B (15 CPs Sem. TE-SEM-2 BU.)

Dr Rod Green

In this unit students will be introduced to the mechanics of connective tissues and the principles of anatomy covered in HBS1APA will be applied to regional anatomy of the vertebral column and upper limb. Embryological development relevant to an understanding of the gross anatomy will be covered in each region. Lectures will be supported by practical classes including examination of appropriate cadaver, histological and radiographic materials and CAL activities. Application of anatomical principles will be utilised to correlate structure with function in developing an understanding of the anatomical bases of everyday activities and some pathological conditions. Students' ability to correlate structure with function will be assessed by the presentation of a seminar comparing homologous components of the upper and lower limb.

Co-requisite: HBS1APA.

Class requirements: Three 1-hour lectures, one 2-hour practical class, and one 1-hour practical class per week.

This unit is not available for study abroad students.

Assessment: One 2.5-hour written exam (70%), five practical tests (equivalent to 150 words each) (20%), one 15-minute verbal presentation (in groups of 2) (10%). Hurdle requirement: participation in all components of assessment.

Prescribed Reading:

Moore, K.L. and Dalley, A.F. *Clinically oriented anatomy* 5th Edn. Lippincott, Williams and Wilkins 2006.

Rohen, J.N., Yokochi, C. and Lutjen-Drecoll, E. *Colour atlas of anatomy* 5th Edn. Lippincott, Williams and Wilkins.

HBS1APB Anatomy for Physiotherapy B manual Current Edn.

HBS1APH HUMAN ANATOMY AND PHYSIOLOGY (15. CPs Sem. TE-SEM-1 BU.) *Dr Richard Duckett, Dr Susan Malcolm*

In this unit students will be introduced to basic physiological and anatomical concepts that will be further developed in semester 2. Physiology lectures will cover homeostasis, body fluids, the cell and plasma membrane, mechanisms by which substances cross the membrane, the nervous system and skeletal muscle. Anatomy lectures

will cover anatomical terminology, tissues, skin, the musculoskeletal system, nerves and regional anatomy. Lectures are supported by practical classes and tutorials.

Incompatible unit: HBS1API, HBS1HFU.

Class requirements: Four 1-hour lectures per week with five 2-hour practical classes and five 1-hour tutorial/workshops per semester.

This unit is not available for study abroad students.

Assessment: Three 5-minute tests in practical classes (equivalent to a total of 1000-words) (15%). Hurdle requirement: participation in all components of the assessment, one 2-page diagram-based assignment (equivalent to 500-words) (5%), one 1.5-hour written anatomy examination (40%), one 1.5-hour written physiology examination (40%)

Recommended Reading:

HBS1APH - Anatomy Current Edn. student manual.

HBS1APH - Physiology Current Edn. student manual.

Marieb, E. and Hoehn, K. *Human Anatomy and Physiology* 7th Edn. Pearson, 2007.

HBS1API INTRODUCTION TO THE HUMAN BODY (15. CPs Sem. TE-SEM-1 AW, BU, MI, SH.) AW: Dr Charu Mishra, BU: Dr Susan Malcolm, BU: Dr Jodi Sita

In this unit students will be introduced to basic physiological and anatomical concepts that will be further developed in semester 2. Physiology lectures will cover homeostasis, body fluids, the cell and plasma membrane, mechanisms by which substances cross the membrane, the nervous system and skeletal muscle. Anatomy lectures will cover anatomical terminology, tissues, skin, the musculoskeletal system, nerves and regional anatomy. Lectures are supported by practical classes and tutorials.

Incompatible unit: HBS1APH, HBS1HFU.

Class requirements: Four 1-hour lectures per week, nine 1-hour practical classes and five 1-hour tutorials over the semester.

Assessment: Two short multiple question tests (10%). Hurdle requirement: participation in all components of the assessment, one 2-page diagram-based assignment (10%), one 350-word assignment (10%), one 1.5-hour written anatomy exam (35%), one 1.5-hour written physiology exam (35%).

Recommended Reading:

HBS1API - Anatomy Current Edn. student manual

HBS1API - Physiology

Marieb E. and Hoehn, K. *Human Anatomy and Physiology* 7th Edn. Pearson, 2007.

HBS1BBE BIOPHYSICAL BASIS OF ELECTROTHERAPY (5.0 CPs Sem. TE-SEM-2 BU.) Dr Alex Ward

In this unit, students cover the areas of electricity, electric and magnetic fields, sound and electromagnetic waves and their effect on biological tissues. It is intended as fundamental background and preparation for electrotherapy as studied by physiotherapy students. The electricity topic includes different kinds of stimulus waveform and the electrical properties of skin, as background for transcutaneous electrical stimulation. The fields and waves topics include the production of electric and magnetic fields and sound and electromagnetic waves and their effects on tissue.

Class requirements: One 1-hour lecture, one 1-hour tutorial per week and one 2-hour practical classes per week for three weeks.

This unit is not available for study abroad students.

Assessment: One 2-hour written examination (90%), three combined laboratory and practical tests (10%)

HBS1BHM BIOMECHANICS OF HUMAN MOVEMENT (10. CPs Sem. TE-SEM-2 BU.) Mr David Orr

In this unit, students develop an overview of the biomechanical analysis of human movement. Emphasis is placed on the biomechanics of human gait. The areas of kinematics, kinetics, muscle mechanics and energetics are covered. This unit presents an integration of mechanical, physiological and anatomical concepts and principles and their application to the biomechanics of human movement. Students enrolled in Bachelor of Physiotherapy, Bachelor of Podiatry and Bachelor of Prosthetics and Orthotics will be given priority in order to meet the requirements of their course. Other

students who wish to enrol in this unit must gain permission from the unit coordinator.

Class requirements: Two 1-hour lectures, one 1-hour tutorial per week and five 2-hour practical classes over the semester. WebCT will be used as a means of communication (email) and document delivery. Some lecture presentations may be available online.

Assessment: One 2.5-hour written examination (90%), five combined laboratory and practical tests (equivalent to 500-words in total) (10%).

HBS1BMT MATERIALS (10 CPs Sem. TE-SEM-1 BU.) Mr David Orr

In this unit students will examine the chemical, physical and mechanical properties of some metals, polymers, ceramics, adhesives and abrasives used in the fabrication of orthotic and prosthetic devices. Mechanical aspects of the use of fibre composites are discussed. Students enrolled in the Bachelor of Podiatry and Bachelor of Prosthetics and Orthotics will be given priority in order to meet requirements of their course. Other students who wish to enrol in this unit are to gain permission from the unit coordinator.

Class requirements: Two 1-hour lectures, one 1-hour tutorial per week and six fortnightly 2-hour practical sessions (starting week 2 or 3 depending on practical group allocation). WebCT will be used as a means of communication (email) and document delivery but not as a means of teaching.

Assessment: One 2.5-hour written examination (90%), six laboratory reports and practical tests (Equivalent to 500-words in total) (10%).

HBS1HBF HUMAN BODY FUNCTION (10. CPs Sem. TE-SEM-2 AW, BU, MI, SH.) AW: Dr Charu Mishra, BU: Ms Jane McCooey

In this unit, students' understanding of the functioning human body, introduced in semester one is extended. Begins with an overview of how the endocrine system contributes to regulation of body functioning and hence to homeostasis. Descriptions of selected hormones and their functions illustrate the general principles. Most of the unit is devoted to the study of body systems, including the cardiovascular system, respiratory system, renal system, digestive system and metabolism, reproductive system. Interactions between the systems to meet challenges to normal functioning imposed by changes within and external to the body are discussed. Concludes by considering changes in body functioning with development from a neonate to a very old person.

Co-requisite: HBS1API or HBS1APH or HBS1HFU or BIO1OIF.

Class requirements: Four 1-hour lectures and one 1-hour tutorial (voluntary attendance) per week.

Assessment: One 40-minute written examination mid-semester (20%), one 2-hour examination at the end of the semester (80%).

Prescribed Reading:

Marieb, E. and Hoehn K. *Human anatomy and physiology* 7th Edn. Pearson, Benjamin-Cummings 2007.

HBS1HFU INTRODUCTION TO HUMAN FUNCTION (5.0 CPs Sem. TE-SEM-1 BU.) Dr Susan Malcolm

In this unit students will be introduced to basic physiological concepts that will be further developed in Semester 2. Lectures will cover homeostasis, body fluids, the cell and plasma membrane mechanisms by which substances cross the membrane, the nervous system and skeletal muscle. Lectures are supported by tutorials.

Incompatible unit: HBS1API, HBS1APH

Class requirements: Twenty 1-hour lectures over the semester and five 1-hour tutorials.

Assessment: One 1.5-hour written examination (100%). Hurdle requirement: must attempt two take-home multiple choice tests.

Prescribed Reading:

HBS1HFU Current Edn. student manual.

Marieb, E. and Hoehn, K. *Human anatomy and physiology* 7th Edn. Pearson 2007.

HBS1HPM HUMAN PHYSIOLOGY FOR MEDICINAL CHEMISTRY (15. CPs Sem. TE-SEM-2 BU.) Ms Jane McCooey

In this unit students will study an overview of the endocrine system contribution to the regulation of body function, and hence to homeostasis. Descriptions of selected hormones and their functions will illustrate the general principles. Most of the unit is devoted to the

study of body systems, including the nervous system, cardiovascular system, respiratory system, renal system, digestive system and metabolism, and the reproductive systems. The unit will address interactions which occur between body systems in order to meet the challenges to normal functioning imposed by changes both within and external to the body. The unit will conclude with consideration of changes in body function due to development from a neonate to a very old person.

Co-requisite: BIO1OF.

Class requirements: Four 1-hour lectures, one 1-hour tutorial per week and six 1-hour workshops per semester.

This unit is not available for study abroad students.

Assessment: One 40-minute written examination (15%), Three written tests (equivalent to 1000-words in total) (5%), one 2-hour written examination at the end of semester (80%).

Prescribed Reading:

Marieb, E.N. and Hoehn, K. *Human anatomy and physiology* 7th Edn. Pearson, Benjamin-Cummings 2007.

HBS1HRB REGULATION OF HUMAN BODY FUNCTION (15. CPs Sem. TE-SEM-2 BU.) *Ms Elizabeth Brown, Professor Chris Handley*

In this unit, students will focus on the organisation of living cells, including the comparison between prokaryotic and eukaryotic cells. Students will develop further their understanding of cellular and tissue physiology, including aspects of the integration and regulation of metabolism. Students will consider the organisation, expression and the roles of genes in cell and tissue physiology, as well as the mechanism of protein synthesis in mammalian cells. Students will explore integrative processes within the body by several examples from anatomy and physiology including the reproductive and the nervous systems.

Co-requisite: HBS1API.

Class requirements: Four 1-hour lectures per week and one 2-hour practical or small group class per fortnight.

This unit is not available for study abroad students.

Assessment: One 3-hour written examination (80%), six 10-minute multiple choice question tests in practical classes (20%).

Recommended Reading:

Marieb, E.N. and Hoehn, K. *Human anatomy and physiology* 7th Edn., Pearson 2007.

Widmaier, E.P., Raff, H. and Strang, K.T. *Vander's human physiology: the mechanisms of body functions* 10th Edn. McGraw-Hill 2006.

HBS1PPA PHYSIOLOGY A (15. CPs Sem. TE-SEM-1 BU.) *Dr Alex. Ward*

In this unit the study of cell biology is followed by nerve and muscle physiology, the endocrine system, the digestive system and the immune system. Cell biology covers the areas of cell structure and function, biological molecules, buffering, cellular metabolism, membrane structure and transport and cell-to-cell communication. Principles of endocrinology are introduced as an example of intercellular and inter-organ communication and control. The excitability of nerve and muscle cells is described in biomolecular terms and this is followed by nerve and muscle physiology. A description of the digestive system emphasizes regulation of digestive processes and blood glucose. Emphasis is placed on the principles of homeostasis as preparation for a more detailed study of the organ systems in HBS2PPB.

Class requirements: Four 1-hour lectures, one 1-hour tutorial per week and one 2-hour practical session per week for eight weeks.

This unit is not available for study abroad students.

Assessment: One 3-hour written examination (80%), eight multiple choice tests during semester (10-minutes each) (20%).

Prescribed Reading:

HBS1PPA. Student manual, current Edn.

Widmaier, E., Raff, H., and Strang, K. *Human physiology* 10th Edn. McGraw-Hill 2006.

HBS2ALL ANATOMY: LOWER LIMB (20. CPs Sem. TE-SEM-1 BU.) *Dr James Wickham*

In this unit students gain knowledge in the anatomical principles of bones, joints, skeletal muscles, nerves, vessels and skin. These principles will be applied to regional anatomy of the lower limb.

Embryological development relevant to an understanding of the gross anatomy will be covered in each region. Lectures will be supported by practical classes, including surface anatomy and examination of appropriate cadaver materials. Emphasis is placed on the application of anatomical principles to correlate structure with function in developing an understanding of the bases of everyday activities and related clinical problems

Prerequisite: Pass of 60C in HBS1API and a grade average of C in first year (Bachelor of Health Science students). Bachelor of Science students must achieve a grade of C for BIO1OF or equivalent and a grade average of C in first year. Bachelor of Science-Medical Science students are exempted.

Quota: 85. Quota does not apply to Health Sciences students who meet the prerequisite requirements and to Medical Science students. Remaining places will be allocated on the basis of performance in BIO1OF (Organisation and function of cells and organisms).

Class requirements: Three 1-hour lectures, one 1-hour practical and one 2-hour practical class per week. Resources are available on WebCT.

This unit is not available for study abroad students.

Assessment: One 3-hour written examination (75%), five practical tests (equivalent to 400 words each) (25%).

Prescribed Reading:

Drake, R.L., W. and Mitchell, A.W. *Gray's anatomy for students* Elsevier Churchill Livingstone 2005.

HBS2ALL Current Edn. student manual.

HBS2APC ANATOMY FOR PHYSIOTHERAPY C (15 CPs Sem. TE-SEM-1 BU.)

Dr Sherrie Wentworth

In this unit students are taught how the principles of anatomy covered in HBS1APA and HBS1APB are applied to regional anatomy of the thorax, abdomen and head and neck, including neuroanatomy. Lectures are supported by practical classes including examination of appropriate cadaver, histological and radiographic materials and CAL activities. Applications of anatomical principles are utilised to correlate structure with function in developing an understanding of the anatomical bases of everyday activities and some pathological conditions.

Prerequisite: HBS1APA, HBS1APB.

Class requirements: Three 1-hour lectures, one 2-hour practical class and one 1-hour practical class per week.

Assessment: Five practical tests (equivalent to 150-words each) (20%). Hurdle requirement: participation in all components of the assessment, one 3-hour written examination (80%)

Recommended Reading:

Snell, R.S *Anatomy atlas (that includes head, neck and back)* 2006 *Clinical neuroanatomy for medical students* 6th Edn. Baltimore: Lippincott Williams and Wilkins.

Moore, K.L and Dalley, A.F *Clinically oriented anatomy* 5th Edn. Baltimore: Williams and Wilkins 2006

HBS2APC Current Edn. student manual.

HBS2ATL ANATOMY: TRUNK AND UPPER LIMB (20. CPs Sem. TE-SEM-2 BU.) *Dr James Wickham*

In this unit, the anatomical principles of bones, joints, skeletal muscles, nerves, vessels and skin are applied to regional anatomy of the trunk and upper limb. Embryological development relevant to an understanding of the gross anatomy will be covered in each region. Lectures will be supported by practical classes, including surface anatomy and examination of appropriate cadaver material. Emphasis is placed on the application of anatomical principles to correlate structure with function in developing an understanding of the bases of everyday activities and related clinical problems.

Co-requisite: HBS2ALL.

Class requirements: Three 1-hour lectures, one 1-hour practical and one 2-hour practical class per week. Resources are available on WebCT.

This unit is not available for study abroad students.

Assessment: Four practical tests, 12-minutes each (20%), one 3-hour written examination (70%), one 10-minute oral class presentation (10%).

Prescribed Reading:

Drake, R.L., Vogl, W.E. and Mitchell, A.W. *Gray's anatomy for students* Elsevier, Churchill, Livingstone 2005.
HBS2ATL Current Edn., student manual.

HBS2BEM BIOLOGICAL BASES OF ERGONOMICS (M) (15. CPs Sem. TE-W29-34 BU.) *Dr Owen Evans*

In this unit, biological principles and findings relevant to the practice of ergonomics are presented in terms of their applications to a variety of human factors and physical ergonomics issues. Topics include metabolic and cardio-respiratory capacities in relation to work performance; musculoskeletal factors in relation to force exertion; work in hot environments; occupational biomechanics and kinesiology in relation to workplace manual handling issues; musculoskeletal disorders; work rates and rest breaks; and issues related to the physical work environment including heat and vibration.
Prerequisite: PHE1IBA and HBS1API or PSY1PYA, PSY1PYB, HBS1APH and HBS1HBF or HBS1PPA, HBS1BHM, HBS2PPB, HBS1APA, and HBS1APB.

Class requirements: One 2-hour seminar and one 3-hour practical class per week (Weeks 1-6) plus online class material equivalent to three hours of classroom contact per week.

Assessment: Five 600-word written reports of practical session activities (50%). To pass the unit, at least four of the five reports must be submitted, and a total mark for them of at least 25/50 must be achieved, one 1.5-hour written examination (50%). To pass the unit, a pass in the exam is required.

Recommended Reading:

Bridger, R.S. *Introduction to Ergonomics* Taylor and Francis 2nd Edn. 2003.

HBS2BEW HEALTHY WORKPLACE DESIGN (15. CPs Sem. TE-W35-42 BU.)

Dr Owen Evans

In this unit, biological principles and findings relevant to the practice of ergonomics are presented in terms of their applications to a variety of human factors and physical ergonomics issues. Topics include anthropometry, work postures and movements in relation to workstation design; musculoskeletal factors in relation to static loads; musculoskeletal disorders; workload and rest breaks; and issues related to the physical work environment including lighting, noise and vibration.

Prerequisite: PHE1IBA and HBS1API; or PSY1PYA, PSY1PYB, HBS1APH and HBS1HBF; or HBS1PPA, HBS1BHM, HBS2PPB, HBS1APA and HBS1APB; or equivalents.

Class requirements: One 2-hour seminar and one 3-hour practical class per week (weeks 7-13) plus online class material equivalent to three hours of lectures per week.

Assessment: Five 600-word written reports of practical session activities (50%). To pass the unit, at least four of the five reports must be submitted, and a total mark for them of at least 25/50 must be achieved, one 1.5-hour written examination (50%). To pass the unit, a pass in the exam is required.

Recommended Reading:

Bridger, R.S. *Introduction to Ergonomics* Taylor and Francis 2nd Edn. 2003.

HBS2FSA FERTILITY, REPRODUCTIVE TECHNOLOGY AND SOCIETY A

(10. CPs Sem. TE-W27-28 BU.) *Ms Elizabeth Brown*

This unit is offered at third unit level also. Not available in 2008.

HBS2FSB FERTILITY, REPRODUCTIVE TECHNOLOGY AND SOCIETY B

(15. CPs Sem. TE-W27-28 BU.) *Ms Elizabeth Brown*

This unit is offered at third unit level also.

Not available in 2008.

HBS2HPA HUMAN PHYSIOLOGY A (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Johannes Schuijers

In this unit, students gain knowledge in systemic physiology study which includes homeostasis, the peripheral nervous system (autonomic, somatic and special senses), the muscular system cardiovascular system and principles of endocrinology. Lectures will be supported by a comprehensive practical and tutorial or workshop program.

Prerequisite: Students must have attained a grade of at least 60 C in HBS1API or BIO1OF (or equivalent) and a grade average of C in the first year of their course. Exemptions include Bachelor of Medical Science, Bachelor of Nutritional Science and Bachelor of Electronic Engineering/Master of Biomedical Engineering students.

Quota: 160. Quota does not apply to Health Sciences (including double-degree) students who meet prerequisite requirements, and Medical, Bachelor of Electronic Engineering/Master of Biomedical Engineering and Nutritional Science students. Remaining places will be allocated on the basis of performance in BIO1OF Organisation and function of cells and organisms.

Class requirements: Three 1-hour lectures, one 3-hour practical session and one 1-hour tutorial per week.

Assessment: Two 1000-word practical reports (20%), eight multiple choice practical tests (equivalent to 1000-words) (10%). held at the conclusion of relevant practical classes, three 20-minute tests throughout semester (equivalent to 1000 words) (20%), one 2-hour written examination (50%).

Prescribed Reading:

Widmaier, E., Raff, H. and Strang, K *Human physiology* 10th Edn. McGraw Hill 2006.

HBS2HPB HUMAN PHYSIOLOGY B (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Johannes Schuijers

In this unit, students will continue the study of physiology from HBS2HPA. Lectures will address the physiology of body systems and include the central nervous system, respiratory, renal, digestive and body defence systems and the function of selected connective tissues. The lectures will also be supported by a comprehensive practical and tutorial or workshop program.

Co-requisite: HBS2HPA or equivalent.

Class requirements: Three 1-hour lectures, one 3-hour practical session and a one 1-hour tutorial per week.

This unit is not available for study abroad students.

Assessment: Two 1000-word practical reports (20%), eight multiple choice practical tests (equivalent to a total of 1000 words) (10%). At the conclusion of relevant practical classes, three 20-minute tests throughout the semester (equivalent to a total of 1000 words) (20%), one 2-hour written examination (50%).

Prescribed Reading:

Vander, A., Sherman, J. and Luciano, D. *Human physiology* 8th Edn. McGraw Hill 2001.

HBS2NEU NEUROSCIENCES A (5.0 CPs Sem. TE-SEM-1 BU.) *Dr Doug*

Rogers

In this unit, the functional anatomy of the central nervous system and its blood supply are presented. The neural connections and physiological process involved in movement and sensation are emphasised and the effects of lesions to different components of the motor and sensory systems discussed. Neural plasticity and the potential mechanisms for recovery of function following nervous system damage are considered.

Prerequisite: HBS1APH.

Class requirements: Two 1-hour lectures per week and one 2-hour practical class per semester.

Assessment: One 1-hour multiple choice question examination at the end of semester (75%), One 30-minute mid-semester multiple choice question test (25%).

Prescribed Reading:

HBS2NEU student manual, current Edn.

Recommended Reading:

Bhatnagar, S. *Neuroscience for the study of communication disorders* 2nd Edn. Philadelphia, Lippincott, Williams and Wilkins 2002.

HBS2NSM NEUROSCIENCE OF SENSATION AND MOVEMENT (5.0 CPs

Sem. TE-SEM-2 BU.) *Dr Doug Rogers*

In this unit the neural connections and physiological process involved in movement and sensation are presented and the effects of lesions to different components of the motor and sensory systems are discussed. Somatic sensation, vision and vestibular function are emphasised in the consideration of sensation. The contributions to motor control of cortical areas, basal ganglia, cerebellum, brainstem and spinal cord

are considered and the principles of human motor control and motor learning are introduced. Neural plasticity and the potential mechanisms for recovery of function following nervous system damage are considered

Prerequisite: HBS1PPA, HBS2PPB, HBS2APC.

Class requirements: Two 1-hour lectures per week and two 2-hour practical classes per semester.

Assessment: One 1.5-hour written examination (100%).

Prescribed Reading:

Learning resources are provided on WebCT.

HBS2PAG GENERAL PATHOLOGY (5.0 CPs Sem. TE-SEM-1 BU.) *Mr Robert Paine*

This unit is only available to students enrolled in the Bachelor degrees of Occupational Therapy, Health Information Management, Orthoptic and Ophthalmic Sciences, and Prosthetics and Orthotics.

In this unit students will explore the fundamental principles and concepts of disease. Emphasis is placed on general pathological processes in diseases, including inflammation, healing, neoplasia and circulatory disorders. Some specific pathological conditions of the body systems, (eg, heart and joint disorders) will be used as examples and integrated into discussions of general pathology.

Prerequisite: HBS1HBF, HBS1API, HBS1AON; or equivalent.

Recommended Prior Studies: An approved human physiology unit.

Class requirements: Two 1-hour lectures per week. Some lectures will be delivered via WebCT.

This unit is not available for study abroad students.

Assessment: One 30-minute written mid-semester test (25%), one 1-hour written final exam (75%).

HBS2PAS SYSTEMIC PATHOLOGY (5 CPs Sem. TE-SEM-2 BU.) *Mr Robert Paine*

In this unit students will follow on from the study of pathological principles of disease covered in HBS21PAG. Disorders of the body systems, including gastrointestinal, respiratory, renal, reproductive, endocrine, skin, sensory and nervous disorders are discussed.

Prerequisite: HBS2PAG or equivalent.

Class requirements: Two one-hour lectures per week. Some lectures will be delivered via WebCT.

This unit is not available for study abroad students.

Assessment: One 30-minute written mid-semester test (30%), one 1-hour written final examination (70%).

HBS2PAT PATHOPHYSIOLOGY IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SI.) *AW: Dr Charu Mishra, BE: Dr Terri Meehan-Andrews, BE: Dr Adrian Verrinder, BU: Mr Robert Paine*

In this unit students will examine disorders which may be experienced by individuals over the life-span, emphasising the underlying biological mechanisms that produce signs and symptoms, and the risk factors and contributing causes of disorders. Specifically, general pathological processes will be discussed with emphasis on disturbed function, adaptation to injury, inflammation, tissue healing, immunological disorders, neoplasia, fluid imbalance, thrombosis, embolism and vascular disorders. In addition to general pathological processes, emphasis will be given to relevant disorders of the respiratory, cardiovascular, and renal gastrointestinal, endocrine, skeletal and nervous systems.

Prerequisite: HBS1HBF, except for students enrolled in the HSBNC, HSBNCW, BEBND2, HBNCM, HBNC, HBNPRG, HBNPGW.

Class requirements: Four 1-hour lectures per week and one 1-hour seminar or tutorial per week. Some lectures will be given via WebCT.

Assessment: One 45-min mid-semester test (20%), one 3-hour final examination (80%)

Prescribed Reading:

Porth, C.M. *Pathophysiology concepts of altered health states* Lippincott New York 2005.

HBS2PEA DESIGN FOR SAFE SYSTEM PERFORMANCE (15 CPs Sem. TE-W08-15 BU.) *Ms Jodi Oakman*

In this unit, psychological principles and findings relevant to the practice of ergonomics are presented in terms of their applications to

a variety of human factors and cognitive ergonomics issues. Topics include perception and the design of information displays; human error and accident prevention, and more broadly, the human information processing system, decision-making and cognition in relation to safe and efficient system performance. Emphasis is on identifying the ways in which human functional characteristics influence design and evaluation criteria for a range of products and systems.

Prerequisite: PHE1IBA and HBS1API; or PSY1PYA, PSY1PYB, HBS1APH and HBS1HBF; or PHE1HBB and PHE2BDA

Class requirements: One two hour seminar and one 3-hour practical class per week (for seven weeks) over the first half of the semester. online class material equivalent to three hours of lectures per week.

Assessment: Four 750-word written reports (50%) To pass the unit all four reports must be submitted, and a total mark for them of at least 25/50 must be achieved, one 1.5-hour written examination (50%). To pass the unit, a pass in the exam is required.

Recommended Reading:

Wickens, C.D., Lee, J., Lin, Y.D. and Gordon-Becker, S. *An introduction to human factors engineering* Pearson-Prentice Hall 2004.

HBS2PEB WORKLOAD, STRESS AND PERFORMANCE MANAGEMENT (15 CPs Sem. TE-W16-21 BU.) *Ms Jodi Oakman*

In this unit, psychological principles and findings relevant to the practice of ergonomics are presented in terms of their applications to a variety of human factors and cognitive ergonomics issues. Topics include motivation, attitudes, learning and cognitive skill development related to training, behavioural modification and system safety; attentional capacity limitations and mental workload in relation to performance, stress, occupational health and performance management. Emphasis is on identifying the ways in which human functional characteristics influence occupational health and performance.

Prerequisite: PHE1IBA and HBS1API; or PSY1PYA, PSY1PYB, HBS1APH and HBS1HBF; or PHE1HBB and PHE2BDA; or equivalents; and HBS2PEA.

Class requirements: One 2-hour seminar and one 3-hour practical class per week (for seven weeks) over the first half of the semester. online class material equivalent to three hours of lectures per week.

Assessment: Three 1000-word written reports. (50%) To pass the unit, all three reports must be submitted, and a total mark for them of at least 25/50 achieved, one 1.5-hour written examination at end of semester (50%). To pass the unit, a pass in the exam is required.

HBS2PHA PHARMACOLOGY (5 CPs Sem. TE-SEM-2 BU.) *Dr Elly Djouma*

In this unit students are given the opportunity to learn about general principles of pharmacology, including drug classification, prescriptions and formulations, and basic pharmacodynamics and pharmacokinetics. These principles are applied to drug therapy of infectious, immune, and inflammatory disorders, and to aspects of systematic pharmacology such as drugs affecting the cardiovascular, respiratory, and musculo-skeletal and nervous systems. Emphasis is placed on human pharmacology including clinical topics such as adverse drug reactions and interactions. Ocular drugs of relevance will be considered.

Prerequisite: HBS1HBF or an approved human physiology unit.

Incompatible unit: HBS2PPY, NSG2MED, HBS3APA, HBS3APB, HBS3CPH.

Class requirements: One 2-hour lecture per week.

Assessment: One 30-minute multiple choice mid-semester test (20%), one 1-hour written examination (80%).

Recommended Reading:

Rang, H.P., Dale, M.M., Ritter, J.M. and Moore, P.K. *Pharmacology* Churchill Livingstone 2003.

Bryant, B.J., Knights, K.M., and Salerno, E. *Pharmacology for health professionals* Elsevier 2003.

HBS2PMC PHARMACOLOGY FOR MEDICINAL CHEMISTS (20 CPs Sem. TE-SEM-2 BU.) *Dr Karina Aprico*

In this unit, students will learn the general principles of pharmacology, including drug classification, prescriptions and formulations, and basic pharmacodynamics and pharmacokinetics. These principles will be applied to drug therapy of infectious,

immune, and inflammatory disorders, and aspects of systematic pharmacology such as drugs affecting the cardiovascular, respiratory, and musculo-skeletal and nervous systems. Emphasis is placed on human pharmacology including clinical topics such as adverse drug reactions and intersections. Particular attention will be paid to pharmaceutical industry applications.

Prerequisite: HBS1HPM.

Quota: 40. Course enrolments

Class requirements: Three 1-hour lectures and one 3-hour laboratory/workshops per week.

Assessment: One 30-minute multiple choice mid-semester test (10%). Hurdle requirement: Students must obtain 45% on examination to pass this unit, one 2-hour written examination (45%), three 300-word laboratory reports (5% each) (15%), group presentation (10minutes/member) (20%), 600-word critical essay (10%).

Recommended Reading:

Rang, H.P., Dale, M.M., Ritter, J.M. and Moore, P.K. *Pharmacology* 5th Edn. Churchill Livingstone 2003.
Bryant, B.J., Knights, K.M. and Selerno, E. *Pharmacology for health professionals* Elsevier 2003.

HBS2PPB PHYSIOLOGY B (15. CPs Sem. TE-SEM-1 BU.) *Dr Phil Dooley*

In this unit the study of human systemic physiology from HBS1PPA is continued. It describes the physical and chemical principles and physiology of the heart, the vascular system, respiration, blood, renal function. Exercise physiology, maternal and perinatal physiology are also described. The relevant histology and physico-chemical principles are integrated with function.

Prerequisite: HBS1PPA.

Class requirements: Three 1-hour lectures and one 2-hour practical class per week.

This unit is not available for study abroad students.

Assessment: One 3-hour written examination (90%), one multiple choice test at each lab class throughout the semester (total equivalent to 750 words) (10%).

Prescribed Reading:

HBS2PPB Study guide current Edn.
Vander A. J., Sherman J. H. and Luciano D. S. *Human physiology* 8th Edn. McGraw-Hill 2001.

HBS2PPY PATHOLOGY AND PHARMACOLOGY (10 CPs Sem. TE-SEM-2 BU.) *Dr Brian Grills*

In this unit, the pathology component provides the student with the fundamental principles and concepts of pathology. Emphasis begins with general pathological processes including inflammation, healing, neoplasia, infection and cardiovascular disorders. Specific pathological conditions of the body systems, in particular, neuromuscular, joint, skeletal, respiratory and central nervous systems will also be addressed. The pharmacology component deals with general principles of pharmacology, including drug classification, prescriptions, schedules and formulations, and basic pharmacodynamics and pharmacokinetics. These principles are applied to drug therapy of immune, inflammatory and infectious disorders and to selected aspects of systematic pharmacology such as disorders of the cardiovascular, respiratory, musculoskeletal and nervous systems.

Prerequisite: HBS1APH and HBS1HBF or HBS1PPA and HBS2PPB or equivalent.

Class requirements: Four 1-hour lectures per week.

Assessment: One 2-hour written examination (Pathology) (67%), one 1-hour written examination (Pharmacology) (33%). Hurdle requirement: Students must pass both components.

HBS2RHE REPRODUCTIVE HEALTH (15. CPs Sem. TE-W26-27 BU.) *Ms Elizabeth Brown*

This unit is taught in the winter vacation in block mode.

In this unit, students will be provided with the opportunity to consider the factors which contribute to reproductive and sexual health and discuss the biological basis of human fertility. This emphasis continues with discussion of the regulation of fertility by either contraception or treatment of infertility. Human reproductive and sexual function throughout the life-span is discussed, with particular reference to the changes of puberty and ageing. Students will address

other aspects of reproductive health, such as breast self-examination, cervical cytology screening, sexually transmitted infections and unplanned pregnancy. Students will explore psychological factors which impinge on human sexual function or the regulation of fertility where appropriate. The relationship between this unit and health promotion and education, family planning and women's and men's health will be explored.

Prerequisite: HBS1HBF or HBS1HRB or HBS2HPA or HBS2HPB or BIO1OF.

Incompatible unit: HBS3RSH.

Class requirements: 26 hours of lectures/seminars and self directed learning equivalent to 13 hours over the unit. This unit is taught as block teaching.

Assessment: One 1-hour test to be conducted during the teaching of the unit (20%), one 3-hour examination to be held a week after the elective ceases (80%).

Recommended Reading:

Temple-Smith, M. and Gifford, S. (Eds) *Sexual health: an Australian perspective* IP communications Melbourne 2005.

HBS2RSH REPRODUCTIVE AND SEXUAL HEALTH (10. CPs Sem. TE-W26-27 BU.) *Ms Elizabeth Brown*

This unit is taught in the winter vacation in block mode.

In this unit, students will consider the factors involved in reproductive and sexual health and discuss the biological basis of human fertility. This emphasis continues with discussion of regulation of human fertility either by contraception or treatment of infertility. Human reproductive and sexual function throughout the lifespan is discussed, with particular reference to the changes of puberty and ageing. Students will address other aspects of reproductive health such as breast self-examination, cervical cytology screening, sexually transmissible infections and unplanned pregnancy. Students will explore the cultural and psychological factors which impinge on human sexual and reproductive health. Discussion will include reproductive health issues faced by marginalised groups of our community. The relationship between this unit and health promotion and education, family planning and women's and men's health will be explored.

Prerequisite: HBS1HBF or HBS1HRB or HBS2HPA or HBS2HPB or BIO1OF.

Incompatible unit: HBS3RHE

Class requirements: 26 hours of lectures/seminars and self directed learning equivalent to thirteen hours over the unit. This unit is taught as block teaching.

Assessment: One 1-hour test to be conducted during the teaching of the unit (20%), one 2-hour examination to be held a week after the elective ceases. (80%).

Recommended Reading:

Temple-Smith, M. and Gifford, S. (Eds) *Sexual health: an Australian perspective* IP communications Melbourne 2005.

HBS3ADP ANATOMY: DISSECTION PROJECT (15 CPs Sem. TE-SEM-1 BU.)

Dr Rod Green

Not available in 2008.

HBS3APA ADVANCED PHYSIOLOGY A: CELL COMMUNICATIONS SYSTEMS (30 CPs Sem. TE-SEM-1 BU.) *Dr Andrew Bendrups*

In this unit, students will explore aspects of advanced physiology, focusing on recent research findings, general physiological principles and their applications. The unit begins by introducing the principles of pharmacology and pathology. The neural and endocrine systems are then examined as complex examples of cell communication. All areas are investigated from a theoretical and practical viewpoint, including applications in the fields of pathophysiology and pharmacology.

Prerequisite: HBS2HPA, HBS2HPB.

Class requirements: Four 1-hour lectures and two 3-hour practical sessions per week supplemented by WebCT-based online content.

This unit is not available for study abroad students.

Assessment: One 3-hour written examination (70%), eight 300-word laboratory reports (16%), one 1200-word research report (8%), six 300-word assignments (6%).

Prescribed Reading:

Berne, R.M., Levy, M.N., Koeppen, B.M. and Stanton, B.A. Edn. *Physiology* 5th Edn. Mosby 2005.

HBS3APB ADVANCED PHYSIOLOGY B: NORMAL FUNCTION, DRUGS AND DISEASE (30 CPs Sem. TE-SEM-2 BU.) *Ms Elizabeth Brown*

In this unit, students will explore aspects of advanced physiology, focusing on recent research findings, general physiological principles and their applications. The unit content is taken from a selection of major topics which include musculo-skeletal, cardiovascular, respiratory and reproductive function. All areas are investigated from a theoretical and practical viewpoint, including applications in the fields of pathophysiology and pharmacology.

Prerequisite: HBS2HPA, HBS2HPB.

Class requirements: Four 1-hour lectures and two 3-hour practicals per week.

This unit is not available for study abroad students.

Assessment: One 3-hour written examination (70%), eleven 300-word laboratory reports (22%), one 5-minute seminar presentation (2%), six 300-word assignments (6%).

Prescribed Reading:

Berne, R.M., Levy, M.N., Koeppen, B.M. and Stanton, B.A. Edn. *Physiology* 5th Edn. Mosby 2004.

HBS3APP ADVANCED PHYSIOLOGY AND PATHOLOGY (15. CPs Sem. TE-SEM-1 BU.) *Dr Susan Malcolm, Mr Robert Paine*

In this unit, students further develop their knowledge in the areas of physiology and pathology. In pathology, lecture topics may include the pathophysiology of conditions affecting the cardiovascular, respiratory, musculoskeletal and nervous systems. In physiology, lecture topics may include exercise metabolism, sport nutrition, neurophysiology and pregnancy.

Prerequisite: HBS2PPB, HBS2PPY.

Class requirements: One 2-hour lecture and one 1-hour lecture or seminar per week.

This unit is not available for study abroad students.

Assessment: One 20-minute individual seminar presentation (70%), six 500-word assignments (30%). Hurdle requirement: 80% attendance.

HBS3CPH CLINICAL PHARMACOLOGY FOR PODIATRISTS (10. CPs Sem. TE-SEM-1 BU.) *Dr Karina Aprico*

Podiatry students only.

In this unit, podiatry students further their understanding of safe, effective handling and administration of drugs and increase their knowledge of effects of drugs in patients. The core topics of pharmacodynamics (actions of drugs) and pharmacokinetics (how the body handles drugs) are extended, and then this information is applied to clinically important groups of drugs. Emphasis is placed on clinical aspects including therapeutic monitoring and adverse drug interactions, and students are encouraged to relate the unit to podiatric practices.

Recommended Prior Studies: Second year level studies in physiology and pharmacology.

Class requirements: Average of two hours of lectures per week, three 2-hour practical sessions and three 2-hour tutorials over the semester.

This unit is not available for study abroad students.

Assessment: One 1.5-hour written examination (60%), five written exercises (equivalent to 500-words each) (20%), one group assignment/presentation (equivalent to 500-words) (20%). Hurdle requirement: students must pass all components.

Recommended Reading:

Rang, H.P., Dale, M.M., Ritter, J.M. and Moore, P.K. *Pharmacology* Churchill Livingstone 2006.

Bryant, B.J., Knights, K.M., and Salerno, E. *Pharmacology for health professionals* Elsevier 2006.

HBS3DAI SYSTEMS DATA ANALYSIS (20 CPs Sem. TE-SEM-1 BU.) *Dr Owen Evans*

In this unit students develop the professional ergonomics competencies required to critically evaluate ergonomics research publications and professional reports, and to analyse quantitative data

about ergonomics, safety and health issues. They investigate a range of practical questions relevant to practitioners in ergonomics, community safety and occupational health and safety, and develop familiarity with publicly available databases in these domains (e.g., those of Vic Roads and the Office of the Accident, Safety and Compensation Council). As part of these activities, students are expected to develop the capacity to work independently in using SPSS to analyse, interpret and present results.

Prerequisite: PHE2ARM or equivalent, and at least two of HBS2PEA, HBS2PEB, HBS2BEM, HBS2BEW, or equivalent.

Class requirements: Fourteen 1.5-hour seminar and computer-based classes equivalent to 21 hours, and 24 hours of computer-based practical work.

This unit is not available for study abroad students.

Assessment: Five 1200-word written reports (100%). Hurdle: At least four of the five reports must be submitted, achieving a total mark of at least 50/100.

HBS3DIS DRUGS IN SPORT (15 CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*

Not available in 2008.

HBS3DIU DRUGS IN USE (15. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

Not available in 2008.

HBS3EAG ERGONOMICS AND AGEING (15 CPs Sem. TE-SEM-1 BU.) *Dr Owen Evans*

In this unit, age-related changes in people's physical and psychological functioning, capacities and limitations are reviewed in terms of the ergonomics implications for design of a range of environments within which older people may need or wish to function. Emphasis is on the ways in which ergonomists can adjust or redesign tasks and jobs, tools and equipment, information presentations and many other aspects of our environment to better meet the changing characteristics of our ageing population.

Prerequisite: HBS2PEB, HBS2BEW.

Class requirements: Eleven 1.5 hour lectures and seminars, 39 hours of self-paced study using online and paper-based resources and ten 1 hour tutorials.

This unit is not available for study abroad students.

Assessment: One 20-minute oral presentation, plus one 500-word written summary report (30%), two 1500-word written reports (70%). To pass the unit, both reports must be submitted, and a total mark for them of at least 35/70 must be achieved.

HBS3EAM ERGONOMICS ANALYSIS AND MEASUREMENT METHODS

(40 CPs Sem. TE-ALL-YR BU.) *Dr Owen Evans*

In this unit, techniques used by ergonomists to analyse and evaluate a wide range of activities, equipment and environments are presented, and their relative advantages and disadvantages for use in assessing and improving human performance efficiency, safety, health and/or general well-being are identified. Students gain practical experience in applying a selection of these techniques to analyse, measure, evaluate and/or design activities in a range of environments. There is particular emphasis on workplace applications related to work tasks and jobs, related equipment, workstations, physical and psychosocial environments; workload and stress (both physical and psychological).

Prerequisite: HBS2PEA, HBS2PEB, HBS2BEM, HBS2BEW.

Co-requisite: HBS3ESS.

Quota: 30. Total of intake quotas for the two double degree courses is under this limit; elective and single unit enrolments will be limited as required.

Class requirements: Two 2-hour lectures, two 1-hour tutorials, one 3-hour lab class and 6 hours of field activities per week.

This unit is not available for study abroad students.

Assessment: Five 1400-word written reports (50%) To pass the unit, at least four of the five reports must be submitted, and a total mark for them of at least 20/40 must be achieved, one 3-hour written examination at the end of semester (50%). To pass the unit, a pass in the exam is required.

Prescribed Reading:

Wilson, J.R. and Corlett, E.N. *Evaluation of Human Work* 3rd Edn. Taylor and Francis, London, 2005.

Recommended Reading:

Parker, S. and Wall, T. *Job and work design* Sage Publications 1998.

HBS3ESH REVIEWS OF ERGONOMICS, SAFETY AND HEALTH ISSUES

(20 CPs Sem. TE-SEM-2 BU.) *Dr Wendy Macdonald*

In this unit each student will be required to select an ergonomics-related issue related to human wellbeing and/or overall system performance and/or safety within one of a variety of contexts (eg workplaces, transport systems, public facilities. Topics will be selected from those proposed by supervising staff, with topic variations negotiated on an individual basis.

Prerequisite: HBS2PEA, HBS2PEB, HBS2BEM, HBS2BEW or equivalent.

Class requirements: Independent study equivalent to 176 hours, plus five 3-hour and six 1.5-hour seminars.

This unit is not available for study abroad students.

Assessment: One 5000-word written report (90%) To pass the unit, both the written and oral reports must be completed, one 20-minute oral presentation (10%).

HBS3ESS ERGONOMICS AND SYSTEMS SAFETY (25 CPs Sem. TE-ALL-YR BU.) *Dr Wendy Macdonald*

In this unit students will be given the opportunity to consider the contribution of ergonomics to human wellbeing and overall system safety in a variety of contexts, including workplaces, transport systems, residential communities and public facilities. Specific topics include various systems for injury prevention; evaluation of workplace interventions; participative ergonomics; professional competence, standards and ethics. Seminar-based analysis of case studies is used extensively to assist in developing students' capacities to apply their knowledge in a range of different environments. A supervised practicum is the final element of this unit.

Prerequisite: HBS2PEA, HBS2PEB, HBS2BEM, HBS2BEW.

Quota: 30. Total of intake quotas for the two double degrees is under this limit; BHSc enrolments into the ergonomics stream will be limited as required.

Class requirements: Semester 1: one 2-hour lecture and one 3-hour seminar per week; Semester 2: one 2-hour seminar per week and a 39-hour practicum in suitable blocks over the semester (supervised work experience).

This unit is not available for study abroad students.

Assessment: Three 2000-word written reports on case studies (100%). **Hurdle:** Must complete a 10-minute oral presentation, 300-word written report, pass practicum report, submit all case studies reports and achieve a total mark for them of at least 43/85, to pass the unit

Prescribed Reading:

Reason, J.T. *Managing the risks of organisational accidents* Ashgate 1997.

HBS3FSA FERTILITY, REPRODUCTIVE TECHNOLOGY AND SOCIETY A

(10. CPs Sem. TE-W27-28 BU.) *Ms Elizabeth Brown*

See *HBS2FSA* for full unit description.

Not available in 2008.

HBS3FSB FERTILITY, REPRODUCTIVE TECHNOLOGY AND SOCIETY B

(15. CPs Sem. TE-W27-28 BU.) *Ms Elizabeth Brown*

See *HBS2FSB* for full unit description.

Not available in 2008.

HBS3KIN KINESIOLOGY (30 CPs Sem. TE-SEM-1 BU.) *Dr Susan Malcolm,*

Dr James Wickham

Not available in 2008.

HBS3RHE REPRODUCTIVE HEALTH (15 CPs Sem. TE-W26-27 BU.) *Ms*

Elizabeth Brown

This subject is taught in the winter vacation in block mode.

In this unit, students will be provided with the opportunity to consider the factors which contribute to reproductive and sexual health and discuss the biological basis of human fertility. This emphasis

continues with discussion of the regulation of fertility by either contraception or treatment of infertility. Human reproductive and sexual function throughout the life-span is discussed, with particular reference to the changes of puberty and ageing. Students will address other aspects of reproductive health, such as breast self-examination, cervical cytology screening, sexually transmitted infections and unplanned pregnancy. Students will explore psychological factors which impinge on human sexual function or the regulation of fertility where appropriate. The relationship between this unit and health promotion and education, family planning and women's and men's health will be explored.

Prerequisite: HBS1HBF or HBS1HRB or HBS2HPA or HBS2HPB or HBS1LS1.

Incompatible unit: HBS3RSH.

Class requirements: 26 hours of lectures/seminars and self directed learning equivalent to 13 hours over the unit. This unit is taught as block teaching.

Assessment: One 1-hour test to be conducted during the teaching of the unit (20%), one 3-hour examination to be held a week after the elective ceases (80%).

Recommended Reading:

O'Connor, V. and Kovacs, B. *Obstetrics, gynaecology and women's health* Cambridge University Press 2003.

Temple-Smith, M. and Gifford, S. (Eds) *Sexual health: an Australian perspective* IP communications 2005.

HBS3RSH REPRODUCTIVE AND SEXUAL HEALTH (10 CPs Sem. TE-W26-27 BU.) *Ms Elizabeth Brown*

This unit is taught in the winter vacation in block mode.

In this unit, students will consider the factors involved in reproductive and sexual health and discuss the biological basis of human fertility. This emphasis continues with discussion of regulation of human fertility either by contraception or treatment of infertility. Human reproductive and sexual function throughout the lifespan is discussed, with particular reference to the changes of puberty and ageing. Students will address other aspects of reproductive health such as breast self-examination, cervical cytology screening, sexually transmissible infections and unplanned pregnancy. Students will explore the cultural and psychological factors which impinge on human sexual and reproductive health. Discussion will include reproductive health issues faced by marginalised groups of our community. The relationship between this unit and health promotion and education, family planning and women's and men's health will be explored.

Prerequisite: HBS1HBF or HBS1HRB or HBS2HPA or HBS2HPB or HBS1LS1.

Incompatible unit: HBS3RHE.

Class requirements: 26 hours of lecture/seminars (block teaching).

Assessment: One 1-hour test to be conducted during the teaching of the unit (20%), one 2-hour examination to be held a week after the elective ceases (80%).

Recommended Reading:

O'Connor, V. and Kovacs, G. *Obstetrics, gynaecology and women's health* Cambridge University Press 2003.

Temple-Smith, M. and Gifford, S. (Eds) *Sexual health: an Australian perspective* IP Communications 2005.

HBS3TIP TOPICS IN PATHOPHYSIOLOGY (15 CPs Sem. TE-SEM-2 BU.) *Dr Brian Grills*

Offered subject to sufficient enrolments.

In this unit, students will be able to extend previous basic knowledge in pathophysiology. Topics covered include healing in various tissues, neoplasia, infectious disease, bone disease, joint disorders and neurological disease. Students are given the opportunity to explore a topic of their choice in the seminar presentation.

Prerequisite: HBS2PAG or equivalent.

Class requirements: Two 1-hour lectures (weeks 1-10) and three 2-hour seminar presentations (weeks 11-13).

Assessment: One 2000-word assignment (50%), one 20-minute seminar presentation (25%), one 1-hour examination (25%).

HBS4HPA HONOURS IN HUMAN PHYSIOLOGY AND ANATOMY (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Brian Grills*

In this unit, students are provided with one year of specialised training in practical research. As well as providing experience in research, training is also provided in the communication of research results in oral and written presentations at an advanced level. Students must complete semester 1 and semester 2 of this unit.

Prerequisite: Completion of a degree including units offered by the School of Human Biosciences (or equivalent) at an acceptable standard.

Class requirements: Minimum of one 2-hour consultation with supervisor per week.

This unit is not available for study abroad students.

Assessment: one 2500-word literature survey (15%), one 20-minute associated oral presentation (5%), one 3-hour written analysis examination of a scientific paper (15%), one 20-minute associated oral presentation (15%), supervisor's assessment as outlined in Honours booklet (10%), one 10,000-word thesis (40%).

HCS1ANA AUSLAN 1A (15 CPs Sem. TE-SEM-1 BE, BU. TE-W06-07 BU. TE-W28-28 BU. TE-W46-48 BU.) *Ms Berna Hutchins*
*Not available in 2008.***HCS1ANB AUSLAN 1B** (15 CPs Sem. TE-SEM-2 BE, BU. TE-SEM-S BU. TE-W28-28 BU.) *Ms Berna Hutchins*
*Not available in 2008.***HCS1EDS ACADEMIC ENGLISH FOR DEAF STUDENTS** (15 CPs Sem. TE-SEM-1 BU.) *Professor Jan Branson*
*Not available in 2008.***HCS1NCA NORMAL COMMUNICATION AND SWALLOWING PROCESS A** (35 CPs Sem. TE-SEM-1 BU.) *Dr Miranda Rose*

This unit represents one semester of a year long program. In this unit, students will be introduced to the acquisition, development, and mechanisms of normal processes in communication (speech, language, voice, fluency) and swallowing. This unit utilises Problem Based Learning (PBL) cases, signpost lectures, and skill classes. These experiences enable students to learn about the normal development (across the lifespan) of swallowing and of communication. Students will observe and discuss the variation within the normal range of communication and swallowing with a view to the implications for the individual and to society at large. PBL notes and/or lecture notes for this unit will be available on WebCT.

Class requirements: One 2-hour PBL tutorial, 4-hours of resource classes in week 1, three 2-hour PBL tutorials, 6-hours of resource classes per fortnight in weeks 2 to 13.

Assessment: One 500-word written assignment (5%), one 1500-word written assignment (15%), one one-hour class test (2000-word equivalent) (20%), two 2-hour written examinations (50%), one 30-minute practical examination (10%).

Prescribed Reading:

Trask, R.L. *Key concepts in language and linguistics* Routledge London 1999.

Owens, R. *Language development: An introduction* 6th Edn. Allyn and Bacon Boston 2005.

Colton, R.H. and Casper, J.K. *Understanding voice problems. A physiological perspective for diagnosis and treatment* 3rd Edn. Williams and Wilkins Baltimore 2006.

HCS1NCB NORMAL COMMUNICATION AND SWALLOWING PROCESSES B (35 CPs Sem. TE-SEM-2 BU.) *Dr Miranda Rose*

This unit represents one semester of a year long program. In this unit, students will build on the knowledge and skills acquired in HCS1NCA regarding the acquisition, development, and mechanisms of normal processes in communication (speech, language, voice, fluency) and swallowing. This unit utilises Problem Based Learning (PBL) cases, signpost lectures, and skill classes. These experiences enable students to learn more about the normal development (across the lifespan) of swallowing and of communication. Students will observe and discuss the variation within the normal range of communication and swallowing with a view to the implications for

the individual and to society at large. PBL notes and/or lecture notes for this unit will be available on WebCT.

Class requirements: two 2-hour PBL tutorials, 5-hours of resource classes in weeks 1, 2 and 13, and three 2-hour PBL tutorials, 6-hours of resource classes per fortnight in weeks 3 to 12.

Assessment: one 500-word written assignment (5%), one 2000-word written assignment (20%), one 30-minute class test (5%), two 2-hour written examinations (40%), one 45-minute practical examination (15%), one 10-minute individual oral presentation (5%), one 60-minute class test (10%).

Prescribed Reading:

Trask, R.L. *Key concepts in language and linguistics* Routledge London 1999.

Owens, R. *Language development: An introduction* 6th Edn. Allyn and Bacon Boston 2005.

Colton, R.H. and Casper, J.K. *Understanding voice problems. A physiological perspective for diagnosis and treatment* 3rd Edn. Williams and Wilkins, Baltimore, 2006.

HCS1PPA PROFESSIONAL PRACTICE YEAR ONE A (5 CPs Sem. TE-SEM-1 BU.) *Dr Beverly Joffe*

This unit represents one semester of a year long program. In this clinical unit, students increase their awareness and basic understanding of the nature of the speech pathology discipline, the culture of the speech pathology workplace and the required competencies, roles and functions of the speech pathologist. Further, this unit assists students to enhance knowledge of normal communication and swallowing by participating in a range of basic pre-clinical and clinical activities. The unit encompasses structured observations (on and off campus), lectures and tutorial/debrief sessions. Students learn about communication and related issues across the life span. They learn to record such behaviours, and share knowledge and insights gained through these experiences and reflections as learning. Clinical Education handbook and/or Lecture notes for this unit will be available on WebCT.

Co-requisite: HCS1NCA, HCS1NCB.

Class requirements: Ten 1-hour lectures, three 1-hour tutorial/debrief sessions and three pre-clinical tasks. Students also complete a first aid course. In addition, a two-day observational clinical placement is completed in Speech Pathology clinics in Melbourne or regional Victoria (between Semesters 1 and 2).

Assessment: Reflective tasks (34%), Portfolio of pre-clinical tasks (66%).

Prescribed Reading:

School of Human Communication Sciences (available on WebCT)
HCS Clinical Education Handbook for Students 2008.

HCS1PPB PROFESSIONAL PRACTICE YEAR ONE B (5 CPs Sem. TE-SEM-2 BU.) *Dr Beverly Joffe*

This unit represents one semester of a year long program.

In this clinical unit, students further increase their awareness and basic understanding of the nature of the speech pathology discipline, the culture of the speech pathology workplace and the required competencies, roles and functions of the speech pathologist. Moreover, this unit assists students to enhance knowledge of normal communication and related behaviours by participating in a range of basic pre-clinical and clinical activities. The unit encompasses structured observations (on and off campus), group processes, and tutorial/debrief sessions, sharing knowledge and insights gained through these experiences, reflective learning and experience in formal written documents. Clinical Education forms and/or lecture notes for this unit will be available on WebCT.

Co-requisite: HCS1NCA, HCS1NCB.

Class requirements: Four 1-hour tutorial/debrief sessions, two 7-hour days structured observation of external clinics in the inter-semester break and 6 pre-clinical tasks.

Assessment: One 1500-word assignment (43%), reflective tasks (14%), portfolio of pre-clinical tasks (43%).

Prescribed Reading:

School of Human Communication Sciences (available on WebCT)
HCS Clinical Education Handbook for Students 2008.

HCS1RCS READINGS IN COMMUNICATION SCIENCES (10 CPs Sem. TE-SEM-S BU.) *Dr Jenni Oates*
Not available in 2008.

HCS2ANA AUSLAN 2A (20. CPs Sem. TE-SEM-1 BE, BU.) *Ms Berna Hutchins*
Not available in 2008.

HCS2ANB AUSLAN 2B (20. CPs Sem. TE-SEM-2 BE, BU.) *Ms Berna Hutchins*
Not available in 2008.

HCS2APA ACQUIRING PROFESSIONAL COMPETENCY A (5 CPs Sem. TE-SEM-1 BU.) *Dr Beverly Joffe*

This unit represents one semester of a year long program. In this unit students focus on roles and responsibilities in professional speech pathology practice. Students also learn about culturally sensitive practice, report writing and reflective practice are also addressed. The unit is team taught and a range of teaching styles are incorporated, including case based learning and a small component of online learning. Lecture notes for this unit will be available on WebCT.

Prerequisite: HCS1PPA, HCS1PPB, HCS1NCA, HCS1NCB.

Co-requisite: HCS2DDP, HCS2DLP.

Class requirements: Two 1-hour lectures per week.

This unit is not available for study abroad students.

Assessment: One portfolio comprising work-related exercises (approx 1500-words) (50%), one 60 minute test at end of semester 1 (50%).

Prescribed Reading:

School of Human Communication Sciences (available on WebCT).

HCS Clinical Education Handbook for Students 2008.

Joffe, B. *HCS2APC Readings* 2008.

HCS2APB ACQUIRING PROFESSIONAL COMPETENCY B (10 CPs Sem. TE-SEM-2 BU.) *Dr Beverly Joffe*

This unit represents one semester of a year long program. In this unit students focus on roles and responsibilities in professional speech pathology practice. The unit also addresses the development of clinical reasoning skills. Students learn to identify processes involved in clinical reasoning. There is an emphasis on developing an understanding of generic principles and practices involved in assessing, counselling and treating clients and measuring outcomes across age and disorder type. An additional objective is to facilitate a basic integration and application of theoretical and practical knowledge. The unit is team taught and a range of teaching styles are incorporated. Lecture notes for this unit will be available on WebCT.

Prerequisite: HCS1PPA, HCS1PPB, HCS1NCA, HCS1NCB.

Co-requisite: HCS2DDP.

Class requirements: Two 1-hour lectures per week in semester 2.

Assessment: One 2-hour short answer examination at end of Semester 2 (75%), one essay (approx 2000 words) (25%).

Prescribed Reading:

School of Human Communication Sciences *HCS Clinical Education Handbook for Students* 2007

Joffe, B. *HCS2APC Readings* 2007.

HCS2AUD BASIC AUDIOLOGY (10. CPs Sem. TE-SEM-1 BU.) *Dr Chyrisse Heine*

This unit serves as an introduction to hearing assessment and management of hearing loss relevant to speech-language pathology students. Emphasis is given to case history taking, otoscopy, hearing screening, audiometric interpretation, amplification, central auditory processing referral options and amplification considerations. This unit will also cover audiological advances in electrophysiological assessment, hearing aid technology, cochlear implants and aural rehabilitation identifiers. Included is a practical clinical component where students develop competence in performing and interpreting hearing screening procedures. It serves as a basis for the more advanced material covered in HCS3AUR Auditory Visual Rehabilitation. Lecture notes for this unit will be available on WebCT.

Prerequisite: HCS1NCA, HCS1NCB.

Co-requisite: HCS2APA, HCS2APB.

Class requirements: One 2-hour lecture per week, one 1-hour workshop (week 2), plus six hours of clinical practice (hearing screening).

Assessment: One 2-hour examination (60%). Hurdle requirements: completion of compulsory workshop and clinical hearing screening components, one 500-word assignment (20%), one 500-word hearing screening report (20%).

Recommended Reading:

Stach, B.A. *Clinical audiology: an introduction* Singular Press San Diego 1998.

Northern, J. and Downs, M. *Hearing in children* 5th ed. Lippincott, Williams and Wilkins 2002.

Martin, F.N. and Clark, J.G. *Introduction to audiology* 9th Edn. Allyn and Bacon 2006.

Doyle, J. *Practical audiology for speech-language therapists* Whurr Publishers 1998.

HCS2DDP DEVELOPMENTAL DISORDERS CLINIC (20 CPs Sem. TE-W08-46 BU. TE-W09-47 BU.) *TBA*

In this unit students work in small groups with a clinical supervisor in order to develop client management skills. Students work with individuals who have language and/or speech impairments and their families. Students will develop and integrate their knowledge of assessment, treatment and prevention of communication impairments of a developmental nature. Students gain a working knowledge of the stages of human communication development, communication disability and the health, social and cultural factors which influence these. The clinics operate within the School, or in satellite clinics staffed by La Trobe supervisors. Clinical Education forms and handbook for this unit will be available on WebCT.

Prerequisite: HCS1NCA, HCS1NCB, HCS1PPA, HCS1PPB.

Co-requisite: HCS2APA, HCS2APB, HCS2DLP.

Class requirements: One 3-hour orientation session and one 3.5-hour clinical session per week for 12 weeks. 4 hours of class for phonetic transcription in weeks 1 and 2.

Assessment: Continuous evaluation as specified in the HCS Clinical Education Handbooks. (100%). Hurdle requirements: Attendance at Orientation session. Phonetic transcription task.

Prescribed Reading:

School of Human Communication Sciences (available on WebCT)

HCS Clinic Handbook 2008.

HCS2DLP DISORDERS OF LANGUAGE AND PHONOLOGY (20 CPs Sem. TE-SEM-1 BU.) *TBA*

In this unit, students focus on a detailed study of the issues and principles in the assessment and treatment of speech and language impairments in children. The assessment unit covers physiological, cognitive, and learning problems which affect semantic, syntactic, morphologic, articulatory and phonologic, pragmatic skills, conversational skills, and literacy skills. The treatment unit uses hypothetical cases to match treatments to client needs. The unit on children with special needs reviews issues related to special populations such as specific language impairment, intellectual disabilities, Pervasive Development Disorders etc. Lecture notes for this unit will be available on WebCT.

Prerequisite: HCS1NCA, HCS1NCB.

Co-requisite: HCS2DDP.

Class requirements: Two 2-hour lectures and one 1-hour workshop per week.

Assessment: One 2.5-hour exam (50%), one 1-hour quiz (10%), one group assignment (equivalent to 500-words per student) (30%), one 1-hour quiz (10%).

Prescribed Reading:

Bauman-Waengler, J. *Articulatory and phonological impairments* Allyn and Bacon 2007.

Paul, R. *Language disorders from infancy through adolescence: assessment and intervention* Mosby Williams and Wilkins Sydney 2001.

HCS2DSS DISORDERS OF SPEECH AND SWALLOWING (20 CPs Sem. TE-SEM-2 BU.) *Ms Deb Phyland*

In this unit students are introduced to theoretical concepts and clinical techniques used in the assessment and management of speech and

swallowing disorders of structural and neurogenic origin. This unit covers both developmental and acquired disorders. Lecture notes for this unit will be available on WebCT.

Prerequisite: HBS1APH, HCS1NCA, HCS1NCB.

Co-requisite: HCS2DVL, HBS2NEU.

Class requirements: One 3-hour lecture and one 2-hour lecture per week.

Assessment: One 30-minute in-class test (20%). Hurdle requirements: participation in group tutorial presentation on the speech and swallowing profile of a designated neurological condition.

Participation in two oral peripheral sessions, one 800-word assignment (30%), one 2-hour final examination (combination of multiple choice and short answer questions (50%))

Prescribed Reading:

Groher, M.E. *Dysphagia diagnosis and management* 3rd Edn. Butterworth-Heinemann.

Duffy, J.R. *Motor speech disorders, substrates, diagnosis and management* Mosby Inc.

Love, R.J. and Webb, W. G. *Neurology for the speech-language pathologist* 3rd Edn. Butterworth-Heinemann.

HCS2DVL DISORDERS OF VOICE AND LARYNGECTOMY

REHABILITATION (15. CPs Sem. TE-SEM-2 BU.) *Dr Jenni Oates*

In this unit, students are introduced to the study of the perceptual, acoustic and physiological aspects of normal and abnormal voice production. The unit involves a comprehensive examination of aetiologies of voice disorders, diagnostic and evaluation procedures and symptomatic, medical and psychosocial rehabilitation approaches for psychogenic, functional and organic vocal pathologies.

Laryngectomy rehabilitation is an overview of the medical and psychosocial aspects of laryngeal cancer, including aetiologies, classification and diagnosis, medico-surgical treatment, prognosis and social, emotional and vocational implications. Students undertake a detailed examination of the speech pathologist's role in pre- and post-operative counselling and speech rehabilitation. Oesophageal speech, trachea-oesophageal puncture speech and artificial larynx training procedures are emphasised. Lecture notes for this unit will be available on WebCT.

Prerequisite: HCS1NCA, HCS1NCB, HBS1APH.

Co-requisite: HCS2DSS.

Class requirements: 52 hours of lectures, workshops and self-study projects.

Assessment: One 2000-word voice essay (55%), one 30-minute voice listening test (15%), and one 1.5-hour exam in laryngectomy (30%)

Prescribed Reading:

Salmon, S. *Alaryngeal speech rehabilitation* 2nd Edn. Pro Ed 1991.

Blom, E., Singer, M.I. and Hamaker, R.C. *Trachea-oesophageal voice restoration following total laryngectomy* Singular Publishing Group Inc 1998.

Colton, R.H., Casper, J.K. and Leonard, R. *Understanding voice problems: a physiological perspective for diagnosis and treatment* 3rd Edn. Lippincott Williams and Williams, 2006.

HCS2ECS EFFECTIVE COMMUNICATION FOR THE SUCCESSFUL

PROFESSIONAL (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU. TE-W07-07 BU. TE-W08-08 BU. TE-W25-30 BU. TE-W27-28 BU. TE-W48-51 BU.) *Dr Susan Block*
Offered subject to sufficient enrolments.

This unit is an elective that is usually offered during semester breaks over one intensive week. This unit aims to enhance the individual's normal communication skills (e.g., speech, voice and language) in order to facilitate success of the graduate in the competitive workplace. Students will be provided with the opportunity to gain an understanding of the principles of effective verbal and non-verbal communication with particular reference to the ability to present information clearly to groups. Students will be given a range of opportunities to practise their communication skills within a group situation and receive and give feedback on their performances and those of their class peers.

Prerequisite: Completion of first year of Bachelor Degree or equivalent.

Class requirements: An intensive week of lectures, workshops and self-directed learning.

Assessment: Class participation (15%). Hurdle requirement: class attendance, one 1000-word critique on a prepared video-taped (25%), one 10-minute prepared class presentation (30%), support notes for presentation (equivalent to approximately 2000 words) (15%), interactive role play assessment (15%).

Preliminary Reading:

Mohan, T., McGregor, H., Saunders, S. and Arohee, R.

Communicating! Theory and practice 4th Edn. Harcourt Brace 1997.

Bolton, Robert *People Skills* Simon and Shuster 1987.

Covey, Stephen *The 7 habits of highly effective people* Smith and Shuster 1992.

HCS3AAC AUGMENTATIVE AND ALTERNATIVE COMMUNICATION (5.0

CPs Sem. TE-SEM-1 BU.) *Ms Karen Bloomberg, Ms Hilary Johnson*

In this unit students will be introduced to a variety of augmentative and alternative communication (AAC) systems and strategies. The procedures involved in the selection and application of AAC for people with complex communication needs will be presented. This course will provide a range of tools and resources which will address the communication needs of clients with developmental, acquired and progressive disabilities. Lecture notes for this unit will be available on WebCT.

Class requirements: One 2-hour lecture per week.

Assessment: One 1500-word group report of an interview equivalent to 500-words/member (30%), one group assignment - vocabulary selection equivalent to 150 words/member (30%), one 1200-word assignment - problem solving (40%).

Prescribed Reading:

Beukelman, D.R. and Mirenda, P. *Augmentative and alternative communication: management of severe communication disorders in children and adults* 3rd Edn., Paul H. Brookes Publishing Co Inc, Baltimore, 2005.

HCS3ANA AUSLAN 3A (20. CPs Sem. TE-SEM-1 BE, BU.) *Ms Anne Bremner*
Not available in 2008.

HCS3ANB AUSLAN 3B (20. CPs Sem. TE-SEM-2 BE, BU.) *Ms Anne Bremner*
Not available in 2008.

HCS3APC ACQUIRING PROFESSIONAL COMPETENCY (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Ms Fiona Ross*

In this unit students will develop new clinical abilities and integrate their existing knowledge of communication disorders and swallowing. They will develop their competency in speech pathology through case based learning which aims to provide a comprehensive, evidence based view of speech pathology assessment and management of clients. There are two major components of this unit: (1) work with a simulated client to develop knowledge and skills with clients with neurological disorders, and (2) case studies of clients with a range of complex diagnostic, psycho-social and speech pathology management needs. Clinical Lecture notes for this unit will be available on WebCT.

Prerequisite: HCS2DDP, HCS2APA, HCS2APB.

Co-requisite: HCS3APH.

Class requirements: One 3-hour workshop or equivalent per week.

Assessment: One 1500-word assignment (60%). Hurdle requirements: attendance at class presentations and submit diagnostic report, one 20-minute class presentation equivalent to 2250-words per student (40%).

Prescribed Reading:

Rollin, W. *Counselling individuals with communication disorders.*

Psychodynamic and family aspects 2nd Edn. Butterworth-Heinemann, 2000.

Luterman, D. *Counselling the communicatively disordered and their families* Little, Brown and Co, 1984.

Clezy G. 'Interactive analysis', in Muller, D. (ed.) *Remediating children's language: behavioural naturalistic approaches* Croom Helm, 1984.

HCS3APH APHASIA (20. CPs Sem. TE-SEM-1 BU.) *Dr Jacinta Douglas*

In this unit students develop a working knowledge of the major approaches to the diagnosis and treatment of acquired aphasia and related disorders. An integrated approach to aphasia classification,

assessment and treatment through the recovery process is presented. In addition to aphasia, the evaluation and treatment of communication disorders associated with traumatic brain injury, right hemisphere dysfunction and dementia are covered. Lecture notes for this unit will be available on WebCT.

Class requirements: One 3-hour and one 2-hour lecture per week.

Assessment: One professional case report (equivalent to a 2000-word written assignment) (30%), one 3-hour examination (70%).

Recommended Reading:

Chapey, R. Edn. *Language intervention strategies in adult aphasia and related neurogenic communication disorders* 4th Edn. Baltimore: Williams and Wilkins 2001.

HCS3AUR AUDITORY VISUAL REHABILITATION (10. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Chyrisse Heine*

In this unit students will study communication disorders resulting from hearing and vision loss, with special emphasis on diagnostic and therapeutic methods employed with hearing loss from childhood to old age. Topics include early intervention, speech and language management with sensory loss, auditory processing disorder, cochlear implantation, and speech conversation management and communication strategies. Lecture notes for this unit will be available on WebCT.

Prerequisite: HCS2AUD.

Class requirements: One 2-hour lecture per week.

Assessment: One 1.5-hour examination (50%), two 500-word assignments (each assignment 25%) (50%).

Prescribed Reading:

Bellis, T. *Central auditory processing disorders in the educational setting* Thompson; Delmar Learning 2003.
Alpiner, J.G. and McCarthy, P.A. *Rehabilitative audiology - children and adults* Lipponcott, Williams and Wilkins 2000.

HCS3CLI 3RD YEAR CLINIC (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU. TE-W08-46 BU. TE-W09-47 BU.) *Ms Rachel Davenport*

In this unit students are expected to extend and enhance client management skills in a clinical setting external to the La Trobe Communication Clinic. It involves incremental skill development in a developmental or acquired disorders clinical setting. This experience occurs over 13 weeks. Clinical Education forms and handbook for this unit will be available on WebCT.

Prerequisite: HCS2DDP, HCS2DSS.

Co-requisite: HCS3APC, HCS3DSS.

Class requirements: one 3.5-hour clinical session per week for 13 weeks in either Semester 1 or 2, and one 3-hour orientation session in orientation week. Variation of Enrolment will occur once placements are allocated.

Assessment: Continuous evaluation as specified in the HCS Clinical Education Handbook for Students. (100%). Hurdle requirement: attendance at orientation session in orientation week.

Prescribed Reading:

School of Human Communication Sciences (available on WebCT)
HCS Clinical Education Handbook for Students 2008.

HCS3DSS DISORDERS OF SPEECH AND SWALLOWING CLINIC (10 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU. TE-W08-46 BU. TE-W09-47 BU.) *Ms Deb Phyland*

In this unit students are expected to develop client management skills in the area of Disorders of Speech and Swallowing. This clinical experience occurs incrementally over 5 weeks in semester 1 or 2, or during mid-semester break, and includes attendance at one tutorials. Clinical Education forms and handbook for this unit will be available on WebCT.

Prerequisite: HCS2DDP, HCS2DSS.

Co-requisite: HCS3APC, HCS3CLI.

Class requirements: One 3.5-hour clinical session per week for 5 weeks, attendance at one 1.5-hour tutorials. Variation of Enrolment will occur once placement is allocated.

Assessment: Continuous evaluation as specified in the HCS Clinical Education Handbook for Students (100%). Hurdle requirement: attendance at orientation session in orientation week.

Prescribed Reading:

School of Human Communication Sciences (available on WebCT)
HCS Clinical Education Handbook for Students 2008.

HCS3ECS EFFECTIVE COMMUNICATION FOR THE SUCCESSFUL PROFESSIONAL (15. CPs Sem. TE-SEM-1 BU.) *Ms Georgia Dacakis*

Offered subject to sufficient enrolments

In this elective unit, students aim to enhance the individual's normal communication skills (e.g., speech, voice and language) in order to facilitate success of the graduate in the competitive workplace. Students will be provided with the opportunity to gain an understanding of the principles of effective verbal and non-verbal communication with particular reference to the ability to present information clearly to groups. Students will be given a range of opportunities to practise their communication skills within a group situation and receive and give feedback on their performances and those of their class peers.

Prerequisite: Completion of first year of Bachelor Degree or equivalent.

Class requirements: 39 hours of lectures, workshops and self-directed learning over one semester.

Assessment: One 1000-word critique on a prepared video-taped presentation (40%), one 15-minute prepared class presentation (15%), one 3-minute unprepared presentation (10%), one 600-word reflective journal (20%), and class participation equivalent to 1000 words (15%). Hurdle requirement: class attendance.

Preliminary Reading:

Mohan, T., McGregor, H., Saunders, S. and Arohee, R.
Communicating! Theory and practice 4th Edn. Harcourt Brace 1997.

HCS3RDC RESEARCH DESIGN FOR COMMUNICATION DISORDERS (15. CPs Sem. TE-SEM-2 BU.) *Professor A. Perry*

This unit is compulsory for prospective honours degree students. Subject to approval of the unit coordinator, students select a research question which becomes a focus for a computer-assisted literature search and a research design proposal. Lectures and seminars are included to guide students in their independent work. Lecture notes and forms for this unit will be available on WebCT.

Prerequisite: PHE2RMH.

Co-requisite: PHE3RDA.

Quota: 15. Determined by academic merit; based on second and third year academic performance.

Class requirements: 26 hours of lectures, 120 hours of independent study and meetings with staff supervisors.

Assessment: One 4000-word research design proposal (100%). Hurdle requirements: satisfactory completion of one computer literature search and one seminar presentation.

Recommended Reading:

Portney, L.G. and Watkins, M.P. *Foundations of clinical research - applications to practice* New Jersey, Prentice Hall Health 2000.
Polgar, S. and Thomas, S.A. *Introduction to research in the health sciences* Churchill Livingstone 2000.

HCS3STU STUTTERING (15. CPs Sem. TE-SEM-2 BU.) *Dr S. Block*

In this unit the description of stuttering is covered, as is its aetiology, assessment, methods of treatment, maintenance of fluency and various types of service delivery. The unit aims to provide students with the opportunity to consider stuttering from the point of view of the individual who stutters and to consider the evidence for best practice in treatment at various ages and stages. Lecture notes for this unit will be available on WebCT.

Class requirements: Two 2-hour lectures per week.

Assessment: One video assessment (20%), one 2000-word essay/case description (50%), one 1500-word essay/case description (30%).

Preliminary Reading:

Turnbridge, N. *The stutterer's survival guide* Addison Wesley.

Recommended Reading:

Onslow, M. and Packman, A. (Eds). *Early stuttering: a handbook of intervention strategies* Singular Press 1999.

HCS4HDP HONOURS DEGREE PROJECT IN SPEECH PATHOLOGY (25CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Professor Alison Perry*

For honours students only. This unit is a year long program and students are to enrol into both semesters.

In this unit students review the relevant literature, refine a research question and research design in conjunction with an academic staff supervisor. Depending on the question posed, the method used in the project may involve one or more of literature evaluation, empirical or experimental study, case study, inferential or theoretical work or surveys. The unit consists mainly of pilot work and data collection, data analysis, seminar presentation, and writing of a minor thesis. Lecture/Seminar notes for this unit will be available on WebCT.

Prerequisite: HCS3RDC.

Class requirements: 141 hours (3 one-hour seminars, 10-hours of small-group meetings, or discussions with staff supervisors and 128-hours of independent work).

Assessment: One 20-minute seminar (10%) The assessment listed is for the year long program, one 10000 to 12000-word minor thesis. (90%). The assessment listed is for the year long program.

Prescribed Reading:

American Psychological Association *Publication manual of the American psychological association* American Psychological Association, 1995.

Recommended Reading:

Portney L.G. and Watkins, M.P. *Foundations of clinical research - Application to Practice* 2nd Edn., New Jersey: Prentice Hall 2000.
Greenhalgh, T. *How to read a paper: principles of evidence based medicine* BMJ Publishers 2002.

HCS4PDA PASS DEGREE PROJECT IN SPEECH PATHOLOGY A (15 CPsSem. TE-SEM-1 BU.) *Dr Susan Block*

In this unit following a review of relevant literature, students work in groups to design and commence an innovative project under the direction of academic staff. The project will consist of an applied practice project of relevance to human communication and its disorders. The scope of suitable projects and method of study is wide. The range of projects includes, but is not limited to: an evidence-based practice study, a poster display illustrating a clinical condition, information manuals, and audiovisual material for community education, a clinical program evaluation, a clinical audit or resource development plans. The project will normally not involve work with human subjects. Lecture/Seminar notes for this unit will be available on WebCT.

Prerequisite: HCS3CLI, HCS3DSS, HCS3APC.

Co-requisite: HCS4PDB.

Class requirements: 6 hours of small group meetings or discussions with staff supervisors and 105 hours of group project work.

Assessment: One project design paper where each member is responsible for 2500-words (100%).

HCS4PDB PASS DEGREE PROJECT IN SPEECH PATHOLOGY B (20 CPsSem. TE-SEM-2 BU.) *Dr Susan Block*

In this unit following a review of relevant literature, students work in groups to design and commence an innovative project under the direction of academic staff. The project will consist of an applied practice project of relevance to human communication and its disorders. The scope of suitable projects and method of study is wide. The range of projects includes, but is not limited to: an evidence-based practice study, a poster display illustrating a clinical condition, information manuals, and audiovisual material for community education, a clinical program evaluation, a clinical audit or resource development plans. The project will normally not involve work with human subjects. Lecture/Seminar notes for this unit will be available on WebCT.

Prerequisite: HCS3CLI, HCS3DSS, HCS3APC.

Co-requisite: HCS4PDA.

Class requirements: 6 hours of small group meetings or discussions with staff supervisors and 105 hours of group project work.

Assessment: One final report or equivalent where each member is responsible for 5500-words (80%). Students will receive an individual grade. This will be based on group perception of input as well as that of the Unit Coordinator and Project Supervisor, one 30-45-minute seminar presentation equivalent to 2000 words (20%).

HCS4PRA PROFESSIONAL PRACTICE IN SPEECH PATHOLOGY A (30 CPsSem. TE-SEM-1 BU.) *Ms Rachel Davenport*

This unit represents one semester of year long program. Students develop entry level in the management of clients with a variety of acquired and developmental communication and swallowing disorders. Students attend 36 days of a general clinical experience during semester. This experience may be undertaken internally at La Trobe Communication Clinic or in external agencies (which may be a rural/remote facility), or a combination of internal and external experiences. Students participate in a range of speech pathology activities under the supervision of a qualified speech pathologist. Students develop skills in a broad range of activities associated with the role of a speech pathologist including aspects of clinic management. Clinical Education forms and handbook for this unit will be available on WebCT.

Prerequisite: HCS3APC, HCS3CLI, HCS3DSS.

Class requirements: 36 days of clinical placements, one 3-hour orientation session in orientation week, one two-hour tutorial per month. Weekly drop-in tutorials with LTU Clinical Education coordinator available. Personal, email or telephone contact also available as needed.

Assessment: Continuous evaluation as specified in the HCS Clinical Education Handbook for Students (100%). Hurdle requirement: attendance at orientation session in orientation week.

Prescribed Reading:

School of Human Communication Sciences (available on WebCT) *Clinical Education Handbook for Students* 2008.

HCS4PRB PROFESSIONAL PRACTICE IN SPEECH PATHOLOGY B (30 CPsSem. TE-SEM-2 BU.) *Ms Rachel Davenport*

This unit represents one semester of year long program. Students develop entry level in the management of clients with a variety of acquired and developmental communication and swallowing disorders. Students attend 36 days of a general clinical experience during semester. This experience may be undertaken internally at La Trobe Communication Clinic or in external agencies (which may be a rural/remote facility), or a combination of internal and external experiences. Students participate in a range of speech pathology activities under the supervision of a qualified speech pathologist. Students develop skills in a broad range of activities associated with the role of a speech pathologist including aspects of clinic management. Clinical Education forms and handbook for this unit will be available on WebCT.

Prerequisite: HCS3APC, HCS3CLI, HCS3DSS.

Class requirements: 36 days of clinical placements, one two-hour tutorial per month. Weekly drop-in tutorials with LTU Clinical Education coordinator available. Personal, email or telephone contact also available as needed.

Assessment: Continuous evaluation as specified in the HCS Clinical Education Handbook for Students (100%). Hurdle requirement: attendance at orientation session in orientation week.

Prescribed Reading:

School of Human Communication Sciences (available on WebCT) *Clinical Education Handbook for Students* 2008.

HIM1HCA HEALTH CLASSIFICATION A (15 CPs Sem. TE-SEM-2 BU.) *Dr**Diana Cheng*

In this unit, students' knowledge of diseases, diagnostic and therapeutic procedures, and specialist clinical applications relating to each body system is further developed through the use of clinical classification. They are introduced to the conventions and rules for classification of diseases and treatments, use of the International Classification of Diseases-Tenth Revision-Australian Modification (ICD-10-AM), selection of principal diagnoses, and application of Australian clinical coding standards. Students work with medical records to become familiar with their content and structure, and with the recording conventions used by clinicians.

Prerequisite: HIM1MTA, HBS1HFU.

Class requirements: One 2-hour lecture, one 1-hour tutorial and one 1-hour practical per week.

Assessment: One 1-hour examination (mid-semester) (25%). Hurdle requirement: Students are required to complete three practical exercises, one 2-hour examination (75%).

Prescribed Reading:

Health Information Management Program. *HIM1HCA Workbook* SPH 2007.
 National Centre for Classification in Health. *International Classification of diseases* 5th rev. NCCCH 2006.
 Mitchell, J. and Best, L. *Introduction to coding with ICD-10-AM, ACHI and ACS* 5th Edn. Health Information Management Association of Australia 2006.

HIM1HIA HEALTH INFORMATICS A (15 CPs Sem. TE-SEM-1 BU.) Ms

Belinda Torney

In this unit, students are introduced to health informatics, information technology and health industry software and hardware. Students become familiar with 'The Internet', common business software and other selected software used in the management of health information and in the wider health industry. There is a major emphasis on the application of health knowledge bases in health care systems; students retrieve and review data from Health Wiz, and analyse community morbidity data.

Class requirements: Two 1-hour lectures, one 2-hour lab class per week. WebCt will be used as a means of communication and document delivery.

Assessment: One 1200-word assignment (20%), one 1.5-hour examination (50%). Must achieve 45% (22.5/50) in final exam, one 1500-word assignment (30%).

Prescribed Reading:

Shelly, G.B. et al *Discovering computers 2008: a gateway to information* Thompson Course Technology 2007.

HIM1HIB HEALTH INFORMATICS B (15 CPs Sem. TE-SEM-2 BU.) Ms

Belinda Torney

In this unit, students are introduced to concepts in health informatics and e-Health, including health information and tele-health. General systems concepts, health care models and standards are addressed. Generic Patient Index requirements are examined, as are control processes, data modelling, and data flow. Basic concepts in informatics, system design and the role of the health information manager in IT project and system specification and management are addressed, as are customer interfaces in radiology, pathology, pharmacy and other clinical systems. Students examine applications of health software including appointments, waiting list, disease indices, and decision-support ware, and are introduced to the electronic patient record.

Prerequisite: HIM1HIA, HIM1MHA.

Class requirements: Two 1-hour lectures, one 2-hour lab class per week. WebCT will be used as a means of communication and document delivery.

Assessment: Two 1200-word assignment (50%), one 1.5-hour examination (50%). Must achieve 45 % (22.5/50) in final exam to pass unit.

Prescribed Reading:

Shelly G.B., Cashman, T.J. and Vermaat M. *Discovering computers 2008: a gateway to information* Thompson Course Technology.

HIM1MHA MANAGEMENT OF HEALTH INFORMATION SYSTEMS A (15 CPs Sem. TE-SEM-1 BU.) Ms Dianne Williamson

In this unit, students are introduced to the sources, collection, storage, manipulation and applications of health data and information. Key Australian health databases are introduced. Manual and electronic health record formats are explored, as are issues of useability, security, privacy, quality, access and linkage. Acute- and non-acute care information systems are studied, including rehabilitation, mental health, geriatric, ambulatory care and emergency care systems. The functional components of a health information service and the responsibilities of health information managers are examined. Students become familiar with electronic and manual systems for health record identification, filing, tracking, and other health information service functions appropriate to facilities of varying size and category.

Class requirements: One 2-hour and one 1-hour lecture and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (25%), one 1.5 hour examination (50%), one 1000-word assignment (25%).

Recommended Reading:

La Tour, K.M. Eichenwald, S. Eds *Health information management: concepts, principles and practice* AHIMA 2002.
 Abdelhak, M. et al. *Health information: management of a strategic resource* W.B. Saunders 2001.

HIM1MHB MANAGEMENT OF HEALTH INFORMATION SYSTEMS B (15 CPs Sem. TE-SEM-2 BU.) Ms Dianne Williamson

In this unit students focus on decision-making and information sharing in health information services. They learn business communication skills: policy, procedure, report and technical specification development and formulation; and oral business presentations. Students design electronic and hard copy health record forms. They examine Australian standards and accreditation systems for all categories of health information services. Health data and documentation quality issues and solutions are identified. Students undertake a one-week professional studies placement in an assigned, non-metropolitan healthcare facility where they learn health information systems and health information manager responsibilities; regular contact is maintained with the University Supervisor.

Prerequisite: HIM1MHA.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week, one week of clinical/professional studies in an assigned, non-metropolitan health care facility.

Assessment: Two 1000-word assignment (50%), one 1.5-hour examination (50%). Hurdle requirement:s for professional studies placement component: attendance (100% of prescribed time), completion of journal and portfolio, and satisfactory practical performance (0%). Student's performance is monitored by the University Supervisor who also conducts post-placement assessment interview.

Recommended Reading:

Abdelhak, M. et al. *Health information: management of a strategic resource* 2nd Edn. W.B. Saunders 2001
 Australian Council on Healthcare Standards. *Standards and Guidelines for the ACHS Evaluation and Quality Improvement Program* ACHS 2004.

HIM1MTA MEDICAL TERMINOLOGY (15 CPs Sem. TE-SEM-1 BU.) Ms Kate Wendt

In this unit, students are introduced to the terminology, diseases and diagnostic and therapeutic procedures relating to each body system, as well as to terms used in specialist areas of medicine, surgery, pathology, imaging, nursing and allied health. The function of clinical terminology is explored in the context of the classification of diseases and treatments.

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 1-hour examination (mid-semester) (30%), one 2-hour examination (60%), one 750-word assignment (10%).

Prescribed Reading:

Student's choice: Chanter, D. *Medical Dictionary The Language of Medicine* 7th Edn., Saunders 2004.

HIM2AHA ANALYSIS OF HEALTH DATA A (10 CPs Sem. TE-SEM-2 BU.) Ms Dianne Williamson

In this subject, students are introduced to national, state and facility-level systems of health data collection, and undertake hands-on analysis of these data for health care business and clinical applications. Skills are gained in managing the data for several state-level systems for which health information managers have responsibility, including those for admitted, elective surgery, emergency and mental health patients, the Agency Information Management System, and the state cancer and other morbidity reporting systems. Case studies are used to analyse and report facility-level morbidity, mortality, clinical outcome, productivity, and utilisation data.

Prerequisite: HIM1MHA, STA1LS, HIM1HIA.

Class requirements: Two 1-hour lectures and one 1-hour practicum per week.

Assessment: One 1000-word assignment (30%), one 1.5-hour examination (70%).

Prescribed Reading:

Analysis of Health Data A Workbook B. Health Information Management Program, School of Public Health, 2006
Department of Human Services. PRS/2 Manual 14th Edn., DHS 2004

HIM2HCB HEALTH CLASSIFICATION B (10. CPs Sem. TE-SEM-1 BU.) *Dr Diana Cheng*

In this unit, students study the specialist chapters of ICD-10-AM with particular emphasis on the relevant Australian Coding Standards and the Victorian Additions to the Standards. An extensive workbook provides the opportunity for practical application of this knowledge. Students are required to group all of their work using AR-DRG software in the computer laboratory. Students are introduced to the complexities of abstracting clinical information from the medical record by use of class sets of simulated records.

Prerequisite: HIM1MTA, HIM1HCA, HBS1HFU, HBS1HBF.

Co-requisite: HBS2PAG, HIM2MTC.

Class requirements: One 2-hour lecture, one 1-hour tutorial and one 1-hour practicum per week, plus some work requirements must be undertaken online.

Assessment: Three practical exercises (15%). Hurdle requirement: one 2-hour final practical examination (60%), one 1-hour practical exam (mid-semester) (25%).

Prescribed Reading:

Health Information Management Association of Australia. *Australian dictionary of clinical abbreviations, acronyms and symbols* 4th Edn., HIMAA 2004.

Health Information Management Program. *Health Classification HIM2HCA course workbook: ICD-10-AM* SPH 2008.

National Centre for Classification in Health. *International classification of diseases and Related Health Problems-Tenth Revision-Australian Modification* 5th Edn., NCCH 2006.

Mitchell, J. and Best, L. *Introduction to coding with ICD-10-AM, ACHI and ACS* 5th Edn. HIMAA 2006.

HIM2HCC HEALTH CLASSIFICATION C (10. CPs Sem. TE-SEM-2 BU.) *Dr Diana Cheng*

In this unit students continue to develop competencies, to clinical coder level, in the assignment of disease and procedure codes, with significant focus on use of the International Classification of Diseases-Australian Modification (ICD-10-AM) and the related Australian Coding Standards. There is some emphasis on the structure of classification systems used previously in the health industry, the development of skills in retrieval of information classified according to a range of systems, and the impact of between-system variations in coded data. Students are introduced to the applications of encoder software, and to the comparative differences between ICD-10-AM and its antecedent versions used in Victorian hospitals.

Prerequisite: HIM1MTA, HBS1HFU, HBS1HBF, HBS2PAG, HIM2MTC, HIM2HCB.

Co-requisite: HBS2PAS.

Class requirements: One 1-hour lecture, one 2-hour practicum per week.

Assessment: One 2-hour final practical examination (75%). Hurdle requirement: four practical exercises, one 1-hour practical examination mid-semester (25%).

Prescribed Reading:

Health Information Management Program. *HIM2HCC Course Workbook: ICD-10AM* School of Public Health 2007.

National Centre for Classification in Health *International Classification of Diseases and Related Health Problems-Tenth Revision-Australian Modification* 5th Edn. NCCH 2006.

Mitchell, J., and Best, L. *Introduction to coding with ICD-10-AM, ACHI and ACS* 5th Edn. HIMAA 2006.

Health Information Management of Australia. *The Australian dictionary of clinical abbreviations, acronyms and symbols* 4th Edn., HIMAA 2004.

HIM2HIC HEALTH INFORMATICS C (10. CPs Sem. TE-SEM-1 BU.) *Ms Belinda Torney*

In this unit, students will build skills for health software specification and management in applied clinical environments. Students learn the principles for defining health information systems, and the associated

specification requirements. Broad areas for learning include extended health applications and techniques of accessing health data, including smartcards, warehousing, and browsers. Clinical systems are addressed in depth, and include: decision-support systems; waiting list, pathology, radiology and pharmacy systems; community-level care systems; health business and finance systems; and system linkage and mapping.

Prerequisite: HIM1HIA, HIM1HIB, HIM1MHA.

Class requirements: Two hours of lectures and one 1-hour laboratory session per week. WebCt will be used as a means of communication and document delivery.

Assessment: One 1000-word practical assignment (30%), one 1.5-hour examination (70%).

Recommended Reading:

Coiera, E. *A guide to health informatics* London Arnold 2003.

HIM2HID HEALTH INFORMATICS D (10 CPs Sem. TE-SEM-2 BU.) *Ms Heather Grain*

In this unit, students' knowledge and skills are developed in health database design and management, and in factors underpinning data quality, through the design, manipulation, maintenance, storage and retrieval of health data in electronic systems. The content includes MS Access as a tool for database development and information manipulation, and explores the principles of logic and control of computer systems and the data within them, including health data representation and standards requirements and tools to support stakeholder use of health data. Health Wiz and the Victorian Admitted Episodes Data are used in exploring data quality theory and evaluation in health care; other Australian health data collections are used to illustrate the range of health data, responsibilities in data governance, and issues surrounding health data management.

Prerequisite: HIM1MHA, HIM1HIA, HIM1HIB.

Class requirements: Two 1-hour lectures and one 1-hour practical laboratory session per week delivered by a combination of face-to-face and problem based Internet learning are used.

Assessment: One 1000-word practical assignment (15%), one 1-hour examination (70%), one 1000-word practical assignment (15%).

Prescribed Reading:

Health Information Management Program *HIM22HID Health Databases Workbook-Internet based* School of Public Health 2006
 Australian Institute of Health and Welfare. *Metadata Online Registry (MeTEOR)* www.meteor.aihw.gov.au

Haag, S., Perry, J., and Wells, M. *Microsoft Access 2003* New York: McGraw Hill/Technology Education 2003.

Recommended Reading:

Olson, J. *Data Quality: the accuracy dimension* Morgan Kaufmann 2003.

SIO/IEC JTC 1/SC 32/WG2 *FCD 11179-1 Information Technology-Metadata Registries - Part 1: Framework*. International Standards Organisation 2003.

Conrick, M. *Health Informatics: transforming healthcare with technology* Thomson Melbourne 2006.

Wager, K.A., Lee, F.W., and Glaser, J.P. *Managing health care information systems: a practical approach for health care executives* Jossey-Bass 2005.

HIM2LAE HEALTH INFORMATION LAW AND ETHICS (10. CPs Sem. TE-SEM-2 BU.) *Ms Kerin Robinson*

In this unit, students become familiar with ethics and the law as they pertain to electronic and hard-copy health records, the utilisation of health information, the management of health information systems and services, and associated responsibilities of health care facilities and their staff. Topics include: introduction to bioethical theories and principles and their application to confidentiality, consent and other health information issues; introduction to the legal system, negligence, vicarious liability, contract and bailment relevant to health information; and freedom of information, and other health-related legislation. Addresses the legal and ethical aspects of access, privacy and security of patient information, e-health, health information linkage, and health information issues associated with the new biomedical and health technologies.

Recommended Prior Studies: Available to minimum year level 2 students. BHIM students must have completed unit HIM1MHA.

Class requirements: Three 1-hour lectures per week. WebCT will be used as a means of communication (email) and document delivery but not as a means of teaching.

Assessment: One 2000-word assignment (40%), one 2-hour examination (60%).

HIM2MHC MANAGEMENT OF HEALTH INFORMATION SYSTEMS C (15 CPs Sem. TE-W03-21 BU.) *Ms Kerin Robinson*

In this unit students will be introduced to the philosophies of significant management theorists and their relevance to contemporary health information service management. Key theories are applied, through case studies, to practical health information management practice. Students are encouraged, through discussion, research and presentations to create a model for managing health information departments and services. Students undertake a four-week professional placement in a health information service to gain a working knowledge of the role and responsibilities of health information managers, including the management of human and systems resources. Regular contact between students and La Trobe University Supervisors is maintained during placement via Web-CT, telephone, onsite visits and emails.

Prerequisite: HIM1MHA, HIM1MTA, HIM1HCA, HIM1MHB.

Class requirements: One 2-hour lecture and one 1-hour seminar per week plus one 4-week clinical placement prior to commencement of semester. Students are required to log onto WebCT on a weekly basis. WebCT will be used as a means of communication (email) and document delivery but not as a means of teaching.

Assessment: One 15-minute verbal presentation and related assignment (analysis of research) (15%), one 1-hour examination (35%). Students must pass both theoretical and practical (placement) components in order to pass unit. Satisfactory report from supervisor. (50%). Performance during placements is monitored regularly against established competencies by the University Supervisor, who also conducts post-placement assessment interview (0%). Assessment based on criteria per Professional Studies manual. Hurdle requirement: satisfactory attendance and performance at all placements.

HIM2MHD MANAGEMENT OF HEALTH INFORMATION SYSTEMS D (15 CPs Sem. TE-SEM-2 BU.) *Ms Kate Wendt*

In this unit, students focus on the relationship between health information and health service financing, and advanced management for health information services. Topics include: clinical costing; case mix systems including non-acute, acute, and ambulatory and severity of illness models; reporting and interpreting case mix data; and the application of case mix data to utilisation review and quality management. Covers planning and management of health information service and systems business plan development, policy development and departmental financial and budgetary management.

Prerequisite: HIM1MHA, HIM1MHB, HIM2MHC.

Class requirements: One 2-hour lecture and two 1-hour lectures per week.

Assessment: One 2-hour examination (60%), one 1750-word assignment (40%).

Recommended Reading:

Commonwealth of Australia, Department of Health and Ageing *Australian Refined Diagnosis Related Groups Version 5.0 Definitions Manual Volume One* Commonwealth of Australia 2002.

Courtney, M. and Briggs, D. (eds) *Health care financial management* Elsevier Australia 2004.

Duckett, S. *The Australian health care system* Melbourne Oxford 2004.

HIM2MTC ADVANCED MEDICAL TERMINOLOGY (5 CPs Sem. TE-SEM-1 BU.) *Dr Diana Cheng*

This unit provides in-depth knowledge of medical terminology related to diseases and operative procedures. The latest advances in medicine and surgery are presented. Knowledge is gained in diagnostic, therapeutic and

radiological techniques and drug therapy. Students develop knowledge transfer skills for diagnostic and procedural classification (taught in an associated subject), and learn to interpret clinical information (e.g., diagnoses, procedures, laboratory tests, drug

reactions, investigations, therapeutic procedures) for the purpose of accurately classifying clinical information according to international classification systems. The content of this unit is critical to graduates performance as clinical coders in the Australian case mix financial reimbursement system.

Prerequisite: HIM1MTA, HIM1HCA.

Class requirements: two 1-hour lectures per week.

Assessment: one 500-word (equivalent) assignment (30%), one 1.5-hour final examination (70%).

Prescribed Reading:

Chabner, D.E. *The language of medicine 7th Edn.* W.W. Saunders and Co. 2003.

Recommended Reading:

Bryant, B., Knights, K. and Salerno, E. *Pharmacology for health professionals* Mosby 2003.

HIM3AHB ANALYSIS OF HEALTH DATA B (15 CPs Sem. TE-SEM-2 BU.) *Ms Kerin Robinson*

In this unit, students focus on the collection, interpretation and utilisation of health information beyond the client-patient treatment and disease-operation classification stages. It covers methodologies applied in epidemiological and health information-based research including relevant concepts, principles, strategies, data sources, and analytical techniques. Students learn to conduct and support epidemiological studies, provide data management in clinical and pharmaceutical trials, undertake clinical risk management, and critically appraise the literature. Students learn to analyse coded health information. Data management and regulatory issues relating to quality management and evaluation, privacy, security and release of information are addressed.

Prerequisite: HIM2AHA, HIM2MHC.

Class requirements: one 2-hour lecture and one 2-hour seminar per week. WebCT will be used as a means of communication (email) and document delivery but not as a means of teaching.

Assessment: two 1250-word assignments (40%) 2, one 2-hour examination (60%).

Prescribed Reading:

Health Information Management Program. *HIM32AHB student workbook 2006* School of Public Health 2006.

HIM3HCD HEALTH CLASSIFICATION D (15 CPs Sem. TE-SEM-2 BU.) *Ms Belinda Torney*

In this unit students focus on health classification in the hospital setting with emphasis on understanding AR-DRGs and the technical and process development of relevant software and grouper logic; national development processes relating to the Commonwealth of Australia's International Classification of Diseases, 10th Edn. Australian Modification (ICD-10-AM), which is based upon the World Health Organisation's International Classification of Diseases classification system; the technical relationship between coding and funding in the public and private hospital systems; the management of hospital coding and case mix services; and Australian Standards for the coding service. Students develop proficiency in advanced clinical coding, and in understanding the coding audit function and the relationships, for DRG assignment, between coded and demographic data.

Prerequisite: HIM2HCB, HIM2MTC, HIM2MHC, HIM2HIC, HIM2HCC, HIM2MHD, HIM2LAE.

Class requirements: one 2-hour lecture, one 1-hour tutorial and one 2-hour practicum per week. WebCT will be used as a means of communication and document delivery.

Assessment: one 2-hour examination (60%), one 1-hour (mid-semester) examination (25%), one 1000-word practical coding assignment (15%).

Prescribed Reading:

Health Information Management Program. *HIM3HCD Workbook* SPH 2008.

National Centre for Classification in Health *International classification of diseases and related health problems-tenth revision. Australian Modification* 5th Edn. NCCCH 2006.

HIM3HIE HEALTH INFORMATICS E (15 CPs Sem. TE-SEM-2 BU.) *Ms**Belinda Torney*

In this unit students gain knowledge in health information technology system function analysis, system modelling and cases in healthcare, product testing and evaluation, implementation, and administration of the maintenance process, including development of requirements for system modification. Students prepare a training plan and gain practical experience in training for use and support of new health care products. There is a focus on health care business process redesign.

Prerequisite: HIM2HIC, HIM2HID, HIM2MHC.

Class requirements: one 2-hour lecture and two 1-hour practicum per week. WebCT will be used as a means of communication and document delivery. Some work requirements will be undertaken online.

Assessment: one 2-hour examination (50%), two 1250-word assignments (50%).

Prescribed Reading:

Conrick, M. *Health information transforming healthcare with technology* Thomson Melbourne 2006

Shelly, G.B., Cashman, T.J. and Rosenblatt, H.J. *Systems analysis and design* 5th Edn. Course Technology Boston 2003.

Recommended Reading:

Smith, J *Health Management Information Systems: a handbook for decision makers* Open University Press, Philadelphia, 2000.

Kaner, C. *Lessons learned in software testing* John Wiley 2002.

HIM3HIP HEALTH INFORMATION PROFESSIONAL PRACTICE (35 CPsSem. TE-SEM-1 BU.) *Ms Dianne Williamson*

In this unit students develop their knowledge and skills through engaging in health information management practice across the whole-of-health: epidemiological research; clinical trials; health information systems design and development; health information and communication technology (ICT) management; patient safety systems; health information management. They are based in healthcare facilities; state and national health information units; disease registries; health software and systems development organisations; and health research centres for one nine-week block, or four- and five-week blocks. Seminar series participation and a formal presentation are required. Regular contact with University supervisors is maintained during placements via WebCT, telephone, email, and on-site visits.

Prerequisite: HIM2MHC, HIM2MHD, HIM2HIC, HIM2HID, HIM2HCB, HIM2HCC, HIM2AHA, HIM2LAE.

Class requirements: 12 hours of seminars held block-mode at end of semester plus a total of 9 weeks (7.5-hour day) professional placement. It is expected that students will log onto WebCT on a weekly basis.

Assessment: Satisfactory report placement Agency (70%). Assessment is based on the criteria as per Professional Studies Manual. Student performance is monitored regularly by University Supervisor, who also conducts post-placement assessment interview, one 15-minute seminar presentation (15%). Hurdle requirement: satisfactory attendance and performance is required at all placements, one 1500-word placement report (15%).

Prescribed Reading:

School of Public Health *Health Information Management Program, School of Public Health. Health Information Professional Practice information booklet* SPH 2007.

HIM3HSI HEALTH SYSTEMS IMPLEMENTATION (10 CPs Sem. TE-SEM-1BU.) *Ms Kate Wendt*

In this unit students learn the theory and principles supporting health systems implementation. They develop practical implementation skills by learning and using relevant software and completing, through simulation, a practical work-based implementation. The focus of the unit is on systems relating to health information management and technologies. Students are also introduced to relevant contractual requirements and specifications associated with implementations in hospitals, epidemiological research centres, the public health area, and other health care and health information environments.

Class requirements: This unit is offered primarily by distance education, consisting of 113 hour modules. This will be supplemented by 6 hours of face-to-face workshops/tutorials and ongoing online support.

Assessment: 1-hour written examination (40%), 2000-word project and contract management assignment (50%), completion of online tasks (10%).

Prescribed Reading:

Students are referred to a set of selected readings.

HIM3MHE MANAGEMENT OF HEALTH INFO SYSTEMS E (15 CPs Sem. TE-SEM-2 BU.) *Ms Kerin Robinson*

This unit is presented with a health information management and health information technology systems approach to healthcare patient and client safety. A whole-of-health perspective is taken and the frameworks, standards, design, and limitations of relevant health information systems are explored. The applications of health technologies are examined in the context of their direct and indirect contributions to improved health information and patient and client safety in acute and non-acute healthcare facilities, epidemiological and health research centres, and the public health arena.

Prerequisite: HIM2MHC.

Class requirements: one 2-hour lecture and one 2-hour seminar per week. This unit is not available for Exchange and Study Abroad students. WebCT will be used as a means of communication (email) and document delivery but not as a means of teaching.

Assessment: one 1250-word assignment (20%), one 2-hour examination (60%), one 1,250-word assignment (20%).

Recommended Reading:

Donabedian, A. *An introduction to quality assurance in health care* Oxford University Press 2003.

Students are referred to a set of selected readings

HIM4HCE HEALTH CLASSIFICATION E (15 CPs Sem. TE-SEM-1 BU.) *Dr**Diana Cheng*

In this unit, health classification in government and private-sector, non-hospital environments is addressed. There is a focus on coded data as information in the context of users, applications, analysis, and measures of quality. The unit includes alternative classification systems, classification in the electronic medical record, and general practice classifications. Students develop skills in advanced clinical coding for high cost DRGS, complex cases and adverse events. There is an introduction to the coding audit function, including requirements of funding bodies, analysis and applications of audit findings, and responsibilities of governments and other purchasers for quality data collections.

Prerequisite: HIM2HCB, HIM2HCC, HBS2PAS, HBS2PAG, HIM2MTC.

Class requirements: one 2-hour lecture, one 1-hour tutorial and one 1-hour practicum per week.

Assessment: one 1-hour examination (mid-semester) (25%), one 2-hour examination (60%), one 1000-word assignment (15%).

Prescribed Reading:

National Centre for Classification in Health *Australian refined diagnosis related groups, Version 5.0 definitions manual*

Commonwealth Department of Health and Ageing 2002.

Health Information Management Program *HIM4HCE Workbook* School of Public Health 2007.

National Centre for Classification in Health *International classification of diseases and related health problems-tenth revision-Australian modification* 5th Edn. NCCCH 2006.

HIM4HIF HEALTH INFORMATICS F (15 CPs Sem. TE-SEM-1 BU.) *Mrs**Heather Grain*

In this unit, students examine the development of the electronic health record in Australia and internationally. Topics include: policies, technical issues, and barriers to development and implementation of electronic health records; national and international standards relating to content, systems and data exchange; record structure and content; clinical vocabularies; requirements of clinicians and other users; and privacy and consent issues relating to electronic health information. Students explore recent advances in health industry hardware and software which impact on electronic health records. There is a focus on existing and emerging electronic health records systems and their effects on health care providers, managers, and consumers.

Prerequisite: HIM2HID.

Class requirements: one 2-hour lecture and one 2-hour seminar per week, plus visits to operational sites and web-based learning.

Assessment: one 2-hour examination (50%), one 2000-word assignment (50%).

Prescribed Reading:

NeHTA *National E-Health Transition Authority (NeHTA)*
www.nehta.gov.au

Recommended Reading:

Conrick, M. ed. *Guidelines transforming healthcare with technology: health informatics* Thompson 2006.

ISO/TC215 *ISO/DTR 20514 Health Informatics - electronic health record - definition, scope and context* International Standards Organisation 2004.

Australian Institute of Health and Welfare *Metadata Online Registry (MeTEOR)* www.meteor.aihw.gov.au

Consumer Health Forum *Position paper on the federation paradigm* Consumer Health Forum Australia 2004.

HIM4MHF MANAGEMENT OF HEALTH INFORMATION SYSTEMS F (15 CPs Sem. TE-SEM-1 BU.) *Mrs Kerin Robinson*

This unit is taught via case studies in health information management, with emphasis on the impact of advanced information technologies, the management of change, and professional issues and strategic planning and management in health information services. Staffing practices specific to health information services are addressed and students participate in simulated health information service employment and performance management interviews and a staff training program. Health workplace legislation and its effects on the management of health information services are examined. Professional issues, and the effects of policy developments on the management of health information services, are explored via a problem-based approach.

Prerequisite: HIM2MHC, HIM2MHD, HIM3PRA.

Class requirements: one 2-hour lecture, one 1-hour lecture and one 1-hour seminar per week. WebCT will be used as a means of communication (email) and document delivery but not as a means of teaching.

Assessment: one 2.5-hour examination (60%), one 1000-word assignment (20%), one 1000-word assignment (20%).

Prescribed Reading:

La Tour, K. and Eichenwald, S. (Eds)

Health information management: Concepts, principles and practice AHIMA 2002

Stone, R. *Human resource management* John Wiley and Sons 2005.

HIM4PIS PROFESSIONAL ISSUES (15. CPs Sem. TE-W25-37 BU.) *Ms*

Dianne Williamson

Not available in 2008.

HLT3IPA INTERDISCIPLINARY PROFESSIONAL PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU, DE, MI, SH. TE-SEM-2 AW, BE, BU, DE, MI.) *Dr Helen Cleak, Ms Dianne Williamson*

In this web-based unit, students across the Faculty of Health Sciences study together in interdisciplinary groups in preparation for professional practice. This unit consists of four online modules: Professional Development, Provision of Care within the Context of Human Service Systems and Implementing a Plan to Improve Service Quality, Professional Accountability and Organizational Dynamics - Working Effectively in Health and Human Service Organizations. Through guided activities, students will be encouraged to critically reflect on the structure and influences on the human services organization, develop interdisciplinary awareness and explore the contribution of other professions, consider the rights and expectations of service consumers and apply the key issues of ethical decision making within the context of relevant law.

Prerequisite: Bachelor of Health Sciences students must have completed at least 240 credit points. All other courses must have completed one of the following units: NSG2EBP, HIM2HCC, ORT3CLI, OCT3PRD, PTY32CPC, PTY32MPC, PTY32NPC, PTY32SSP, POD3PCP, POR2CEB, POR2CEB, HCS30CLI, HCS30PPR, SWP3FEA, ORH33CPE.

Bachelor of Health Sciences students must have completed at least 240 credit points.

Incompatible unit: HLT32IPA

HLT31IPA

Class requirements: 8 hours of lectures/seminars over two days during Orientation Week plus a flexible learning package equivalent to 3 hours of classroom contact per week. Students have regular contact with lecturers via the unit coordinator using telephone, fax and email.

Assessment: three 500-word online group task (30%). Hurdle requirements: students are required to participate in all online tasks, and must pass all assessment components in order to pass this unit, one 1500-word online assignment (40%), participation/contribution to online discussions as per guidelines provided to students (10%), one 750-word online group tasks (20%), one 1500-word group online assignment (40%), participation/contribution to online discussions as per guidelines provided to students (10%).

Prescribed Reading:

Duckett, S.J. *The Australian Health Care System* Melbourne: Oxford 2000.

MID1FOU FOUNDATIONS OF MIDWIFERY (15 CPs Sem. TE-SEM-1 BU.)

Ms Margaret Pszczolkowski

In this unit students are encouraged to explore what it means to be a midwife and provide woman-centred care. Students examine the forces influencing midwifery developments, and develop an understanding of the language of midwifery as well as the importance of models of midwifery care. Topics include cultural considerations relating to childbirth, specific medico-legal issues and ethics for midwifery practice.

Class requirements: One 2-hour lecture over 10 weeks, one 1-hour tutorial over 9 weeks, 1-hour self-directed learning over 10 weeks and 7 hours of field visits.

This unit is not available for study abroad students.

Assessment: one 3000-word assignment (75%). Hurdle requirement: whilst clinical assessment is ungraded students must achieve at a designated level. Students must pass theory and clinical to pass the subject, one 1000-word assignment (25%).

Prescribed Reading:

Nurses Board Victoria. *Code of practice for midwives in Victoria* Nurses Board of Victoria 1999.

Pairman, S., Pincombe, J., Thorogood, C. and Tracy, S. *Midwifery: preparation for practice* Sydney Elsevier 2006.

Recommended Reading:

Page, L. *The new midwifery: science and sensitivity in practice* 2nd Edn. Churchill Livingstone Edinburgh 2006.

MID1PRE PREGNANCY IN MID PRACTICE (15 CPs Sem. TE-SEM-2 BU.) *Ms*

Michelle Newton

In this unit students will be introduced to human pregnancy and will be assisted to provide women-centred midwifery care from pre-conception to the onset of labour. Students build on their knowledge of human anatomy, physiology and behavioural health sciences in developing an understanding of normal pregnancy. Students have the opportunity to learn about the role of the midwife in providing information, choices and support to empower the woman and her family during the antenatal period.

Prerequisite: MID1FOU.

Class requirements: 30-hours of lectures, six 1-hour issue based learning, three 1-hour laboratory/tutorial sessions across the semester and 80 hours of clinical practicum in acute and community care settings (weeks 11-13). This unit may have an online component. This unit is not available for study abroad students.

Assessment: one 3-hour exam (80%). Hurdle requirement: whilst clinical assessment is ungraded students must achieve at a designated level. Students must pass theory and clinical to pass the subject. One 1000-word assignment (20%). Students must pass theory and clinical to pass the unit.

Prescribed Reading:

Pairman, S., Pincombe, J., Thorogood, C. and Tracy, S. *Midwifery: preparation for practice* Sydney Elsevier 2006.

Stables, D. *Physiology in childbearing with anatomy and related biosciences* 2nd Ed. Edinburgh: Elsevier (2006)

Recommended Reading:

Sullivan, A., Kean, L., Cryer, A. *Midwife's Guide to Antenatal Investigations* Churchill Livingstone, Elsevier, Edinburgh 2006.

MID2NBA NORMAL BIRTH POSTNATAL A (15 CPs Sem. TE-SEM-1 BU.) *Ms**Margaret Pszczolkowski*

In this unit students will be offered the opportunity to study birth from the perspective that it is a normal life cycle social event and about the role of the midwife in providing information, choices and support to empower the woman and her family during labour and birth.

Prerequisite: MID1FOU, MID1PRE.

Class requirements: Two 3-hour lecture per week over five weeks, one 1-hour problem based learning per week over six weeks, one 1-hour learning session per week over three weeks plus a 120 hour clinical practicum of approximately forty hours per week over three weeks.

This unit is not available for study abroad students.

Assessment: one 3-hour examination (80%). Students must pass both the theory and clinical components to pass the subject one 1000-word clinical report (20%). Hurdle requirement: whilst the clinical assessment is ungraded students must achieve at a designated level.

Prescribed Reading:

Pairman, S., Pincombe, J., Thorogood, C. and Tracy, S. *Midwifery: Preparation for Practice* Sydney, Elsevier 2006.

Recommended Reading:

Sweet, B.P. and Tiran, D. *Mayes Midwifery* 13th Edn., Bailliere Tindall, London, 2004.

Fraser, D.M. and Cooper, M. A. *Myles textbook for midwives* 14th Edn., Churchill Livingstone, Edinburgh, 2003.

MID2NBB NORMAL BIRTH POSTNATAL B (30 CPs Sem. TE-SEM-2 BU.) *Dr**Helen McLachlan*

In this unit students will be offered the opportunity to build on the knowledge and skills gained in MID2NBA and birth is further studied from a perspective that is a normal life cycle social event. This unit undertakes to further study normal birth and the postnatal period in this context and to expand knowledge in relation to the role of the midwife. The unit encompasses the knowledge, skills and attitudes related to understanding the variety of complex physiological and psychological adaptations a woman makes from the birth until the first 28 days.

Prerequisite: MID2NBA.

Class requirements: two 3-hour lecture per week over five weeks, one 1-hour problem based learning per week over nine weeks, plus a 160 hour clinical practicum of approximately forty hours per week over four weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 3-hour written examination (40%). Clinical assessment of problem-solving, psychomotor and communication skills and professional development in line with the ACMI competencies, one 3000-word assignment (40%). Students must pass the theoretical and clinical components to pass the unit, One 1500-word assignment (20%).

Prescribed Reading:

Pairman, S., Pincombe, J., Thorogood, C. and Tracy, S. *Midwifery: preparation for practice* Churchill Livingstone Sydney 2006.

Bick, D., MacArthur, C., Knowles, H. and Winter, H. *Postnatal care: evidence and guidelines for management* Churchill Livingstone Edinburgh 2002.

MID3CPR COMPROMISED PREGNANCY (15 CPs Sem. TE-SEM-2 BU.)*Professor Susan McDonald*

In this unit students will be assisted to recognise and manage situations that compromise the normal pregnancy process and that have the potential to be harmful to the woman and the foetus/baby. Studies incorporate the provision of safe competent care during pregnancy whilst supporting the woman's choices and being an advocate for the woman.

Prerequisite: MID2NBA.

Class requirements: 30-hours of lectures over the semester, 9 hours of self directed learning equivalent to 1-hour of class contact per week over nine weeks plus a 80 hour clinical practicum of approximately forty hours per week over two weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 1000-word assignment (20%). Clinical assessment of problem-solving, psychomotor and communication skills and professional development in line with the ANMC competencies, one 3-hour written examination (80%). Students must pass theory and clinical to pass the unit.

Prescribed Reading:

Gilbert, E. *Manual of high risk pregnancy and delivery* 4th Edn. St Louis Mosby 2007

Fraser, D.M. and Cooper, M.A 14th Ed *Myles textbook for midwives* Churchill Livingstone Edinburgh 2003

Recommended Reading:

Sullivan, A., Kean, L. and Cryer, A. *Midwife's guide to antenatal investigations* Churchill Livingstone Elsevier Edinburgh 2006.

MID3NEO NEONATAL MIDWIFERY PRACTICE (30 CPs Sem. TE-SEM-1 BU.)*Ms Michelle Newton*

In this unit students will be offered the opportunity to examine the beginnings of life from conception through to the first twenty eight days following birth. Students can explore issues relating to parenting for healthy infants and infants who are compromised due to pathology. Students can build upon interpersonal skills when examining concepts of attachment, grief and loss. Also explored are the relationships between maternal conditions and the effects on the infant, and the impact to the health industry, local community and society surrounding the birth of a premature or abnormal infant.

Prerequisite: MID2NBB.

Class requirements: One 6-hour lecture day over 5 days (block mode), 22 hours of self directed learning equivalent to 2-hours of class contact per week over 11 weeks plus a 160 hour clinical practicum of approximately 40 hours per week over 4 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 3-hour written examination (40%), clinical assessment of problem-solving, psychomotor and communication skills and professional development in line with the ACMI competencies, one 3000-word case study (40%). Students must pass the theoretical and clinical component to pass the subject, One 1500-word assignment (20%).

Prescribed Reading:

Pairman, S., Pincombe, J., Thorogood, C. and Tracy, S. *Midwifery: preparation for practice* Sydney Elsevier 2006.

Recommended Reading:

Levene, M. Tudehope, D. *Essentials of Neonatal Medicine* 3rd Edn. Blackwell Scientific 2000.

MID4CBA COMPROMISED BIRTH A (30 CPs Sem. TE-SEM-1 BU.) *Ms**Margaret Pazczolkowski*

In this unit students will be assisted to recognise and manage situations that compromise the birth process and which have the potential to be harmful to the woman and the foetus/baby. Studies incorporate the provision of safe competent care during labour and birth whilst supporting the woman's choices and being an advocate for the woman. Developing an understanding of the boundaries of midwifery practice in a birth setting and knowing when to refer the woman to other health professionals as determined by the woman's need for care are explored. The unit also includes the management of situations such as emergency care, and birth options that may be considered as a result of the challenge to the normal birth process.

Prerequisite: MID3CPR.

Class requirements: Five 6-hour lecture days (block mode), 22 hours self directed learning equivalent to 2 hours per week over 11 weeks plus a 160-hour clinical practicum of approximately 40 hours per week over 4 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 3-hour written examination (40%). Clinical assessment of problem-solving, psychomotor and communication skills and professional development in line with the ACMI competencies, one 4500-word clinical report (60%). Students must pass theory and clinical to pass the unit.

Prescribed Reading:

Pairman, S., Pincombe, J., Thorogood, C. and Tracy, S. *Midwifery: preparation for practice* Sydney Elsevier 2006.

Recommended Reading:

Beischer, N.A., Mackay, E.V. and Colditz, P.B. *Obstetrics and the newborn* 3rd Edn. Saunders Sydney 1997.

MID4CBB COMPROMISED BIRTH B (30 CPs Sem. TE-SEM-2 BU.) *Ms Margaret Pszczolkowski*

In this unit students will be offered the opportunity to build on knowledge and experience gained in MID4CBA. Students will be assisted to recognise and manage situations that compromise the birth process and which have the potential to be harmful to the woman and the foetus/baby. Studies incorporate the provision of safe competent care during labour and birth whilst supporting the woman's choices and being an advocate for the woman. Further developing an understanding of the boundaries of midwifery practice in a birth setting and knowing when to refer the woman to other health professionals as determined by the woman's need for care are explored. The unit consolidates the students' knowledge in relation to the management of situations, such as emergency care, and birth options that may be considered as a result of the challenge to the normal birth process.

Prerequisite: MID4CBA.

Class requirements: one 7-hour lecture day, 14-hours of facilitated sessions per semester, 31 hours of self directed learning equivalent to 3 hours of class contact per week over ten weeks plus a 240- hour clinical practicum of approximately 40 hours per week over 6 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 5500-word clinical report (80%), clinical assessment of problem-solving, psychomotor and communication skills and professional development in line with the ACMI competencies, one 2-hour written examination (20%). Students must pass theory and clinical to pass the subject.

Prescribed Reading:

Pairman, S., Pincombe, J., Thorogood, C. and Tracy, S. *Midwifery: preparation for practice* Sydney Elsevier 2006.

Recommended Reading:

Beischer, N.A., Mackay, E.V. and Colditz, P.B. *Obstetrics and the newborn* 3rd Edn. Saunders Sydney 1997.

NSG1AAS NURSING ART AND SCIENCE (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) *AW: Ms Yolanta McLaughlin, BE: Ms Gamble Kerrie, BU: Mr Bill McGuinness*

In this unit students will be provided with an introduction to the theoretical framework of the curriculum as an underpinning for professional nursing practice. The foundations of the program are discussed in the context of nursing as a discipline and a profession. Creative and scientific processes and concepts that underlie and guide nursing practice are explored from a historic, holistic and global perspective. Students are introduced to various nursing roles in health care by examination of professional nursing practice. The concepts of nursing as an art, nursing as a science and of care and caring within a professional, legal and ethical framework are examined. Students will explore dimensions of the nurse-patient relationship. In particular they will develop skill in initiating, maintaining and concluding effective therapeutic and professional communication. Students will also be expected to maintain a reflective journal and to engage in group discussions.

Class requirements: 26-hours of lectures, 13-hours of problem-based learning (fortnightly class based tutorials and 7 hours of web based tutorials) and 16 hours of clinical placement over the semester. This unit will have an online component and may also be offered in block mode (2 consecutive 6 hour days, 3 times over the semester). There may be various to this structure on difference campuses.

Assessment: one 1800 word assignment (40%). Hurdle requirement: Completion of a clinical learning activity related to communication skill and professional development, one 2200-word written essay (60%). Students must pass both the theoretical and clinical components to pass the subject.

Recommended Reading:

Crisp, J. and Taylor, C. (Eds) *Potter and Perry's fundamentals of nursing* 2nd Edn. Sydney Elsevier Mosby 2005

NSG1FUN FUNDAMENTALS OF NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BU, TE-SEM-2 AW, BE, BU, MI, SH.) *AW: Ms Yolanta McLaughlin, BE: Ms Kerrie Gamble, BU: Dr Michael Bauer*

In this foundation unit students will learn how to assist clients to meet their activities of daily living. Students will study the effect of immobility on the individual's ability to self-care. Using an issues based learning approach, students are introduced to therapeutic nursing practices which are designed to promote, maintain and improve health status and provide comfort. Emphasis will be placed on fundamental nursing skills including basic life support. Related topics include alterations in comfort, hygiene, nutrition, elimination, respiration, circulation, body temperature and infection control. Students will also develop skills in individualised care as a beginning member of the nursing team with awareness of legal, ethical and professional responsibilities. Students are introduced to the interactions between micro organisms and humans including the roles of microbes in health maintenance and in infectious diseases.

Co-requisite: NSG1HAS and students must be enrolled in one of the following: HBNPRG, HBNPGW, BEBN2, RBN, HBNM, HBNPRW, HBNUP, HBNSCW, RBNS, HBNS, HZNM, HBN or BIO1LS1, HBS1AP1 or equivalent.

Class requirements: one 2-hour lecture and one 2-hour laboratory practice session (weeks 1-10), one 2-hour tutorial (weeks 1-6) plus a 80-hour clinical placement. This unit will have an online component. Block mode: two consecutive 7-hour days 4 times across the semester plus a 80-hour clinical placement. There may be variation to the structure on different campuses.

Assessment: 2-hour end of semester examination (50%). Hurdle requirement: successful completion of clinical practicum, one 2000-word written project (50%). Students must pass the theoretical and the clinical components to pass the unit.

Prescribed Reading:

Crisp J. and Taylor C. *Potter and Perry's fundamentals of nursing* 2nd Edn. Mosby Sydney 2005.

Recommended Reading:

Perry, A. and Potter, P. *Clinical nursing skills and techniques* Elsevier Mosby St Louis 2006.

Smith, S., Duello and Martin, B. *Clinical nursing skills: basic to advanced* 6th Edn. Prentice Hall New Jersey 2004.

NSG1HAS HEALTH ASSESSMENT FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI, SH. TE-W34-43 BH. TE-W47-06 SI.) *Ms Yolanta McLaughlin, Ms Sharon Kendall, Ms Bev Blanch, Ms Bernadette Griffiths, Dr Beverley Wood*

In this unit students will focus on the knowledge, techniques and skills needed by the nurse to perform comprehensive health assessments of individuals across the life span. Students are provided with information on normal findings of assessment and will be able to use this in identification of healthy individuals. Students are introduced to a variety of Health Assessment frameworks, including the Functional Health Assessment framework to facilitate a comprehensive health assessment. Critical thinking skills will be developed in order to assist students to synthesise collected data. Emphasis will be placed on assessment techniques and documentation of findings. The use of technology and supervised practice on campus and clinical facilities will facilitate the development of skills required for assessment of clients. Laboratory experiences, focusing on selected psychomotor and interpersonal skills, are designed to support the development of relevant health assessment skills.

Prerequisite: Students must be enrolled in HBN, HBNPRW, RBN, HBNM, HBNPRG, HSBNC, HSBNCW, BEBN2, HBNM, HBNUP, HBNCP, HBNSCW, RBNS, HBNS, HDIAN, HZNM, RDN, HDIANW or have passed HBS1LS1, BIO1LS1, HBS1API or equivalent.

Class requirements: 24-hours of lectures, 12-hours of tutorials, 12-hours of laboratory sessions and 40 hours of clinical practice. This unit will have an online component and may be offered in block mode (two consecutive 6-hour days four times over the semester).

This unit is not available for study abroad students.

Assessment: one 1500-word health assessment report (25%). Students must pass both the theoretical and clinical components to pass the subject, one 1500-word clinical reasoning exercise (25%), 40 minute practical clinical skills examination (50%).

Recommended Reading:

Weber, J., and Kelly, J. *Health assessment in Nursing* 3rd Edn. Philadelphia Lippincott 2006.
 Jarvis, C. *Physical examination and health assessment* 4th Edn. Philadelphia Saunders 2004.

NSG1LIL INFORMATION LITERACY FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) AW: Ms Eileen Clark, BE: Dr Julie Ellis, BU: Dr TBA, MI: Ms Bev Blanch

In this unit the students will be assisted to develop the information literacy and written communication/documentation skills required of a nurse in the 21st century. Informatics and Evidence Based Practice are key aspects of that contemporary nursing practice. Students will be assisted to meet the CAUL information literacy standards, develop an understanding of the role of written communications/documentation and information technology in the practice of nursing, and a beginning appreciation of the role of evidence as it informs nursing practice. Further, the students will be provided with a foundation on information management and processing principles used to support the data, information, and knowledge needs in the provision and delivery of nursing and health care. In this unit students will become practised in the use of both electronic media and traditional written and oral communication skills in the communication of a well-developed argument.

Class requirements: 13 hours of lectures plus directed activities equivalent to 26 hours of classroom contact across the semester. This unit will have an online component.

Assessment: one 2500-word assignment (60%), one 1500-word assignment (40%).

Recommended Reading:

Higgs, J. Edn. *Communicating in the health and social sciences* South Melbourne Oxford University Press 2005.

NSG2AUA ACUTE NURSING PRACTICE A (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Nanette Lundie, BE: Ms Adele Callaghan, BU: Mrs Robin Ray

In this unit students will be offered the opportunity to gain the knowledge, techniques and skills needed by the nurse to care for the person experiencing episodic illness in a hospital. Using a problem based learning approach the focus will be on the effect of episodic illness on skin integrity (wounds), nutritional status and elimination. Further themes for exploration include pain management, fluid and electrolyte balance, and issues surrounding hospitalisation. Students will be introduced to beginning technical skills as well as the knowledge necessary for planning and implementing individualised care while considering cultural, social, psychological, ethical, and legal aspects of care.

Prerequisite: NSG1HAS, NSG1FUN. If student enrolled in HBNPRG, HBNPGW, BEB2 then must have passed NSG1HAS, NSG1FUN, NSG2MED, HBS2PAT. If student enrolled in HSBNC, HSBNCW, RBN2, BEBND2, HBNCM, HBNCN then must have passed NSG1HAS, NSG2MED, HBS2PAT.

Co-requisite: NSG2MED, HBS2PAT.

Class requirements: Bundoora/Albury-Wodonga/Mildura campus: two 2-hour lectures per week over 5 weeks, one 2-hour problem based learning group per week over 5 weeks, one 2-hour laboratory session per week over 5 weeks plus clinical practicum of 15 days over 3 or 4 weeks (105 hours). Bendigo campus: as above except with a 105-hour clinical practicum of 35 hours per week over 3 weeks. Or alternatively 2 consecutive 5-hour seminar days four times across the semester plus a 105 hour clinical practicum of 35 hours per week over 3 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 2000-word case study (50%). Students must pass the theoretical and clinical component to pass the unit, one 2-hour examination (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale.

Prescribed Reading:

Brown, D. and Edwards, H. (eds) *Lewis's medical - surgical nursing* Mosby Elsevier 2005.
 Farell, M Edn. *Smeltzer and Bares textbook of medical-surgical nursing* Lippincott Williams and Wilkins Sydney 2005.

Recommended Reading:

Smeltzer, S.C. and Bare, B.G. *Brunner and Suddarth's textbook of medical-surgical nursing* 10th Edn. J.B. Lippincott New York 2004.
 Smith, S., Duell, D. and Martin, B. *Clinical nursing skills: basic to advanced skills* 6th Edn. New Jersey Pearson Prentice Hall 2004.
 Lewis, S., Heitkemper, M. and Dirksen, S. *Medical-surgical nursing: assessment and management of clinical problems* 6th Edn. Mosby St Louis 2004.

LeMone, P. and Burke, K.M. *Medical-surgical nursing: critical thinking in client care* 3rd Edn. Prentice-Hall Inc Sydney 2004.

NSG2CAF CHILD AND FAMILY NURSING PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Ms Nanette Lundie, BE: Ms Diana Guzys, BU: Ms Sharon Gan, MI: Ms Bev Blanch

In this unit students will be offered the opportunity to gain knowledge and skills to work in a respectful and collaborative partnership with families to identify and manage health concerns, and provide quality care for children and families in a variety of settings. Students will investigate and critically appraise issues related to socio-cultural, structural, developmental and emotional perspectives, as well as specific knowledge and skills to assess health status of families. The effects of disadvantages on the child and family, with emphasis on families of children with special needs will be explored. Using more developed interpersonal skills, students will develop evidence-based family focused initiatives to promote optimal family functioning and health.

Prerequisite: NSG1FUN, NSG1HAS, PHE1PHB or HLT1HAS, HBS1AON, HBS1HBF or BIO12LS2 or HBS1LS2.

Class requirements: 20 hours of lectures, 10 hours of tutorials, 6 hours of directed learning activities online and 3 hours of self directed learning across the semester. This unit may have an online component.

Assessment: one 2000-word scenario based clinical decision making exercise (50%). Hurdle requirement: all assessment requirements must be completed to be eligible for a pass grade in this unit. You must obtain a mark of 50% to pass this unit, one 2000-word family assessment assignment (50%).

Prescribed Reading:

Hockenberry, M., Wilson, D., Winkelstein, M and Kline, N. 7th Edn. *Wong's nursing care of infants and children*. Mosby, St Louis 2003.

NSG2EBP EVIDENCE BASED NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BU, HK, SI. TE-SEM-2 AW, BE, BU, MI, SH, SI.) AW: Ms Eileen Clark, BE: Ms Fran Sheehan, BH: Dr Beverley Wood, BU: Dr Simon Black, HK: Dr Beverley Wood, MI: Ms Bev Blanch, SI: Dr Beverley Wood

In this unit students will be offered the opportunity to examine the nature and sources of evidence for nursing practice and the processes through which this evidence is generated. Information on the research process and the methods for obtaining and evaluating the application of evidence to practice will be provided. Exploration of the research process includes: conceptual basis, methodology, data collection, data analysis, and presentation and utilization of research and the development of evidence based practice.

Prerequisite: NSG1FUN.

Class requirements: Bundoora/Albury-Wodonga campus: two 1-hour lectures per week over 7 weeks, one 1-hour lecture per week over 2 weeks, one 2-hour tutorial per week over 7 weeks and 7 hours of self directed learning equivalent to 1-hour of class contact per week over 7 weeks. Bendigo campus: as above or alternatively two consecutive 5-hour seminar days four times across the semester. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 1-hour tutorial test (25%), one 2000-word critical appraisal of published research (50%), one discussion and interaction, equivalent to 1000 words (25%)

Prescribed Reading:

Trinder, L. and Reynolds, S. *Evidence based practice: a critical appraisal* Blackwell Science Oxford 2000.

Recommended Reading:

Beanland, C., Schneider, Z., LoBiondo-Wood, G. and Haber, J. *Nursing research: methods, critical appraisal and utilisation* 1st Edn. Mosby Sydney 1999.

NSG2LEA LAW, ETHICS AND ACCOUNTABILITY FOR NURSES (15 CPs Sem. TE-SEM-1 HK, SI. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI. TE-SEM-3 AW, BH, HK, SI. TE-W01-08 BH. TE-W45-03 SI.) *Ms Nanette Lundie, Mr Ron Picard, Mr Les Fitzgerald, Ms Kathleen Tori, Dr Beverley Wood, Ms Susan Hunter, Dr Beverley Wood*

In this unit students will be assisted to examine the legal, ethical and accountability issues which impact on the practice of nursing. Individual responsibility of the nurse is emphasised through investigation of professional ethical and legal accountability, and forms of regulation. Current models for ethical decision-making are explored and applied in the analysis of selected ethical problems in nursing practice. The students are encouraged to examine and clarify personal and professional values and beliefs and develop a reflective approach to their practice.

Class requirements: 16 hours of lectures, 16 hours of tutorials (comprising fact-to-face and tutor-facilitated online activity), and 7 hours of self-directed learning equivalent to 1-hour of class contact. Lectures and face-to-face tutorials are conducted in the first 5-8 weeks of semester (the number of weeks depending on the campus), while online and self directed learning occurs across the semester. This may vary in offshore programs.

This unit is not available for study abroad students.

Assessment: one 1000-word scenario based ethical decision making exercise (30%) (individual assessment), one 2500-word written assignment (60%) (individual assessment), one online discussion and interaction, equivalent to 500-words (10%).

Recommended Reading:

Forrester, K. and Griffiths, D. *Essentials of law for health professionals* 2nd Edn. Elsevier Marrickville 2005.
DeWolf Bosek, M.S. and Savage, T.A. *The ethical component of nursing education* Philadelphia Lippincott, Williams and Wilkins 2007.

NSG2MED MEDICATION MANAGEMENT FOR NURSES (15. CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-W09-21 BU.) *Ms Nanette Lundie, Dr Sharon Kendall, Ms Gayle McKenzie, Ms Bev Blanch*

In this unit students will be offered the opportunity to develop knowledge of safe and ethical practice in medication administration. Information will be provided to students on pharmacologic, pharmacokinetic, and pharmacodynamic principles essential for clinical practice and the basic principles of pharmacol therapeutics and pharmacological interventions in nursing including the related nursing responsibilities will be introduced. Emphasis will be placed on clinical aspects including dosing regimes and compliance, paediatric and geriatric pharmacology, adverse drug reactions and interactions, post-surgical care, and polypharmacy. An overview of the clinical application of classifications of drugs on human systems will be provided.

Prerequisite: NSG1HAS, NSG1FUN, HBS1AON, HBS1HBF or HBS1LS2 or Students must be enrolled in HBNPRG, HBNPGW, BEBN2, HSBNC, HSBNCW, BEBND2, HBNCM, HBNCN.

Class requirements: 26-hours of lectures and 13-hours of facilitated small group sessions across the semester. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 2-hour written examination (60%), one 1500-word assignment (30%), one 30-minute drug calculation examination (10%). Hurdle requirement: must achieve mastery of 80% in the drug calculation examination to pass the unit.

Recommended Reading:

Lim, A.G. and McKenzie, G. *Australia New Zealand nursing drug handbook* 3rd Edn. Lippincott Williams and Wilkins Sydney 2006.
Bullock, S., Manias, E. and Galbraith, A. *Fundamentals of pharmacology* 5th Edn. Frenchs Forest, NSW: Pearson 2004.
Simonsen, T., Aarbakke, J., Kay, I., Cleman, I., Sinnott, P. and Lyssa, R. *Illustrated pharmacology for nurses* Hodder Arnold London 2006.
Gatford, J.D. and Phillips, N. *Nursing calculations* 6th Edn. Churchill Livingstone Edinburgh 2002.
Bryant, B., Knights, K. and Salerno, E. *Pharmacology for health professionals* Mosby Sydney 2003.
Hext, V. and Mayner, L. *Practical nursing calculation* Allen and Unwin Crow's Nest NSW 2003.

NSG2MHL MENTAL HEALTH NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BU. TE-SEM-2 AW, BE, BU, MI, SH.) *AW: Ms Eileen Petrie, BE: Ms Susan Kidd, BU: Mr Alan Robins*

In this unit students will be offered the opportunity to discuss the general principles and practices of psychiatric/mental health nursing and their impact on the individual and their family. Theoretical explanations of mental health and mental illness, the manifestation and classification of mental illness, and major treatment modalities will be explored. Therapeutic and psychosocial interventions are discussed within the context of the broad socio-cultural environment. Topics will include current debates on mental health and illness, psychiatric disorders, populations at risk, continuity of care and cross-cultural perspectives on mental health and illness. Students will also be offered the opportunity to examine the framework for mental health service delivery in Victoria.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Co-requisite: NSG2AUA if student enrolled in HSBNC, HSBNCW, RBN2, BEBND2, HBNCM, HBNCN, HBNPRG, HBNPGW, BEBN2.

Class requirements: 30 hours of lecture/tutorial across the semester. Content to be delivered in flexible lecture and tutorial combination. This unit may be offered block mode across the semester in the format of seminar days. In addition a 140-hour clinical practicum of 35 hours per week over 4 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 1750-word written assignment (40%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 2-hour written examination (60%).

Prescribed Reading:

Meadows, G., Singh, B and Grigg M. *Mental health in Australia* 2nd Edn. Oxford University Press Australia 2006.

NSG2PMH PROMOTING MENTAL HEALTH A (15 CPs Sem. TE-SEM-1 AW, BE, BU.)

AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins

In this unit students will be assisted to explore the role of the nurse in assessing individuals, family and group needs. Students are introduced to theories and models for health promotion and health education and the principles of planning, implementing and evaluating programs in a variety of health related settings. Students will develop their own health education strategies appropriate to cultural and lifespan needs. The mental health promotion needs of individuals, families and communities will be explored in diverse cultures and in various settings.

Class requirements: two 1-hour lectures per week over ten weeks, one 1-hour tutorial per week over 10 weeks, self directed learning equivalent to 1-hour of class contact per week over 10 weeks plus 70 hours of clinical practicum of 35 hours per week over 2 weeks and 2-hours of clinical supervision per week over 10 weeks. The unit may be offered in block mode: one 5-hour seminar day four times across the semester, self directed learning equivalent to 1-hour of class contact per week over 10 weeks plus a 70-hour clinical practicum of 35 hours per week over 2 weeks and 2-hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 3000-word health education session (70%). Hurdle requirement: whilst the clinical assessment is ungraded, students must achieve at a designated level, one 30 minutes group presentation (10-minutes per member) (20%), interaction with and contribution to online discussion equivalent to 500-words (10%).

Prescribed Reading:

VIC Health *Evidence-based Mental Health Promotion Resource* Department of Human Services, Melbourne (Supplied)
Meadows, G., Sing, B. and Grigg, M. *Mental health in Australia: collaborative community practice* 2nd Edn. Oxford University Press, Melbourne Australia 2007.
Wass, A. *Promoting health: A primary health care approach* Harcourt Australia Marrickville NSW 2000.

NSG2PRH PROMOTING HEALTH IN NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Ms Eileen Petrie, BE: Ms Kerrie Gamble, BE: Ms Di Guzys, BU: Ms Sandra Lucas

In this unit students will be assisted to explore the role of the nurse in assessing individuals, family and group needs. Students are introduced to theories and models for health promotion and health education and the principles of planning, implementing and evaluating programs in a variety of health related settings. Students will develop their own health education strategies appropriate to cultural and lifespan needs.

Prerequisite: NSG1HAS, PHE1PHB.

Class requirements: 13 hours of lectures and 13 hours of tutorials per semester, plus a 35-hour clinical practicum. This unit may have an online component.

Assessment: one 40-minute group presentation of a health education session - 10 minutes per member (40%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANMC competencies using the Bondy scale, one 3000-word health promotion assignment (60%). Students pass the theoretical and clinical components to pass the unit.

Prescribed Reading:

Talbot, L. and Verrinder G. *Promoting health: a primary health care approach* 3rd Edn. Elsevier Australian 2005

Recommended Reading:

Pender, N., Murdaugh, C.L. and Parsons, M. *Health promotion in nursing practice* 4th Edn. Prentice-Hall New Jersey, 2002.

Kiger, A. *Teaching for health* 2nd Edn. Churchill Livingstone Edinburgh, 1995.

NSG3AUB ACUTE NURSING PRACTICE B (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, MI, SI.) AW: Ms Ann Kuypers, BE: Ms Helen Aikman, BU: Ms Elizabeth Watt, MI: Ms Bev Blanch

In this unit students will be offered the opportunity to further develop their knowledge and skills by caring for people experiencing complex health problems require nursing intervention. Previously learnt technical, interpersonal and decision-making skills are further developed while aspects of health education, and legal and ethical aspects are incorporated to provide individualised care. Using a problem based learning approach students will be offered the opportunity to study the effect of complex acute and chronic illness by focusing on patients situation that involve conditions that seriously alter absorption and utilization of food and fluids; metabolism and endocrine function, elimination of bodily waste. The students will also be offered the opportunity to study the effect that these have on other body systems.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Class requirements: five 3-hour lectures, ten 1-hour problem-based learning groups and ten 1-hour laboratory sessions across the semester. A 105-hour clinical practicum of 35 hours per week over three weeks. Communication and discussion via WebCT.

This unit is not available for study abroad students.

Assessment: one 2-hour written examination (50%) Students must pass the theoretical and clinical components to pass the subject, one 2500-word case study (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale.

Prescribed Reading:

LeMone, P. and Burke, K.M. *Medical-surgical nursing: critical thinking in client care. Volumes 1 and 2* 4th Edn. Prentice-Hall Inc Sydney 2008.

Recommended Reading:

Galbraith, A., Bullock, S. and Manias, E. *Fundamentals of pharmacology* 5th Edn. Prentice Hall, Sydney 2007.

Gatford, J.D. and Phillips, N. *Nursing calculations* 7th Edn. Churchill Livingstone, Edinburgh 2006.

NSG3AUC ACUTE NURSING PRACTICE C (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SI.) AW: Ms Ann Kuypers, BE: Ms Helen Aikman

In this unit students will be provided with the opportunity to consolidate knowledge and skills in order to effectively prioritise care

for a group of clients experiencing a range of complex co-morbidities. Using a problem-based learning approach students will be offered the opportunity to study the effect of complex acute and chronic illness by focusing on patient situations involving serious alterations in cardiac, respiratory and neurological function, and the effect that these have on other body systems. A feature of this unit is the development of the student's ability to incorporate therapies involved in the helping role of the nurse whilst managing a case load of patients.

Prerequisite: NSG3AUB.

Class requirements: five 2-hour lectures, ten 1-hour problem-based learning session and ten 1-hour laboratory sessions across the semester plus 140-hour clinical practicum of 35 hours per week over four weeks.

This unit is not available for study abroad students.

Assessment: one 2000-word case study (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 2000-word assignment (50%). Students must pass the theoretical and clinical component to pass the subject.

Prescribed Reading:

Lewis, S., Collier, I. and Heitkemper, M. *Medical-surgical nursing: assessment and management of clinical problems* 6th Edn. Mosby St. Louis 2004.

Recommended Reading:

Galbraith, A., Bullock, S. and Manias, E. *Fundamentals of pharmacology* 3rd Edn. Prentice Hall Sydney 2001.

NSG3CAC CANCER NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI, SH.) AW: Ms Yolanta McLaughlin, BE: Dr Sharon Kendall, BU: Ms Rosaleen Rudd, MI: Ms Bev Blanch

In this unit students will be offered the opportunity to develop a beginning knowledge about the nature of nursing a client with cancer. Students will be provided with the opportunity to acquire knowledge pertaining to the nature of cancer and aspects of cancer prevention, treatment and rehabilitation, with particular emphasis on cancer nursing. Information on aspects of epidemiology in relation to cancer, the physiology of cancer and oncology emergencies will be provided.

Prerequisite: NSG1HAS.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for 6 weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and 6 hours of self directed learning activities equivalent to 1-hour of classroom contact per week for 6 weeks. This unit may have an online component. .

Assessment: one 1000-word scenario based assessment (25%), one 2500-word participation portfolio (50%), and one 1000-word critical reasoning exercise (25%).

Prescribed Reading:

Langhorne, M., Fulton, J. and Otto, S. *Oncology Nursing* 5th Edn. C.V. Mosby, St Louis 2004.

NSG3CAD MENTAL HEALTH NURSING PRACTICE: CHILD AND

ADOLESCENT (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Eileen Petrie, BE: Ms Susan McConnachie, BU: Mr Alan Robins

In this unit students will develop skills relevant to the health of infants, children and adolescents within a variety of settings, including children and adolescents from diverse cultural and geographic backgrounds. Critical appraisal of issues related to child and family health from a socio-cultural, structural, developmental and emotional perspective will occur. A major focus is on children and families and the development of specific evidence based knowledge, skill and interventions necessary to assess health status, promote health and well-being and to prevent or manage illness, injury and/or disability.

Prerequisite: NSG2PMH.

Class requirements: Two 1-hour lectures per week over 10 weeks, one 2-hour tutorial per week over 8 weeks, self directed learning equivalent to 1-hour of class contact per week over four weeks plus 70-hour clinical practicum of 35 hours per week over 2 weeks and 2-

hours of clinical supervision per week over 10 weeks. Or alternatively, two consecutive 5-hour seminar days four times across the semester plus a 70-hour clinical practicum of 35 hours per week over two weeks and 2 hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 2000-word family case study report (50%), one 2000-word scenario based clinical decision making exercise (50%).
Hurdle requirement: whilst the clinical assessment is ungraded students must achieve at a designated level.

Prescribed Reading:

Elders, R., Evans, K. and Nizzette, D. *Psychiatric and mental health nursing* Marrickville Australia Elsevier 2005.

Hockenberry, M., Wilson, D., Winkelstein, M. and Kline, N. 7th Edn. *Wong's nursing care of infants and children* Mosby: St Louis 2003.

NSG3CAN CANCER NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Ms Sharon Kendall, BU: Ms Kathy Swift
Not available in 2008.

NSG3CAR CARDIAC REHABILITATION NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Jan Berry, BE: Mr Leigh Kinsman, BU: Ms Nikki Phillips

This subject may not be offered every year.

In this practice based subject students will be offered the opportunity to explore the role of cardiac rehabilitation in the recovery from cardiac problems and the prevention of disease progress. The aims of cardiac rehabilitation will be explored according to the best available evidence. Barriers and enablers to the cardiac rehabilitation process will be investigated. Patient education models, risk factor management, social support and the role of diet and exercise will be explored.

Prerequisite: NSG1HAS.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week for 10 weeks; one 3-hour laboratory session during the semester; 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for 6 weeks; plus a one week 35-hour clinical practicum. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester; 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for 6 weeks; plus a one week 35-hour clinical practicum. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 1000-word scenario based assessment (25%). Hurdle requirement: whilst the clinical assessment is ungraded, students must achieve at a designated level, one 1750 participation portfolio (50%). Students must successfully pass both the theoretical and practical component to pass the subject, one 1000-word clinical reasoning exercise (25%).

Recommended Reading:

LeMone, P. and Burke, K.M. *Medical-surgical nursing: critical thinking in client care* 2nd Edn. Prentice-Hall Inc Sydney 2000.

NSG3CAT CHILD AND ADOLESCENT NURSING THEORY (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) Ms Sharon Gan

This subject may not be offered every year.

In this unit students will be offered the opportunity to extend their knowledge of paediatric nursing building on the information presented in Child and Family Nursing Practice. The focus will be on the acquisition of knowledge and skills required to assist the child and the family in times of health deviation. Information will be provided on nursing interventions that assist in promoting, maintaining, and restoring health of infants, children and adolescents.

Prerequisite: NSG2CAF, NSG1HAS.

Class requirements: 20 hours of lectures, 10 hours of online tutorials, 3 hours of laboratory sessions and 6 hours of self directed learning across the semester. This unit will have an online component.

This unit is not available for study abroad students.

Assessment: one 2500-word participation portfolio (50%), one 2000-word critical reasoning exercise (50%)

Recommended Reading:

Hockenberry, M., Wilson, D., Winkelstein, M and Klien N *Wong's nursing care of infants and children* Mosby, St Louis 2003.

NSG3CHN COMPLEMENTARY HEALTH NURSING (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) Dr Pauline McCabe
Not available in 2008.

NSG3CMP COMPLEMENTARY THERAPIES IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Ms Amanda Kenny, BU: Dr Pauline McCabe
Not available in 2008.

NSG3COG CONTROVERSIES IN GERONTIC NURSING (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Yolanta McLaughlin, BE: Dr Amanda Kenny, BU: Dr Susan Koch

This unit may not be offered every year.

In this unit students will be challenged to consider issues that raise ethical and moral challenges for nurses and society. Lifestyle choices and social stereotypes will be explored. Case study examples will be used to highlight the complexity of delivering care that involves personal lifestyle choices and contexts.

Prerequisite: NSG1HAS.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week for ten weeks during the semester plus 9 hours of self directed learning activities equivalent to one hour of classroom contact per week for nine weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 20-minute case study presentation (25%), one 2500-word evidenced based practice assignment (50%), one 1000-word critical reasoning exercise (25%)

Recommended Reading:

Nay, R., Garratt, S. *Nursing older people: issues and innovations* MacLennan and Petty, Sydney 1999.

NSG3COM COMPLEMENTARY PRACTICES IN NURSING (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Ms Amanda Kenny, BU: Dr Pauline McCabe
Not available in 2008.

NSG3CPC COMMUNITY PSYCHIATRIC NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Maureen Cuskelly, BE: Ms Susan Kidd, BU: Ms TBA
Not available in 2008.

NSG3CPR COMMUNITY NURSING PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SI.) AW: Ms Eileen Petrie, BE: Ms Kerrie Gamble, BE: Ms Di Guzys, BU: Ms Sandra Lucas

In this unit students will be offered the opportunity to analyse the role of the nurse in facilitating health with individuals and groups in the community. An issues based learning approach will be utilised, allowing students to apply theories and models for community development, social marketing and primary health care to practice situations. In analysing community practice roles, students will be asked to critique their own values relating to lifespan, culture and social issues that impact health and be accountable (both ethically and legally) for their contribution to health service provision. Students will be able to build on knowledge gained in Information Literacy for Nurses to develop a multimedia package.

Prerequisite: NSG1LIL, NSG2AUA, NSG2PRH and NSG3AUB or students must be enrolled in HZNM. If students enrolled in HBNPRG, HBNPGW, BEBN2, HSBNC, HSBNCW, BEBND2, HBNCM, HBNCN then must have passed NSG2AUA, NSG3AUB.

Class requirements: 16-hours of lectures, 14-hours of problem based learning and 7-hours of self directed learning plus a 105 hour clinical practicum of approximately 35 hours per week. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 2000-word equivalent multimedia package based on a community assessment (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANMC competencies using the Bondy scale, one 2000-word community development practice analysis (50%). Students must pass the theoretical and clinical components to pass the unit.

Prescribed Reading:

McMurray, A. *Community health and wellness: a sociological approach* Harcourt, Sydney 2006.

Keleher, H. and Murphy, B. *Understanding Health: A Determinants Approach* Oxford University Press Australia 2004.

Recommended Reading:

Anderson, E.T. and McFarlane, J. *Community as partner: theory and practice in nursing* Lippincott, Philadelphia 2004.

Talbot Verrinder. *Promoting health: a primary health care approach* 3rd Edn. Elsevier 2005.

NSG3CPS COMMUNITY PSYCHIATRIC NURSING THEORY (15 CPs Sem.

TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Maureen Cuskelly, BE: Ms Susan Kidd, BU: Ms TBA

Not available in 2008.

NSG3CRE CARDIAC REHABILITATION NURSING THEORY (15 CPs Sem.

TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Janet Berry, BE: Mr Leigh Kinsman, BU: Ms Nicole Phillips

This subject may not be offered every year.

In this unit students will be offered the opportunity to explore the role of cardiac rehabilitation in the recovery from cardiac problems and the prevention of disease progress. The aims of cardiac rehabilitation will be explored according to the best available evidence. Barriers and enablers to the cardiac rehabilitation process will be investigated. Patient education models, risk factor management, social support and the role of diet and exercise will be explored.

Prerequisite: NSG1HAS

Class requirements: one 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 1000-word scenario based assessment (25%), one 2500-word participation portfolio (50%), and one 1000-word critical reasoning exercise (25%)

Recommended Reading:

LeMone, P., Burke, K.M. *Medical-surgical nursing: critical thinking in client care* 2nd Edn. Prentice-Hall Inc, Sydney 2000.

NSG3DDA MENTAL HEALTH NURSING PRACTICE: DRUG AND

ALCOHOL (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins

In this unit students are provided with the opportunity to integrate theory and practice in implementing strategies to deal with drug and alcohol misuse. Exploration will take place of the theoretical explanations for drug and alcohol misuse in society, and the implications of substance misuse on individuals, families and communities. Competencies will be developed in primary prevention, early and acute intervention, rehabilitation, and harm minimisation. Examination will take place of the particular needs and challenges of working with individuals, families, and communities from diverse cultural groups and from a range of geographical and practice settings.

Prerequisite: NSG2PMH, NSG3CAD, NSG2MHL, NSG3MOP, NSG3IMS.

Class requirements: Two 1-hour lectures per week over 10 weeks, one 1-hour problem based learning group per week over 10 weeks, one 1-hour laboratory session per week over 10 weeks plus a 70 hour clinical practicum of 35 hours per week over 2 weeks and 2 hours of clinical supervision per week over 10 weeks. Or alternatively one 6-

hour seminar day five times across the semester plus a 70 hour clinical practicum of 35 hours per week over 2 weeks and 2 hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 3000-word clinical case study (50%). Hurdle requirement: whilst the clinical assessment is ungraded, students must achieve at a designated level, one online assessment equivalent to 1500-words (50%).

Prescribed Reading:

Elders, R., Evans, K. and Nizzett, D. *Psychiatric and mental health nursing* Marrickville Australia Elsevier 2005.

NSG3GER GERONTIC NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE,

BH, BU, HK, MI, SI.) AW: Ms Yolanta McLaughlin, BE: Ms Julie Ellis, BU: Dr Susan Koch

In this unit students will be offered the opportunity to consider the health needs of older people in diverse settings. The examination of the social, psychological, and biological aspects of ageing; demographics of ageing, health and ageing, ageing in place, acute care and the principles of long-term care and of rehabilitation will be included. The importance of the nurses' roles in promoting, maintaining, and restoring the health of older adults will be stressed. The students will be encouraged to focus on the independent role of the nurse and an interdisciplinary approach to the planning and implementation of client care and development skills in management, team work, delegation and prioritising care. As part of the clinical experience, students may be required to undertake evening and weekend work in this unit.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Class requirements: 40 hours: - 20 hours of lecturers, 10 hours of tutorials, 10 hours of self-directed learning. 140 hour clinical practicum. This may include weekends and evenings work. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 2500-word evidence-based case management review (60%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 1500-word written assignment (40%). Students must pass the theoretical and clinical components to pass the subject.

Prescribed Reading:

Koch, S. and Garratt, S. *Health assessment of the older person: a practical guide for health care workers* MacLennan and Petty Sydney 2001.

Nay, R. and Garratt, S. *Nursing older people. Issues and innovations* 2nd Edn. Elsevier 2004.

Recommended Reading:

Ebersole, P. and Hess, P. *Toward healthy ageing: human needs and nursing response* 6th Edn. Mosby St Louis 2004.

NSG3IMS MENTAL HEALTH NURSING: INTERVENTION MODALITIES

(15 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins

In this unit students are provided with the skills and competencies needed to select, apply and evaluate selected intervention modalities - psychopharmacology, case management, group therapy, and rehabilitation - for use with individuals and families experiencing mental illness and disorder. Examination will take place of the theoretical underpinnings and clinical application of these modalities. Interventions will be based on a comprehensive assessment of needs, and will be informed by an understanding of evidence based practice. Analysis will be undertaken of the particular intervention modality needs of consumers from diverse cultures. At all times, critical reflection on practice will be emphasised, with a focus on the need to develop strategies to maintain the well-being of self and fellow workers.

Prerequisite: NSG2PMH, NSG2MHL, NSG3CAD.

Class requirements: one 1-hour lectures per week over 10 weeks, one 1-hour problem based learning group per week over 10 weeks, one 1-hour laboratory session per week over 10 weeks, plus a 70-hour clinical practicum of 35 hours per week over 2 weeks and 2-hours of clinical supervision per week over 10 weeks. Or alternatively one 6-

hour seminar day five times across the semester plus a 70-hour clinical practicum of 35 hours per week over two weeks and 2 hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: small group presentation (20-minutes per member) (40%), one 2500-word assignment (60%).

Prescribed Reading:

Elders, R., Evans, K. and Nizzette, D. *Psychiatric and mental health nursing* Marrickville Australia Elsevier 2005.

NSG3INT MANAGING COMPLEX INTERACTIONS IN NURSING (15 CPs Sem. TE-SEM-1 HK, TE-SEM-2 AW, BE, BU, HK, MI, TE-SEM-3 HK.) *Ms Ann Kuypers, Ms Sharon Kendall, Ms Elizabeth Pascoe, Dr Beverley Wood*

In this unit, students are placed in situations that are unique to professional nursing practice, that require a complex range of knowledge, skill and awareness. Engagement in complicated, often stressful and distressing encounters requires the nurse to be equipped with a sophisticated repertoire of skills, including 'awareness' of self and others. Effective intervention on a variety of levels is seen as an essential role of the professional nurse. The students will be given a theory base for understanding human behaviour, and basic mental health concepts are introduced. Emphasis will be placed on theory-based strategies to improve interaction, and coping with individuals, families, and other health care professionals. The unit focuses on the complex events and interactions that occur in health care settings.

Prerequisite: NSG3AUB or students must be enrolled in HZNM

Co-requisite: NSG3AUC or students must be enrolled in HZNM.

Class requirements: Two hours of lectures six times over the semester and two hours of problem based learning activities seven times over the semester as well as thirteen hours of directed activities over the semester. This may vary in offshore programs.

This unit is not available for study abroad students.

Assessment: one 2000-word critical reflective portfolio (50%), one 2000-word online assessment (50%).

Prescribed Reading:

McCabe, C. and Timminutes, F. *Communication skills for nursing practice* Palgrave MacMillan 2006.

Recommended Reading:

Keegan, L. *Understanding the client as well as the condition* 2nd Edn. Delmar Publishers 2002.

NSG3MEH MEN'S HEALTH NURSING IN PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BU.) *BE: Mr James Kevin, BU: Dr Bill Koch, BU: Ms Yolanta McLaughlin*
Not available in 2008.

NSG3MEN MEN'S HEALTH NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU, TE-SEM-2 AW, BE, BU.) *AW: Ms Yolanta McLaughlin, BE: Mr Jim Kevin, BU: Dr Bill Koch*
Not available in 2008.

NSG3MHI NURSING THERAPEUTICS AND PRACTICE: MENTAL HEALTH AND ILLNESS (15 CPs Sem. TE-SEM-1 AW, BE, BU, JA, MI, OS, TE-SEM-2 BE, BU, OS.) *AW: Dr Terence McCann, AW: Ms TBA, BE: Ms Sue McConnachie, BU: Dr TBA*
Not available in 2008.

NSG3MOP MENTAL HEALTH NURSING PRACTICE: OLDER PEOPLE (15 CPs Sem. TE-SEM-1 AW, BE, BU.) *AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins*

In this unit students will be offered the opportunity to consider the health needs of the older people in diverse settings. The examination of the social, psychological and biological aspects of ageing; demographics of ageing, health and ageing, ageing in place, and the principles of long term care and of rehabilitation will be included. The importance of the nurses' role in promoting, maintaining, and restoring the health of older adults will be stressed. The students will be encouraged to focus on the independent role of the nurse and an interdisciplinary approach to the planning and implementation of

client care. The particular needs of older adult consumers from diverse cultural groups and from a range of geographical and practice settings will be examined.

Prerequisite: NSG2PMH, NSG2MHL, NSG3CAD.

Class requirements: two 1-hour lectures per week over 10 weeks, one 1-hour tutorial per week over 10 weeks, self directed learning equivalent to 1-hour of class contact per week over 10 weeks plus 140 hours of clinical practicum of 35 hours per week over 4 weeks and 2 hours of clinical supervision per week over 10 weeks. The unit may be offered in block mode: one 6-hour seminar day five times across the semester, self directed learning equivalent to 1-hour of class contact per week over 10 weeks plus a 140-hour clinical practicum of 35 hours per week over 4 weeks and 2 hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 1500-word essay (40%), one 2500-word evidence-based case management review (60%). Hurdle requirement: whilst the clinical assessment is ungraded, students must achieve at a designated level.

Prescribed Reading:

Koch, S. and Garratt, S. *Health assessment of the older person: a practical guide for health care workers* Sydney MacLennan and Petty 2001.

Nay, R. and Garratt, S. *Nursing older people* Sydney, McLennan and Petty 1999.

Elders, R., Evans, K. and Nizzette, D. *Psychiatric and mental health nursing* Marrickville Australia Elsevier 2005.

NSG3NSC NEUROSCIENCE NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU, TE-SEM-2 AW, BE, BU.) *AW: Ms Jan Berry, BE: Mr Jim Kevin, BU: Ms Nicole Phillips*
Not available in 2008.

NSG3NSN NEUROSCIENCE NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU, TE-SEM-2 AW, BE, BU.) *AW: Ms Jan Berry, BE: Mr Jim Kevin, BU: Ms Nicole Phillips*

This subject may not be offered every year.

In this practice based subject the focus will be on the nursing management of people with both acute and chronic conditions related to disturbances in neurological function. Students will be provided with the opportunity to develop the knowledge and skills necessary to care effectively and efficiently for people experiencing neurological disorders.

Prerequisite: NSG1HAS.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week for 10 weeks; one 3-hour laboratory session during the semester; 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for 6 weeks; plus a one week 35-hour clinical practicum. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester; 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for 6 weeks; plus a one week 35-hour clinical practicum. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 1000-word scenario based assessment (25%). Hurdle requirement: whilst the clinical assessment is ungraded, students must achieve at a designated level. One 1750-word participation portfolio (50%). Students must successfully pass both the theoretical and practical component to pass the subject, one 1000-word clinical reasoning exercise (25%).

Prescribed Reading:

Hickey, J. *The clinical practice of neurological and neurosurgical nursing* 4th Edn. Lippincott Philadelphia 1997.

NSG3NTF NURSING THE FUTURE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SI, TE-SEM-2 BH, HK, SI.) *AW: Ms Ann Kuypers, BE: Ms Fran Sheean, BU: Ms Helen Forbes, BU: Ms Elizabeth Pascoe*

In this unit students will be assisted to focus on directions for professional development. The influence of research and evolving nursing knowledge on professional roles will be examined, and students will be introduced to frameworks for analysing selected

contemporary issues and trends in health care that will shape future nursing practice. Contemporary strategies for managing the delivery of nursing care will be explored and the associated role requirements in nursing analysed. In addition, each student will have the opportunity to reflect on professional development, consider future career directions and prepare a curriculum vitae. Pre-registration students will focus on transition to the registered nurse role and preparation of applications for graduate positions, while post-registration students will concentrate on career planning and exploration of expanded nursing roles.

Prerequisite: NSG2AUA, NSG2LEA, NSG2EBP.

Class requirements: One 2-hour lecture eight times over the semester and one 2-hour tutorial five times over the semester. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 2000-word portfolio (50%), one 2000-word professional issues case study (50%).

NSG30CH OCCUPATIONAL HEALTH NURSING THEORY (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) *Ms Robin Ray*
Not available in 2008.

NSG3PAC PALLIATIVE CARE NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Yolanta McLaughlin, BE: Ms Eileen Petrie, BE: Ms Sharon Kendall, BU: Ms Margaret O'Connor*
Not available in 2008.

NSG3PAL PALLIATIVE CARE IN NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Yolanta McLaughlin, BE: Ms Sharon Kendall, BU: Ms Margaret O'Connor, BU: Ms Kathy Swift*
Not available in 2008.

NSG3PEO PERI OPERATIVE NURSING THEORY (15 CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 AW, BE, BU, MI.) *AW: Ms Ann Kuypers, BU: Ms Deb Fleckner*

This subject may not be offered every year.

In this unit students are introduced to fundamental theoretical aspects of peri operative nursing, including nursing in the context of the operating room and associated environments. Content will be provided that will extend students knowledge of aspects of infection and its control in the operating suite. The students are given insight into the variety of roles of the nurse in the operating suite. The principles of surgical intervention and wound management are discussed. Information on the operating room environment, including design, and patient and staff safety will be provided. An emphasis is placed on the care of the patient in the operating suite.

Prerequisite: NSG1HAS.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week for 10 weeks; one 3-hour laboratory session during the semester; plus 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for 6 weeks. This unit may be offered block mode: two consecutive 6-hour seminar days three times across the semester and 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for 6 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 2000-word assignment (50%), one 2000-word portfolio (50%).

Prescribed Reading:

Meeker, M. Rothrock, J. *Alexander's care of the patient in surgery* Mosby St Louis 1999.

Recommended Reading:

Foster and Morris-Stiff *Basic surgical operations* Harcourt Publishers Limited 2000.

Shields and Werder *Peri operative nursing* Greenwich Medical Media London 2002.

NSG3PER PERI OPERATIVE NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Jan Berry, BE: Dr Helen Aikman, BU: Ms Judith Bridges*
Not available in 2008.

NSG3PIN PHILOSOPHIES IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, OS, SI.) *AW: Ms Lyn Lang, BE: Ms Sharon Kendall, BU: Professor Annette Street*
Not available in 2008.

NSG3PSE PSYCHIATRIC NURSING THEORY (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 AW, BE, BU, MI.) *AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins*

This unit may not be offered every year.

In this unit students will be provided with the opportunity to build on their knowledge of mental health nursing. Students will be asked to examine the phenomena of psychiatry and psychiatric nursing from various points of view that have, as their common focus, the impact of psychiatric disorders and psychiatric health interventions on the person and groups of people.

Prerequisite: NSG1HAS, NSG2MHL

Class requirements: one 2-hour lecture and one 1-hour tutorial per week for 10 weeks; one 3-hour laboratory session during the semester; plus 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for 6 weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and 6 hours of self directed learning activities equivalent to 1-hour of classroom contact per week for 6 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 1000-word scenario based assessment (25%), one 2500-word participation portfolio (50%), and one 1000-word critical reasoning exercise (25%)

Prescribed Reading:

Protocol, Protocol, *Management of mental disorders* 4th Edn. World Health Organization Collaborating Centre for Mental Health and Substance Abuse, Sydney Australia.

Elder, R., Evans, K. and Nizette, D., *Psychiatric and mental health nursing* Elsevier Mosby Sydney 2005.

NSG3PSY PSYCHIATRIC NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Maureen Cuskelly, BE: Ms Margaret Grigg, BU: Ms TBA*
Not available in 2008.

NSG3WMT WOUND MANAGEMENT NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Jan Berry, BE: Mr Les Fitzgerald, BU: Mr Bill McGuinness*

This subject may not be offered every year.

An important aspect of nursing work is to care for a person's integument by preventing or minimizing tissue damage and providing effective wound management. Appropriate management of a person with a wound requires specific knowledge of wound healing processes, an awareness of factors that influence healing outcomes and the skill to select and implement relevant interventions. In this unit the student will be provided with information to facilitate knowledge and skill development in these key areas. Students will be encouraged to explore contemporary evidence and knowledge, actively participate in the discussion of the clinical management of clients requiring wound management, and contribute to case discussions.

Prerequisite: NSG1HAS.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week for 10 weeks; one 3-hour laboratory session during the semester; plus 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for 6 weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and 6 hours of self directed learning activities equivalent to 1-hour of classroom contact per week for 6 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 2500-word case study (50%), one 1000-word critical reasoning exercise (25%), one online activity, equivalent to 500-words (12%), one online activity, equivalent to 500-words (13%)

Prescribed Reading:

Dealey, C. *The care of wounds: a guide for nurses* 2nd Edn. Blackwell Science, Oxford 1999.

NSG4CPA CLINICAL NURSING PROJECT A (15 CPs Sem. TE-SEM-1 AW, BE, BU, TE-SEM-2 AW, BE, BU.) AW: Ms Eileen Clark, BE: Dr Amanda Kenny, BU: Ms Eileen Clark

In this unit students will be assisted to plan a clinical nursing project under the guidance of a supervisor who is associated with one of the School's or Department's research groups. Generally, the clinical projects will be directed at quality improvement or clinical audit and provide the students with the skills to engage in these activities as part of their professional practice. The research-based skills needed to undertake quality improvement or clinical audit will be covered in this planning unit.

Prerequisite: NSG2EBP.

Class requirements: individual supervision and attendance at seminars equivalent to 1-3 hours per week. Must have contact no less than the equivalent of 13 hours across the semester.

This unit is not available for study abroad students.

Assessment: one 2000-word rationale (45%), one 2500-word detailed plan for clinical project (55%).

NSG4HIA HIGH ACUITY NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, SI.) AW: Ms Jan Berry, BE: Ms Kathleen Tori, BU: Ms Helen Forbes

In this unit students will be provided with the opportunity to participate in the nursing care of clients with multiple and/or complex health care needs or multi-system failure. Students will be encouraged to focus on the nurse's role in caring for the critically ill patient, particularly the interface of technology and caring roles. The effect of critical illness on the patient, family and the nurse will be examined. Emphasis will also be placed on the nurse's role as coordinator of care.

Prerequisite: NSG21AUC.

Class requirements: two consecutive 5-hour seminar days twice across the semester and 6 hours of self directed learning equivalent to 1-hour of class contact per week over 6 weeks plus a 140-hour clinical practicum of 35 hours per week for 4 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 2000-word assignment (40%). Students must pass both the theoretical and clinical components to pass the unit, one 3-hour examination (60%). Hurdle requirement: whilst the clinical assessment is ungraded students must achieve at a designated level.

Prescribed Reading:

Kinney, M.R. *AACN's clinical reference for critical care nursing* McGraw Hill New York 1998.

Le Mone, P. and Burke, K.M. *Medical-surgical nursing: critical thinking in client care* 2nd Edn. Prentice-Hall Inc Sydney 2000.

NSG4HRP HONOURS RESEARCH PROJECT (30. CPs Sem. TE-ALL-YR AW, BU, TE-SEM-1 AW, BU, TE-SEM-2 AW, BU.) AW: Ms Eileen Clark, BU: Ms Nicole Phillips
Not available in 2008.

NSG4NTH THESIS (30 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, SI. TE-SEM-2 AW, BE, BH, BU, HK, SI.) AW: Ms Eileen Clark, BE: Ms Julie Ellis, BH: Dr Beverley Wood, BU: Dr Bill Koch, HK: Dr Beverley Wood

In this unit students will complete a total of 60 credit points in order to successfully complete the thesis component of Honours. Students are required to undertake a nursing research project associated with one of the research interests of the School or Discipline under the guidance of a supervisor. Students are required to attend regular research seminars designed to provide peer and academic support and guidance. Regular contact with the project supervisor is required.

Prerequisite: NSG2EBP, NSG3RHP NSG4RHP.

Class requirements: Individual supervision and attendance at seminars equivalent to 1-3 hours per week. Must have contact no less than the equivalent of 13 hours across the semester.

This unit is not available for study abroad students.

Assessment: One 15000-word thesis (100%). Students are expected to enrol in and successfully complete 60 credit points of this unit in order to complete the thesis.

NSG4NTP THESIS PREPARATION (15 CPs Sem. TE-SEM-1 AW, BE, BU, TE-SEM-2 AW, BE, BU.) AW: Ms Eileen Clark, BE: Ms Julie Ellis, BU: Dr Bill Koch

In this unit, students are provided with a forum to explore research methodologies while assisting them to select a topic and a framework for their research. Students are also provided with an opportunity to defend and refine their plan for the research project. Students are required to attend regular research seminars designed to provide peer and academic support and guidance. Regular contact with the project supervisor is required.

Prerequisite: NSG2EBP, NSG3RHP, NSG4RHP.

Class requirements: Individual supervision and attendance at seminars equivalent to 1-3 hours per week. Must have contact no less than the equivalent of 13 hours across the semester.

This unit is not available for study abroad students.

Assessment: One 20-minute seminar presentation on research topic (20%), one 3000-word research proposal (80%).

Prescribed Reading:

Minichiello V., Sullivan G., Greenwood K. and Axford R. *Research methods for nursing and health sciences* Sydney Pearson 2003.

NSG4PCO NURSING PRACTICE CONSOLIDATION (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, SI.) BE: Ms Kathleen Tori, BH: Dr Beverley Wood, BU: Ms Elizabeth Watt, HK: Dr Beverley Wood

In this unit students will be provided with further opportunity to synthesise and consolidate knowledge and skills acquired throughout the course in the delivery of patient centred care for a group of clients, a major focus is on the development of leadership skills. The students will be provided with the opportunity to further develop discharge planning skills as well as developing their role as a professional nurse by supporting and directing care provided by other health care team members and responding to the needs of patients, their families and their colleagues in relation to patient, family and nurse education.

Prerequisite: NSG4HIA.

Class requirements: one 1-hour seminar per week over 6 weeks, one 1-hour problem based learning session per week over the semester, 7 hours of self directed learning equivalent to 1-hour of class contact per week across 7 weeks plus a 200-hour clinical practicum of 40 hours per week for 5 weeks. This unit may have an online component.

This unit is not available for study abroad students.

Assessment: one 4000-word clinically based learning contract (100%). Students must pass both the theoretical and clinical components to pass the subject.

Hurdle requirement: whilst the clinical assessment is ungraded students must achieve at a designated level.

Recommended Reading:

Andre, K. and Heartfield, M. *Professional portfolios: evidence of competency for nurses and midwives* Elsevier NSW 2007.

Chang, E. and Daly, J. *Transitions in nursing* Maclellan and Petty Sydney 2001.

NSG4PHP PUBLIC HEALTH PRACTICE (15 CPs Sem. TE-SEM-2 BE, BU.) Ms Sandra Lucas
Not available in 2008.

NSG4RHP RESEARCH HONOURS PREPARATION (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, SI.) AW: Ms Eileen Clark, BE: Ms Julie Ellis, BU: Dr Bill Koch

In this unit students will be given content and guidance to prepare them to undertake an Honours project. Students will be offered the opportunity to be introduced to the predominant research paradigms and students will attain the knowledge and skills to plan, and implement a research study using one research approach. An overview of different research processes; discussing the ethical issues in conducting research using human subjects will be presented.

Prerequisite: NSG2EBP.

Class requirements: Three 4-hour seminars across the semester. This unit has an online component equivalent to 27 hours of learning.

This unit is not available for study abroad students.

Assessment: one 2000-word assessment (50%), one 2000-word assessment (50%).

Prescribed Reading:

Minichiello, V., Sullivan, G., Greenwood, K. and Axford, R. *Research methods for nursing and health sciences* Sydney Pearson 2003.

NSG4RIN READINGS IN NURSING (15. CPs Sem. TE-SEM-2 AW, BE, BU.)

AW: Ms Eileen Clark, BE: Dr Julie Ellis, BU: Dr Bill Koch

Offered subject to sufficient enrolments. Enrolment must be approved by course coordinator.

In this unit students are provided with the opportunity to select an area within nursing they wish to investigate fully. It is envisaged that the chosen topic will be investigated thoroughly through examination of the current literature.

Class requirements: negotiated with individual supervisors; equivalent to 39 hours per semester. This unit will have an online component.

This unit is not available for study abroad students.

Assessment: one 3000-word essay (60%), one 20-minute class presentation (40%).

NSG4RMA RESEARCH METHODS A (15. CPs Sem. TE-SEM-2 BU.) Dr Ken

Sellick

Not available in 2008.

OCT1DEV HUMAN DEVELOPMENT FOR OCCUPATIONAL THERAPISTS

(10 CPs Sem. TE-SEM-2 BU.) Ms Jane Galvin

In this unit students are introduced to the occupational development of humans through infancy, childhood, adolescence, early and middle adulthood. Issues relating to physical, cognitive and affective areas of development are discussed with reference to appropriate theoretical frameworks. There will be particular emphasis on motor development in infancy and childhood. The aim is to provide students with a comprehensive knowledge base of various facets of normal development. This will provide the necessary foundation to undertake further study in intervention processes across the life span within the occupational therapy framework.

Class requirements: one 2-hour lecture per week (weeks 1-13) and one 2-hour lecture (weeks 5-9).

Assessment: one 1-hour multiple-choice/short answer exam (50%), one 1500-word written assignment (50%). Hurdle requirement: must obtain a pass in both examination and assignment

Prescribed Reading:

Cronin, A. and Mandich, M.B. *Human Development and performance throughout the lifespan* Thomson NY 2005.

Recommended Reading:

Berk, L. *Child development* 3rd Edn. Allyn and Bacon, Boston 1994.

Cech, F. and Martin, S. *Functional movement development across the lifespan* 2nd Edn. Philadelphia W. B. Saunders Co. 2002.

Gething, L., Papalia, D. E. and Olds, S. W. *Life span development* 2nd Edn. McGraw Hill Book Company 1995.

OCT1THA INTRODUCTION TO OCCUPATIONAL THERAPY 1 (30 CPs Sem.

TE-SEM-1 BU.) Ms Janet Fricke

This unit is an introduction to occupational therapy and prepares students for their first fieldwork placement. It is a combination of lectures, practical classes, tutorials and clinical fieldwork. The theory component provides an overview of the historical development of the profession, current issues in occupational therapy theory, practice and an introduction to the occupational engagement process.

The practical skills component includes therapeutic handling, mobility devices, wheelchair use, record writing and universal precautions. Students will undertake 4 days fieldwork experience once a week during semester 1. This will allow students to apply the skills they have learnt and to develop an understanding of occupational therapy practice in a variety of settings.

Class requirements: twelve 2-hour tutorials, twelve 1-hour lectures (weeks 1-13), three 2-hour practical classes (throughout semester 1), 32 hours of fieldwork (4 separate days per semester), self-directed learning activities equivalent to 8 hours classroom contact per semester.

Assessment: one 2000-word clinical fieldwork journal (10%). Journal, workbook and reading summaries are to be submitted on the last Friday of Semester One, one 3000-word class handout and one group presentation (three students per group). (20%), one 10-minute clinical

assessment/practical examination (20%). Hurdle requirement: all components must be passed. Satisfactory completion of clinical fieldwork, observation tasks and reading summaries, one 2000-word disability experience report and reflection on disability presentation (10%). Learning contract for fieldwork (10%), one 800-word Summary of reading material (15%). Hurdle requirement: attendance 80% tutorials and 90% clinical fieldwork (0%), one 1500-word case Summary (15%).

Prescribed Reading:

Canadian Association of Occupational Therapists *Enabling occupation: an occupational therapy perspective* Ottawa: CAOT Publications ACE 2002

OCT1THB OCCUPATIONAL THERAPY B: STUDIES IN HUMAN

OCCUPATION (5 CPs Sem. TE-W27-43 BU.) Ms Anne Williams

In this unit students will examine experiential learning processes that underpin people's engagement in occupations. Students will develop beginning skills in the planning, facilitation and evaluation of experiential learning designed to enable occupational engagement. The relevance of experiential learning to the processes of enabling participation in occupations used in occupational therapy practice is explored.

Class requirements: one 2-hour practicum per week.

Assessment: one 1000-word written reflective report on the facilitated activity session (70%), one 40-minute group facilitated activity session (4 members per group) (30%). Hurdle requirement (0%):

1. Individual occupational analysis
2. Group occupational analysis and plan for experiential learning session.

Prescribed Reading:

Unit Manual

Recommended Reading:

Dennison, B. and Kirk, R. *Do, review, learn, apply: A simple guide to experiential learning* Blackwell 1990.

Kolb, D. A. *Experiential learning: Experience as a source of learning and development* Prentice-Hall 1984.

OCT2ADL ACTIVITIES OF DAILY LIVING (5.0 CPs Sem. TE-W34-43 BU.) Ms

E. Martin

In this unit students are introduced to the application of basic ergonomic principles to occupational therapy interventions used when addressing the daily living needs of people with various disabilities. Topics covered include assessments, personal care, feeding and diet, dressing, home management, building modification, technical drawing, and powered wheelchairs and scooters. This unit provides students with practical assessment approaches and skills relevant to interventions in a range of occupational therapy practice settings.

Prerequisite: OCT1THA, OCT2CON.

Incompatible unit: OCT2THD.

Class requirements: two 1-hour lectures (weeks 9 and 11), three 2-hour lectures (weeks 5, 6 and 7) eight 2-hour practicum (weeks 5, 6, 8-13), one 2-hour Independent Living Centre (ILC) visit (week 8). Lectures are supported by WebCT.

Assessment: one 500-word written assignment with technical drawings (33%). This is part of a group assignment (five students per group), one 30-minute multiple choice exam (33%). Hurdle requirement: students must attend at least 80% of the practical sessions in order to pass this unit. Students must pass all components of assessment, one 5-minute group presentation (34%). This is part of a group presentation (5 students per group).

Prescribed Reading:

Kroemer, K. and Grandjean, E. *Fitting the task to the human* Taylor and Francis 1997.

OCT2THD Unit Manual.

OCT2CON OCCUPATIONAL THERAPY CONDITIONS (5 CPs Sem. TE-SEM-1

BU.) Mrs E. Froude

In this unit students are introduced to the major medical and physical conditions treated by occupational therapists across the life span. Topics include congenital, neurological, orthopaedic and sensory disorders. Diagnostic processes, aetiology, clinical manifestations, medical interventions and implications are addressed.

Prerequisite: HBS1HBF.

Co-requisite: HBS2PAG, HBS2NEU.

Class requirements: one 2-hour lecture per week. Notes for classes available on WebCT.

Assessment: one 45-minute multiple-choice exam (50%) mid-semester, one 1-hour multiple-choice exam (50%) end-semester.

Recommended Reading:

School Of Occupational Therapy *OCT21CON Unit Manual* SOT 2007.

OCT2CPS CLINICAL PSYCHIATRY (5.0 CPs Sem. TE-SEM-1 BU.) *Ms Lisa Chaffey*

The aim of this unit is to provide students with a knowledge of clinical psychiatry and mental health and illness issues that are relevant to current occupational therapy practice. Students are introduced to the aetiology, symptomatology, classification, assessment and treatment of mental disorders in children, adolescents and adults. Topics include schizophrenia, anxiety and affective disorders; neuropsychiatric disorders (including psychiatry of old age); disorders related to personality development, substance misuse, eating, gender, crisis and trauma; issues related to suicide, child abuse and the mentally ill offender; and the public health issues of prevention, and service provision for the care of people with mental illness.

Prerequisite: PSY1PYA, PSY1PYB.

Class requirements: one 2-hour lecture per week.

Assessment: one 1-hour written examination (80%), one 30-minute multiple-choice examination (20%).

Prescribed Reading:

Bloch, S. and Singh, B. S. 2nd ed. *Foundations of clinical psychiatry* Melbourne University Press 2001.

Recommended Reading:

Kaplan, H. I. and Saddock, B. J. *Synopsis of psychiatry: behavioural sciences/clinical psychiatry* 8th Edn. Baltimore, MD Williams and Wilkins 1998.

OCT2INA OCCUPATIONAL THERAPY INTERVENTION A: PSYCHOSOCIAL PRACTICE (20 CPs Sem. TE-W34-43 BU.) *Dr L. Howie*

In this unit students are introduced to the literature on human occupation and the psychological theories that inform occupational therapy practice with individuals and groups. Learning in this unit emphasises the acquisition of skills, namely the application of principles, assessments and interventions to individuals, and the observation, group process analysis, reporting and leadership of activity groups. Students will participate in an experiential training group and individual case study sessions. The unit is taught in 2 units: Unit 1. Groups; Unit 2. Cognitive/Behavioural.

Prerequisite: OCT2THC.

Class requirements: two 1-hour lectures per week (weeks 5-13), nine 2-hour practicum (weeks 5-13) and nine 2-hour tutorials (weeks 5-13).

Assessment: Unit 1: one 20-minute verbal presentation with a 500-word outline of the verbal presentation (10%), Unit 1: one 1000-word written report (20%), Unit 2: one 20-minute verbal presentation with a 500-word outline of the verbal presentation (30%), Unit 1 and 2: one 2000-word essay (40%).

Recommended Reading:

Howe, M. C. and Schwartzberg, S. L. *A functional approach to group work in occupational therapy* 2nd Edn. J. B. Lippincott 1995.

Cole, M. B. *Group dynamics in occupational therapy: the theoretical basis and practice application of group treatment* 2nd Edn. Slack Incorporated: Thorofare NJ 1998.

OCT2INB OCCUPATIONAL THERAPY INTERVENTION B: PHYSICAL INTERVENTION (20 CPs Sem. TE-SEM-2 BU.) *Dr G. French*

In this unit, students are given the opportunity to develop their knowledge and skills related to occupational therapy theory, practice, and intervention for people with occupational dysfunction due to musculoskeletal and general medical conditions. The approach is client-centred and intervention is based on the biomechanical model, the medical model, the model of human occupation and the Canadian occupational performance model. Students gain knowledge and skills

in the observation, assessment, and intervention of a range of problems, including reduced strength, endurance, manual dexterity and work condition, limited range of movement, pain, oedema, scars and disturbances of peripheral sensation. There is an opportunity to trial skills gained in a simulated clinical environment.

Prerequisite: HBS2PAG, OCT2CON, OCT2THC.

Co-requisite: OCT2THD.

Class requirements: A WebCT enhanced unit with two 1-hour lectures (weeks 5-13), one 1-hour tutorial (weeks 5-13) and eighteen 3-hour practicum (weeks 5-13).

Assessment: practical examination in two parts (total 30 minutes) (40%). Part a) movement evaluation/splinting evaluation.

Part b) evaluation of range of motion/manual muscle testing/sensory assessment. One 2-hour written examination (60%). Hurdle requirements: students must attend 80% of tutorials/practicum, complete all class splints, and pass all assessments in order to pass this unit.

Preliminary Reading:

Snell, R. S. *Clinical anatomy for medical students* 5th Edn. Little Brown and Co. 1995.

Moore, K. L. *Clinically orientated anatomy* 3rd Edn. Williams and Wilkins 1992.

Townsend, E. (Ed) *Enabling occupation, an occupational therapy perspective* Canadian Association of Occupational Therapists 1997.

Prescribed Reading:

Trombly, C. A. *Occupational therapy for physical dysfunction* 5th Edn. Lippincott, Williams and Wilkins 2002.

Recommended Reading:

Coppard, B. and Lohman, H. *Introduction to splinting* 2nd Edn. Mosby 1996.

OCT2INC O.T. INTERVENTION C: PAEDIATRICS IN OCCUPATIONAL THERAPY (10. CPs Sem. TE-W34-43 BU.) *Mrs Elspeth Froude*

In this unit students are presented with the theory and skills associated with occupational therapy intervention for children and adolescents. Students gain practical skills in observing and assessing developmental skills and abilities in infants and children. The influence of the environment on the child's performance will be explored and ways of enhancing performance and participation in childhood occupations will be addressed. Emphasis is placed on the importance of play. Current treatment approaches will be introduced. Social-emotional issues and how they relate to children will also be addressed.

Prerequisite: OCT1DEV, OCT2CON.

Class requirements: one 2-hour lecture per week (weeks 5-13) and nine 3-hour practicum (weeks 5-9, 11-14). Class notes available on WebCT.

Assessment: one 3000-word group written assessment completed in pairs (50%), one 1-hour examination (50%).

Prescribed Reading:

Case-Smith, J. *Occupational therapy for children* 5th Edn. Mosby 2005.

Kramer, P. and Hinojosa, J. *Paediatric Occupational Therapy* 2nd Edn. Lippincott Williams and Wilkins 1999.

OCT2PRB FIELDWORK (10. CPs Sem. TE-SEM-1 BU. TE-SEM-S BU. TE-W25-51 BU. TE-W29-32 BU. TE-W45-48 BU.) *Ms Lieve De Clercq*

This four week, fieldwork experience consists of observation, description, and practice of core skills for occupational therapy practice. Students are required to observe, describe, and practice skills in assessment, interviewing, report writing, counselling, group process evaluation, and the evaluation of occupational forms used in activity groups. Debriefing sessions are provided to develop competence in observation, description, and behavioural practice in order to facilitate learning of these skills.

Prerequisite: Successful completion of all first year units, OCT2THC.

Class requirements: 140 hours at a fieldwork agency over 4 weeks, including attendance at briefing and debriefing sessions.

Assessment: Satisfactory completion of OCT2PRB student task (100%), satisfactory achievement of Student Placement Evaluation Form objectives (0%). PASS/FAIL Hurdle requirements 1-3 (0%). Hurdle requirement: 1: Completion of learning contract and diary

during placement (0%). Hurdle requirement: 2: Completion of mid-way and final self-evaluation using Student Placement Evaluation Form (SPEF) during placement (0%). Hurdle requirement: 3: Submission of timesheets.

OCT2THC OCCUPATIONAL THERAPY C: THEORY, PROCESS, AND PRACTICE (25. CPs Sem. TE-SEM-1 BU.) *Ms E. Fossey, Dr P. Lentin*

The theoretical principles taught in OCT1THA and OCT1THB are linked to the principles underlying occupational therapy practice. The unit includes two parts. In Part one, students are introduced to counselling theory, models, process, skills and strategies and the concepts of the therapeutic relationship and therapeutic use of self as used within culturally appropriate occupational therapy client-centred practice to facilitate client occupational performance and life participation. In Part two, students explore recent theoretical approaches to studying human occupation and examine processes by which these concepts are applied to understand human engagement in occupations and its influences on health. Students also study clinical reasoning in occupational therapy, models of health practice, assessment principles and methods, interviewing methods and process, principles and methods of oral and written reporting and the occupational therapy intervention planning and implementation process.

Prerequisite: OCT1THA, OCT1THB, PSY1PYA, PSY1PYB.

Class requirements: Thirteen 2-hour lectures (weeks 1–13), nine 1-hour lectures (weeks 1–9), one 2-hour practicum per week, and two 1.5-hour practicum per week.

Assessment: Part 1, one 1-hour written examination. Part 2, one 2-hour written examination (90%) one exam for Part 1, one exam for Part 2, class attendance Parts 1 and 2 (0%). Hurdle requirement: two 10-minute class presentations (Part 1), two 10-minute class presentations (Part 2) (10%).

Prescribed Reading:

Kielhofner GA. *A model of human occupation: theory and application* 3rd Edn. Lippincott, Williams and Wilkins 2002.
Canadian Association of Occupational Therapists *Enabling Occupation: An occupational perspective* Revised Edn. CAOT Publications ACE 2002.
Ivey AE. and Ivey MB. *Intentional interviewing and counselling* 6th Edn. Thomson Brooks Cole 2007.

Recommended Reading:

Kielhofner GA. *Conceptual foundations of occupational therapy* 3rd Edn. FA. Davis 2004.
Nelson-Jones R. *Counselling and personality: theory and practice* Allen and Unwin 1995.

OCT2THD OCCUPATIONAL THERAPY D: OCCUPATIONAL LIVING (10. CPs Sem. TE-W34-43 BU.) *Ms E. Martin*

Students are introduced to the ergonomic and occupational therapy applied principles, which influence an individual's performance within different settings. Human factors, task and job design, tools and equipment design, workstation features, environmental factors and system issues will be addressed. These parameters are explored in relation to occupational therapy interventions used when addressing the activities of daily living needs of people with various disabilities. Students will gain experience through practical evaluation. They will have the opportunity to practice skills relevant to assessments and occupations relating to personal care, mobility, eating, home management, and evaluation, building modification and technical drawing.

Prerequisite: OCT1THA, OCT2CON.

Incompatible unit: OCT2ADL

Class requirements: One 2-hour lecture per week, one 2-hour Independent Living Centre (ILC) visit (week 7), and eight 2-hour practicum (weeks 5, 6, 8–13). Lectures are supported by WebCT.

Assessment: One 1000-word written assignment with technical drawings (33%). This part of a group assignment (five students per group), one 1-hour multiple-choice exam during the examination period (33%). Hurdle requirement: students must attend at least 80% of the practical sessions and must pass all components of assessment in order to pass this unit, one 5-minute group presentation (34%). This is part of a group presentation (five students per group).

Prescribed Reading:

Kroemer K. and Grandjean E. *Fitting the task to the human* Taylor and Francis 1997.

OCT2THD unit manual

OCT3AGP THE AGEING POPULATION (10. CPs Sem. TE-W09-16 BU.) *Ms*

Robin Lovell

In this unit, students are provided with an understanding of the experience of ageing from a range of perspectives, including biological, psychological, and social. Topics include cultural and demographic aspects of ageing, psychosocial aspects of ageing and adaptation, functional age-related changes, health, and well-being in old age, and clinical preventative aspects of ageing. The unit applies a multi-disciplinary approach to the understanding of conceptual and professional issues in ageing. WebCT is used to distribute lecture materials.

Class requirements: One 1-hour and one 2-hour lectures per week (weeks 2–7), two 2-hour lectures (week 1), and three 1-hour tutorials (weeks 2–7).

Assessment: One 1000-word take-home examination (40%). Hurdle requirement: students must pass all components to pass the unit, one 1000-word journal article review (30%), and two 400-word short answer questions (30%).

OCT3AOT THE APPLICATION OF ORTHOTIC DEVICES IN UPPER LIMB THERAPY (10. CPs Sem. TE-SEM-2 BU.) *Dr G. French*

Not available in 2008.

OCT3CRA CRITICAL REVIEW IN OCCUPATIONAL THERAPY A (5 CPs Sem. TE-SEM-2 BU.) *Mrs C. Imms*

This unit covers research procedures in qualitative and quantitative methods and extends the evidence-based practice knowledge and skills of students. Students will be introduced to the concept of evidence-based practice in occupational therapy and guided through the process of how to ask clinically relevant questions, search for the evidence, and critically appraise published research. Learning in this unit is based on developing thorough, efficient, and practical skills to search for and appraise the highest level and quality of evidence to answer clinical questions.

Prerequisite: PHE1RMH, STA1OCT, OCT2PRB.

Incompatible unit: OCT3RSB.

Class requirements: Eleven 1-hour lectures, one 1.5-hour library practicum, and eight 1.5-hour research practicum. Self-directed learning activities equivalent to 2-hours classroom contact per week. This unit is supported by WebCT.

Assessment: Two 1500-word assignments per group (80%) three students per group, one 750-word report per group (20%) three students per group, one 750-word individual practise tasks (0%). Hurdle requirement: two 1500-word individual practise tasks (0%).

Prescribed Reading:

Imms, C. *Book of readings*. Herbert R., Jamtvedt G., Mead J., Birger Hgen K.

Practical evidence-based physiotherapy Edinburgh Elsevier, Butterworth Heinemann 2005.

Recommended Reading:

Taylor MC. *Evidence-based practice for occupational therapists* London: Blackwell Science 2000.

Law M. *Evidence-based rehabilitation: A guide to practice* NJ Slack 2002.

OCT3IND OCC THERAPY INTERVENTION D: NEUROLOGICAL INTERVENTION (25. CPs Sem. TE-W09-21 BU.) *Dr Carolyn Unsworth, Ms*

Ursula Winzeler

In this unit, students are prepared to assess and treat clients who have disorders of movement and sensation and acquired disorders of cognition and perception. Theoretical approaches to practice in this field are presented and reviewed. Students learn how to apply theory in practise and are trained in a variety of neurological assessments. Students are also provided with a range of strategies for intervention and are given the opportunity to practice these with clinical cases. This unit is comprised of two modules: Motor Control, and Cognitive/Perceptual Neurological Rehabilitation.

Prerequisite: OCT2INB, HBS2NEU.

Class requirements: Module 1: two 1-hour lectures per week (weeks 1–8), two 2-hour practicum per week (weeks 1–8).

Module 2: one 2-hour lecture per week (weeks 1–8), one 1.5-hour tutorial per week (weeks 1–8).

Assessment: All components of the assessment must be successfully completed to pass this unit. One 7000-word case study completed in a pair (Module 2) (50%), one 2000-word case study (Module 1) (25%), one 2-hour examination (Module 1) (25%).

Prescribed Reading:

Unsworth C. *Cognitive and perceptual dysfunction: A clinical reasoning approach to evaluation and intervention* Philadelphia: FA. Davis 1999.

Recommended Reading:

Shumway-Cook A., Woollacott MH. *Motor Control-Translating Research into Clinical Practice*. 3rd Edn. Philadelphia: Williams and Wilkins 2007.

OCT3INE OCC THERAPY INTERVENTION E: PSYCHOSOCIAL INTERVENTION (10. CPs Sem. TE-SEM-1 BU.) *Ms Priscilla Ennals*

In this unit, students will be introduced to case management principles and skills in mental health practice. The unit is concerned with the development of occupational therapy intervention plans for individuals experiencing psychosocial dysfunction. The 'Occupational performance process model' (Canadian Association of Occupational Therapists, 1997) is used as a framework to direct the occupational therapy intervention process. Principles of psychiatric rehabilitation and recovery are introduced to inform the development of appropriate assessment and intervention plans. Elements of client centred practice and environmental factors are emphasised. Students are normally expected to undertake OCT3PRC or OCT3PRD during the same academic year.

Prerequisite: OCT2INA, OCT2PRB, OCT2CPS.

Class requirements: One 1-hour lecture (weeks 1–5), one 2-hour lecture (weeks 1–5), three 3-hour practical classes (weeks 2–4), eight 1.5-hour tutorials (weeks 5–8) and seven 3-hour resource based learning sessions (weeks 1, 3–8).

Assessment: One 2000-word written assignment (50%), one 20-minute oral examination in a group (5 members per group) including a 750-word summary (50%).

Prescribed Reading:

Meadows G., Singh B., and Grigg M. *Mental health in Australia: collaborative community practice* 2nd Edn. Melbourne: Oxford University Press 2007.
School of Occupational Therapy *OCT3INE unit manual* SOT 2007

Recommended Reading:

Canadian Association of Occupational Therapists *Enabling occupation: an occupational therapy perspective* CAOT Publications ACE.

OCT3INF OCCUPATIONAL THERAPY INTERVENTION F: INTEGRATED PRACTICE (10. CPs Sem. TE-W26-44 BU.) *Mr Michael Sainsbury*

In this unit, students are given the opportunity to build upon the knowledge and skills gained in OCT2THD or OCT2ADL. It expands on occupational therapy intervention approaches relevant to personal activities of daily living and vocational and community-based human occupation. Work as human occupation is explored, including issues related to prevention, and rehabilitation. Topics addressed include occupational injuries, occupational health and safety, job design, work capacity evaluation and worksite assessments and programs. Students will also gain experience in addressing client needs related to seating, personal mobility, independent transportation options including motor vehicle driving, product design evaluation and prescription, human intimacy needs, community-based rehabilitation and augmented/assisted communication.

Prerequisite: OCT2THD or OCT2ADL.

Class requirements: Eight 2-hour lectures (weeks 1–6, 9, 10), one 3-hour lecture (week 8), two 3.5 hour practicum (weeks 1, 4 or 2, 4) four 2-hour practicum (weeks 6, 7, 11 and 12), four hours of self directed learning and a 1-hour in-class exam. Learning is augmented through WebCT.

Assessment: One 1-hour multiple-choice exam (50%), one work-site assessment and a 30-minute class presentation (30%). Four students per group, one 1000-word worksite report (20%).

Prescribed Reading:

OCT32INF Unit Manual

OCT3NEU NEUROLOGICAL REHABILITATION IN OCCUPATIONAL THERAPY (10. CPs Sem. TE-SEM-2 BU.) *Ms U. Winzeler*
Not available in 2008.

OCT3PRC CLINICAL PRACTICE (15 CPs Sem. TE-W19-23 BU. TE-W24-28 BU. TE-W44-48 BU.) *Ms Priscilla Ennals, Ms Robin Lovell*

In this third year, clinical education unit the focus is on the development of core occupational therapy skills in one specific practice area such as mental health, neurological rehabilitation, acute care, paediatrics, or aged care. Students are required to demonstrate skills in data gathering, intervention/programme planning, implementation, and evaluation, recording and reporting and practise these skills in an ethical and professional manner. They are expected to apply and describe the application of the clinical reasoning process and occupational therapy theory.

Prerequisite: OCT2PRB.

Co-requisite: OCT3INE OR OCT3IND.

Class requirements: 200 hours at a clinical fieldwork agency over 5 weeks, including attendance at briefing and tutorial sessions.

Assessment: Satisfactory performance rating by clinical supervisor (100%). Hurdle requirements: submission of completed time sheets and reports. Attendance at tutorial or participation in online discussion.

Submission of halfway and final reports to school tutor.

OCT3PRD CLINICAL PRACTICE (15 CPs Sem. TE-W19-23 BU. TE-W24-28 BU. TE-W44-48 BU.) *Ms Priscilla Ennals, Ms Robin Lovell*

In this third year, clinical education unit the focus is on the development of core occupational therapy skills in one specific practice area such as mental health, neurological rehabilitation, acute care, paediatrics, or aged care. Students are required to demonstrate skills in data gathering, intervention/programme planning, implementation, and evaluation, recording and reporting and practise these skills in an ethical and professional manner. They are expected to apply and describe the application of the clinical reasoning process and occupational therapy theory.

Prerequisite: OCT2PRB, OCT3INE, and OCT3IND.

Class requirements: 200 hours at a clinical fieldwork agency over 5 weeks, including attendance at briefing and tutorial sessions.

Assessment: Satisfactory performance rating by clinical supervisor (100%). Hurdle requirements: submission of completed time sheets and reports.

Attendance at tutorial or participation in online discussion.

Submission of halfway and final reports to school tutor.

OCT3RSB RESEARCH FOR OCCUPATIONAL THERAPISTS (5.0 CPs Sem. TE-W26-44 BU.) *Dr Linsey Howie*

In this unit, students will build on earlier research units to enable them to gain advanced skills in academic writing and the design and conduct of research using quantitative and qualitative methodologies in occupational therapy research. Each student designs and prepares a protocol for a research study (based on a clinical case study, substantial literature review, survey, or other study using quantitative or qualitative methodology) to be carried out in OCT4RSD. Students will receive individual supervision from staff members with expertise in the area in which the student is investigating.

Prerequisite: PHE1RMH, STA1OCT, OCT2PRB.

Incompatible unit: OCT3CRA.

Class requirements: Eleven 1.5-hour practicum sessions (weeks 2-9 and 11-13); Individual-directed research; contact with staff supervising research studies.

Assessment: One 1500-word research proposal (100%).

Prescribed Reading:

Minichiello V., Sullivan G., Greenwood K., Axford R. *Handbook for Research Methods in Health Sciences* 2nd Edn. Sydney: Prentice Hall, 2004.

Recommended Reading:

De Poy E. and Gitlin LN. *Introduction to research: understanding and applying multiple strategies* 2nd Edn. St. Louis: Mosby, 1998.

Bailey DM. *Research for the health professional: a practical guide* 2nd Edn. F A. Davis 1997.

OCT3THE OCCUPATION, PERSONAL, AND COMMUNITY

DEVELOPMENT (15 CPs Sem. TE-W26-44 BU.) *Ms Ellie Fossey, Dr Primrose Lentin*

In this unit, students will explore the relationships between participation in occupations, health, and well-being and develop awareness of related social policy issues. The unit will enable the student to develop skills in analysing occupational needs and facilitating health outcomes through occupational engagement for diverse populations within client-centred and community contexts.

Prerequisite: OCT1THB, OCT2THC, OCT1THA, OCT2PRB.

Class requirements: One 2-hour lecture, one 3-hour practicum per week and self-directed project.

Assessment: One 2000-word essay (50%), one 20-minute group presentation and one 1500-word group poster along with written handout (50%).

Prescribed Reading:

OCT3THE unit manual SOT 2007

Recommended Reading:

Wilcock A. A.. *An occupational perspective of health* 2nd Edn. Slack Inc. 2006.

Canadian Association of Occupational Therapists *Enabling occupation: an occupational therapy perspective* Canadian Association of Occupational Therapists 2002.

OCT4AGW ADVANCED GROUP WORK (10. CPs Sem. TE-SEM-1 BU.) *Dr Linsey Howie*

This unit introduces students to the core concepts of Gestalt Therapy Theory, and supports the development of skills in relating these concepts to understanding group processes and delivering effective group interventions. The core principles of phenomenology, awareness, field theory, contact, and the dialogic approach, as they are relevant to a Gestalt orientation to group therapy, will be explored. This unit will give students the opportunity to experience and observe a Gestalt approach to group work and to reflect on their own process and the processes of the group. It aims to develop student awareness of their interpersonal styles of relating, and relationships with the group, as a basis for acquiring sound group leadership skills.

Prerequisite: OCT2INA.

Class requirements: One 2-hour introduction session, eight 3-hour experiential training group (weeks 2–10).

Assessment: One 2000-word written assignment (100%), one oral group report equivalent to 500-words (0%).

Recommended Reading:

Huckaby MA. *An overview of the theory and practice of Gestalt group process* In E. C. Nevis (Ed.) *Gestalt Therapy: Perspectives and applications* – New York: Gardner Press.

OCT4AMH ADVANCED ISSUES IN MENTAL HEALTH (10 CPs Sem. TE-SEM-1 BU.) *Ms Priscilla Ennals*

This unit is concerned with developing an understanding of current mental health practice and the issues for occupational therapists working in this area. The unit aims for students to develop the knowledge, skills, and problem-solving ability that will equip them for practice in a range of mental health settings. It also aims to promote occupational therapy practice, which is evidence-based, client-centred, and reflective. Consequently, this subject includes both the day-to-day issues of working in mental health as well as some of the more abstract and reflective issues associated with mental health practice.

Prerequisite: OCT3INE.

Class requirements: One 2-hour lecture/seminar per week.

Assessment: One 10 minute oral presentation and a 500-word handout on the content of the presentation (30%) taking the form of a contribution to a debate, one 1500-word essay (70%). Hurdle requirement: students are required to pass each part of the assessment to satisfactorily complete this subject.

Recommended Reading:

Bloch S., Singh BS. (Eds) *Foundations in clinical psychiatry* Melbourne University Press 1994.

Meadows G. Singh, B., and Grigg M. *Mental health in Australia: collaborative community practice* 2nd Edn. Melbourne: Oxford University Press 2007.

OCT4AOT THE APPLICATION OF ORTHOTIC DEVICES IN UPPER LIMB THERAPY (10. CPs Sem. TE-SEM-1 BU. TE-SEM-S BU.) *Dr G. French*

In this unit, a problem solving/clinical reasoning approach is used to investigate clinical problems that respond to the application of orthotic devices and will enable students to develop an integrated program that supports other intervention strategies. Students have the opportunity to develop skills in the fabrication of thermoplastic and soft materials splints appropriate to occupational problems of clients associated with a range of conditions. Students are also exposed to the assessment and training of clients with upper limb prostheses. Theoretical, practical and clinical components are included, the latter providing observations of relevant client interventions in local fieldwork settings. This unit utilises WebCT.

Prerequisite: HBS1ALU, HBS2PAG, OCT2INB, or equivalent.

Incompatible unit: OCT3AOT.

Class requirements: A WebCT enhanced unit with one 6-hour practicum per week (weeks 1–4) and one 2-hour clinical visit in either week 1, 2, 3 or 4.

Assessment: Satisfactory completion of class splints and evaluation forms based on established criteria (30%), one 2000-word manuscript (70%).

OCT4CAM ADOLESCENT MENTAL HEALTH IN OCCUPATIONAL THERAPY (10. CPs Sem. TE-SEM-1 BU.) *Ms Siann Bowman*

In this unit, students will be presented information on specific areas of adolescent mental health and the relation of these areas to occupational therapy practice. They will be provided with relevant literature on each topic and encouraged to seek further literature when required to answer questions each week on the specific topic presented. They will be requested to select a topic of interest and supported to examine the findings of current research studies, background literature and receive lectures from practitioners of adolescent services currently providing intervention within Melbourne. Students will integrate their findings to describe best practice in occupational therapy intervention and present the outcomes of their study in essay form.

Prerequisite: OCT3INE.

Class requirements: One 2-hour seminar per week.

Assessment: Five 400-word written assignments (65%), one 1000-word written assignment (35%).

Recommended Reading:

Lougher L. *Occupational therapy for child and adolescent mental health* Churchill Livingstone 2001.

OCT4CGA COUNSELLING FROM A GESTALT APPROACH (10 CPs Sem. TE-SEM-1 BU.) *Dr Linsey Howie* *Not available in 2008.*

OCT4CHI OCCUPATIONAL THERAPY PRACTICE WITH CHILDREN (10. CPs Sem. TE-SEM-1 BU.) *Mrs Elspeth Froude*

This elective provides the opportunity for students to assess a child with developmental difficulties and provide therapy in the form of a group or individual program. Particular emphasis will be placed on developing fine motor skills. Workshops will be provided on assessment, setting goals and objectives, treatment planning and working with children.

Prerequisite: OCT2INC.

Class requirements: One 2-hour practicum per week. Class notes available on WebCT.

Assessment: One 1500-word report (50%) includes background information, assessment and progress. Conduct a treatment session and complete a 1200-word treatment plan (40%). Assessed by established criteria as outlined in the subject manual. A plan of 1200 words must be submitted to the subject coordinator prior to the session, one 300-word written evaluated self-reflection (10%). Hurdle requirement: 100% attendance.

Recommended Reading:

Kramer P. and Hinojosa J. *Frames of reference for paediatric occupational therapy* Lippincott: Williams and Wilkins 1999.
Case-Smith, J. *Occupational Therapy for Children* 5th Edn. St Louis Mosby.
Dunn, W. *Paediatric occupational therapy* Thorofare: Slack 1991.

OCT4CRB CRITICAL REVIEW IN OCCUPATIONAL THERAPY B (40 CPs Sem. TE-ALL-YR BU.) *Ms Christine Imms*

In this unit, students will work in small groups to search and critically evaluate the literature to determine the evidence to answer a clinical question. A clinical question will be identified within the student's allocated research stream in relation to a selected field of occupational therapy. Students will prepare a critical review of the literature in the format of reviews of papers and summaries of evidence. Clinical expertise will be integrated with the research evidence after students have undertaken a presentation/interview with an identified clinician. Students will present their work at the final year research seminar.

Prerequisite: OCT3CRA.

Class requirements: Semester 1: eight 1-hour lectures, one 1.5-hour library practicum, five 1.5-hour research practicum, twelve 1-hour tutorials per week, plus self-directed learning activities equivalent to 2 hours classroom contact per week. Semester 2: Three 1-hour lectures, four 1-hour tutorials, self-directed learning activities equivalent to 2 hours classroom contact per week plus attendance at a two-day seminar (week 14). This unit is supported by WebCT.

Assessment: Five 2500-word group reports (3 students per group) (30%), one 30-minute group presentation (3 students per group) (15%). Hurdle requirement: students must attend presentation seminar and participate as a group discussant for one group within your stream at seminar and must achieve more than 50% on the presentation. Three 1500-word individual essays (25%). Hurdle requirement: Students must submit drafts of the critically appraised papers and must each achieve more than 50% on final essay. One 4000-word essay per group (3 students per group) (30%). Hurdle requirement: students must submit a draft of this paper and must achieve more than 50% grade on this paper.

One 1000-word logbook per group (3 students per group) (0%). Hurdle requirement: Must make satisfactory progress one 45-minute group presentation (3 students per group) (0%). Hurdle requirement: Must make satisfactory progress. One 500-word abstract per group (3 students per group) (0%). Hurdle requirement: must make satisfactory progress. One 1500-word group report (3 students per group) (0%). Hurdle requirement: Must make satisfactory progress.

Preliminary Reading:

Imms, C. *Unit manual and book of readings from OCT3CRA*

Prescribed Reading:

Imms, C. *Book of readings for unit* Herbert, R., Jamtvedt, G., Mead, J., Birger Hgen, K.
Practical evidence-based physiotherapy Elsevier, Butterworth Heinemann, Edinburgh 2005.

OCT4NEU NEUROLOGICAL REHABILITATION IN OCCUPATIONAL THERAPY (10. CPs Sem. TE-SEM-1 BU.) *Ms Ursula Winzeler*

In this unit students will investigate commonly occurring adult neurological conditions and extend their knowledge of occupational therapy interventions in this area. Students will be given the opportunity to appraise literature on an adult neurological condition of their choice. Students will gain experience in a range of evidence-based practice aimed at enhancing occupational performance. This unit utilises WebCT.

Prerequisite: OCT3IND.

Incompatible unit: OCT3NEU.

Class requirements: one 3-hour seminar (weeks 2-9), two 3-hour seminars (week 1) and web-based tasks.

Assessment: one 2500-word manuscript (80%), one 10-minute individual oral presentation (20%). Hurdle requirement: 80% attendance (0%).

Recommended Reading:

Shumway-Cook, A. and Woollacott, M.H. *Motor control - translating research into clinical practice* 3rd Edn. Philadelphia: Williams and Wilkins 2007.

OCT4NSI NEUROSCIENCE INTERVENTION (10. CPs Sem. TE-SEM-1 BU.)

Dr Carolyn Unsworth

Not available in 2008.

OCT4OCC OCCUPATIONAL HEALTH (10. CPs Sem. TE-SEM-1 BU.) *Ms*

Marilyn Di Stefano

In this unit, students are given the opportunity to explore the role of the occupational therapist working within occupational health and safety. Topics include models and theories of occupational health and disease, understanding work and workers in Australia, hazards in the workplace, assessment tools of occupational health practice, assessing the workplace and the role of the therapist in occupational health practice, e.g., ergonomics and work site assessment, vocational rehabilitation and health promotion.

Prerequisite: OCT3INF.

Class requirements: one 3-hour seminar per week (weeks 1-9). Some off-site visits may be included.

Assessment: one 20-minute seminar presentation in pairs (50%), one 2000-word written assignment completed in pairs (50%).

OCT4OSC OCCUPATIONAL SCIENCE (10. CPs Sem. TE-SEM-1 BU.) *Ms Ellie*

Fossey

Not available in 2008.

OCT4PRE FIELDWORK (40. CPs Sem. TE-SEM-1 BU. TE-TERM-1 BU. TE-W33-42 BU.) *Ms Lieve De Clercq*

In this unit students will undergo a ten week fieldwork experience providing them the opportunity for consolidation and enhancement of skills at beginning practitioner level. Using a learning contract, students will negotiate their learning objectives with the supervisor at their placement.

Prerequisite: Successful completion of HLT3IPA and OCT4THG.

Class requirements: two 1-hour lectures prior to fieldwork placement. 10 weeks full-time attendance at a fieldwork agency, including two fieldwork tutorials sessions conducted by University staff and web discussion forum facilitated by University staff.

Assessment: Satisfactory achievement of Student Placement Evaluation Form objectives (100%). PASS/FAIL Hurdle requirements 1-3 (0%). Hurdle requirement: 1: completion of learning contract and diary during placement.(0%). Hurdle requirement 2: completion of mid-way and final self-evaluation using Student Placement Evaluation Form (SPEF) during placement.(0%). Hurdle requirement 3: submission of timesheets.

Prescribed Reading:

Gaipman, B. and Anthony, A. *Contracting in fieldwork education: the model of self directed learning* Canadian Occupational Therapy Journal 56: 11-14 1989.

OCT4RCD THERAPEUTIC RELATIONSHIPS IN CHRONIC DISEASES (10

CPs Sem. TE-SEM-1 BU.) *Ms Elizabeth Martin*

Not available in 2008.

OCT4RCF RELATING TO CHILDREN AND FAMILIES (10 CPs Sem. TE-SEM-1 BU.) *Ms Jane Galvin*

In this unit, students are provided with the opportunity to explore the principles and practice of developing therapeutic relationships with children and families. The elective is structured to provide seminars where students will critique literature related to the themes of the elective, to view video vignettes and share relevant personal interactions they have had with children. There is also a self-directed learning package, which involves developing a new relationship with a child in order to develop skills and analyse the process. Elective themes explore therapeutic relationships in relation to: play, temperament and behaviour, sexuality, family focused care, paediatric therapeutic environments and special circumstances, (e.g., death and dying).

Prerequisite: OCT2INC.

Quota: 20. Offered as an elective with a number of other electives. Students nominate priorities for electives allocation.

Class requirements: one 2-hour seminar per week (weeks 1, 2, 3, 5, 6, 8, 9 and 11), plus self directed learning activities equivalent to 8 hours of classroom contact spread over the semester.

Assessment: one 2000-word essay (70%), one 750-word summary of the self-directed project (30%) (0%). **Hurdle requirement:** attendance of all seminars (0%). **Hurdle requirement:** students must pass both components

OCT4RCT ASSISTING PEOPLE EXPERIENCING EMOTIONAL CRISIS AND TRAUMA (10 CPs Sem. TE-SEM-1 BU.) *Dr Primrose Lentin*

In this unit, occupational therapists gain an understanding of the issues and therapeutic approaches related to working with people who are experiencing emotional crisis and trauma. Crisis, traumatic stress and occupational therapy theories will be considered in conjunction with narratives of the lived experience of survivors. Topics studied in the unit are: defining traumatic life events, traumatic stress, emotional crisis and emotional trauma; traumatic life experiences such as child abuse, adults abused as children, domestic violence, criminal violence, war, disaster, social and cultural dislocation and persecution and trauma related illnesses and injuries; strategies to assist survivors; and issues of vicarious traumatisation.

Prerequisite: OCT3INE.

Quota: 20. Offered as an elective with a number of other electives. Students nominate priorities for elective allocation.

Class requirements: 34 hours seminars prior to semester and 72 hours of seminars weeks 7-13.

Assessment: one 2000-word essay (70%), group presentation, 15-minutes per group member (3 members per group) (30%). **Hurdle requirement:** 80% attendance at seminar sessions.

Recommended Reading:

Readings will be advised at commencement of the unit.

OCT4RLG LOSS AND FACILITATING GRIEVING (10 CPs Sem. TE-SEM-1 BU.) *Dr Primrose Lentin*

The experience of loss is common and is particularly associated with the issues of health, illness and disability experienced by clients. However, understanding the emotional response of grief and facilitating the grieving is often overlooked in occupational therapy courses. This unit offers students an opportunity to reflect on personal and clinical experiences in relation to occupational therapy theory and practice and to further develop their understanding and skills for working therapeutically with clients experiencing emotional loss within an occupational therapy frame of reference.

Quota: 20. Offered as an elective with a number of other electives. Students nominate priorities for electives allocation.

Class requirements: one 2-hour seminar per week.

Assessment: one 2000-word essay (75%), group presentation, 15-minutes per group member (3 members per group) (25%). **Hurdle requirement:** 80% attendance at seminar sessions.

OCT4RPD LIVING WITH PAIN AND DISABILITY (10 CPs Sem. TE-SEM-1 BU.) *Dr Scott Presnell*

In this unit, occupational therapy students are provided with a beginning understanding of therapeutic approaches related to working with people and living with people with pain and disability. The unit will explore and define the ways occupational therapists can best use counselling when working with those in pain and those dealing with disability; the counselling approaches that are most suitable; and the issues that arise related to psychological (beliefs), cultural and religious factors. Principles to guide practice will be developed in class.

Class requirements: Two-day workshop (equivalent to 14 hours) prior to semester and three 2-hour seminars in weeks 11-13.

Assessment: one 2000-word essay (70%), group presentation, 10 minutes per group member (3 members per group) (30%).

OCT4RSD OCCUPATIONAL THERAPY RESEARCH PROJECT HONOURS (40. CPs Sem. TE-ALL-YR BU.) *Dr Linsey Howie*

In this unit, students are required to complete a research study based on the research protocol developed in OCT3RSB and prepare a thesis. The research study should have the potential to contribute to knowledge in the discipline. Students receive individual supervision from staff members with expertise in the area the student is investigating. Student involvement includes conducting a research study (based on a clinical case study, survey, other study using a quantitative or qualitative methodologies, or a theory paper),

participation in a final year student seminar and non-compulsory attendance at School of Occupational Therapy research seminars.

Prerequisite: OCT3RSB.

Incompatible unit: OCT4CRB.

Class requirements: Semester 1: thirteen 1.5-hour seminars (weeks 1-13), Semester 2: two 3-hour presentations (week 2), 219 hours of self-directed research, including supervisor contact, presentation of research at seminar and attendance at 4th year seminar.

Assessment: one 12,000-word thesis (100%). **Hurdle requirement:** presentation of research in a student research seminar.

Prescribed Reading:

Minichielli, V. Sullivan, G. Greenwood, F. Axford, R. *Research Methods for Nursing and Health Science* 2nd Edn. Prentice Hall, Sydney 2004

Recommended Reading:

American Psychological Association *Publication manual of the American Psychological Association* 5th Edn. American Psychological Association 2001.

OCT4SCR SEXUAL COUNSELLING (10 CPs Sem. TE-SEM-1 BU.) *Ms Leanne Kewish, Dr Primrose Lentin*

In this unit, occupational therapy students are provided with a beginning understanding of therapeutic approaches related to working with people with issues of sexuality. The unit will focus on issues that have been raised by clients and therapists regarding sexual counselling, particularly as they apply to people with psychosocial and physical impairments. Students will work with problems they have encountered in clinics and with case studies in order to develop their therapeutic reasoning around sexuality issues.

Quota: 20. Offered as an elective with a number of other electives. Students nominate priorities for elective allocation.

Class requirements: one 2-hour seminar per week.

Assessment: one 2000-word essay (75%), group presentation, 10 minutes per group member (3 members per group) (25%). **Hurdle requirement:** 80% attendance at seminars.

OCT4SEN SENSORY REHABILITATION: ASSESSMENT AND TRAINING (10. CPs Sem. TE-SEM-1 BU.) *Dr L. Carey*

In this unit students will have the opportunity to develop advanced knowledge and skills in the assessment and training of somato sensations following peripheral and central nervous system lesions. Current clinical assessments will be critically reviewed and new quantitative measures presented. Principles of training, based on perceptual and motor learning literature, will be discussed critically. New evidence-based sensory training programs will be demonstrated. Students will acquire 'hands on' experience of the new assessment and training techniques and the focus will be on the practical application of these. Recent evidence of neural plasticity will be reviewed and the resulting implications for clinical practice will be discussed.

Prerequisite: OCT3IND or equivalent.

Class requirements: Nine 2-hour lecture/seminar sessions, four 2-hour practical sessions.

Assessment: One 3000-word written assignment (100%).

Recommended Reading:

Carey, L. M., Matyas, T. A., Oke, L. E., 'Sensory loss in stroke patients: effective tactile and proprioceptive discrimination training' in *Archives of Physical Medicine and Rehabilitation* (74:602-11), 1993
Carey, L. M., 'Somatosensory loss after stroke' in *Critical Reviews in Physical Rehabilitation Medicine* (pp. 51-91), 1995-7.
Callahan, A. D., 'Sensibility testing: Clinical methods' in Hunter, J. M., Schneider, L. H., Mackin, E. J., and Callahan, A. D. (Eds.) *Rehabilitation of the hand: Surgery and therapy* 3rd Edn. pp. 594-610, St Louis: C. V. Mosby 1990.

OCT4THG OCCUPATIONAL THERAPY G: ADULT LEARNING IN PRACTICE (5.0 CPs Sem. TE-SEM-1 BU.) *Ms Lieve De Clercq*

This pre-professional unit introduces students to concepts related to the role as adult learner, in the transition from student to practitioner, including self-directed learning, giving and receiving feedback, reflective practice, self-evaluation, learning styles, and identifying and setting personal learning goals through the use of a learning contract.

It will also prepare students for their professional practice subject OCT4PRE by addressing personal and professional issues associated with a 10-week placement.

Prerequisite: OCT3PRC, OCT3PRD.

Co-requisite: HLT3IPA.

Class requirements: six 1-hour lectures (weeks 2-7) and 6 two-hour practicum (weeks 2-7).

Assessment: Hurdle Requirement: (0%):

1. Submission of a diary to identify external and internal learning needs.
2. Attendance of sessions, learning Contract (equivalent to 1500 words) (100%). Graded as satisfactory/unsatisfactory.

Recommended Reading:

McAllister, L., and Lincoln, M., McLeod, S. and Maloney, D. *Facilitating learning in clinical settings* Stanley Thorne 1997.
Alsop, A. and Ryan S., *Making the most of fieldwork education* Chapman Hall 1996.

OCT4ULI UPPER LIMB INTERVENTION (10. CPs Sem. TE-SEM-1 BU.) Ms

Angela Chu

Not available in 2008.

ORT1ANT ANTERIOR SEGMENT (15 CPs Sem. TE-SEM-2 BU.) Dr Linda

Malesic

In this unit, students are provided with an understanding of the anatomy and physiology of the anterior chamber, aqueous production and the maintenance of intra-ocular pressure. The implications of the physiological and structural changes in intra-ocular pressure and the lens will be considered. Both the theoretical knowledge and methods of instrumentation required for clinical investigation will be covered, with the methods of anterior segment examination, ocular biometry, binocular microscopy and intraocular pressure measurements being some of the areas included.

Prerequisite: ORT1OAP.

Co-requisite: HBS1HBF.

Class requirements: two 1.5-hour lectures, and one 1-hour practical class per week, including web-based learning. Teaching is supported by online materials using WebCT.

Assessment: one 2.5-hour written examination (80%). Hurdle requirement: both the written and practical examinations must be passed in order to gain a pass in the unit, two 10-minute practical examinations (20%).

Recommended Reading:

Moses, R.A and Hart, W.M. (eds) *Adler's Physiology of the Eye: Clinical Application* 9th Edn. Mosby, Year Book Inc., USA, 1994.
Stein, H.Am Slatt B.J and Stein, R.M *The Ophthalmic Assistant* 6th Edn. Mosby St Louis, USA, 1994.

ORT1OAP PROTECTIVE STRUCTURES AND CLEAR MEDIA (15 CPs Sem. TE-SEM-1 BU.) Dr Linda Malesic

In this unit, students are provided with a general knowledge of the anatomy, physiology and embryological development of the orbit, the globe and adnexa in relation to the associated structures of the head and neck. A preliminary study of the anatomy and physiology of the protective layers and clear media of the eye is provided.

Co-requisite: HBS1APH.

Class requirements: two 1-hour lectures, one 1-hour tutorial class per week. Teaching is supported by online materials using WebCT.

Assessment: one 1-hour class based unit test in semester (20%), one 3-hour written examination (80%).

Recommended Reading:

Snell, R.S and Lemp, M.A *Clinical anatomy of the Eye* Blackwell Scientific. Boston, USA 1989.
Forrester, J. Dick, A. McMenamin, P. and Lee, W. *The eye: basic sciences in practice* W. B. Saunders and Co Ltd London 2002.

ORT1OPV OPTICS AND VISION (15 CPs Sem. TE-SEM-1 BU.) Dr Suzanne

Vassallo

Must be enrolled in the Bachelor of Orthoptics and Ophthalmic Sciences course.

In this unit, students will gain an understanding of the basis of visual acuity and optical principles in relation to the refractive system of the eye. This unit integrates knowledge of the physics of light and the

principles of physical optics with the ocular system, its refractive errors and physiological defects. The basis of visual acuity and accommodation are also included. The theoretical content and the clinical investigatory skills of visual acuity testing and lens measurement are integrated throughout this unit, provided by a combination of lectures, tutorials, self-directed learning packages and instrumentation sessions.

Class requirements: two 2-hour lectures and one 2-hour practical class per week (or equivalent). Teaching is supported by online materials using WebCT.

Assessment: one 10-minute practical examination (10%), one 2-hour written examination (75%), one 1-hour in class written test (10%), one 500-word report (5%). Linked to library orientation session.

Hurdle requirements: To pass unit, student must attend a library orientation and all practical sessions throughout the unit

Prescribed Reading:

Elkington, A.R., Frank, H.J., Greaney, M.J. *Clinical optics* 3rd Edn. Blackwell Science, Oxford 1999

Abrams D. *Duke-Elder's practice of refraction* 10th Edn. Edinburgh Churchill Livingstone 1993.

Vassallo, S. *ORT1OPV* Current Edn. student manual.

ORT1REF REFRACTION (15 CPs Sem. TE-SEM-2 BU.) Mr Zoran

Georgievski

In this unit, students expand on the principles studied in ORT11OPV, providing them with an understanding of the principles of refraction, the clinical assessment, measurement and correction of refractive errors. The unit includes an introduction to dispensing and the principles of the manufacture and fitting of spectacles. Students will gain experience in the methods of both objective and subjective refraction through instrumentation sessions, with further clinical experience at clinical placements throughout the course.

Prerequisite: ORT1OPV.

Class requirements: two 1.5-hour lectures and one 1-hour practical class per week. In addition, students are encouraged to participate in active WebCT discussion. Teaching is supported by online materials using WebCT.

Assessment: one 2.5-hour (end of semester) written examination (80%). Hurdle requirement: both the practical examinations overall and written examination must be passed in order to gain a pass in this unit, four 5-minute practical examinations (during semester) (20%).

Recommended Reading:

Students will be expected to gain information from any relevant texts or journals.

ORT1RET RETINA (15 CPs Sem. TE-SEM-2 BU.) Mrs Meri Vukicevic

In this unit, students gain an understanding of the anatomy and physiology of the posterior segment and retina. This unit includes the normal anatomy and physiology of the uveal tract, retina and visual pathway. The process of vision is explained through understanding the specialized anatomy and physiology of the retinal neurones and the anatomy of the intra-ocular visual pathways.

Prerequisite: ORT1OAP, HBS1APH.

Co-requisite: ORT1ANT, HBS1HBF.

Class requirements: three two-hour classes per week, a combination of lectures and practical sessions. Teaching is supported by online materials using WebCT.

Assessment: two 30-minute tests throughout the semester (10%) 5% each test, one 2-hour written examination (80%), one 10-minute practical examination (10%). Hurdle requirement: both the 2-hour written exam and the 10-minute practical exam need to be passed in order to gain a pass in this unit.

Prescribed Reading:

Kandel, E., Schwartz, J. and Thomas, M. (Eds.) *Principles of neural science* 4th Edn. McGraw-Hill, NY 2000.

Recommended Reading:

Forrester, J., Dick, A., McMenamin, P. and Lee, W. *The eye: basic sciences in practice* W.B. Saunders and Co. Ltd., London 2002.
Schwartz, S.H. (Ed.) *Visual Perception: A clinical orientation* 3rd Edn. McGraw-Hill 2004.

ORT2BIN BINOCULAR VISION (15. CPs Sem. TE-SEM-1 BU.) *Dr Connie Koklanis*

In this unit, students will gain an understanding of the physiological concepts of ocular movement and binocular single vision. The student will also gain experience in the use of orthoptic instruments in the assessment of the normal ranges of ocular motility and binocular vision as a preliminary to the assessment, diagnosis and management of patients with orthoptic problems.

The unit includes the general characteristics and the investigation of concomitant strabismus and the sensory adaptations that occur. The principles of management of these disorders will be introduced. The format of problem based learning and instrumentation sessions will allow integration of the theoretical concepts and the clinical investigatory skills.

Prerequisite: ORT1REF, ORT1RET.

Class requirements: two 1.5-hour lectures and one 2-hour practical class per week. Teaching is supported by online materials using WebCT.

Assessment: two 45-minute tests during the semester (2x10=20%), one 2.5-hour written examination at the end of semester (65%).
Hurdle requirement: the practical exams overall and the 2.5 hour end of semester exam must be passed in order to gain a pass in this unit, four 5-minute practical examinations (15%).

Prescribed Reading:

ORT2BIN Learning goal packages as directed

ORT2BMI BIOMEDICAL INSTRUMENTATION (5 CPs Sem. TE-SEM-1 BU.)

Dr Suzane Vassallo

In this unit, students cover a wide range of issues relevant to the safe and accurate use of modern biomedical electronic equipment for diagnostic and therapeutic applications. Emphasis is on the practical issues related to biomedical instrumentation. Examples of specific instrument types discussed include ultrasound apparatus, electrocautery equipment, evoked potential systems, and electro-oculography. Failure to appreciate the implications of the processing carried out by these devices can lead to misinterpretation of the findings obtained. Topics covered include computerised acquisition of data and signal processing. Relevant demonstrations will be presented. This unit is also available as an elective for any other students.

Class requirements: one 2-hour lecture per week. Teaching is supported by online materials using WebCT.

Assessment: Assignment work (500-words) (50%), one 1-hour class test (50%).

Recommended Reading:

Dewhurst, D.J. *An introduction to biomedical instrumentation* 2nd Edn. Oxford New York Pergamon Press 1976.

Webster, J.G. *Bioinstrumentation* John Wiley and Sons, New York 2004.

Bronzino, J. *Biomedical engineering and instrumentation* PWS Publishers 1986.

Regan, D. *Human brain electrophysiology: evoked potentials and evoked magnetic fields in science and medicine* Elsevier 1989.

Carr, J.J. and Brown, J.M. *Introduction to biomedical equipment technology* 3rd Edn. Upper Saddle River New Jersey Prentice Hall c1998.

Aston, R. *Principles of biomedical instrumentation and measurement* Merrill 1990.

ORT2CLI CLINICAL PRACTICE A (10. CPs Sem. TE-SEM-1 BU.) *Dr Linda Malesic*

In this unit, students are provided with clinical experience to allow the theoretical knowledge and the investigative and management procedures learnt in the previous subjects to be applied in the clinical setting. This unit will provide supervised clinical experience in the investigation and management of ophthalmic disorders and an introduction to strabismus and binocular vision.

Prerequisite: ORT1REF, ORT1ANT, ORT1RET.

Co-requisite: ORT2BIN, ORT2RET.

Class requirements: two 3-hour clinical sessions and one 1-hour seminar per week. In addition, students are required to participate in 1-hour of active WebCT discussion per week. Teaching is supported by online materials using WebCT.

Assessment: one group role-play presentation (20%), one 1000-word case report (30%), five 200-word clinical report assessments (40%), and WebCT discussion participation as specified on unit homepage. (10%). Hurdle requirement: attendance at 100% of clinical placements and seminars and submission of the clinical handbook.

ORT2CON CONCOMITANT STRABISMUS (15 CPs Sem. TE-SEM-2 BU.) *Mr*

Zoran Georgievski

In this unit, students are provided with an understanding of the aetiology, investigation, characteristics, diagnosis and management of concomitant strabismus and its sensory adaptations. The clinical methods of investigation of concomitant strabismus include measurement of the deviation, and assessment of binocular visual and ocular motor functions. Management techniques include optical, orthoptic, surgical and pharmacological methods. The format of problem-based learning and instrumentation sessions allows the application of theoretical principles to particular case problems and the achievement of clinical skills.

Prerequisite: ORT2BIN, ORT2CLI.

Class requirements: two 1.5-hour lectures and one 2-hour practical class per week. In addition, students are encouraged to participate in active WebCT discussion. Teaching is supported by online materials using WebCT.

Assessment: Two practical / verbal examinations (each 10 minutes) in weeks 12-13 (15%), one 2.5-hour written examination (70%). Hurdle requirement: both the written and practical examinations must be passed in order to gain a pass in this unit. One 30-minute (mid-semester) written examination (15%).

Prescribed Reading:

Noorden von, G. K. *Binocular vision and ocular motility: theory and management of strabismus* 6th Edn. St. Louis Mosby 2002.

Ansons, A.M. and Davis, H. *Diagnosis and management of ocular motility disorders* 3rd Edn. Oxford Blackwell 2001.

ORT2NEU NEURO-OPHTHALMIC DISORDERS A (15. CPs Sem. TE-SEM-2

BU.) *Dr Connie Koklanis*

In this unit, students are introduced to the sensory neuronal processes of visual function from the retina through the visual pathway to the extra-striate cortex. The basis of visual perception is also introduced. The student will gain knowledge of the aetiology and effects of disorders of the visual pathway and will be able to perform the orthoptic investigation procedures for diagnosis of these problems, including perimetry, pupil function and colour vision testing. The student will be introduced to the more common neuro-pathological processes and to general neurological imaging investigations.

Prerequisite: ORT1RET, HBS1HBF, HBS2NEU.

Class requirements: two 2-hour lectures or two 2-hour practical classes per week. Teaching is supported by online materials using WebCT.

Assessment: one 45-minute in-class written test (10%), one 2.5-hour written examination (80%), one 10-minute practical exam (10%).
Hurdle requirement: practical exam and the 2.5-hour end of semester exam must be passed in order to gain a pass in this unit.

Recommended Reading:

Patten, J *Neurological differential diagnosis* 2nd Edn. Springer, London; New York 1996

Mollon, J.D., Pokorny, J., Knoblauch, K. (eds) *Normal and defective colour vision* Oxford University Press, Oxford, New York, 2003.

Anderson, D.R. *Testing the field of vision* Mosby, St.Louis 1982.

ORT2OPH OPHTHALMIC PRACTICE (15. CPs Sem. TE-SEM-2 BU.) *Dr*

Suzane Vassallo

In this unit, students are provided with an understanding of anterior segment pathology and the role of the orthoptist in the investigation and management (including surgical) of these disorders. Students will also gain an understanding of the microbial infections which may affect humans - as well as their subsequent management - via the microbiology component of this unit. This unit will provide the student with further knowledge of the effects of systemic disease on refractive errors and ocular dysfunction as well as the pathological causes of refractive error, surgical assisting techniques, ultrasonography procedures and interpretation of ultrasound results will also be discussed. In sum, the student will be expected to develop their skills of ophthalmic case management via in-class practical sessions and discussion of case reports.

Prerequisite: ORT1ANT, ORT1REF, ORT2BMI, ORT2RET.

Co-requisite: HBS2PAG.

Class requirements: one 3-hour seminar or practical session per week for 13 weeks, and involvement in a total of 11 hours of peer mentoring during the course of the semester. Teaching is supported by online materials using WebCT.

Assessment: one 1200-word assignment (10%), one 30-minute written in-class test during semester (15%), one 2.5-hour written examination (75%). Hurdle requirements: a pass must be achieved in all components of the assessment in order to gain an overall pass in this unit.

Recommended Reading:

Bruce, A and Loughnan, M *Anterior Eye Disease and Therapeutics A-Z* Butterworth-Heinemann, London 2002.

Kanski, J. *Clinical ophthalmology* 5th Edn. Butterworth and Co London UK 2003.

Vaughan, D. and Asbury, T. *General ophthalmology* 12th Edn. Lange USA, 1990.

ORT2RDO RESEARCH DESIGN IN ORTHOPTIC PRACTICE (5 CPs Sem. TE-SEM-2 BU.) *Dr Kerry Fitzmaurice*

In this unit (which is used as a vehicle unit) students are introduced to low vision practice in orthoptics. Students will apply research methodologies to gain knowledge about the cause and impacts of low vision. Students will also be introduced to research practice in the wider orthoptic discipline.

Prerequisite: PHE1RMH.

Co-requisite: PHE2RMH.

Class requirements: one 2-hour seminar/group discussion per week. Teaching is supported by online materials using WebCT.

Assessment: two 700-word assignments (100%).

ORT2RET RETINAL DISORDERS (15 CPs Sem. TE-SEM-1 BU.) *Dr Kerry Fitzmaurice*

This unit provides the student with a continued understanding of the anatomical and physiological basis of retinal disorders. The student will study the pathological processes including the aetiology, investigation, progression and management of various retinal disorders including retinal degenerations, circulatory problems, traumatic, toxic and developmental disorders. The retinal problems associated with systemic disorders, in particular endocrine and metabolic disorders, will be covered. This unit is designed to prepare the student for clinical placement, with the application of previously learnt procedures and inclusion of further instrumentation for the investigation of retinal function, such as ophthalmoscopy, electrophysiological testing and fundus photography.

Prerequisite: ORT1RET HBS1HBF.

Co-requisite: HBS2PAG.

Class requirements: four hours of lectures, tutorials, self-directed learning or instrumentation sessions per week. Teaching is supported by online materials using WebCT.

Assessment: two 15-minute unit tests (20%), one 2-hour written examination (60%). Both the written and practical components must be passed in order to gain a pass in the subject, one 20-minute practical examination (20%).

Preliminary Reading:

James, B. Chew, C. and Bron, A. *Lecture notes on ophthalmology* 9th Edn. Blackwell Science 2003.

Recommended Reading:

Kanski, J. J. and Thomas, D. J. *The eye in systemic disease* 2nd Edn. Butterworth-Heinemann London 1990.

ORT3CLI CLINICAL PRACTICE B (HONOURS STREAM) (50 CPs Sem. TE-SEM-2 BU.) *Mr Zoran Georgievski*

In this unit, students are provided with further clinical experience in the investigation and management of acute and chronic ophthalmic disorders, disorders of ocular motility and strabismus, and the management of clients with visual or general disability. The student will undertake two clinical block placements during the semester and will be expected to gain experience of clinical investigation procedures, problem diagnosis, management decisions and the implementation of treatment programs and general practice management concerns.

Prerequisite: ORT2OPH, ORT3NEU, ORT3INC, ORT3EYE.

Class requirements: 10-week clinical placement. Teaching is supported by online materials using WebCT.

This unit is not available for study abroad students.

Assessment: assessment is pass/fail basis only based on reports from clinical educator and 10-minute viva voce (100%). Must meet all criteria: maintain clinical journal; participate in WebCT discussion; attend briefing sessions; deliver 15-minute conference presentation; submit a 1000-word case study assignment.

ORT3CLI CLINICAL PRACTICE B (60 CPs Sem. TE-W26-42 BU. TE-W34-47 BU. TE-W38-48 BU.) *Mr Zoran Georgievski*

In this unit students are provided with further clinical experience in the investigation and management of acute and chronic ophthalmic disorders, disorders of ocular motility and strabismus, and the management of clients with visual or general disability. The student will undertake three 4-week clinical block placements between July-December and will gain experience in clinical investigation procedures, problem diagnosis, management decisions and the implementation of treatment programs and general practice management concerns. Students are strongly advised to undertake part of their placement outside of metropolitan Melbourne in designated facilities across Australia and or overseas.

Prerequisite: ORT2OPH, ORT3NEU, ORT3INC, ORT3EYE.

Class requirements: a total of 12 weeks of clinical block placement. Teaching is supported by online materials using WebCT.

Assessment: assessment is pass/fail basis based on reports from clinical educators and 10-minute viva voce (100%) Must meet all criteria: maintain clinical journal; participate in WebCT discussion; attend briefing sessions; deliver 15-minute conference presentation and submit a 1000-word case study assignment.

ORT3CLR CRITICAL LITERATURE REVIEW (10 CPs Sem. TE-SEM-2 BU. TE-SEM-S BU.) *Dr Suzane Vassallo*

Only available to Bachelor of Orthoptic and Ophthalmic Sciences (Honours) program.

In this unit students will undertake a critical review of the literature which is of particular relevance to the honours research project. Students are expected to demonstrate an advanced ability to critically evaluate the published literature.

Prerequisite: selection into the Bachelor of Orthoptic and Ophthalmic Sciences (Honours) program.

Class requirements: The equivalent of 26 hours of literature search and review in consultation with supervisor. Teaching is supported by online materials using WebCT.

This unit is not available for study abroad students.

Assessment: one 3000-word critical literature review (100%).

ORT3EYE EYE HEALTH CARE SYSTEMS (10 CPs Sem. TE-SEM-1 BU.) *Mr Zoran Georgievski*

In this unit students are introduced to the concepts of primary health care, health, illness, health promotion and education. The primary health care concept and the factors that determine one's health, both individual and external, are considered. The range of providers which are part of the primary eye health sector and the particular role that the orthoptist can contribute will be explored. The concepts of epidemiology in relation to ocular disease will be introduced and an awareness will be created of the orthoptist's contribution to patient and community health promotion and education.

Class requirements: two 2-hour lecture/seminar classes per week. Teaching is supported by online materials using WebCT.

Assessment: two 750-word assignments (60%) (or equivalent), one 20-minute group presentation to class (20%), one 750-word assignment (20%).

Recommended Reading:

Naidoo, J. and Willis, J. *Health promotion foundations for practice* London Bailliere Tindall 1994.

Green, W.H. and Simons-Morton, B.G. *Introduction to health education* Macmillan 1984.

ORT3INC INCOMITANT STRABISMUS (15 CPs Sem. TE-SEM-1 BU.) *Mr Zoran Georgievski*

In this unit, students are provided with an understanding of the theoretical concepts of the investigation, diagnosis and management

of incomitant strabismus and diplopia. The normal anatomy and function of the extraocular muscles are presented in conjunction with an introduction to the concepts of binocular vision. In the format of problem-based learning, this unit integrates the theoretical concepts of the aetiology, investigation, characteristics, diagnosis and management of the neurogenic, myogenic and mechanical strabismus with the clinical instrumentation procedures required to investigate disorders of ocular motility.

Prerequisite: ORT2BIN, ORT2CON, HBS2NEU.

Co-requisite: ORT3NEU.

Class requirements: two 1.5-hour lectures and one 2-hour practical class per week. In addition, students are encouraged to participate in active WebCT discussion. Teaching is supported by online materials using WebCT.

Assessment: one 30-minute (mid-semester) written examination (15%), Two practical / verbal examinations, (each 10-minutes) in weeks 12-13 (15%), one 2.5-hour (end of semester) written examination (70%). Hurdle requirement: both the practical exams overall and 2.5-hour written exam must be passed in order to gain a pass in this unit.

Prescribed Reading:

Noorden von, G.K. *Binocular vision and ocular motility: theory and management of strabismus* 6th Edn. St.Louis Mosby 2002.

Ansons, A.M. and Davis, H. *Diagnosis and management of ocular motility disorders* 3rd Edn. Oxford Blackwell 2001.

ORT3NEU NEURO-OPHTHALMIC DISORDERS B (15 CPs Sem. TE-SEM-1 BU.) *Dr Linda Malesic*

In this unit students are provided with an understanding of the investigation and management of disorders of the eye movement systems. The cortical and sub-cortical control, pathways and function of the different types of eye movements are studied, with the characteristic eye signs that result from disorders of these systems. The theoretical concepts are learnt in conjunction with the clinical investigation techniques, including eye movement measurement. The eye movement disorders are studied within the context of the general cortical disorders that may result from neurological pathology and other neuro-muscular syndromes that commonly affect ocular motor function.

Prerequisite: ORT2NEU, ORT2CON, HBS2NEU.

Co-requisite: ORT3INC.

Class requirements: two 2-hour lectures/problem discussion or instrument sessions per week. Teaching is supported by online materials using WebCT.

Assessment: one 1000-word assignments (10%), one 2.5-hour written examination (80%), one 1-hour mid-semester unit test (10%)

Prescribed Reading:

Ciuffreda, K. J. and Tannen, B. *Eye movement basics or the clinician* St.Louis, Mosby 1995

ORT3NEU Learning goal packages as prescribed

Recommended Reading:

Swash, M. and Schwartz, M. *Neurology: a concise clinical test* London Bailliere Tindal 1989.

Brown, J.W. *Neuropsychology of visual perception* Lawrence Erlbaum Ass USA 1989.

Leigh, R.J. and Zee, D.S. *The neurology of eye movements* 3rd Edn. Philadelphia F.A. Davis Company 1999.

ORT4OPH CASE MANAGEMENT - OPHTHALMIC DISORDERS (15 CPs Sem. TE-SEM-1 BU.) *Dr Suzane Vassallo*

In this problem based learning unit, the student is provided with the opportunity to expand on the knowledge gained in the previous theoretical subjects and clinical placements. The unit will be based around commonly seen ophthalmic case problems including the modern investigation and management of cataract, glaucoma, refractive errors, systemic disease and neurological disorders. Students are also expected to revisit basic practical skills and to contribute to the management of various case reports via in-class discussions. Medicolegal considerations will also be highlighted.

Prerequisite: ORT3CLI.

Class requirements: two 2-hour seminars or practical sessions per week. Teaching is supported by online materials using WebCT.

Assessment: one 10-minute viva voce examination (15%), one 1.5-hour written examination (70%), one folio of clinical competency (15%). Folio material is to be gathered during the 3rd year semester 2 block placement.

Hurdle requirements: all of the components of assessment must be passed in order to obtain a pass in this unit.

Recommended Reading:

Students will be expected to gain information from any relevant texts and journals.

ORT4ORP ORTHOPTIC RESEARCH PROJECT (45 CPs Sem. TE-SEM-2 BU.)

Dr Suzane Vassallo

Subject to selection into the Honours program.

In this unit students will conduct a research project under supervision. The research should have the potential to advance the knowledge of vision science. The student should gain a knowledge of research design, data collection, data analysis and research reporting.

Prerequisite: Selection into Bachelor of Orthoptic and Ophthalmic Sciences (Honours) program and ORT3CLR.

Class requirements: no formal requirements but students are expected to allocate the equivalent 12 hours per week plus attend research seminars and participate in group discussions of journal articles. Teaching is supported by online materials using WebCT.

Assessment: one 10,000-word thesis (90%). Hurdle requirement: 10-minute presentation of thesis proposal, one 15-minute oral presentation of research results (10%).

ORT4REH CASE MANAGEMENT - REHABILITATION (15 CPs Sem. TE-SEM-1 BU.) *Dr Kerry Fitzmaurice*

In this unit, students will be provided with a knowledge of the principles and practice of rehabilitation in the presence of vision impairment. This includes the study of the functional problems associated with vision impairment and the development of rehabilitation programs. The student is able to explore the functional aspects of vision in conjunction with traditional diagnostic measures in order to interpret the visual capabilities of clients and consequently to design strategies to assist those with special needs.

Prerequisite: ORT3CLI.

Class requirements: two 2-hour lectures or seminars per week.

Teaching is supported by online materials using WebCT.

Assessment: one 1500-word assignment (25%), one 1.5 hour written examination (50%), one 10-minute viva voce examination (25%).

ORT4RTP RESEARCH THESIS/PROJECT (60. CPs Sem. TE-ALL-YR BU.) *Dr Kerry Fitzmaurice*

This project is the main emphasis of the honours or post graduate diploma year. It includes project design, literature review, data collection, analysis of results, presentation of seminars and the preparation of a 10,000-word assignment on the research project.

Class requirements: self directed research and meetings with supervisor, equivalent to 7 hours per week. Teaching is supported by online materials using WebCT.

Assessment: one 10,000-word assignment on the research project topic and participation in case presentations (100%).

ORT4SCP SPECIALIST CLINIC PRACTICE (30. CPs Sem. TE-ALL-YR BU.) *Dr Kerry Fitzmaurice*

The area of clinical practice should be relevant to the honours and or post graduate diploma research project and involves some data collection. The main emphasis is to develop specialised clinical skills in a particular area of interest. The clinical setting may be external or within the University. Three contact hours per week are recommended. By the end of third year, the general clinical expertise expected is that of a graduate orthoptist. This unit allows concentrated specialised skills to be proficiently attained.

Class requirements: clinical practice and self-directed learning equivalent to 3 hours per week. Teaching is supported by online materials using WebCT.

Assessment: one 3750-word assignment on the material presented (100%).

ORT4SPO CASE MANAGEMENT - STRABISMUS AND PAEDIATRIC OPHTHALMOLOGY (15 CPs Sem. TE-SEM-1 BU.) Dr Connie Koklanis

This problem-based learning subject allows the continued application of the theoretical and clinical knowledge studied in previous years to various orthoptic problems. Principles of paediatric ophthalmology and the diagnosis and management of common eye problems in children and infants will also be a focus of this subject. The development of clinical reasoning skills is consolidated by the continued study of patient management problems. These problems include such areas as concomitant strabismus, sensory disorders and adaptations, and ocular motor disorders. The selection of diagnostic and treatment procedures is considered within the context of entire patient management to consider factors such as systemic medical problems and age group. Issues of practice management will be discussed, including professional ethics, medico-legal concerns and appropriate referral.

Prerequisite: ORT3CLI.

Class requirements: two 1.5-hour classes and one 1-hour class per week. Teaching is supported by online materials using WebCT.

Assessment: one 750-word assignment (10%), 10-minute viva voce (10%), 3-hour written examination (80%). Both the 3-hour examination and the viva voce must be passed in order to gain a pass in the unit.

Recommended Reading:

Students will be expected to gain information from any relevant texts or journals.

PHE1AHS AUSTRALIA'S HEALTH CARE SYSTEM (15. CPs Sem. TE-SEM-2 BU.) Dr Simon Barraclough

This unit presents students with an overview of the historical development, structures, programmes, workforce, and some of the major issues, of the Australian health care system. The role of various levels of government in the provision of health care in terms of policy formulation, advocacy, regulation funding, delivery, and the provision of welfare is explored. The economic dimensions of health care as an important sector of the Australian economy are identified. Values associated with the funding and providing health care are considered. Comparative international perspectives are presented. This unit encourages critical thinking about the nature and performance of the health care system. Student groups will investigate and report upon a particular issue in the health care system.

Class requirements: one 2-hour lecture and one 2-hour tutorial per week.

Assessment: one 30-min group seminar presentation (20%), one 1-hour short-answer examination (in class) (40%), one 1500-word essay (40%).

PHE1BHN PUBLIC HEALTH FOR NUTRITION STUDIES (15. CPs Sem. TE-SEM-2 BU.) Dr Jane Pierson

Offered subject to sufficient enrolments.

In this unit, students learn topics which are organised into three broad groupings. In Population Health, content includes basic epidemiological concepts, health patterns and trends in Australia, and diet and nutrition as risk factors for disease. In Health, Nutrition and Society, content includes sociological analyses of inequalities in health and health care, changing definitions of health and illness, political and ethical issues in public health and nutrition, and socio-cultural understandings of food and eating. In Behaviour and Nutrition, content includes behavioural influences on health, biological regulation of eating and body weight, psychological and social factors which influence eating behaviours, exercise, and biopsychosocial aspects of eating disorders.

Class requirements: three 1-hour lectures (all students) and one 3-hour seminar or practicum per week (BScNutrition students only).

Assessment: one 2-hour examination (50%), one 2000-word report (50%).

PHE1CSG CULTURE, SOCIETY AND THE HEALTH OF MEN AND WOMEN (15 CPs Sem. TE-SEM-1 BU.) Professor Pranee Liamputtong

In this unit, students are provided with the opportunity to study issues relating to men, women and health within the social and cultural aspects of the societies in which they live. The health of men and women within the socio-cultural and political economy of Western

and non-Western societies will be examined in order to produce a critical awareness of 'why things are the way they are and how they can be improved'. Topics relating to women's health include: why women's health? the medicalisation of women's health; women and health services, women and reproductive health, motherhood and postnatal depression; women and violence and women as healers. Secondly, issues relating to gender irregularity; emerging men's health issues and men's health promotion are included. Students will be encouraged to examine women's and men's health within social, cultural and political contexts within the Australia and international settings.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 2500-word essay (60%), one 1500-word research summary (40%). Research summary includes an oral presentation.

Recommended Reading:

Sabo, D., and Gordon, D.F. *Men's health and illness: Gender powers and the body* Sage, Thousand Oaks California.

Doyal, L. *What makes women sick: Gender and political enemy of health* London, Macmillan 1995.

Saltman, D. *Women's health: An introduction to issues* Sydney: Harcourt Brace 1991.

PHE1HEM HUMAN ECOLOGY AND MICROBIOLOGY (15 CPs Sem. TE-SEM-2 BU.) Ms Eileen Clark, Professor Colin Torrance, Dr Rae Walker Not available in 2008.

PHE1HOA THE HEALTH OF AUSTRALIANS (15. CPs Sem. TE-SEM-1 BU.) Ms Prue Bagley

In this unit, students will be introduced to descriptive epidemiology and epidemiological methods. Students will learn about key definitions, measurements and determinants of health status and the application of these principles and methods to public health interventions. A particular emphasis will be placed on the social determinants of health and lectures will address an analysis of the health status of various population subgroups as well as for key risk factors and health conditions. Students will also be introduced to the basic principles and methods for health research. Materials will cover local, national and global perspectives.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: one group presentation (10 minutes per student) (20%), one 90-minute examination (40%), one 1000-word essay (20%), one 1000-word essay (20%). Hurdle requirement: tutorial attendance and participation.

Prescribed Reading:

Webb, P., Bain C. and Pirozzo, S. *Essential Epidemiology* Cambridge 2005.

Keleher, H., and Murphy, B. (Eds.) *Understanding health: a determinants approach* Oxford University Press, Melbourne 2004.

Recommended Reading:

Polgar, S., and Thomas, S. *Introduction to research in health sciences* 4th Edn. Churchill Livingstone 2000.

PHE1IPC PERSON-CENTRED CARE (15 CPs Sem. TE-SEM-1 BU, DE.) Dr Bruce Rumbold

In this unit students will be introduced to a person-centred holistic approach, pastoral care, with a specific focus on encounters within the health care system. Pastoral care, like health care itself, has its roots in religious traditions, but focuses upon the broader issues of spirituality and meaning that are significant in contemporary multicultural, pluralist settings. The unit explores the theoretical underpinnings of pastoral care, possibilities for pastoral care across the life span, contemporary health care debates around religion, spirituality and health, and pastoral care practice. While pastoral care may be practised as a specialist discipline, it is relevant to all health care practitioners interested in the spiritual dimension of human experience, and how this might be affected by the onset of illness.

Class requirements: one 3-hour seminar.

Assessment: one 1000-word tutorial paper (20%), one 1500-word book review (30%), one 2000-word essay (50%).

Recommended Reading:

Lartey, E. *In living Colour: an intercultural approach to pastoral care and counselling* Rev. Edn. Jessica Kingsley 2003.

PHE1PCS INTRODUCTION TO PROFESSIONAL COMMUNICATION**SKILLS** (5.0 CPs Sem. TE-SEM-1 BU.) *Ms Janet Carnegie*

In this unit, students are provided with a knowledge of the processes of interpersonal communication. The student will be introduced to the communication skills required, particularly in relation to the orthoptic clinical setting. This will include such aspects as the clinician-patient relationship, the interdisciplinary relationships and the role of the student in these fields. The unit will cover aspects of verbal, non-verbal and written communications and issues surrounding loss and grief and multiculturalism will be addressed.

Class requirements: two hours of seminars and group discussions per week.

Assessment: group presentation (5-minutes per member) plus presentation summary (equivalent to 750-words). (50%), self-assessment journal (equivalent to 1000 words) (50%)

Recommended Reading:

Adler, R and Rodman, G *Understanding human communication* 6th Edn. Fort Worth: Harcourt Brace.

PHE1PHA INTRODUCTION TO PUBLIC HEALTH A (15 CPs Sem. TE-SEM-1 AW, BU, MI, SH.) *AW: Mrs Nanette Lundie, BU: Dr Paul O'Halloran, Ms Janet Carnegie*

Albury/Wodonga campus: available only to Bachelor of Nursing students.

Public Health practice operates at individual, social and structural levels. That is, public health knowledge is acquired from these multiple sources and public health interventions can be targeted at the individual, social, or structural level. In this unit, students will predominately address public health at the individual level. The principal aim of the unit is to provide foundation knowledge pertaining to preventive work with individuals at multiple levels in the health care system. Topics are organised into the broad groupings related to health (e.g., learning), regulatory systems (obesity, motivation and developmental) and social influences on health (development, communication processes), and personality, stress and mental health.

Incompatible unit: PHE1PHC.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 1.5-hour examination (50%), four 300-word short answer questions (20%), one 1200-word essay (20%), tutorial participation (10%).

Prescribed Reading:

McMurray, A. *Community health and wellness: a socioecological approach* 2nd Edn. Marrickville, N.S.W. Mosby 2003.
Passer, M.W., and Smith, R.E. *Psychology: the science of mind and behaviour* 3rd Edn. Boston, MA: McGraw-Hill 2007.

PHE1PHB INTRODUCTION TO PUBLIC HEALTH B (15 CPs Sem. TE-SEM-2 AW, BU, MI, SH.) *AW: Ms Eileen Clark, BU: Ms Prue Bagley*

In this unit students are introduced to social understandings of health and health care practice. Changing definitions of health and illness are examined, inequalities in health and health care are analysed from different sociological perspectives, and some key political and ethical issues are explored. The aim is to develop students capacity to view current health concerns in a public health perspective and to understand how this relates with other professional practice perspectives.

Incompatible unit: PHE1PHD.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 1-hour examination (30%), one 2500-word tutorial assignment (40%), one 10 minute tutorial presentation (30%).

Prescribed Reading:

Germov, J. *Second opinion* Oxford University Press 2005.

Recommended Reading:

Davis, A. and George, J. *States of health: health and illness in Australia* Harper Educational 1998.

PHE1PHC INTRODUCTION TO PUBLIC HEALTH C (10 CPs Sem. TE-SEM-1 BU.) *Dr Paul O'Halloran, Ms Janet Carnegie*

Public Health practice operates at individual, social and structural levels. That is, public health knowledge is acquired from these multiple sources and public health interventions can be targeted at the individual, social, or structural level. This unit will predominately address public health at the individual level. The principal aim of the unit is to provide foundation knowledge pertaining to preventive work with individuals at multiple levels in the health care system. Topics are organised into the broad groupings related to health (e.g., learning), regulatory systems (obesity, motivation and emotion), developmental and social influences on health (development, communication processes), and personality, stress and mental health.

Incompatible unit: PHE1PHA

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 1.5-hour examination (70%), four 300-word short answer questions (20%), tutorial participation (10%).

Prescribed Reading:

McMurray, A. *Community health and wellness: socioecological approach* 2nd Edn. Marrickville, N.S.W. Mosby 2003.

Passer, M.W., and Smith, R.E. (2007) *Psychology: the science of mind and behaviour* 3rd Edn. Boston, MA: McGraw-Hill

PHE1PHD INTRODUCTION TO PUBLIC HEALTH D (5.0 CPs Sem. TE-SEM-2 BU.) *Ms Prue Bagley*

In this unit students are introduced to social understandings of health and health care practice. Changing definitions of health and illness are examined, inequalities in health and health care are analysed from different sociological perspectives, and some key political and ethical issues are explored. The aim is to place current health concerns in a broader perspective than that offered by biomedical understandings alone, and to encourage students to incorporate a public health perspective within their professional formation.

Incompatible unit: PHE1PHB.

Class requirements: one 1-hour lecture and one 1-hour tutorial per week.

Assessment: one 1-hour examination (50%), one 1000-word essay (50%). Hurdle requirement: tutorial attendance and participation (including a 5-minute presentation).

Prescribed Reading:

Germov, J. *A second opinion* Oxford University Press 2005.

PHE1RMH RESEARCH METHODS IN HEALTH 1 (5 CPs Sem. TE-SEM-1 BU, DE. TE-SEM-2 BU.) *Mr Stephen Polgar*

In this unit, students are introduced to the basic principles for conducting research in the health sciences and demonstrates how these principles are utilised for advancing health practices. Topics include the scientific method and clinical practice, qualitative and quantitative approaches to design, sampling, data collection and analysis, theories and the formulation of hypothesis and research questions. Particular emphasis is placed on how research is conducted with people who may be ill and disabled, and how social and ethical considerations shape health related research. At the conclusion of the unit, students will be able to critically evaluate fundamental aspects of professionally relevant publications. Detailed course materials are available enabling students to take a flexible self-directed approach to learning.

Class requirements: one 1-hour lecture per week and seven 1-hour tutorials over the semester.

Assessment: one 1.5-hour multiple-choice examination (100%).

Prescribed Reading:

Polgar, S. and Thomas, S.A. *Introduction to research in the health sciences* 4th Edn. Churchill Livingstone 2000.

PHE2ARM APPLIED RESEARCH METHODS IN HEALTH (20 CPs Sem. TE-SEM-2 BU.) *Dr Jane Pierson*

In this unit, students are given the opportunity to further develop their knowledge and skills of conducting applied health research using a problem solving approach. Topics include qualitative and quantitative research design, data collection strategies, data analysis and interpretation and reporting of findings.

Class requirements: three 1-hour lectures and one 1-hour tutorial/practice class per week.

Assessment: one 2-hour examination (50%), two 1500-word assignments (50%).

PHE2BDA DETERMINANTS OF HEALTH A (5.0 CPs Sem. TE-SEM-1 BU.) *Ms Janet Carnegie*

The aim of this unit is to explore some of the ways in which social sciences, and interpersonal theories contribute to the understanding and management of illness and disability within the community. The unit examines the Australian Health Priority Areas and identifies environmental factors which influence the chance of becoming ill or disabled from a Public Health perspective. The unit comprises four major study areas: clinical practices and social contexts; lifestyle risk and protective factors; conceptualising illness/injury and treatment, and applying public health principles to improve health outcomes. Social and individual responses to illness and disability are discussed in relation to their influence on recovery and rehabilitation. A particular focus is how public health principles are applied to the practices of the physiotherapy and orthoptics professions.

Prerequisite: PHE1PHA or PHE1PHC.

Class requirements: 20 hours of lectures and 6 hours of tutorials.

Assessment: one 1-hour exam (80%), tutorial exercise (20%).

Recommended Reading:

Kolt, G and Anderson, M. *Psychology in the Physical and Manual Therapies* Churchill Livingstone 2004.

PHE2BDB DETERMINANTS OF HEALTH B (5.0 CPs Sem. TE-SEM-2 BU.) *Dr Paul O'Halloran, Mr Stephen Polgar*

In the first part of this unit, students acquire knowledge that will be of assistance in the evaluation and interpretation of the patient's emotional and psychological capacities. Topics covered include neuropsychology and psychiatric disorders in relation to delivering health care in a physiotherapy setting. The second part of the unit deals specifically with interpersonal processes in physiotherapy practice, with a primary focus on working with clients to facilitate treatment outcomes.

Prerequisite: PHE2BDA.

Class requirements: 13 hours of lectures and tutorials (weeks 1-7), and 13 hours of workshops (weeks 8-13).

Assessment: one 1-hour examination (50%), one 1500-word unstructured reflective journal (50%).

Recommended Reading:

Kolb, B and Whishaw, I.Q. *Human Neuropsychology* 5th Edn. New York: W.H. Freeman; Basingstoke: Palgrave Macmillan 2003.

French, S. *Physiotherapy: a psychosocial approach* 2nd Edn. Oxford: Butterworth-Heinemann 1997.

PHE2CHP COMMUNITY HEALTH PROMOTION (20 CPs Sem. TE-SEM-2 BU.) *Dr Rae Walker*

In this unit, students are given the opportunity to develop, through practice-based learning skills and knowledge of health promotion practice. Key ideas and strategies used in health promotion at the community level will be explored. Content will include capacity building at different levels, social marketing, working with hard to reach community groups. The application of learning to practice will be stressed.

Incompatible unit: HLT3PHP, HLT3HP.

Class requirements: one 2-hour lecture and one 2-hour tutorial per week, plus self-directed extra mural learning activities (equivalent to two hours of classroom contact per week).

Assessment: one 1000-word group presented report (15%), one 1000-word individual tutorial paper (25%), one 20-minute group presentation equivalent to 1000-word (10%). Hurdle requirement: one 3000-word individual paper (50%).

Preliminary Reading:

SPH PHE2CHP School of Public Health student workbook 2007

PHE2CPH COMMUNICATION PROCESSES IN HEALTH CARE (20 CPs Sem. TE-SEM-1 BU.) *Dr Paul O'Halloran*

In this unit, students will be given the opportunity to increase their knowledge, understanding and skills in communicating in interpersonal and group settings. The principal aim of this unit is to identify the existing interpersonal skills of students and provide an

opportunity for their development and consolidation when applied in health and public health settings. Given that the subject adopts a skills-based orientation a one-hour lecture will be supported by a three-hour seminar which will provide students with a forum for building and developing effective communication styles, appreciating contextual considerations (e.g., culture), and developing an understanding of the application of interpersonal communication skills in a range of settings (e.g., therapeutic, social, and public health).

Class requirements: one 1-hour lecture per week and one 3-hour seminar/workshop per week.

Assessment: 30-minute class presentation in pairs (20%), one 1500-word write up of presentation (20%), one 2000-word essay (30%), one 2000-word diary (unstructured reflective journal) (20%), attendance and participation in workshops/tutorials (10%). Hurdle requirement: 75% class attendance and participation in interpersonal communication workshops.

Recommended Reading:

Kiger, A.M. *Teaching for health* Edinburgh: Churchill Livingstone 1995.

Egan, G.E. *The skilled helper: a problem management and opportunity-development approach to helping* Pacific Grove: Brooks/Cole 2002.

Adler, R. B. and Rodman, G. *Understanding human communication* (9th Edn.). The 8th Edn. is also acceptable New York: Oxford University Press 2006.

PHE2EBD ENVIRONMENTAL AND SOCIAL DETERMINANTS OF HEALTH

(20 CPs Sem. TE-SEM-1 BU.) *Dr Bruce Rumbold*

In this unit students are given the opportunity to develop a multi-level understanding of influences on the health of individuals and populations. Key determinants of health, and the risk and protective factors associated with them, will be examined from bio-psycho-social, social systems and ecological perspectives, where: a biopsychosocial perspective on health emphasises biomedical, psychological and social-psychological determinants of health; a social system perspective places particular emphasis on the effect of broader social processes and social institutions upon health and illness; and an ecological perspective focuses on ways the physical and natural environment influences health outcomes.

Prerequisite: PHE1IBA or PHE1HHB.

Class requirements: two 1-hour lectures and one 2-hour tutorial per week.

Assessment: one 2500-word essay (40%), one 2-hour examination (40%), one group presentation of 10-minutes per student (20%).

Recommended Reading:

Marmot, M., and Wilkinson, R. *Social determinants of health* (seconded) Oxford: Oxford University Press 2006.

PHE2HSD HEALTH SKILLS DEVELOPMENT (20 CPs Sem. TE-SEM-1 BU.) *Mr Rick Hayes*

In this unit students are introduced to health promotion principles and theoretical frameworks through 'practical-based' learning. The unit specifically focuses on interpersonal skills required for health promotion practice and the development of productive relationships. Students develop their education, group work and individual communication skills, explore the interpersonal dynamics of small group learning principles and issues in the empowerment of health service users. Concepts of self-care, health literacy, problem-solving, self-management and life skills development will provide the basic context for skills development. There will be an opportunity for experiential learning through the use of group exercises and reflective teaching sessions.

Incompatible unit: HLT4HED/HLT4HED.

Class requirements: two hours of lectures/seminars and two hours of tutorials/workshops per week.

Assessment: one group class presentation (equivalent to 1000 words of individual work) (10%), one 2000-word equivalent take-home exam (35%), one 1000-word learning diary report (15%). Hurdle requirements: attendance and participation in reflective teaching lessons, one 2000-word essay (40%)

Prescribed Reading:

Tones, K and Green, J. *Health Promotion: Planning and Strategies* Sage 2004.

Johnson, D. and Johnson, F. *Joining together. Group theory and group skills* 5th Edn. Allyn and Bacon 1994.

Kiger, A. M. *Teaching for health* Churchill Livingstone 1995.

PHE2INP INTERPERSONAL PROCESSES (5.0 CPs Sem. TE-SEM-2 BU.)

Dr Paul O'Halloran, Ms Janet Carnegie

Not available in 2008.

PHE2LCI LIVING WITH CHRONIC ILLNESS AND DISABILITY (20 CPs

Sem. TE-SEM-2 BU.) *Dr Greg Murphy, Dr Paul O'Halloran*

In this unit, students are given the opportunity to examine the dimensions of chronic illness and disability with emphasis on issues pertaining to management of these conditions at a community level. The content of the unit includes presentation of the World Health Organisation's classification systems relevant to disability (ICIDH, ICF), and illustration of the application of this framework to ill-health conditions across the life-span. Health policy issues relevant to the design of disability and rehabilitation services in the community are also closely examined.

Prerequisite: PHE1PHA, PHE1PHC or PSY1PYA.

Incompatible unit: PHE3LDA, PHE3LDB.

Class requirements: two 1-hour lectures per week and one 2-hour seminar per week.

Assessment: one 2-hour examination (45%), one class presentation (20 minute per student) (20%), one 2000-word essay (25%), tutorial participation and activities (10%).

Recommended Reading:

Walker, C., Peterson, C., Millen N., and Martin, C. (Eds.). *Chronic illness: new perspectives and new directions* Melbourne: Tertiary Press 2003.

Dempsey, I and Nankervis, K. *Community disability services: an evidence based approach to practice* UNSW Press 2005.

PHE2OPH ORGANISATIONAL PSYCHOLOGY OF HEALTH SERVICES (20

CPs Sem. TE-SEM-2 BU.) *Mr James Cauty*

In this unit students will be introduced to the psychology of work performance, including the performance of individual clinicians and as well as that of health professionals working in teams. Organisational psychology considerations such as organisational goal setting and work-life balance are also addressed. Practical activities which complement the lecture program give students the opportunity to apply lecture concepts to practical work and social situations relevant to students.

Class requirements: one 2-hour lecture and one 2-hour tutorial per week.

Assessment: one 3000-word assignment (60%), one 2500-word tutorial paper (40%).

Recommended Reading:

Katz, D. and Kahn, R. *The social psychology of organisations* New York Wiley 1990.

PHE2RHC RESEARCH IN HEALTH CARE (15 CPs Sem. TE-SEM-1 BU, DE, MI,

OS. TE-SEM-2 AW, BE, BU, DE, MI.) *AW: Ms Eileen Clark, BU: Mr Stephen Polgar*

Not available in 2008.

PHE2RMH RESEARCH METHODS IN HEALTH 2 (5 CPs Sem. TE-SEM-1 BU,

TE-SEM-2 BU, DE.) *Mr Stephen Polgar*

In this unit students are given the opportunity to develop the material presented to them in PHE1RMH. Both quantitative and qualitative methods of data collection and analysis are treated, with an emphasis on application of these methods to clinical practice and the critical evaluation of clinical research publications. Topics include research and clinical practice, ethics, qualitative approaches to data collection and analysis, inferential data analysis and the interpretation, synthesis and utilisation of research findings.

Prerequisite: PHE1RMH.

Class requirements: one 1-hour lecture per week and seven 1-hour tutorials per week over the semester.

Assessment: one 1.5-hour multiple-choice examination (100%).

Prescribed Reading:

Polgar, S., and Thomas S. *Introduction to research in the health sciences* 4th Edn. Churchill Livingstone 2000.

PHE3ARM ADVANCED RESEARCH METHODOLOGY (10. CPs Sem. TE-SEM-

2 BU.) *Mr Stephen Polgar*

In this unit, students are given the opportunity to build upon knowledge already gained in quantitative and qualitative research design, methodology and statistics. Students will be expected to design a research project which could be carried out later. They will be expected to present their research proposal to the class prior to submission. Anyone intending to undertake an honours program or other research-based postgraduate studies is encouraged to undertake this unit. Students will be directed to relevant readings in their professional area.

Prerequisite: PHE2RMH.

Class requirements: one 2-hour lecture/seminar per week.

Assessment: four 700-word assignments (25% each) (100%).

Prescribed Reading:

Polgar, S., and Thomas, S. *Introduction to research in health sciences* 4th Edn. Melbourne, Tertiary Press 2003.

Schwartz, M., and Polgar, S. *Statistics for evidence based health care* Melbourne, Tertiary Press 2003.

PHE3CND CENTRAL NERVOUS SYSTEM DISORDERS AND HUMAN

BEHAVIOUR (5.0 CPs Sem. TE-SEM-2 BU.) *Mr Stephen Polgar*

In this unit, students are provided with a broad introduction to the relationship between central nervous system functioning and human behaviour. Topics include functional organisation of the brain, lateralisation of language, motor sensory organisation, psychoactive drugs, methods of investigation and assessment of neurological and behavioural changes in brain-damaged individuals, patterns of motor, cognitive and emotional impairments associated with degenerative diseases and focal injury. Introduces students to working with people with brain disorders and to gain an understanding of the mechanisms by which the brain actively responds to illness and injury. Relates to clinical subjects addressing information processing deficits and the rehabilitation of individuals with central nervous system impairments.

Prerequisite: HBS2NEU.

Class requirements: one 2-hour lecture/seminar per week.

Assessment: one 1.5-hour examination (100%)

Prescribed Reading:

Kolb, B. and Wishaw, I. Q. *Fundamentals of human neuropsychology* 4th Edn. 1996.

PHE3CQM CURRENT ISSUES IN QUALITY MANAGEMENT (10. CPs Sem.

TE-SEM-2 BU.) *Ms Mary Ell*

Not available in 2008.

PHE3DDA DEATH, DYING AND GRIEF A (10. CPs Sem. TE-SEM-2 BU.)

Dr Fran McInerney

Offered subject to sufficient enrolments

In this unit, students are given the opportunity to explore social, cultural and historical factors which are the context of contemporary beliefs and practices concerning death, dying and grief. Particular attention is paid to the experiences of dying and grieving people, their care-givers and the responses made to them by Australian health services. The aim is to provide participants with a deeper understanding of the social and cultural contexts surrounding death in ways that will influence their personal and professional development.

Class requirements: one 1-hour lecture and one 1-hour seminar per week.

Assessment: one 2000-word assignment (70%), one 10-minute oral seminar presentation (30%).

Prescribed Reading:

Kellehear, A. *Death and dying in Australia* Oxford University Press, Melbourne 2000.

PHE3ddb DEATH, DYING AND GRIEF B (15. CPs Sem. TE-SEM-2 BU.)

Dr Fran McInerney

Subject to sufficient enrolments.

In this unit, students are given the opportunity to explore social, cultural and historical factors which are the context of contemporary

beliefs and practices concerning death, dying and grief. Particular attention is paid to the experiences of dying and grieving people, their care-givers and the responses made to them by Australian health services. The aim is to provide participants with a deeper understanding of the social and cultural contexts surrounding death in ways that will influence their personal and professional development. *Class requirements:* one 1-hour lecture and two 1-hour seminars per week.

Assessment: one 3000-word assignment. (70%), one 1500-word seminar presentation (30%).

Prescribed Reading:

Kellehear, A.. *Death and dying in Australia* Oxford University Press, Melbourne 2000.

PHE3DUA DRUG USE AND ADDICTIVE BEHAVIOUR A (10. CPs Sem. TE-SEM-2 BU.) *Ms Janet Carnegie*

Offered subject to sufficient enrolments

In this unit, students are introduced to public health perspectives on alcohol and drugs. It provides an introduction to harm minimisation and health promotion approaches currently in practice. Popular myths about drugs and drug taking will be addressed.

Class requirements: thirteen 1-hour lectures and thirteen 1-hour seminars.

Assessment: one 20-minute group presentation (35%) (2-3 members per group), one 1-hour exam (25%), one 2000-word essay (40%).

Recommended Reading:

Hamilton, M, King, T, and Ritter, A (Eds.) *Drug Use in Australia: Preventing Harm* Oxford University Press 2004.

PHE3DUB DRUG USE AND ADDICTIVE BEHAVIOUR B (15. CPs Sem. TE-SEM-2 BU.) *Ms Janet Carnegie*

Offered subject to sufficient enrolments.

In this unit, students are introduced to public health perspectives on alcohol and drugs. It provides an introduction to harm minimisation and health promotion approaches currently in practice. Popular myths about drugs and drug taking will be addressed.

Class requirements: one 1-hour lecture and one 1-hour seminar per week plus fieldwork.

Assessment: one 20 minute group presentation including site visit (35%) 2-3 members per group, one 1-hour exam (25%), one 3000-word essay (40%).

Recommended Reading:

Hamilton, M, King, T, and Ritter, A (Eds.) *Drug Use in Australia: Preventing Harm* Oxford University Press 2004.

PHE3EPH ECOLOGY AND PUBLIC HEALTH (15 CPs Sem. TE-SEM-2 BU.) *Dr*

Priscilla Robinson, Dr Rae Walker

Not available in 2008.

PHE3HIC HEALTH INFORMATICS FOR CLINICAL PRACTICE (15 CPs Sem. TE-W05-07 BU.) *Ms Heather Grain*

Offered subject to sufficient enrolments.

In this unit, health practitioners are introduced to the use of computer technology in the health industry. Skills are developed in the use and management of patient information systems, appointment systems and decision support software including electronic health records, practice management, health statistics collection systems.

Quota: 44. First come first serve basis.

Class requirements: Block-mode: (week prior to commencement of Sem.2) twenty-six hours of lectures and thirteen hours of tutorials with web based components. WebCT will be used as a means of communication (email) and document delivery. Some lecture presentations and resource material will be available on WebCT.

Assessment: one 2000-word assignment (50%), one 2-hour examination (50%).

Recommended Reading:

Conrick, M.(2006) *Health informatics: transforming healthcare with technology* Thomson Melbourne.

Whetton, Sue *Health Information a socio-technical perspective* Oxford, 2005.

Commonwealth of Australia *Health online 1999*. Medical Director *Medical director user manual* Electron Decis Support For Aust Health Sector

National electronic decision support taskforce (2002) Department of Health and Ageing

Department of Human Services. *Victorian admitted episodes database*.

PHE3IGA INTRODUCTION TO GERONTOLOGY A (10 CPs Sem. TE-SEM-1 BU.) *Dr Jane Pierson*

Offered subject to sufficient enrolments.

In this unit, students in a wide range of professions are provided with an understanding of the experience of ageing from a range of perspectives, including biological and psychosocial. Topics include cultural and demographic aspects of ageing, psychosocial aspects of ageing and adaptation, structural and functional age-related changes, health and well-being in old age and clinical and preventative aspects of ageing. The unit applies a multi-disciplinary approach to the understanding of conceptual and professional issues in ageing.

Incompatible unit: PHE3IIGB.

Class requirements: one 2-hour lecture and one 1-hour lecture per week and three 1-hour tutorials during semester.

Assessment: one 1000-word take-home examination (40%). Hurdle requirement: students must pass all components to pass the subject, one 1000-word journal article review (30%), and one 1000-word report on issues in the print media (30%).

Prescribed Reading:

School of Public Health *PHE3IGA/B unit workbook* SPH 2007.

PHE3IGB INTRODUCTION TO GERONTOLOGY B (15 CPs Sem. TE-SEM-1 BU.) *Dr Jane Pierson*

Offered subject to sufficient enrolments.

In this unit, students in a wide range of professions, are provided with an understanding of the experience of ageing from a range of perspectives, including biological and psychosocial. Topics include cultural and demographic aspects of ageing, psychosocial aspects of ageing and adaptation, structural and functional age-related changes, health and well-being in old age and clinical and preventative aspects of ageing. The unit applies a multi-disciplinary approach to the understanding of conceptual and professional issues in ageing.

Incompatible unit: PHE3IIGA

Class requirements: one 2-hour lecture and one-1 hour lecture per week and three 1-hour tutorials during semester.

Assessment: one 1000-word journal article review (30%), one 1000-word take-home examination (30%), one 1000-word report - interview of an older person (20%). Hurdle requirement: students must pass all components to pass the subject, one 1000-word report on issues in the print media (20%).

Prescribed Reading:

School of Public Health *PHE3IGA/B unit workbook* SPH 2007.

PHE3IHI INTRODUCTION TO HEALTH INFORMATION SYSTEMS (30. CPs Sem. TE-SEM-2 BU.) *Ms Heather Grain*

In this unit, students are given the opportunity to obtain skills in the use and design of data and software products and computer technology solutions to health information systems. Students are introduced to the practical skills required to develop, analyse and use health information storages and to the processes of software selection and implementation in a clinical environment.

Class requirements: One 2-hour lecture (with some web based components) and one 2-hour tutorial/practicum per practicum week. WebCT will be used as a means of communication (email) and document delivery. Some lecture presentations and resource materials will be available on WebCT.

Assessment: one 2-hour examination health-software (70%), one 7000-word assignment on software design and evaluation project (30%).

Recommended Reading:

Conrick, M. ed. *Guidelines transforming healthcare with technology: health informatics* John Wiley and Sons, 2005.

Englehardt, S., et al. *Health care informatics: an interdisciplinary approach* St. Louis Mo.: Mosby, c2002

Smith, J. *Health information management systems: a handbook for decision makers*. Open University Press, Philadelphia, 2000.

Australian Institute of Health and Welfare. *Metadata online registry (MeTEOR)* www.meteor.aihw.gov.au

NeHTA National E-Health Transition authority (NeHTA)

www.nehta.gov.au

www.health.gov.au/healthonline

PHE3ISB ILLNESS AND SPIRITUALITY (15 CPs Sem. TE-SEM-2 BU, DE.)

Bruce Rumbold

Subject to sufficient enrolments.

In this unit, students are given the opportunity to review contemporary theories of illness narratives, and first person accounts of illness experience and of care giving in illness examined in order to develop a phenomenology of offering and receiving care in chronic and life-threatening illness. Particular attention will be paid to contemporary understandings of and approaches to spirituality emerging from such narratives. Implications for assessing the spiritual strengths and needs of both patients and caregivers and developing spiritual care plans will be discussed in the context of the emerging health care spiritual assessment literature.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week.

Assessment: one 1500-word literature review (40%), one 2500-word essay (60%).

Recommended Reading:

Rumbold, B. (Ed.) *Spirituality and Palliative Care* Oxford University Press, Melbourne 2002.

PHE3LDA LIVING WITH DISABILITY IN THE AUSTRALIAN

COMMUNITY A (10. CPs Sem. TE-SEM-2 BU.) *Mr Peter Foreman, Dr Greg*

Murphy

Not available in 2008.

PHE3LDB LIVING WITH DISABILITY IN THE AUSTRALIAN

COMMUNITY B (15. CPs Sem. TE-SEM-2 BU.) *Mr Peter Foreman, Dr Greg*

Murphy

Not available in 2008.

PHE3PDH PSYCHIATRIC DISORDERS IN HEALTH CARE (5.0 CPs Sem. TE-SEM-2 BU.) *Dr Paul O'Halloran, Ms Janet Carnegie*

In this unit, students are provided with a critical introduction to the study of psychiatric disorders, especially as they present in general health settings. An historical introduction to the area is presented, issues of classification are discussed and attention is given to various theoretical perspective's that inform the area, especially behavioural, cognitive-behavioural and psychodynamic. Traditional psychiatric phenomena and disorders are examined in the light of these theories. Current policies and models of care are briefly considered.

Prerequisite: PHE1PHA, PHE1PHC or PSY1PYA.

Class requirements: thirteen 1-hour lectures and thirteen 1-hour tutorial seminars.

Assessment: one 1.5-hour examination (80%), one class presentation (20%).

Prescribed Reading:

Kings, A.M., Neale, J., Johnson, S.L. *Abnormal psychology* 10 Edn. New York: Wiley, 2007.

PHE3PFA PARTICIPATORY FIELD STUDY A (30. CPs Sem. TE-SEM-1 BU.)

Mr Rick Hayes, Dr Greg Murphy

It is also preferred that students complete unit PHE2CHP.

In this unit, BHSc students undertake a practice placement in a relevant organisation or agency in order to conduct approved tasks or various relevant activities designed to achieve specific learning objectives. The aim of the unit is to give students an opportunity to integrate theoretical concepts in a supervised practice based setting to strengthen relevant skills, for example, skills in project development and implementation. The seminar series seeks to orient students to practical concerns of a work environment and to gain a broad perspective of potential employment possibilities.

Prerequisite: PHE2EBD, PHE2LCI, PHE2HSD.

Class requirements: A minimum of 80 hours fieldwork is required, plus supporting weekly seminars (2 hours). Placements will be negotiated and discussed with students prior to commencement. Students will be expected to develop placement objectives with their agency supervisor which will be confirmed by unit coordinator.

Assessment: 15-20 minute seminar presentation (individual) (10%). Hurdle requirement: one 3000-word report (50%), one 2000-word learning journal report (25%), one 1500-word placement position description, and A4 flyer (15%).

PHE3PFB PARTICIPATORY FIELD STUDY B (30. CPs Sem. TE-SEM-2 BU.)

Mr Rick Hayes, Dr Greg Murphy

It is also preferred that students complete unit PHE2CHP.

In this unit, BHSc students undertake a practice placement in a relevant organisation or agency in order to conduct specific tasks or various relevant activities designed to achieve specific learning objectives. The aims of the unit are to give students an opportunity to integrate theoretical concepts in a supervised practice based setting to strengthen relevant skills, for example, skills in project development and implementation. The seminar series seeks to orient students to practical concerns of a work environment and to gain a broad perspective of potential employment possibilities.

Prerequisite: PHE2HSD, PHE2EBD and PHE2LCI.

Class requirements: A minimum of 80 hours fieldwork is required, plus supporting weekly seminars (two hours). Placements will be negotiated and discussed with students prior to commencement. Students will be expected to develop placement objectives with their agency supervisor which will be confirmed by subject coordinator.

Assessment: 15-20 minute seminar presentation (individual) (10%). Hurdle requirement: one 3000-word report (50%), one 1500-word placement position description and A4 flyer (15%), one 2000-word learning journal report (25%).

PHE3PFC PARTICIPATORY FIELD STUDY C (30. CPs Sem. TE-SEM-1 BU.) *Dr*

Bruce Rumbold

Unit only available to students enrolled in the Bachelor of Health Sciences/Bachelor of Pastoral Care degree and Bachelor of Pastoral Care (Grad Entry).

In this unit, students undertake a practice placement in a relevant organisation or agency in order to conduct approved tasks or various relevant activities designed to achieve specific learning objectives. The aim of the unit is to give students an opportunity to integrate theoretical concepts in a supervised practice based setting to strengthen relevant skills, for example, skills in project development and implementation. This unit is only available to students who are already undertaking another placement in same.

Class requirements: A minimum of 80 hours fieldwork is required, plus supporting weekly seminars (2 hours). Placements will be negotiated and discussed with students prior to commencement. Students will be expected to develop placement objectives with their agency supervisor which will be confirmed by unit coordinator.

Assessment: 15-20 minute seminar presentation (individual) (25%), one 3000-word report (50%). Hurdle requirement: submission of learning journal report (equivalent to 2000 words), one 1500-word placement position description and A4 flyer (25%).

PHE3PHP PUBLIC HEALTH PROGRAMS (30 CPs Sem. TE-SEM-1 BU.) *Dr*

Jane Pierson

In this unit students are introduced to the theory and practice of developing and assessing a range of public health programs, including community health programs that support the management of disability and illness and health promotion programs. A set of principles, general frameworks and strategies, relevant to the development and the assessment of such health interventions, is presented.

Prerequisite: PHE2EBD or PHE2LCI.

Class requirements: One 2-hour lecture and one 2-hour seminar per week, plus self-directed extra mural learning activities equivalent to two hours of classroom contact per week.

Assessment: One 2-hour examination (50%), one 4000-word practical report based on class exercises plus extra-mural research (50%).

Recommended Reading:

Hawe, P., Degeling, D. and Hall, J. (1990). *Evaluating health promotion: a health worker's guide* Sydney: McLennan and Petty. Eagas, K. Garret R, Lin V. *Health planning: Australian perspectives* Allen and Unwin.

PHE3PPH PSYCHOSOCIAL PERSPECTIVES OF HEALTH AND ILLNESS

(15. CPs Sem. TE-SEM-2 BU.) *Dr Bruce Rumbold*

Offered subject to sufficient enrolments.

In this unit students examine the effects of social, cultural and attitudinal factors on individual responses to developmental and health state transitions and try to identify those social conditions which encourage independent functioning and the maintenance of health. Topic areas are selected from gender and health, technology and health, life-course transitions, and culturally diverse community groups.

Class requirements: 2-hours of lectures and 1-hour of tutorial per week.

Assessment: One 3000-word essay (70%), one 1000-word essay (30%).

Recommended Reading:

Browning, C and Thomas, S (Eds.) *Behavioural change: an evidence-based handbook for social and public health* Churchill Livingstone, 2005.

Lin, V., Smith, J. and Fawkes, S. *Public health practice in Australia: the organised effort* Allen and Unwin 2007.

PHE3RDA RESEARCH DESIGN AND ANALYSIS (5.0 CPs Sem. TE-SEM-1 BU.)

Mr Stephen Polgar

In this unit, students are given the opportunity to develop their methodological skills beyond that achieved in earlier units. Students are able to explore the contribution of design, data collection and measurement towards ensuring more rigorous and effective clinical practice. Topics include designing and analysing studies using two groups, three or more groups, complex designs, correlation and simple and multiple regression.

Prerequisite: PHE2RMH.

Class requirements: One 2-hour lecture/seminar per week.

Assessment: Three 800-word group assignments (2 students per group) (100%).

Prescribed Reading:

Polgar, S., and Thomas, S. *Introduction to research in health sciences* 4th Edn. Edinburgh; Churchill Livingstone 2000.

Schwartz, M., and Polgar, S. *Statistics for evidence based health care* Melbourne; Tertiary Press 2003.

PHE3SCA CONTEXTS OF HIV/AIDS A (10. CPs Sem. TE-SEM-2 BU.) Ms

Elizabeth Brown, Dr Pranee Liamputtong

Not available in 2008.

PHE3SCB CONTEXTS OF HIV/AIDS B (15. CPs Sem. TE-SEM-2 BU.) Ms

Elizabeth Brown, Dr Pranee Liamputtong

Not available in 2008.

PHE3SEP SPORT AND EXERCISE PSYCHOLOGY (15. CPs Sem. TE-SEM-1 BU.)

Dr Paul O'Halloran

In this unit, students focus on the scope, aims and techniques of sport and exercise psychology. The scope of sport psychology: its importance in changing community health behaviours; working with special groups such as disabled persons, elite athletes, and non-sport performers (for example, dancers), older populations, and individuals undergoing rehabilitation. The aim of sport psychology should not be limited to winning, but should be oriented to achieving personal goals, whether they be improving performance, improving fitness and health, or simply increasing enjoyment. Techniques include the use of cognitive-behavioural techniques to increase motivation, reduce competition anxiety, improve concentration, enhance teamwork, and manage stressors outside of the sport area (for example, work, study, family).

Class requirements: One 2-hour lecture and self-directed learning activities equivalent to one-hour of classroom contact per week.

Assessment: One 30-minute group presentation (20%), one 1500-word literature review (30%), one 1.5-hour written examination (50%).

Hurdle requirement: 75% class attendance and participation.

Recommended Reading:

Williams, J. Edn. *Applied sport psychology: personal growth to peak performance* 5th Edn. McGraw Hill: Boston 2006

PHE3SPH STUDIES IN PUBLIC HEALTH (30 CPs Sem. TE-SEM-1 BU.) Dr

Rae Walker

In this unit, students will examine the concepts and principles underpinning current public health practice. There is a critical analysis of different perspectives in public health including

environmental and social approaches. The effects of public health interventions and their implications are explored. These principles and assumptions are applied by students to contemporary public health case studies and health protection issues.

Prerequisite: PHE1HOA.

Class requirements: Two hours of lectures and two hours of tutorials per week plus self-directed activities equivalent to one-hour of classroom contact per week.

Assessment: One 4000-word individual essay (50%), one 2500-word individual tutorial paper (20%), one 1500-word group tutorial paper and 10-minute presentation (20%), group independent learning task (equivalent to 1500 words) (10%).

Prescribed Reading:

School of Public Health *PHE3SPH student workbook* SPH 2007.

PHE4AIH ADVANCED ISSUES IN HEALTH (15. CPs Sem. TE-SEM-1 BU.)

Professor Pranee Liamputtong

In this unit students develop advanced skills and knowledge in understanding the relationships between theory and method in health research, clinical and non-clinical health practice and evaluation and applying this knowledge in practice. This unit includes examination of the relationships between ontologies, epistemologies, methodologies and methods used in the health domain. Interdisciplinary, transdisciplinary and multi-disciplinary theories and methods are presented for evaluation in terms of plausibility and efficacy. In addition, it provides students with an understanding of the various hierarchies of knowledge utilised in the health sciences (including the relationships between sociology, psychology, biomedicine, anthropology, economics, feminisms, etc.) and the impact of power relations on the theoretical and methodological debates.

Class requirements: One 3-hour seminar per week.

Assessment: One 1000-word report on four seminars/colloquia (25%).

Hurdle requirement: attendance at School/Faculty seminars and colloquia, one 3000-word theoretical framework (75%).

Recommended Reading:

Blaikie, N. *Approaches to social inquiry* Polity Press 1993.

Connell, R.W. *Gender* Cambridge: Polity 2002.

Lorber, J. *Gender and the social construction of illness* Thousand Oaks, California: Sage 1997.

Caltabiano, M.L., and Sarafino, E.P. *Health Psychology:*

Biopsychosocial interactions Queensland: John Wiley and Sons 2002.

Laverack, G. *Health promotion practice: power and empowerment* London: Sage 2004.

Nutbeam, D., and Harris, E. *Theory in a nutshell: A guide to health promotion theory.* Sydney: The McGraw-Hill Companies, Inc. 1999

Norman, P., Abraham, C., and Conner, M. (Eds.) *Understanding and changing health behaviour: from health beliefs to self-regulation* Amsterdam: Overseas Publishers Association 2000.

PHE4IAT INTRODUCTION TO ART THERAPY (10 CPs Sem. TE-SEM-1 BU.)

Ms Hannah Menahemi

Offered unit to sufficient enrolments.

In this unit students will explore art therapy through experiential learning. The focus will be the experience of art therapy as a non-verbal medium, to understand how art therapy 'works' through regular personal engagement in creative art experiential process with a variety of art media.

Quota: 20. Bachelor of Occupational Therapy students given priority and selected based on a preference system. Other students selected on a first come basis.

Class requirements: one 2-hour workshop/seminar per week.

Assessment: one class art project (equivalent to 500 words) (20%), one 1500-word essay (50%), one 10-minute individual class presentation of self, using multi art media (30%).

Recommended Reading:

Rubin, J. *Art therapy: an introduction* New York: Brunner/Mazel 1990.

Allen, P.B. *Art is a way of knowing* Boston: Shambala 1995.

PHE4RMH RESEARCH METHODS IN HEALTH 4 (15. CPs Sem. TE-SEM-1

BE. TE-W07-22 BU.) Professor Pranee Liamputtong

In this unit students develop advanced skills in a range of quantitative and qualitative research approaches directly applicable to research

and evaluation in the health sciences, as a preparation for an honours thesis. Students are introduced to advanced health research and evaluation skills, citation standards, literature review techniques, preparation of ethics applications, preparation and defence of the thesis protocol, and skills in thesis writing. Data analysis techniques relevant to the student's thesis are discussed.

Class requirements: 39 hours of lectures and workshops.

Assessment: One 4500-word methodology (100%).

Recommended Reading:

Thomas, S. *How to write health science papers, dissertations and theses* Edinburgh: Churchill Livingstone 2000.

Polgar, S., and Thomas, S. *Introduction to research in the health sciences* 4th Edn. Edinburgh: Churchill Livingstone 2000.

Liamputtong, P., and Ezzy, D. *Qualitative research methods: a health focus* Melbourne: Oxford University Press 2005.

Schwartz, M. and Polgar, S. *Statistics for evidence-based health care* Croydon: Tertiary Press 2003.

PHE4THA THESIS PREPARATION (15. CPs Sem. TE-SEM-1 AW, BU.) *AW: Dr*

Guin Threlkeld, BU: Dr Paul O'Halloran, Ms Dianne Williamson

This unit must be taken in conjunction with PHE4THB or equivalent

In this unit, students identify a significant research issue and, under supervision conduct a critical review of the literature relevant to the area of study. Students derive appropriate research questions, develop an appropriate research methodology, and prepare a project proposal and Ethics Committee submission. This unit must be taken in conjunction with PHE4THB or equivalent.

Co-requisite: PHE4THB.

Class requirements: Students participate in Project Committee meetings and meet with thesis supervisor on a regular basis.

Assessment: Ethics Committee submission (50%). This unit is graded as a pass or fail, one 3000-word research project proposal (50%).

PHE4THB THESIS (60. CPs Sem. TE-SEM-1 AW, BU. TE-SEM-2 AW, BU.) *AW:*

Dr Guin Threlkeld, BU: Dr Paul O'Halloran, Ms Dianne Williamson

This unit must be taken in conjunction with PHE4THA.

In this unit, students conduct and report on an original research project that addresses a significant research issue. Under supervision, students are required to conduct the planned study, select and conduct appropriate analyses, and write a report on the project. This unit must be taken in conjunction with PHE4THA.

Prerequisite: PHE4THA.

Class requirements: Students complete the project under supervision.

Assessment: one 10,000-12,000-word thesis (100%). This unit is taken in conjunction with PHE4THA.

POD1PBM PODIATRIC BIOMECHANICS 1 (10. CPs Sem. TE-SEM-2 BU.) *Dr*

Shannon Munteanu

In this unit students are introduced to a broad range of topics related to podiatric biomechanics. These include the evolutionary and embryological development of the lower limb, normal and abnormal mechanics and function of the lower limb and foot, the gait cycle, the development of footwear from both historical and psychosocial perspectives, shoe construction and footwear fitting. Aspects of footwear as diagnostic and therapeutic also investigated. Additionally, students will commence sessions looking at measurement of lower limb motion.

Co-requisite: HBS1ALF.

Class requirements: one 2-hour lecture and one 1-hour practical session per week.

Assessment: one 1.5-hour written examination (70%), one 1200-word literature review assignment (30%). Hurdle requirement: must pass both components.

Prescribed Reading:

current Edn. student manual *POD1PBM Recommended Reading:*

Valmassy, R.L. *Clinical biomechanics of the lower extremities* Mosby, St.Louis 1996.

Michaud, T. C. *Foot orthoses and other forms of conservative foot care* 2nd Edn. Williams and Wilkins Baltimore 1997.

POD1PCP PRECLINICAL PODIATRY (10. CPs Sem. TE-SEM-1 BU.) *Mr*

Matthew Oates

In this unit students are introduced to the concepts and principles which underpin podiatric practice and the delivery of professional health care services. Topics include orientation to the podiatry profession, infection control, medical ethics, record keeping and communication skills.

Class requirements: one 2-hour lecture and one 1-hour of self-directed learning (take-home tasks, web quests and readings) per week.

Assessment: one 1-hour 45-minute written examination (60%), one 1000-word journal article assignment (40%).

Recommended Reading:

Mitchell, K. R. and Lorat, T. J. *Bioethics for medical and health professionals* Social Sciences Press 1991.

Gardner, J. F. and Peel, M. *Introduction to sterilization, disinfection and infection control* 2nd Edn. Churchill Livingstone 1991.

Lorimer, D., French, G., O'Donnell, M., Burrow, G. and Wall, B. *Neale's disorder of the foot* 7th Edn. Churchill Livingstone 2005.

POD1PCS PODIATRIC CLINICAL SKILLS (10. CPs Sem. TE-SEM-2 BU.) *Mr*

Matthew Oates

In this unit students will have the opportunity to gain essential skills in podiatry practise. Integrating theoretical principles covered in POD1PDM and POD1PCP, the student will practise a variety of techniques utilised in the management of skin disorders, infection control principles, construction of simple dressings and pads, patient communication skills and record keeping. The student will also have the opportunity to observe podiatric practice in a clinical setting.

Class requirements: 26 hours of clinical practice and 7 hours of guided clinical observation.

Assessment: one 1500-word case study assignment (60%), one 15-minute Objective Structured Clinical Examination (OSCE) (40%).

Hurdle requirement: must pass both components as well as completion of clinical tasks and attendance at all clinical and observation sessions.

Recommended Reading:

Merriman, L.M. and Turner, W. *Clinical skills in treating the foot* 2nd Edn. Churchill Livingstone 2005.

POD1PDM PODIATRIC DERMATOLOGY (15. CPs Sem. TE-SEM-1 BU.) *Mr*

Daniel Bonanno

In this unit students undertake a comprehensive examination of the basic principles of podiatric management of cutaneous pathologies. Topics include structure and function of skin and its appendages, common infections of the lower extremity and their management, diagnostic principles, testing procedures and dermatological terminology. This unit will focus on dermatological conditions which are commonly encountered in podiatric practice.

Class requirements: two 2-hour lectures and one 1-hour of self directed learning per week.

Assessment: one 2.5-hour written examination (70%), one 1500-word group assignment (20%), one 15-minute class test (10%). Hurdle requirement: students must pass all components.

Recommended Reading:

Gawkrodger, D.J. *Dermatology: an illustrated colour text* Churchill Livingstone, 1992.

White, G.M., and Cox, N.H. *Diseases of the skin, a colour atlas and text* Mosby 2000.

Baran, R., Barth, J.H. and Dawber, R. *Nail disorders: common presenting signs, differential diagnosis and treatment* Martin Dunitz, 1991.

POD2PAS PODIATRIC ASSESSMENT (10. CPs Sem. TE-SEM-1 BU.) *Dr Adam*

Bird

In this unit students will be provided with a comprehensive foundation knowledge of the theories, principles and practice of assessment and diagnosis used in podiatry. The unit will cover examination and assessment procedures for vascular, musculoskeletal, neurological and osseous conditions related to the lower limb, by applying basic principles of diagnosis and various testing assessment techniques.

Prerequisite: HBS1ALF, POD1PDM, HBS1HBF, POD1PBM, POD1PCS.

Co-requisite: POD2PCP.

Class requirements: one 3-hour lecture per week.

Assessment: one 2-hour written examination (80%), one 1500-word group essay (students to work in pairs) (20%). Hurdle requirement: must pass both components.

Recommended Reading:

Tollafeld, L.M. and Merriman, D.R. *Assessment and diagnosis of the foot* Churchill Livingstone 1997.

Robbins, G.J. *Primary podiatric medicine* Saunders 1994.

POD2PBM PODIATRIC BIOMECHANICS 2 (10. CPs Sem. TE-SEM-1 BU.) Dr

Adam Bird

In this unit students learn about the relationships between abnormal locomotor function (patho mechanics) and the development of lower extremity pathology. A comparison is made to normal function of the human locomotor system. Additionally, a number of alternative biomechanical models of the foot are discussed, and students are encouraged to critically evaluate recent developments in the field.

Prerequisite: POD1PBM, HBS1ALF, HBS1BHM.

Co-requisite: POD2PAS, POD2PCP.

Class requirements: one 2-hour lecture and one 1-hour practical session per week.

Assessment: one 2.5-hour written examination (100%).

Recommended Reading:

Valmassey, R.L. *Clinical biomechanics of the lower extremities* C.V. Mosby 1996.

Michaud, T.C. *Foot orthoses and other forms of conservative foot care* Michaud, T.C. 1997.

POD2PCP PODIATRIC CLINICAL PRACTICE 2 (20 CPs Sem. TE-ALL-YR BU.)

Ms Felicity Prentice

In this unit students will begin to treat patients, consolidate their skills learned in the first year and develop professional clinical competencies. Practical application is made of knowledge gained from subject matter covered in podiatric assessment and management, biomechanics, anatomy, physiology and microbiology.

Prerequisite: HBS1APH, POD1PCP, POD1PDM, HBS1HBF, POD1PBM, POD1PCS, HBS1ALF.

Co-requisite: POD2PAS, POD2POA, POD2POB, POD2PBM, POD2PMX.

Class requirements: One 3-hour clinical session and one 2-hour clinical learning session per week for each semester (130 hours per year). All students are expected to undertake training in Level 1 CPR.

Assessment: One 1500-word case study/literature review assignment in semester one (10%), one 45-minute Objective Structured Clinical Exam in semester one (40%), one 45-minute Objective Structured Clinical Exam in semester two (50%). Hurdle requirements: students must pass all assessment components; attend all rostered clinical sessions; complete two practice exams (one per semester) and all clinical tasks as specified in manual.

Prescribed Reading:

Lorimer, D.L. *Neale's Disorders of the Foot: Diagnosis and Management* 7th Edn. Churchill Livingstone 2005.

Recommended Reading:

Logan, B., Singh, D., Hutchings, R. *McMinn's Colour Atlas of Foot and Ankle Anatomy* Mosby 2004.

POD2PLA PODIATRIC ANAESTHESIA (10. CPs Sem. TE-SEM-1 BU.) Ms

Lesley Newcombe

In this unit students study three main areas of theory related to local anaesthesia: chemistry and pharmacology of local anaesthetics, clinical use and administration of local anaesthetics, and the recognition and treatment of adverse drug reactions associated with the use of local anaesthetics. Students are introduced to the practical use of local anaesthetics, as throughout the latter part of the semester, under supervision, students perform a range of local anaesthetic practical sessions.

Prerequisite: POD1PCS, POD1PCP, HBS1ALF, HBS1APH, HBS1HBF.

Class requirements: one 2-hour lecture/practical per week and 13 hours self directed learning (CD-ROM showing injection techniques).

Assessment: one 1.5-hour written examination (100%). Hurdle requirement: students must also complete a 30-minute practical

clinical component demonstrating competency in administering an local anaesthetic. Students must pass both components.

Recommended Reading:

De Jong, R.W. *Local Anaesthetics* Mosby, St Louis. 1994.

POD2PMX PODIATRIC MANAGEMENT (10. CPs Sem. TE-SEM-2 BU.) Dr

Adam Bird

In this unit students will be provided with the opportunity to develop an understanding of the principles of prevention versus treatment, approaches to management planning, implementation of podiatric treatments, therapy and intervention techniques. A case-based problem-solving approach to the various dermatological, musculoskeletal, neurological and osseous conditions related to the lower limb will be used. Areas covered include treatment by means of padding, strapping and taping, orthoses, physical therapies and surgery.

Prerequisite: HBS1ALF, POD1PDM, HBS1HBF, POD1PBM, POD1PCS.

Co-requisite: POD2PCP, POD2POB.

Class requirements: one 3-hour lecture per week.

Assessment: one 2-hour written examination (80%), one 1500-word group essay on literature relevant to a case study (students work in pairs) (20%). Hurdle requirement: must pass both components

Recommended Reading:

Tollafeld, L.M. and Merriman, D.R. *Clinical skills in treating the foot*. 2nd Edn. Churchill Livingstone, 2005.

POD2POA PODIATRIC ORTHOTIC PRACTICE 2A (10. CPs Sem. TE-SEM-1

BU.) Mr Daniel Bonanno

In this unit students will be introduced to the materials and practical techniques for the fabrication/modification and manufacture of direct moulded foot orthoses and modification of prefabricated foot orthoses.

Prerequisite: HBS1BMT, HBS1ALF, POD1PCP, POD1PBM.

Co-requisite: POD2PAS, POD2PCP.

Class requirements: Self directed reading. One 2-hour 'Orthoses Learning Session' and one 2-hour practical session per fortnight.

Assessment: Completion of Direct Moulded EVA Device (30%), Modification of Prefabricated Orthoses (30%), objective assessment by clinical supervisor (10%), objective structure clinical Examination (OSCE) (30%)

Prescribed Reading:

POD2POA student manual Current Edn.

POD2POB PODIATRIC ORTHOTIC PRACTICE 2B (10 CPs Sem. TE-SEM-2

BU.) Mr Daniel Bonanno

In this unit students will build on the skills and knowledge obtained in POD2POA. Students will refine their skills in taking plaster impressions of the foot, plaster model modifications and the manufacture of functional foot orthoses.

Prerequisite: POD2POA.

Co-requisite: POD2PCP, POD2PMX.

Class requirements: Self directed reading. One 2-hour orthoses Learning Sessions' and one 2-hour practical session per fortnight.

Assessment: Completion of casted foot orthotic device (45%), objective assessment by clinical supervisor (10%), Objective Structure Clinical Examination (OSCE) (45%).

Prescribed Reading:

POD2POB student manual Current Edn.

POD3PCP PODIATRIC CLINICAL PRACTICE 3 (30 CPs Sem. TE-ALL-YR BU.)

Ms Felicity Prentice

In this unit students participate in advanced clinics in the diagnosis and management of a wide variety of podiatric cases, including paediatric, geriatric, sporting injuries and a range of systemic disorders, including high risk category patients. Students participate in specialist diagnostic clinics, including biomechanical, vascular, and new patient evaluations. In addition to the involvement in the Health Sciences Clinic located at Bundoora, students are placed in external clinics, in hospitals, community health centres and private practices. Attendance at all clinical sessions are compulsory.

Prerequisite: POD2PCP, POD2PLA, POD2PAS, POD2PMX.

Co-requisite: POD3POA, POD3POB, POD3PMD.

Class requirements: 234 hours of clinical practice during the year. Students will rotate between internal and external clinics. The external clinical placements comprise of 2 two-week block placement. The block placements occur at the end of each semester. It is expected that students will undertake a rural and a metropolitan placement. Prior to external clinical placements, students are required to hold a current CPR certificate, undergo a police check and provide evidence of up-to-date immunisation as outlined in the 3rd year manual.

Assessment: One 2000-word case study/literature review assignment in semester one (10%), One 60 minute Objective Structured Clinical Exam in Semester One (40%), one 60-minute Clinical Viva Examination in Semester Two (50%). Hurdle requirements: students must pass all assessment components; attend all rostered clinical sessions; complete two practice exams (one per semester) and all clinical tasks as specified in manual.

Recommended Reading:

Merriman, L.M. and Turner W. (Eds.) *Assessment of the lower limb* 2nd Edn. Churchill Livingstone 2002.

Turner, W. and Merriman, L.M. (Eds.) *Clinical skills in treating the foot* 2nd Edn. Churchill Livingstone 2005.

POD3PMD PODIATRIC MEDICINE (15. CPs Sem. TE-SEM-1 BU.) *Mr Craig Payne*

In this unit students will study the podiatric manifestations, treatment and management of a wide range of medical conditions which, affects the lower extremity. Emphasis is placed on diabetes mellitus, vascular disorders, neurological disorders and rheumatologic disorders.

Prerequisite: HBS2PPY, POD2PAS, POD2PMX.

Class requirements: two 2-hour lectures per week. Teaching is supported by online materials using WebCT.

Assessment: one 1.5-hour written examination (50%), one 1.5-hour written test (50%). Hurdle requirement: must complete 3 online WebCT modules to pass the unit.

Prescribed Reading:

POD3PMD current Edn. student manual.

POD3POA PODIATRIC ORTHOTIC PRACTICE 3A (5.0 CPs Sem. TE-SEM-1 BU.) *Dr Adam Bird*

In this unit, students will consolidate knowledge and skills developed in the first and second years of the orthotics program. Emphasis is placed on diagnosis, prescription, manufacture, dispensing and assessment of moulded orthotic devices, associated impression techniques and patient management.

Prerequisite: POD2POB, POD2POA.

Co-requisite: POD3PCP.

Class requirements: one 3-hour practical session per week.

Assessment: one 1500-word case study (100%). Hurdle requirements: completion of one pair of custom foot orthoses, completion of orthotic tasks and attendance.

Prescribed Reading:

POD3POA current Edn. student manual.

POD3POB PODIATRIC ORTHOTIC PRACTICE 3B (5 CPs Sem. TE-SEM-2 BU.) *Dr Adam Bird*

In this unit students will consolidate knowledge and skills developed in the prior components of the orthotics program. Emphasis is placed on the diagnosis, prescription, manufacture, dispensing and assessment of moulded orthotic devices, associated impression techniques and patient management.

Prerequisite: POD3POA.

Co-requisite: POD3PCP.

Class requirements: one 3-hour practical class per week.

Assessment: one 1500-word case study (100%). Hurdle requirement: completion of one pair of custom foot orthoses, task list and attendance.

Prescribed Reading:

POD3POB current Edn. student manual.

POD3PPH PODIATRIC PHARMACOLOGY (10 CPs Sem. TE-SEM-2 BU.) *Ms Lesley Newcombe*

In this unit the disease processes of particular interest to the podiatrist are examined and the indications and contraindications for

appropriate drug therapies are reviewed. The pharmacokinetics, dynamics and prescription protocols for schedule 4 drugs of interest to the podiatrist are covered in detail. The adverse effects and potential complications of these drugs are also discussed.

Prerequisite: HBS2PPY, MIC2MVM.

Co-requisite: POD3PCP, HBS3CPH.

Class requirements: three hours of lectures/practicals per week.

Assessment: one 1.5-hour written examination (80%), one 2000-word case study assignment (20%). Hurdle requirement: students must pass both components.

Recommended Reading:

Rang, H.P, Dale, M.M. and Ritter, J.M. *Pharmacology* 4th Edn. Churchill Livingstone, Edinburgh 1999.

POD3PSG PODIATRIC SURGERY: THEORY (10 CPs Sem. TE-SEM-1 BU.) *Ms*

Lesley Newcombe

In this unit, students will be given the opportunity to cover the general principals of podiatric surgery including pre-operative assessment and the indications for surgical procedures of the foot and ankle. Regional anaesthesia and regulations concerning sterile techniques are reviewed in relation to surgical practice both in the clinic and theatre setting. General surgery and trauma of the foot and ankle are discussed in terms of management principles and long term sequelae.

Prerequisite: POD2PLA, POD2PMX, POD2PAS, POD2PBM, POD2PCP.

Class requirements: one 2-hour lecture per week.

Assessment: one 2.5-hour written examination (100%).

Recommended Reading:

Dockery, G. *A colour atlas of forefoot surgery* Butterworth, 1994.

McGlamry, E.D. et al. *Comprehensive textbook of foot surgery, vols 1 and 2* 3rd Edn. Williams 2001.

POD3PSP PODIATRIC SPECIALISATIONS (15 CPs Sem. TE-SEM-2 BU.) *Mr*

Craig Payne

In this unit students will study in detail the lower extremity problems of specific population groups which are seen in podiatric practice, as well as issues involved in dealing with these groups. Topics covered include sports medicine, paediatrics, and geriatrics.

Prerequisite: HBS2PPY, POD2PAS, POD2PMX.

Class requirements: two 2-hour lectures per week.

Assessment: one 2.5-hour written examination (70%), one 1500-word assignment or one 20-minute oral presentation (30%).

POD3PST PODIATRIC SURGERY PRACTICE (10 CPs Sem. TE-ALL-YR BU.)

Ms Felicity Prentice

In this unit students will receive hands-on instruction in the performance of cutaneous surgery. They will participate in podiatric surgical clinics where principles of peri-operative management are put into practice and also participate in surgical clinical learning sessions (SLS). Students will also have the opportunity to assess patients post-operatively and be involved in their management.

Prerequisite: POD2PLA, POD2PMX, POD2PAS, POD2PBM, POD2PCP.

Co-requisite: POD3PSG.

Class requirements: 12 hours of supervised participation in internal podiatric surgical clinics and 12 hours of surgical learning sessions per semester.

Assessment: One 30-minute Observational Structure Clinical Examination (OSCE) (90%), objective assessment by clinical supervisor as per Podiatry Surgical Handbook (10%). Hurdle requirement: completion of surgical log and attendance.

Recommended Reading:

Dockery, G. *A colour atlas of forefoot surgery* Butterworth 1994

McGlamry E.D. et al. *Comprehensive textbook of foot surgery, vols 1 and 2* Williams 1992.

POD4PCP PODIATRY CLINICAL PRACTICE (45 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Ms Nikki Frescos*

In this unit students further develop, integrate and enhance treatment management skills. The clinical education is provided through the Health Sciences Clinic and other specialty facilities. The fourth year students also act as mentors and advisors working closely with third

years to guide them through history taking, patient assessment, treatment planning and implementation. It is a requirement that students have a current CPR certificate and have undertaken a police check and have up-to-date immunisation.

Prerequisite: HBS3CPH, POD3PMD, POD3POA, PHE3ARM, POD3POB, POD3PPH, POD3PSG, POD3PSP, POD3PCP, POD3PST.

Co-requisite: POD4PEC.

Class requirements: 234 hours supervised clinical placement in either first or second semester.

This unit is not available for study abroad students.

Assessment: one 45-minute clinical VIVA based on paediatric patient with a pathology affecting the lower limb (50%). Hurdle requirement: attendance at all scheduled clinical sessions. Must pass both components of clinical exam, one 45-minute clinical VIVA (face-to-face oral exam) based on lower limb sports injury (50%).

POD4PEC PODIATRY EXTERNAL CLINIC (45 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Ms Nikki Frescos*

In this unit students will rotate through a number of external clinic placement settings for periods ranging from one day to seven weeks. The placement settings include podiatric clinics in hospitals, community health centres and private practices. Students participate in clinics including: endocrinology, vascular pathology, orthopaedics, rheumatology, psychiatry, neurology, gerontology, dermatology, high risk infectious diseases, human locomotor studies, paediatrics, sports medicine and rehabilitation. It is a requirement that students have a current CPR certificate, have undertaken a police check and have up-to-date immunisation.

Prerequisite: HBS3CPH, POD3PMD, POD3POA, PHE3ARM, POD3POB, POD3PPH, POD3PSG, POD3PSP, POD3PCP, POD3PST.

Co-requisite: POD4PCP.

Class requirements: 272 hours of clinical practice. Students must have undertaken 20% of their placement by relevant semester census date. Students are required to maintain regular contact with the clinical coordinator by submitting a learning contract, mid and final placement reports and participating in an online chat forum, via WebCT.

Assessment: one individual learning contract, 8000-word equivalent (50%) Project carried out in external clinic, one 2500-word assignment, based on a case study or activity at the placement (35%). Hurdle requirement: completion of 272 hours on clinical placement, At least seven postings on WebCT, 1500-word equivalent (15%). Postings must be relevant to clinical placement practice.

Preliminary Reading:

TBA

POD4PHC PODIATRY HONOURS CLINICS (40 CPs Sem. TE-ALL-YR BU.) *Ms Nikki Frescos*

In this unit, Honours Students are provided with settings in which to extend their clinical knowledge and skills.

Prerequisite: HBS3CPH, POD3PMD, POD3POA, PHE3ARM, POD3POB, POD3PPH, POD3PSG, POD3PSP, POD3PCP, POD3PST.

Co-requisite: POD4PHT.

Class requirements: 234 hours of clinical practice which comprises a one-week block in private practice, 4-hour evening sessions at the Health Sciences clinic per week and 6-hour clinic supervision of second year students per week. It is a requirement that students must have a current CPR certificate and have up-to-date immunisation.

Assessment: One 45-minute clinical VIVA (face-to-face oral exam) based on lower limb sports injury (50%), one 45-minute clinical VIVA based on paediatric patient with a pathology affecting the lower limb (50%). Hurdle requirement: attendance at all scheduled internal and external clinical sessions. Must pass both components of clinical exam.

POD4PHT PODIATRY HONOURS THESIS (65 CPs Sem. TE-ALL-YR BU.) *Mr Craig Payne*

This unit is the major component of the B.Pod[Hons] year. In this unit students complete a research project, engaging in data collection and analysis of results, and prepare a thesis under the supervision of a staff member.

Prerequisite: HBS3CPH, POD3PMD, POD3POA, PHE3ARM,

POD3POB, POD3PPH, POD3PSG, POD3PSP, POD3PCP, POD3PST.

Co-requisite: POD4PEC.

Class requirements: Self-directed research equivalent to 12 hours of class contact per week plus 1-2 hour meetings with supervisor per week.

Assessment: One 12,000-word thesis (90%). Thesis must be equivalent in quality and style to an article acceptable for a refereed scientific journal, one 20-minute presentation of the research project (10%).

POD4PPJ PODIATRY PROJECT (15 CPs Sem. TE-ALL-YR BU.) *Coordinator to be advised*

In this unit, students will undertake project work in an area of specific interest in podiatry. The project topic and type are selected and developed by the student and discussed with a supervisor during the initial weeks of the unit. The project is conducted with ongoing liaison with the unit coordinator/appointed supervisor and may take the form of a literature review/evaluation, project work or the development of materials or a program including electronic and web based projects. A verbal presentation of the work undertaken is to be delivered at a negotiated time.

Prerequisite: HBS2NEU, PHE2RMH, POD2PAS, POD2PBM, POD2PCP, POD2PLA, POD2POA, HBS2PPY, MIC2MVM, POD2PMX, POD2POB.

Class requirements: This unit consists of self directed study over the year equivalent to 5-6 hours per week. Meetings with project supervisors will be scheduled as required to offer support and facilitate project development.

Assessment: one 4000-word assignment (75%), one 20-minute presentation (25%).

Prescribed Reading:

Various sources Handouts to be given and students to source readings specific to their area of study.

POD4WPP WRITING A PODIATRIC PUBLICATION (10 CPs Sem. TE-ALL-YR BU.) *Coordinator to be advised*

In this unit, students will select and research an area of podiatry, and write a paper that would be suitable for submission for publication to a scientific journal. The topic and paper type are chosen by the student and developed in collaboration with a supervisor, in the first two weeks of the unit. Examples of appropriate paper types include literature reviews, case reports or discussion papers pertaining to relevant clinical practice/practice management issues. Students are encouraged to utilise experiences from internal and external clinical placements when developing topics, collecting resources and undertaking writing, for this unit.

Prerequisite: HBS2NEU, PHE2RMH, POD2PAS, POD2PBM, POD2PCP, POD2PLA, POD2POA, HBS2PPY, MIC2MVM, POD2PMX, POD2POB.

Class requirements: This unit consists of self-directed study over the whole year of approximately 4-hours per week. Meetings with project supervisors will be scheduled as required to offer support and facilitate development of the paper.

Assessment: one 3000-word assignment written in a format for publication (100%).

Prescribed Reading:

Various sources Handouts to be given by Podiatry supervisors Students to be notified at commencement of semester or teaching.

POI10AI INTRODUCTION TO APPLIED ORTHOTICS (5 CPs Sem. TE-W47-06 BU.) *Mr Anthony Francis*

In this unit, students are introduced to design and fabrication of orthoses for the spine and upper limbs. Further emphasis of safe laboratory and management skills.

Co-requisite: POI1SUL.

Class requirements: one 3-hour laboratory session per week.

This unit is not available for study abroad students.

Assessment: One orthotic project submitted during semester, 1250-words equivalent (100%).

Prescribed Reading:

POI10AI current Edn. student manual.

Recommended Reading:

Bowker, P., Condie, D., Bader, D. and Pratt, D. Wallace, W.A.(Eds.) *Biomechanical basis of orthotic management*. Butterworth Heinemann 1993.

POI2CEB CLINICAL EDUCATION B (5 CPs Sem. TE-W47-06 BU.) Ms

Kaisha Gurry

In this unit students undertake a one week block of prosthetic and orthotic experience. There is opportunity for students to observe the functioning of a centre, and management in relation to the Prosthetist and Orthotist. Students will also gain an understanding of the interdisciplinary team approach to health care and reinforce their theoretical knowledge from a client management view point.

Prerequisite: POI2CPB, POI2OTA, POI2TTT.

Co-requisite: POI1OAI, POI2OAA, POI2TTA.

Class requirements: 1-week of clinical experience during the summer semester.

This unit is not available for study abroad students.

Assessment: satisfactory performance during placement assessed by established criteria (70%). Hurdle requirement: students must pass both components to receive a pass in this unit, one 500-word assignment (30%).

Recommended Reading:

Frankel, V. and Norden, M. *Basic biomechanics of the skeletal system* Lea and Febieger 1980.

Robbins, S.L. and Kumar, V. *Basic pathology* 4th Edn. W. B. Saunders 1987.

Urdang. *Medical and nursing dictionary* C.V Mosby 1983.

POI2OAA APPLIED LOWER LIMB ORTHOTICS A (5 CPs Sem. TE-W47-06

BU.) Mr Anthony Francis

In this unit students gain knowledge and skills in the assessment, prescription, casting, fabrication, alignment and evaluation of ankle-foot orthoses. Students are required to demonstrate effective communication skills with clients and colleagues. The unit includes applied orthotic theory, anatomy, pathology and biomechanics relevant to foot and ankle-foot orthotic management.

Prerequisite: POI2CPB, POI2OTA.

Class requirements: Distance education unit equivalent to 24 hours of demonstration, clinical and practical classes.

This unit is not available for study abroad students.

Assessment: One orthotic project (equivalent to 1250 words) due during the semester (100%).

Prescribed Reading:

Bowker, P., Condie, D., Bader, D. and Pratt, D. Wallace, W.A.(ed.). *Biomechanical basis of orthotic management* Butterworth Heinemann 1993.

POI2TTA APPLIED TRANSTIBIAL PROSTHETICS (10 CPs Sem. TE-W47-06

BU.) Mr Les Barnes

In this unit students gain skills and knowledge in assessment, prescription, design, casting, fabrication, fitting and alignment for trans-tibial prostheses. The student is expected to communicate effectively with amputee clients and colleagues. Includes applied trans-tibial prosthetic theory and areas of applied anatomy, pathology and biomechanics appropriate to the level of prosthetic management.

Prerequisite: POI2CPB, POI2TTT.

Class requirements: one 2-hour laboratory, one 1-hour clinic and one 1-hour tutorial per week.

This unit is not available for study abroad students.

Assessment: Three prosthetic projects, equivalent to 1000 words each (100%). Each project is worth 33.3%. Hurdle requirement: students must pass each project to pass unit.

Prescribed Reading:

American academy of orthopaedic surgeons. *Atlas of limb prosthetics* 2nd Edn. Mosby 1995.

Canadian association of prosthetists and orthotists. *Clinical aspects of lower extremity prosthetics: trans-tibial, symes and partial foot amputations* Elgan Enterprises 1991.

POI3OAB APPLIED LOWER LIMB ORTHOTICS B (5 CPs Sem. TE-W47-06

BU.) Ms Margaret Hodge

In this unit, students are provided with knowledge and skills in the assessment, prescription, casting, alignment and evaluation of hip, knee and knee-ankle-foot orthoses. Students are required to demonstrate effective communication skills with clients and colleagues. The unit includes applied orthotic theory, anatomy, pathology and biomechanics relevant to hip, knee and knee-ankle-foot orthotic management.

Prerequisite: POI2CPB, POI3OTB, POI2OTA.

Co-requisite: POI2OAA.

Class requirements: 26 hours block mode equivalent to 2 hours of demonstration, clinic or practical class per week.

This unit is not available for study abroad students.

Assessment: one orthotic project, 1250-word equivalent (100%).

Prescribed Reading:

Bowker, P., Condie, D., Bader, D. and Pratt, D. Wallace, W.A.(Ed.). *Biomechanical basis of orthotic management* Butterworth Heinemann, 1993.

NCPO staff *POI3OAB Practical manual* Current Edn. student manual

POI3TFA APPLIED TRANSFEMORAL PROSTHETICS (10 CPs Sem. TE-SEM-S

BU.) Dr Michael Dillon

In this unit, students gain clinical skills and knowledge in assessment, prescription, design, casting, fabrication, fitting and alignment for trans-femoral prostheses. Student are expected to communicate effectively with amputee clients and colleagues. Includes applied trans-femoral prosthetic management and areas of anatomy, pathology and biomechanics appropriate to the level of prosthetic management.

Prerequisite: POI2CPB, POI3TFT, POI2TTT or recognised study in a previous trans-fem prosthetics program.

Co-requisite: POI2TTA.

Class requirements: The unit will be delivered in an intense teaching block over two weeks. Students will undertake about 52 hours of practical tuition comprising demonstrations, tutorials clinical as well as technical work.

This unit is not available for study abroad students.

Assessment: one trans-femoral project, 2500-word equivalent (100%).

POR1CEA CLINICAL EDUCATION A (5.0 CPs Sem. TE-W26-26 BU. TE-W27-

27 BU.) Miss Angela Scardamaglia

In this unit, students are assigned to prosthetic and orthotic clinical facilities for block clinical placements in which they are familiarised with clinical practice in prosthetics and orthotics. The placement provides experiential contact with the clinical environment and introduces students to observational and recording practices. Students may be involved in practical prosthetic and orthotic tasks during these placements.

Co-requisite: POR1CPI.

Class requirements: one week of full-time clinical placement (35 hours) during the mid year break.

Assessment: clinical performance in placement (100%) completion of minimum requirements and submission of log book.

POR1CPI INTRODUCTION TO PROSTHETIC AND ORTHOTIC CLINICAL

PRACTICE (5 CPs Sem. TE-SEM-1 BU.) Mr Wes Pryor

In this unit, students will be introduced to the role of the prosthetist and orthotist and learn the use of appropriate language, terminology and behaviour to function within a multi-disciplinary professional environment. Students will be given a history of the development of prosthetics and orthotics, as well as an introduction to the prosthetic and orthotic treatment process, medical record keeping, confidentiality, infection control, occupational health and safety issues for working within public and private facilities, health-care systems such as case mix and the role of medical, nursing and allied health professionals in health care.

Class requirements: four 1-hour tutorials throughout the semester and one 1-hour of self directed learning on the web per week.

Assessment: Group Written Assignment (500-word equivalent)

(50%). Students are allocated into assignment groups and prepare a paper related to one of the key topic areas, Two 30-minute quizzes (50%). Quiz A examines modules 1-3, Quiz B examines modules 4. Each quiz will consist of 520 multiple choice questions and one extended response.

Prescribed Reading:

All prescribed readings are provided online in digital format

POR1OAI INTRODUCTION TO APPLIED ORTHOTICS (10 CPs Sem. TE-SEM-2 BU.) *Mr Anthony Francis*

In this unit, students are introduced to design and fabrication of orthoses for the spine and upper limbs. Further emphasis of safe laboratory and management skills.

Co-requisite: POR1SUL.

Class requirements: two 3-hour laboratory sessions per week.

Assessment: Three orthotic projects submitted during semester, 1500 words equivalent each (100%). Hurdle requirement: must pass all projects

Prescribed Reading:

POR1OAI current Edn. student manual

Recommended Reading:

Bowker, P., Condie, D., Bader, D. and Pratt, D. Wallace, W.A.(Eds.). *Biomechanical basis of orthotic management* ButterworthHeinemann 1993.

POR1PTI INTRODUCTION TO PROSTHETICS (15 CPs Sem. TE-SEM-1 BU.)

Mr Les Barnes

In this unit, students are introduced to theoretical and applied applications in prosthetics with particular emphasis on upper limb componentry, design and fitting. Safe laboratory practice and management skills are also covered.

Class requirements: one 2-hour lecture and two 3-hour laboratory sessions per week .

Assessment: one 1.5-hour written exam (40%), one 1000-word assignment (20%), one 10-minute oral presentation (10%). Projects: 1 transradial training prosthesis (1000-word equivalent) and 3 prosthetic (125-word equivalent each) (30%). Must pass all components to pass unit.

Prescribed Reading:

POR1PTI current Edn. student manual

Recommended Reading:

Shurr, D.G. and Cook, T.M. *Prosthetics and orthotics* Appleton and Lange 1990.

POR1SUL THEORY OF SPINAL AND UPPER LIMB ORTHOTICS (10 CPs Sem. TE-SEM-2 BU.) *Mr Anthony Francis*

In this unit students gain knowledge in the use of appropriate terminology used in orthotics. Knowledge of orthotic theory including principles, the treatment process, assessment prescription considerations and biomechanical basis of upper limb and spinal orthotic management. Orthotic treatments of a variety of upper limb and spinal pathologies are presented in the context of multi-disciplinary care. This unit includes applied anatomy, pathology and biomechanics relevant to upper limb and spinal orthotic management.

Co-requisite: POR1OAI, HBS1ALB.

Class requirements: one 2-hour and one 1-hour lecture/tutorial per week.

This unit is not available for study abroad students.

Assessment: one 1.5-hour written examination (60%), one 1000-word assignment (30%), one 10-minute oral presentation (equivalent to 500-words) (10%). Hurdle requirement: must pass all components to pass subject.

Prescribed Reading:

POR1OTI/POR1OAI current Edn. student manual

Recommended Reading:

Shurr, D.G and Cook, T.M. *Prosthetics and orthotics* Appleton and Lange 1990.

POR2CPB PATIENT EVALUATION (15 CPs Sem. TE-SEM-1 BU.) *Ms Sarah Anderson*

In this unit students are introduced to the theory and practice of prosthetic and orthotic patient evaluation. Principles of normal and pathological body postures and function are addressed and particular attention is directed to the assessment of musculoskeletal and neuromuscular disorders affecting the limbs and spine. Practical sessions provide experience in assessment techniques.

Prerequisite: POR1CPI, HBS1ALB and HBS1APH.

Co-requisite: POR2OAA, POR2OTA and HBS2NEU; or HBS2NEU and POR2OTA.

Class requirements: Distance education package equivalent to 9 hours lectures and 18 hours clinical sessions across the semester.

Assessment: one 1-hour written examination (40%), one 20-minute clinical assessment (40%), one 20-minute oral presentation (20%). Hurdle requirement: must pass all components to pass unit.

Prescribed Reading:

Hoppenfeld, S. *Physical examination of the spine and extremities* Appleton Century Crofts 1976.

POR2OAA APPLIED LOWER LIMB ORTHOTICS A (15 CPs Sem. TE-SEM-1 BU.) *Mr Anthony Francis*

In this unit students will cover knowledge and skills in the assessment, prescription, casting, fabrication, alignment and evaluation of foot and ankle-foot orthoses. Students are required to demonstrate effective communication skills with clients and colleagues. The unit includes applied orthotic theory, anatomy, pathology and biomechanics relevant to foot and ankle-foot orthotic management.

Prerequisite: POR1SUL, POR1OAI, HBS1ALB, HBS1BHM.

Co-requisite: POR2CPB, POR2OTA.

Class requirements: one 1-hour demonstration, one 2-hour clinical and one 3-hour practical per week.

Assessment: five orthotic projects (equivalent to 750 words each) due during the semester (100%). Hurdle requirement: must pass all projects

Prescribed Reading:

Bowker, P., Condie, D., Bader, D. and Pratt, D. Wallace, W.A.(Eds..) *Biomechanical basis of orthotic management* Butterworth Heinemann 1993.

POR2OMF ORTHOTIC MANAGEMENT OF FRACTURES (15 CPs Sem. TE-SEM-2 BU.) *Ms Sarah Anderson*

In this unit, students will be given the opportunity to cover specialised knowledge and skill in the assessment, prescription, fitting and evaluation of removable and non-removable orthoses for upper and lower limb fracture management. Theory includes an introduction to medical imaging and the biology of fractures as well as principles and clinical applications of fracture orthoses. Practical experience in the application of fracture orthoses is provided.

Prerequisite: POR2CPB, POR2OTA and POR2OAA; or POR2CPB, POR2OTA, HBS1ALB and POR1SUL.

Class requirements: one 1-hour lecture, one 1-hour demonstration or tutorial and one 2-hour clinic session per week.

Assessment: four orthotic projects due during the semester, each 500-word equivalent (50%), one 1.5-hour written examination (40%), one case study/take-home test in radiology, equivalent of 250 words (10%). Hurdle requirement: must pass all components

Prescribed Reading:

Sarmiento, A. and Latta, L.L. *Functional fracture bracing* Springer verlag 1995.

McRae, R. *Practical fracture treatment* Churchill Livingstone 1994.

POR2OTA THEORY OF LOWER LIMB ORTHOTICS A (15 CPs Sem. TE-SEM-1 BU.) *Ms Margaret Hodge*

In this unit, students gain knowledge of orthotic theory including principles, the treatment process, assessment, prescription considerations and biomechanical basis of lower limb orthotic management. Orthotic treatment of a variety of foot and ankle-foot pathologies are presented in the context of multi-disciplinary care. Includes applied anatomy, pathology and biomechanics relevant to foot and ankle-foot orthotic management.

Prerequisite: HBS1ALB, POR1SUL POR1OAI and HBS1BHM.

Co-requisite: POR2CPB and POR2OAA.

Class requirements: two 2-hour lectures, tutorials or demonstration sessions per week, some are provided via online methods.

Assessment: one 1.5-hour written examination (50%), one 10-minute oral presentation during the semester (10%), one 1500-word written assignment (30%). Hurdle requirements: students are required to pass all components to pass subject, one 30 minute mid-semester quiz (equivalent to 500-words) (10%).

Prescribed Reading:

Bowker, P., Condie, D.N., Bader, D. L., and Pratt, D.J. (Eds). *Biomechanical Basis of Orthotic Management* Oxford: Butterworth Heinemann 1993.
 Michaud, T.C. *Foot Orthoses and other forms of conservative foot care* Newton: Thomas C. Michaud 1997.

POR2TTA APPLIED TRANSTIBIAL PROSTHETICS (15 CPs Sem. TE-SEM-2 BU.) *Mr Les Barnes*

In this unit, students will cover skills and knowledge in assessment, prescription, design, casting, fabrication, fitting and alignment for transtibial prostheses. The student is expected to communicate effectively with amputee clients and colleagues. Includes applied transtibial prosthetic theory and areas of applied anatomy, pathology and biomechanics appropriate to the level of prosthetic management.

Prerequisite: POR1PTI, HBS1BHM, POR2CPB, HBS1ALB.

Co-requisite: POR2TTT.

Class requirements: 6 hours per week including a mix of clinical work, laboratory / fabrication work and demonstrations.

Assessment: four prosthetic projects, equivalent to 1000 words each (100%). Each project is worth 25%. Hurdle requirement: students must pass each project to pass unit.

Prescribed Reading:

American academy of orthopaedic surgeons. *Atlas of limb prosthetics* 2nd Edn. Mosby, 1995.

Canadian association of prosthetists and orthotists. *Clinical aspects of lower extremity prosthetics: transtibial, symes and partial foot amputations* Elgan Enterprises 1991.

POR2TTT THEORY OF TRANSTIBIAL PROSTHETICS (15 CPs Sem. TE-SEM-2 BU.) *Mr Les Barnes*

In this unit, students will be given the opportunity to cover knowledge in prosthetic principles, assessment, prescription considerations and design possibilities for transtibial prostheses. Includes applied anatomy, pathology and biomechanics appropriate to the level of prosthetic management.

Prerequisite: POR1PTI, HBS1BHM and HBS1ALB.

Co-requisite: POR2TTA .

Class requirements: one 2-hour lecture and one 2-hour tutorial per week.

Assessment: one 1.5-hour written exam (45%), one 1500-word written assignment (35%), one 20-minute individual oral presentation (20%). Hurdle requirement: Must pass all components.

Prescribed Reading:

American academy of orthopaedic surgeons. *Atlas of limb prosthetics* 2nd Edn. Mosby 1992.

Canadian association of prosthetists and orthotists. *Clinical aspects of lower extremity prosthetics: transtibial, symes and partial foot amputations* Elgan Enterprises 1991.

POR3BCD ESTABLISHING BASES FOR CLINICAL DECISIONS (10 CPs Sem. TE-SEM-1 BU.) *Mr Wesley Pryor*

In this unit, students consider Evidence-Based Practice (EBP) principles of clinical decision-making, set in a prosthetics and orthotics context. A variety of topics are examined including clinical decision-making, EBP, development (evaluation and design) and research processes; designing for persons with disabilities; ethical considerations in research and all components of research and development (R&D) proposal preparation. Emphasis is placed on R&D methods, literature review, proposal question and aims, outcome measurement, method design, data presentation and analysis. Students apply EBP techniques and R&D processes to generate a proposal for a development or research project.

Prerequisite: POR2CPB, POR2OAA, POR2OTA, POR2TTT and POR2TTA.

Class requirements: one 2-hour lecture or one 1-hour seminar / tutorial per week.

Assessment: one 2500-word written assignment (90%), one 250-word computer based assignment (10%). Hurdle requirement: students must present one 5-minute oral presentation (not assessed) and are required to pass all components to pass unit.

POR3ISP PROSTHETICS AND ORTHOTICS INDEPENDENT STUDY PROJECT (15 CPs Sem. TE-SEM-2 BU.) *Dr Tim Bach*

In this unit students are involved in directed study or research by students working independently or in small groups. Two streams are possible. A clinical challenges stream involves completion of a number of small problem-based learning tasks. A research stream involves completion of a single, more extended research or development project.

Prerequisite: POR3BCD.

Class requirements: one 2-hour lecture/tutorial every second week and five hours of independent project work per week.

Assessment: one 20-minute oral presentation (30%). Students working in pairs present an oral presentation of 20 minutes, a total of 3000 words written assessment (70%). Hurdle requirement: must pass all components to pass subject.

POR3OAB APPLIED LOWER LIMB ORTHOTICS B (15 CPs Sem. TE-SEM-2 BU.) *Mr Anthony Francis*

In this unit, students are provided with knowledge and skills in the assessment, prescription, casting, fabrication, alignment and evaluation of hip, knee and knee-ankle-foot orthoses. Students are required to demonstrate effective communication skills with clients and colleagues. The unit includes applied orthotic theory, anatomy, pathology and biomechanics relevant to hip, knee and knee-ankle-foot orthotic management.

Prerequisite: POR2OTA, POR2OAA, POR2CPB.

Co-requisite: POR3OTB.

Class requirements: one 1-hour demonstration, one 2-hour clinic and one 3-hour practical per week.

Assessment: completion of one knee-ankle-foot orthosis, 2400-word equivalent (60%), completion of one knee-ankle-foot orthosis cast, 800-word equivalent (20%), completion of one patient assessment for knee ankle foot orthosis, 800-word equivalent (20%). Hurdle: completion of 1 diagnostic cast, 400-word equivalent and 1 prefabricated orthosis tutorial, 100-word equivalent. Must achieve satisfactory standard of all orthotic projects and patient assessments.

Prescribed Reading:

Bowker, P., Condie, D., Bader, D. and Pratt, D. Wallace, W.A.(ed.). *Biomechanical basis of orthotic management* Butterworth Heinemann 1993.

NCPO staff *POR3OAB Practical Manual* Current Edn. student manual

POR3OTB THEORY OF LOWER LIMB ORTHOTICS B (15 CPs Sem. TE-SEM-2 BU.) *Ms Margaret Hodge*

In this unit, students will be given the opportunity to increase their depth of knowledge of orthotic theory, including principles, the treatment process, assessment, prescription considerations and biomechanical basis of lower limb orthotic management. Orthotic treatment of a variety of hip, knee and knee-ankle-foot pathologies is presented. The unit includes applied hip, knee and knee-ankle-foot orthotic management, as well as anatomy, pathology and biomechanics relevant to hip, knee and knee-ankle-foot orthotic management.

Prerequisite: POR2OTA, POR2OAA and POR2CPB; or POR2OTA, POR2CPB, HBS1ALB and POR1SUL.

Co-requisite: POR3OAB.

Class requirements: two 2-hour lectures, tutorials or demonstration sessions per week, some are provided via online methods.

Assessment: one 1500-word written assignment (40%), one 2-hour written exam (50%), one 30-minute quiz, equivalent to 500-words (10%). Hurdle requirement: must pass all components to pass.

Prescribed Reading:

Bowker, P. Condie, D. Bader, D. and Pratt, D. Wallace, W.A.(Eds.). *Biomechanical basis of orthotic management* Butterworth Heinemann 1993.

POR3PGA PATHOLOGICAL GAIT ANALYSIS (15 CPs Sem. TE-SEM-1 BU.)

Dr Tim Bach

Offered subject to sufficient enrolments.

In this unit students will cover current research in pathological gait biomechanics related to restoration and rehabilitation of lower limb

function. It provides students with an opportunity to review normal human locomotion and the gait patterns characteristic of various gait pathologies with special emphasis on prosthesis and orthosis users. Instrumentation systems used in gait analysis are reviewed.

Prerequisite: HBS1BHM or equivalent.

Recommended Prior Studies: Prior knowledge of prosthetic/orthotic theory is recommended.

Class requirements: one 2-hour lecture and one 2-hour seminar per week.

Assessment: one 1500-word take-home written examination (35%), one 20-minute individual verbal presentation (20%), one compendium of resources (equivalent to 500-words) related to pathological gait (10%). Hurdle requirement: must pass all components to pass subject, one 1500-word assignment (35%).

POR3TFA APPLIED TRANSFEMORAL PROSTHETICS (15 CPs Sem. TE-SEM-1 BU.) *Dr Michael Dillon*

In this unit, students gain clinical skills and knowledge in assessment, prescription, design, casting, fabrication, fitting and alignment for transfemoral prostheses. Student are expected to communicate effectively with amputee clients and colleagues. Includes applied transfemoral prosthetic management and areas of anatomy, pathology and biomechanics appropriate to the level of prosthetic management.

Prerequisite: POR2TTT, POR2TTA.

Co-requisite: POR3TFT.

Class requirements: 6 hours per week including a mix of clinical work, laboratory / fabrication work and demonstrations.

This unit is not available for study abroad students.

Assessment: one 15-minute clinical exam (10%), one 450-word medical record entry (20%), one cast assessment (10%), one complete transfemoral prosthesis (40%), one transfemoral cast and modification (20%). Students must pass all projects to pass unit.

POR3TFT THEORY OF TRANSFEMORAL PROSTHETICS (15 CPs Sem. TE-SEM-1 BU.) *Dr Michael Dillon*

In this unit, students will be given the opportunity to cover knowledge of prosthetic principles, assessment, prescription considerations and design possibilities for transfemoral prostheses; including applied anatomy, pathology and biomechanics appropriate to the level of prosthetic management.

Prerequisite: POR2TTT, POR2TTA.

Co-requisite: POR3TFA.

Class requirements: 4 hours per week, including a mix of lectures and tutorials, averaging 3 hours of lectures and 1-hour of tutorial per week.

This unit is not available for study abroad students.

Assessment: one 1.5-hour final exam (50%), two 45-minute quizzes (30%), one 1000-word self directed learning task (20%). Hurdle requirement: must pass all components.

POR3ULP UPPER LIMB PROSTHETICS (10 CPs Sem. TE-SEM-2 BU.) *Mr Les Barnes*

A pass grade must be attained in POR2CPB in order to maintain enrolment in this unit.

In this unit, students are provided with knowledge in the assessment, prescription, casting, fabricating, fitting and aligning of upper limb prostheses. Includes applied anatomy and biomechanics of the upper limb relevant to upper limb prosthetic function. Students are expected to communicate effectively with clients and colleagues during this unit.

Prerequisite: POR1PAI, POR1PTI and HBS1ALB; or HBS1ALB, POR1SUL and HBS1BMT

Class requirements: one 2-hour lecture, or clinical demonstration and one 2-hour laboratory class per week.

Assessment: one 750-word written assignment (20%), one 1.5-hour written examination (50%), one prosthetic project, equivalent of 750 words (30%). Hurdle requirement: students must pass all components to pass this unit.

POR4CEH CLINICAL EDUCATION H (30 CPs Sem. TE-W14-23 BU, OS.) *Miss Angela Scardamaglia*

In this unit students are assigned to prosthetic and orthotic clinical facilities for block clinical placements. Students, while working under

supervision, are required to demonstrate initiative and ability in the areas of clinical activities, patient treatments and laboratory work. They are expected to participate as a team member and provide patient evaluations and relevant prosthetic and orthotic solutions including fitting and objective critiques of their treatment procedures.

Prerequisite: POR2CEB, POR3TFT, POR3TFA, POR3OTB, POR3OAB.

Co-requisite: POR4HLR.

Class requirements: 280 hours of block placement in first semester. Students are expected to participate in weekly online tutorials with the unit coordinator whilst on placement.

Assessment: one 70-minute clinical examination (90%). Hurdle requirement: must pass all components to pass unit, objective assessment by clinical supervisor (10%).

POR4HLR HONOURS LITERATURE REVIEW (30. CPs Sem. TE-SEM-1 BU.)

Dr Tim Bach

Acceptance into honours stream is prerequisite.

In this unit students are provided with the opportunity to review and evaluate literature in an area related to prosthetics and orthotics. Students will select a topic for review after consultation with their supervisor. Normally, the literature review forms a chapter of the honours thesis, although it may involve an investigation of an area which is broader than, or substantially different from, that of the honours thesis project.

Class requirements: one 2-hour seminar each week. Students are also expected to meet weekly with their supervisor and to participate in the school seminar series when scheduled.

Assessment: one 1500-word critique of a research article - due mid-June (25%), one 5000-word literature review due end of Semester 1 (50%), one 20 -minute oral presentation in mid-April (25%). Due dates may vary as a result of clinical education placement arrangements. Hurdle requirement: must pass all components to pass unit.

POR4HRP HONOURS RESEARCH PROJECT (60. CPs Sem. TE-SEM-2 BU.)

Dr Tim Bach

Acceptance into honours stream is prerequisite.

Students complete an independent research project under the direction of their supervisor. The project may take the form of an experiment, a case study or a survey as determined in consultation with the student's supervisor. The projects should have potential to make a worthwhile contribution to prosthetics and/or orthotics knowledge.

Co-requisite: POR4CEH, POR4HLR.

Class requirements: one 2-hour seminar per week. Students are also expected to consult regularly with their supervisor and to participate in the School seminar series when scheduled.

Assessment: one 10,000 to 12,000-word thesis (80%), one 20-minute oral presentation of the thesis (20%).

PTY1CLP PHYSIOTHERAPY CLINICAL PRACTICE 1 (10 CPs Sem. TE-ALL-YR BU.) *Ms Marilyn Mackenzie*

In this unit students will prepare for their first clinical experience. The theory component provides a framework to explore patients' experiences within the healthcare system. The focus is on empathetic, safe and ethical practice. The practical component covers manual handling, mobility aids, record writing and universal precautions and immediately precedes the clinical experience. The clinical experience allows students to observe health care delivery in a variety of work place settings, to apply the knowledge and skills taught in this and other first year subjects to client management, and to develop interpersonal skills and professional behaviours and attitudes.

Co-requisite: HBS1APA, HBS1PPA, PHE1PHC, PTY1PSA, HBS1APB, HBS1BBE, HBS1BHM, PHE1RMH, PTY1PSB.

Class requirements: Web based learning modules equivalent to 14 hours of classroom contact, three 1.5-hour practical classes and two 1-hour tutorials prior to clinical experience. One week (32 hours) of clinical experience. Clinical experience will be scheduled in one week of either mid-year, mid-semester 2 vacation or end of semester vacations.

This unit is not available for study abroad students.

Assessment: Continuous clinical assessment (50%). Assessment is performed by the supervising physiotherapist at the completion of the

one-week clinical experience, 1500-word portfolio (50%). The portfolio is assessed by the unit coordinator.

Prescribed Reading:

Worksafe Victoria *Transferring people safely: a practical guide to managing risk* Victorian Workcover Authority 2002.

PTY1PSA PHYSIOTHERAPY SKILLS A (15 CPs Sem. TE-SEM-1 BU.) *Ms*

Rowena English

In this unit students are introduced to the study of normal human movement and the relationship between structure and function. It also provides an introduction to physiotherapy assessment and treatment techniques related to the lower limb. Consideration will be given to normal and abnormal movement with an emphasis on safety, effectiveness and handling skills.

Co-requisite: HBS1APA, HBS1PPA, PHE1HHB, PTY1CLP.

Class requirements: Two 1-hour lecture, one 1-hour tutorial, two 1.5-hour practical classes and one 1-hour practical class per week.

Assessment: one 1.5-hour written examination (50%), one 20-minute clinical assessment (40%), one 1000-word video-based assignment (10%). Hurdle requirement: students must pass both the written and practical examinations.

Prescribed Reading:

Clarkson, H.M. *Joint motion and function assessment: a research based practical guide* Lippincott, Williams and Wilkins 2005.

Levangie, P. and Norkin, C. *Joint structure and function: a comprehensive analysis* 4th Edn. F A Davis Company 2005.

PTY1PSA Physiotherapy Skills A Manual. current Edn.

PTY1PSB PHYSIOTHERAPY SKILLS B (15 CPs Sem. TE-SEM-2 BU.) *Ms*

Rowena English

In this unit students will further develop the study of normal human movement, the relationship between structure and function and the principles of physiotherapy assessment and treatment with emphasis on the cervical, thoracic and lumbar spine and upper limb.

Prerequisite: HBS1APA, HBS1PPA, PHE1HHB.

Co-requisite: HBS1APB, HBS1BBE, HBS1BHM, PHE1RMH, PTY1CLP.

Class requirements: One 1-hour lecture, one 1-hour tutorial, two 1.5-hour practical classes and one 1-hour practical class per week.

Assessment: one 2-hour written examination (50%), one 20-minute clinical assessment (50%). Hurdle requirement: students must pass both the written and practical examinations for physiotherapy skills.

Prescribed Reading:

Clarkson, H.M. *Joint motion and function assessment: a research based practical guide* Lippincott Williams and Wilkins 2005.

Levangie, P. and Norkin, C. *Joint structure and function: a comprehensive analysis* 4th Edn. F A Davis Company 2005.

PTY1PSB Physiotherapy Skills B manual. current Edn.

PTY2CDP CHILD DEVELOPMENT IN PHYSIOTHERAPY (5 CPs Sem. TE-SEM-1 BU.) *Dr Nora Shields*

In this unit students will develop skills in observation and analysis of normal patterns of movement in children. The focus is a study of the development of normal coordination, a necessary prerequisite for understanding normal variations in the overall development of the child. This forms the background for the study of conditions which students encounter in paediatric physiotherapy. All aspects of development are studied, from conception to the age of six, with the emphasis on the development of movement and normal postural control.

Prerequisite: PTY1CLP, HBS1APA, HBS1PPA, PHE1HHB, PTY1PSA, HBS1APB, HBS1BBE, HBS1BHM, PHE1RMH, PTY1PSB.

Co-requisite: HBS2PPB, HBS2APC, PHE2BDA, PTY2CLP, PTY2PSC.

Class requirements: five 1-hour lectures, nine 1.5-hour tutorials, six self learning guides.

Assessment: one 1.5-hour final examination (100%).

Prescribed Reading:

Child development in physiotherapy practical manual current Edn. School of Physiotherapy, La Trobe University.

Recommended Reading:

Cech, D., and Martin, S. *Functional movement development across the lifespan* W.B Saunders Co, Philadelphia 2002.

Alexander, R., Boehme, R., and Cupps, B. *Normal development of functional motor skills* Arizona, Therapy Skill Builders 1993.

PTY2CLP PHYSIOTHERAPY CLINICAL PRACTICE 2 (15 CPs Sem. TE-ALL-YR BU.) *Ms Marilyn Mackenzie*

Students must satisfactorily complete a St John Ambulance Level 2 or equivalent first aid course prior to the second year clinical block placements.

In this unit students are provided with the opportunity to gain essential knowledge and skills related to physiotherapy professional practice. The theory component further extends the ethical and legal responsibilities of physiotherapy students, and includes physiotherapy record writing and skills in subjective assessment. The clinical decision making process is introduced in the theory component for application in the clinical tutorials and the placement. The practical component emphasises the application of knowledge and the acquisition of basic skills of communication, patient assessment and treatment in the clinical environment.

Prerequisite: HBS1APA, HBS1PPA, PHE1HHB, PTY1PSA, HBS1APB, HBS1BBE, HBS1BHM, PHE1RMH, PTY1CLP, PTY1PSB.

Co-requisite: HBS2APC, HBS2PPB, PHE2BDA, PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD.

Class requirements: Four 1-hour lectures, 76 hours of clinical tutorials, visits and block clinical placement. Clinical placements will be scheduled in either the mid-year, mid-semester 2 vacation or end of year semester vacations. Students are also required to be available for a 1-week structured clinical placement during the mid year vacation.

This unit is not available for study abroad students.

Assessment: a 2000-word clinical portfolio and a clinical assessment. (50%). Hurdle requirement: a satisfactory level of safety. Attendance and participation in class work and clinical visits (50%). Assessment based on achievement of clinical competencies as provided in PTY2PSC handbook.

PTY2EPA ELECTROPHYSICAL AGENTS (15 CPs Sem. TE-SEM-2 BU.) *Ms*

Stacey Lucas-Toumbourou

In this unit students are introduced to the principles and practice of using electro physical agents (EPAs) in physiotherapy treatment and diagnosis. The syllabus covers therapeutic heat and cold, electrical stimulation, myoelectric biofeedback and real-time ultrasound. The focus is on safe, research-based, clinically effective practice. Topics are considered in terms of their physiological effects; indications, precautions and contraindications for use; dosage; principles and techniques of application; clinical effectiveness; and equipment management.

Prerequisite: PTY1CLP, HBS1APA, HBS1PPA, PHE1HHB, PTY1PSA, HBS1APB, HBS1BBE, HBS1BHM, PHE1RMH, PTY1PSB.

Co-requisite: PTY2CLP, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2PAE, PTY2PSD.

Class requirements: two 1-hour lectures and two 1.5-hour practical sessions per week.

Assessment: one 1.5-hour written examination (50%), one 25-minute practical examination (50%). Hurdle requirement: both the written and practical examinations must be passed to pass this unit.

Prescribed Reading:

Robertson, V.J., Ward, A.R., Low, J., and Reed, A. *Electrotherapy explained* 4th Edn. Elsevier Science Ltd, 2006

Robertson, V.J., Thompson, K.J., Spurr, D.M., Lucas-Toumbourou, S. *Electrotherapy practical manual* Current Edn. School of Physiotherapy, La Trobe University.

Robertson, V.J., Chipchase, L.S., Whelan, K.M. and McKenna, L.J. *Guidelines for the clinical use of electro physical agents* Australian Physiotherapy Association, Victoria 2001.

PTY2PAE PAEDIATRIC PHYSIOTHERAPY (5 CPs Sem. TE-SEM-2 BU.) *Dr*

Nora Shields

In this unit students are provided with the theoretical background for assessing and managing children with posture and movement disabilities. Emphasis is on the assessment and treatment of children with neurological and orthopaedic conditions. Students also gain insight into working in a multi-disciplinary team and realising the importance of this for the total needs of the child and family.

Prerequisite: PTY1CLP, HBS1APA, HBS1PPA, PHE1HHB, PTY1PSA, HBS1APB, HBS1BBE, HBS1BHM, PHE1RMH, PTY1PSB.

Co-requisite: HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2CLP, PTY2EPA, PTY2PSD.

Class requirements: Block mode: seventeen 1-hour lectures and five 1.5 hour tutorials (weeks 1-6).

Assessment: one 1.5-hour written examination. (100%).

Prescribed Reading:

Physiotherapy in paediatrics - practical manual Current Edn. School of Physiotherapy, La Trobe University.

PTY2PSC PHYSIOTHERAPY SKILLS C (15 CPs Sem. TE-SEM-1 BU.) Ms

Stacey Lucas-Toumbourou

In this unit, students further develop and deepen their understanding of physiotherapy assessment and treatment techniques, as well as beginning to develop clinical reasoning skills. The three areas covered are soft tissue injuries, hydrotherapy and orthotics in physiotherapy. Lectures, practical classes and self-directed learning modules are used to develop student's knowledge and skills in these three areas.

Prerequisite: HBS1APA, HBS1PPA, PTY1PSA, HBS1APB, HBS1BBE, HBS1BHM, PHE1HHB, PHE1RMH, PTY1CLP, PTY1PSB.

Co-requisite: HBS2PPB, HBS2APC, PHE2BDA, PTY2CLP, PTY2CDP.

Class requirements: two 1-hour lectures, two 1.5-hour practical classes per week, plus weekly self-learning guide.

Assessment: one 2-hour written examination (50%), one 20-minute practical examination (50%). Hurdle requirement: both the written and practical examinations must be passed to pass this unit.

Prescribed Reading:

Brukner, P. and Khan, K. *Clinical sports medicine* Revised 3rd Edn. McGraw-Hill 2007.

PTY2PSC student manual Current Edn.

PTY2PSD PHYSIOTHERAPY SKILLS D (10 CPs Sem. TE-SEM-2 BU.) Dr

Belinda Bilney

In this unit students will cover the theoretical and practical study of assessment and treatment techniques used in physiotherapy, with special emphasis on the spine and mobility. Students will study analysis and re-education of movement dysfunction, including gait and balance, and will be introduced to physiotherapy management of the neurological client, and cardiorespiratory physiotherapy.

Prerequisite: PTY1CLP, HBS1APA, HBS1PPA, PHE1HHB, PTY1PSA, HBS1APB, HBS1BBE, HBS1BHM, PHE1RMH, PTY1PSB, HBS2APC.

Co-requisite: PTY2CLP, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2PAE, PTY2EPA.

Class requirements: Two 1-hour lectures and two 1.5 hour practical sessions per week.

Assessment: One 1-hour written examination (50%). Hurdle requirements: demonstration of a satisfactory level of safety. Students are required to reach a satisfactory standard in both the theoretical and practical examinations of the assessment, one 20-minute clinical assessment (50%).

Prescribed Reading:

Brukner, P and Khan, K *Clinical Sports Medicine* 2nd Edn. McGraw-Hill, 2001.

Physiotherapy Skills D practical manual Current Edn. School of Physiotherapy, La Trobe University.

Prior, J. and Prasard, S.A. *Physiotherapy for respiratory and cardiac problems; adult and paediatrics* 3rd ed., Churchill Livingstone, 2002.
Carr, J., Shepherd R. *Stroke Rehabilitation - guidelines for exercise and training to optimise motor skill* Butterworth Heinemann 2003.

PTY3CCA CORE CLINICAL A IN PHYSIOTHERAPY PRACTICE (20 CPs Sem. TE-W01-05 BE, BU. TE-W30-34 BE, BU. TE-W35-39 BE, BU. TE-W40-44 BE, BU.)

BE: Dr Helen McBurney, BU: Dr Belinda Bilney

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short and long-term goals, and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four Core Clinical Practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY3PHE, PTY3CCB.

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) W31-35, or W36-40 or W41-45. Exact weeks may vary depending on placement availability with clinical agencies.

This unit is not available for study abroad students.

Assessment: Continuous clinical assessment (80%), 1500-word written assignment (20%). Hurdle requirement: a pass must be achieved in both written and clinical components, in order to pass the unit.

Prescribed Reading:

Unit manuals for PTY3MSP, PTY3NEU, PTY3CPR AND PTY3PHE.

PTY3CCB CORE CLINICAL B IN PHYSIOTHERAPY PRACTICE (20 CPs Sem.

TE-W35-39 BE, BU. TE-W40-44 BE, BU. TE-W45-49 BE, BU.) BE: Dr Helen

McBurney, BU: Ms Felicity Blackstock

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short and long-term goals, and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four Core Clinical Practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY3PHE, PTY3CCA.

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) W36-40, W41-45 or W46-50. Exact weeks may vary depending on placement availability with clinical agencies.

This unit is not available for study abroad students.

Assessment: Continuous clinical assessment (80%), 1500-word written assignment (20%). Hurdle requirement: a pass must be achieved in both written and clinical components, in order to pass the unit.

Prescribed Reading:

Unit Manuals for PTY3MSP, PTY3NEU, PTY3CRP and PTY3PHE

PTY3CCC CORE CLINICAL C IN PHYSIOTHERAPY PRACTICE (20 CPs Sem.

TE-W25-29 BE, BU. TE-W40-44 BE, BU. TE-W45-49 BE, BU.) BE: Dr Helen

McBurney, BU: Ms Merilyn Mackenzie

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short and long-term goals, and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four Core Clinical Practicum in which students will develop basic clinical competencies required for safe and

effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY3PHE, PTY3CCA, PTY3CCB.

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) W41-45, W46-50. Exact weeks may vary depending on placement availability with clinical agencies. This unit is not available for study abroad students.

Assessment: Continuous clinical assessment (80%), 1500-word written assignment (20%). Hurdle requirement: a pass must be achieved in both written and clinical components, in order to pass the unit.

Prescribed Reading:

Unit Manuals for PTY3MSP, PTY3NEU, PTY3CRP and PTY3PHE.

PTY3CRP CARDIORESPIRATORY PHYSIOTHERAPY - THEORY AND PRACTICE (15 CPs Sem. TE-SEM-1 BE, BU.)

BE: Dr Helen McBurney, BU:

Ms Felicity Blackstock

In this unit students are introduced to the aetiology, pathology, clinical features, complications and management of common cardiac and respiratory conditions. Emphasis is on the development of physiotherapy skills to assess and treat patients with these conditions. Evidence based practice is applied to patient care in the areas of general and specialist surgery, intensive and coronary care, cardiac and pulmonary rehabilitation, respiratory medicine and chest trauma.

Prerequisite: PTY2CLP, HBS2APC, HBS2PPB, PHE2BDA, PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD.

Co-requisite: PTY3PHE, PTY3NEU, PTY3MSP.

Class requirements: three 1-hour lectures and two 1.5 hour practical classes per week.

Assessment: one 2-hour written examination (50%), one 20-minute practical examination (50%). Hurdle requirement: demonstration of a satisfactory level of safety. To pass this subject, students must obtain a pass in both the written and practical examinations.

Prescribed Reading:

PTY3CRP cardiorespiratory physiotherapy manual current Edn. School of Physiotherapy, La Trobe University.

PTY3FEL INTRODUCTION TO FELDENKRAIS (15. CPs Sem. TE-SEM-1 BU.)

Ms Janet McConville

This unit introduces students to the Feldenkrais method through awareness of movement lessons, discussions, handling activities and a clinical visit. The Feldenkrais method is comprised of awareness through movement, where the student is taken through structured movement sequences usually in a group and functional integration that is one- to-one hands on. The method uses movement to increase a person's self awareness in action, generating a quality of ease and efficiency of movement, improving posture and breathing and enhancing self image.

Co-requisite: PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Quota: 25. Bachelor of Physiotherapy students will be given preference. Remaining places will be allocated based on academic merit.

Class requirements: One 6-hour workshop (week 1), one 2.5-hour workshop per week (weeks 2-13) and a one 2-hour clinical visit.

Assessment: one 2500-word written assignment (80%). Hurdle requirement: satisfactory attendance and participation in class work. Pass in verbal presentation, Learning in clinic and reflective notes, (equivalent to 500-1000 words) (20%), one 15-minute verbal presentation - Pass or Fail grade only (0%).

Prescribed Reading:

Feldenkrais, M Awareness Through Movement: Health Exercises for Personal Growth Harper Collins, San Francisco 1990.

PTY3HON RESEARCH DESIGN IN PHYSIOTHERAPY (15. CPs Sem. TE-ALL-YR BE, BU.)

Professor Karen Dodd

Applicants are selected on the basis of previous academic performance in 1st and 2nd year.

This unit runs concurrently with the undergraduate course and is offered as the first part of a two-year program in third and fourth years, leading to the award of a honours degree. This unit introduces students to the principles of conducting research which is of relevance to physiotherapy. Each student works closely with a supervisor who guides the development of a research project. In addition, students attend regular lectures, seminars and laboratory sessions in which the theoretical and pragmatic aspects of conducting research are discussed. Topics include writing skills for literature reviews, the use of computers in research and the application of principles of research design as learnt in PHE1RMH and PHE2RMH. Emphasis is placed on encouraging the student to apply principles of critical analysis to the theory and practice of research.

Prerequisite: PTY2CLP, HBS2APC, HBS2PPB, PHE2BDA, PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD, PHE1RMH. .

Co-requisite: PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Class requirements: 28 hours of lectures/seminars and 37 hours of contact with supervisor for individual consultation and independent work.

Assessment: one 3500-4500-words systematic literature review and research proposal essay (100%). Hurdle requirement: 20-minute verbal research proposal presentation.

Prescribed Reading:

American Psychological Association. *Publication manual of the American Psychological Association*, 4 5th Edn. Washington, DC: Author 2001.

Recommended Reading:

Portney, L. G. and Watkins M. P. *Foundations of clinical research: applications to practice* 2nd Edn. Appleton and Lange 2000.

PTY3MSP MUSCULOSKELETAL PHYSIOTHERAPY - THEORY AND PRACTICE (15 CPs Sem. TE-SEM-1 BE, BU.)

Ms Janet McConville

In this unit students are introduced to cause, pathology, clinical features and management of common musculoskeletal conditions, including fractures, soft tissue injuries and vertebral syndromes. Emphasis is on the development of physiotherapy skills to assess and treat patients with these conditions.

Prerequisite: PTY2CLP, HBS2APC, HBS2PPB, PHE2BDA, PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD.

Co-requisite: PTY3PHE, PTY3CRP, PTY3NEU. .

Class requirements: Two 1-hour lectures and two 1.5-hour practical sessions per week.

Assessment: one 2-hour written examination (50%), one 20-minute practical examination (50%). Hurdle requirement: demonstration of a satisfactory level of safety. To pass this subject, students must obtain a pass in both the written and practical examinations.

Prescribed Reading:

PTY3MSP orthopaedic practical manual current Edn. School of Physiotherapy, La Trobe University.

PTY3NEU NEUROLOGICAL PHYSIOTHERAPY - THEORY AND PRACTICE (15 CPs Sem. TE-SEM-1 BE, BU.)

Dr Belinda Bilney

In this unit students are able to learn to assess, measure, educate and rehabilitate people with movement disorders and reduced mobility arising from neurological disorders. Students gain an understanding of the aetiology, pathology, clinical presentation and medical and surgical management of common neurological conditions. Skills in movement training are learned by working with expert clinicians, academics, other students and patients and movement analysis and measurement skills are developed to a high standard. Self learning guides complement lectures and practical classes.

Prerequisite: PTY2CLP, HBS2APC, HBS2PPB, PHE2BDA, PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD.

Co-requisite: PTY3PHE, PTY3CRP, PTY3MSP.

Class requirements: Two 1-hour lectures and two 1.5-hour practicals or tutorials per week, one visit to a spinal unit.

Assessment: one 2-hour written examination (60%), one 20-minute practical examination (40%). Hurdle requirement: demonstration of a satisfactory level of safety. To pass this unit, students must obtain a pass in both the written and practical examinations.

Prescribed Reading:

Carr, J., Shepherd R. *Stroke rehabilitation - guidelines for exercise and training to optimise motor skill* Butterworth Heinemann 2003.

PTY3PHE INTERPERSONAL PROCESSES AND PROFESSIONAL PRACTICE

(5 CPs Sem. TE-ALL-YR BE, BU.) BE: Dr Helen McBurney, BU: Dr Megan Davidson, BU: Dr Paul O'Halloran

In this unit students will focus on interpersonal communication skills, analysis of interactions between clinicians and clients and essential knowledge and skills related to physiotherapy professional practice. It encourages the adaptation of clinical reasoning to include case load management, the physiotherapist's role as educator, ethics and quality issues and the development of professional attitudes related to personal learning. Emphasis is placed on providing preparation and support as the students move into clinical settings.

Prerequisite: PTY2CLP, HBS2APC, HBS2PPB, PHE2BDA, PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD.

Co-requisite: PTY3CRP, PTY3MSP, PTY3NEU, PTY3CCA, PTY3CCB.

Class requirements: Module 1 (wk 10 to 17) - One 1.5-hour workshop per week Module 2 (wk 18 to 22) - Three 1.5-hour workshops and two self directed learning tasks. Block mode - One 8-hour workshop over 2 days in week 29 prior to commencement of semester 2 clinic blocks.

Assessment: Attendance and participation in groups (20%), 1200 word workshop journal (30%), 1000-word assignment (50%).

Prescribed Reading:

School of Physiotherapy *PTY3PHE - Interpersonal processes and professional practice manual* Current Edn. La Trobe University.
School of Public Health *Readings for interpersonal processes 3* La Trobe University.

PTY4AMS ADVANCED MUSCULOSKELETAL PHYSIOTHERAPY (5 CPs Sem.

TE-SEM-1 BE, BU.) Ms Janet McConville

This unit builds on the theoretical knowledge and skills obtained in the third year musculoskeletal physiotherapy subjects, so that graduates are better equipped with the skills necessary for treating musculoskeletal disorders. The unit includes revision and refinement of mobilising and manipulation techniques; and information on hand therapy and the management of people with burns.

Prerequisite: PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY4EBP, PTY4PRG, PTY4PWH, HLT3IPA.

Class requirements: one 1-hour lecture per week and 10 hours of practical sessions per semester.

Assessment: Satisfactory rating by supervisor. Refer to performance criteria in PTY4AMS manual (100%). Hurdle requirement: attendance at all classes. If unable to attend any class, refer to PTY4AMS manual for compulsory requirements.

Recommended Reading:

Maitland G.D *Vertebral manipulation* 6th Edn. Butterworths, London 2001

PTY4CCB CORE CLINICAL B IN PHYSIOTHERAPY PRACTICE (20 CPs Sem.

TE-W01-05 BE, BU.) BE: Dr Helen McBurney, BU: Ms Felicity Blackstock

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short and long-term goals, and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four Core Clinical Practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3CRP, PTY3MSP, PTY3NEU.

Incompatible unit: PTY3CCB.

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) in W02-06. Exact weeks may

vary depending on placement availability with clinical agencies.

This unit is not available for study abroad students.

Assessment: Continuous clinical assessment by the supervising therapist against explicit criteria (70%). Hurdle requirement: criteria for clinical assessment are provided to students and supervising therapists prior to commencement of the clinical practicum, 1500-word written assignment (30%). Hurdle requirement: a pass must be achieved in both written and clinical components in order to pass the unit.

Prescribed Reading:

Unit Manuals for PTY3MSP, PTY3NEU, PTY3CRP and PTY3PHE.

PTY4CCC CORE CLINICAL C IN PHYSIOTHERAPY PRACTICE (20 CPs Sem.

TE-W01-05 BE, BU. TE-W09-13 BE, BU. TE-W14-19 BE, BU. TE-W20-24 BE, BU.)

BE: Dr Helen McBurney, BU: Dr Belinda Bilney

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short and long-term goals, and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four Core Clinical Practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3PHE, PTY3CCA, PTY3CCB.

Co-requisite: PTY4CCD.

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) W02-06, W10-14, W16-20 or W21-25. Exact weeks may vary depending on placement availability with clinical agencies.

This unit is not available for study abroad students.

Assessment: Continuous clinical assessment (80%), 1500-word written assignment (20%). Hurdle requirement: a pass must be achieved in both written and clinical components, in order to pass the unit.

Prescribed Reading:

Unit manuals for PTY3MSP, PTY3NEU, PTY3CRP and PTY3PHE.

PTY4CCD CORE CLINICAL D IN PHYSIOTHERAPY PRACTICE (20 CPs Sem.

TE-W01-05 BE, BU. TE-W09-13 BE, BU. TE-W14-19 BE, BU. TE-W20-24 BE, BU. TE-W25-29 BE, BU.) BE: Dr Helen McBurney, BU: Dr Nicholas Taylor

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short and long-term goals, and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four Core Clinical Practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3PHE, PTY3CCA, PTY3CCB, PTY3CCC .

Co-requisite: PTY4CCC .

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) W02-06, W10-14, W16-20 or W21-25 and W26-30. Exact weeks may vary depending on placement availability with clinical agencies.

This unit is not available for study abroad students.

Assessment: Continuous clinical assessment (80%), 1.5 hour written exam (20%). Hurdle requirement: a pass must be achieved in both written and clinical components, in order to pass the unit.

Prescribed Reading:

Unit manuals for PTY3MSP, PTY3NEU, PTY3CRP and PTY3PHE.

PTY4CEA CLINICAL ELECTIVE A (20 CPs Sem. TE-W30-34 BE, BU. TE-W35-39 BE, BU. TE-W40-44 BE, BU.) *BE: Dr Helen McBurney, BU: Dr Megan Davidson, BU: Ms Marilyn Mackenzie*

In this unit, final year students are provided with a range of opportunities to develop knowledge and skills in specific and specialist areas of clinical practice. The specific area of practice is selected to complement and build on the student's prior clinical experiences, and/or to develop an area of particular interest. Students are required to undertake a clinical project which is negotiated with the hospital/clinic.

Prerequisite: PTY3CCA, PTY3CCB, PTY3CCC OR PTY4CCC, PTY4CCD.

Class requirements: 5-week full-time clinical placement (160 hours) W31-35, W36-40, W41-45. Exact weeks may vary depending on placement with clinical agencies.

This unit is not available for study abroad students.

Assessment: Continuous clinical assessment (80%), clinical project equivalent to 1500-words (20%).

PTY4CEB CLINICAL ELECTIVE B (20 CPs Sem. TE-W35-39 BE, BU. TE-W40-44 BE, BU. TE-W45-49 BE, BU.) *BE: Dr Helen McBurney, BU: Dr Megan Davidson, BU: Ms Marilyn Mackenzie*

In this unit, final year students are provided with a range of opportunities to develop knowledge and skills in specific and specialist areas of clinical practice. The specific area of practice is selected to complement and build on the student's prior clinical experiences, and to develop an area of particular interest. Students are required to undertake a clinical project which is negotiated with the hospital/clinic.

Prerequisite: PTY3CCA, PTY3CCB, PTY3CCC or PTY4CCC, PTY4CCD.

Quota: 115.

Class requirements: 5-week full-time clinical placement (160 hours), W36-40, W41-45, W46-50. Exact weeks may vary depending on placement with clinical agencies.

This unit is not available for study abroad students.

Assessment: Continuous clinical assessment (80%), clinical project equivalent to 1500-words (20%).

PTY4EBP EVIDENCE-BASED PRACTICE IN PHYSIOTHERAPY (20 CPs Sem. TE-ALL-YR BE, BU.) *BE: Dr Helen McBurney, BU: Dr Megan Davidson*

In this unit students will develop the basic knowledge and skills required for evidence-based practice in physiotherapy. Students will develop skills in formulating answerable clinical questions, searching for the available evidence, critical appraisal of the literature and making decisions about practice based on the evidence. The unit is comprised of lectures, tutorials and online modules relating to the location and critical appraisal of systematic reviews, randomised controlled trials and other experimental designs, qualitative research and evaluations of diagnostic tests.

Prerequisite: PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Incompatible unit: PTY4HON

Class requirements: six 1-hour lectures, six 1.5-hour tutorials, and 90 hours of web-based self-directed learning tasks and undertaking a critically appraised topic under the guidance of a topic supervisor.

Assessment: Two 1500-word critically appraised papers (40%), one 1-hour exam (20%), and 20-minute verbal presentation (40%).

Prescribed Reading:

Herbert, R. et al. *Practical evidence-based physiotherapy* Edinburgh: Elsevier Butterworth Heinemann 2005.

PTY4HON HONOURS THESIS (45 CPs Sem. TE-ALL-YR BE, BU.) *Professor Karen Dodd*

In this unit, students complete the second part of a two-year program for a honours degree. Under the supervision of an academic staff member, students will be required to plan, conduct and report on original research.

Prerequisite: PTY3HON, PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY4AMS, PTY4PWH, PTY4PRG, HLT3IPA, PTY4CCC AND/OR PTY4CCD.

Incompatible unit: PTY4EBP.

Class requirements: Students will be required to plan, conduct and report on original research. This involves one full day of presentations and one 1-hour meeting per week with supervisor.

This unit is not available for study abroad students.

Assessment: one, 13500-word thesis (100%). Hurdle requirement: one 30-minute verbal presentation.

PTY4PRG PHYSIOTHERAPY IN REHABILITATION AND GERONTOLOGY (10 CPs Sem. TE-W07-24 BE, BU.) *BE: Dr Helen McBurney, BU: Ms Marilyn Mackenzie*

In this enquiry based unit, the topics covered are rehabilitation theory and practical aspects of physiotherapy management in rehabilitation and gerontology. Students gain an understanding of physical and psycho-social aspects of ageing in health and disease and develop an understanding of the role of physiotherapy in health care teams.

Prerequisite: PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY4PWH, PTY4AMS, PTY4EBP OR PTY4HON, HLT3IPA, PTY4CCC AND/OR PTY4CCD.

Class requirements: Contact hours are scheduled over 3 weeks (11/2 - 31/3) and during a subsequent 5 week theory block. Students work in small groups to present 4 case management plans which include interdisciplinary management. Self-learning module on management of circulatory conditions and lymph oedema (1.5-2 hours).

Assessment: Group (consisting of 8-10 students) four case management plans of 2500 words each. (80%). Contribution to group tasks and attendance at a minimum of 80% of group meetings is a hurdle requirement, Peer Assessment (20%).

Recommended Reading:

Clinical Epidemiology and Health Services Evaluation Unit (2004).

Best practice approaches to minimise functional decline in the older person across the acute, sub-acute and residential aged care settings Melbourne Health

AHMAC Care of Older Australians Working Group 2004. *From hospital to home - improving care outcomes for older people.*

Melbourne Melbourne: Metropolitan Health and Aged Care Services Division.

PTY4PWH INTRODUCTION TO PHYSIOTHERAPY IN WOMEN'S HEALTH (5 CPs Sem. TE-SEM-1 BE, BU.) *Mrs Diana Spurr*

In this unit students are introduced to the fundamental knowledge and skills necessary for working in the field of physiotherapy in women's health and continence. The knowledge component includes specific anatomy, physiology and pathology. Skills acquired are of two kinds: those extrapolated from other areas of physiotherapy practice and those specific to the unit. Group dynamics and adult learning skills are further practised and small group teaching is experienced.

Prerequisite: PHE3PHE, PTY3CRP, PTY3NEU, PTY3MSP.

Co-requisite: PTY4EBP OR PTY4HON, PTY4AMS, PTY4PRG, HLT3IPA, PTY4CCC AND/OR PTY4CCD.

Class requirements: two 3-hour seminars, five 1.5-hour practical sessions, one 1-hour practical session and four 1.5-hour student presentation sessions per semester.

Assessment: One 15-minute teaching facilitation session with class design peer handout (70%), one 30-minute written examination (30%). Hurdle requirement: students must satisfactorily complete both components to receive an overall pass in the unit.

Prescribed Reading:

Current Edn. *Resource Manual Introduction to physiotherapy in women's health.*

Current Edn. Lola, WebCT.

SWP1ITP INTRODUCTION TO SOCIAL WORK A (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 MI.) *Dr Sue Hodgkin, Ms Grace Brown, Dr Christine Bigby, Ms Paula Bruce*

In this unit students will be orientated to a university mode of study. They will be introduced to the complex and often contested nature of social work and the diverse knowledge base that informs social work practice. Students will gain an understanding of the core values, the history and current orientation of social work. Ideas that social problems are constructed and understood differently across time and in accordance with different value and theoretical perspectives are

explored. Using selected examples, the impact of societal organisation on individuals and social problems will be examined.

Class requirements: one 2-hour lecture and one 1.5-hour tutorial per week.

Assessment: one study skills and library assignment equivalent to 1250 words (30%), one 1500-word essay (40%), one group class presentation equivalent to 500 words (10%), and one individual write up equivalent to 1000 words (20%).

Preliminary Reading:

Hay, I. and Bochner, D. and Dungey, C. *Making the grade: a guide to successful communication and study* 3rd Edn. Oxford University, 2006.

Recommended Reading:

Mullaly, R. *The new structural social work* Oxford University Press 2007.

Channock, K. *Getting your head around the B.A.* Humanities Academic Skills Unit La Trobe.

O'Connor, I., Wilson, J. and Setterlund, D. *Social work and welfare practice* 4th Edn. Pearson, 2003.

Chenoweth, L. and McAuliffe, D. *The road to social work and human service practice. An introductory text.* Thomson, 2005.

SWP1OPW ORGANISATIONAL APPROACHES TO POLICY WORK (10 CPs Sem. TE-W06-11 AW, BE, BU.) AW: Ms Robyn Mortlock, BE: Ms Di Cox, BU: Ms Maureen Long

In this unit students learn about the policies organisations develop to alleviate poverty in society and the approach they take to implement these policies through their services, research, advocacy and social action. Students explore and analyse the history, mission, values, policies and actions of one Australian organisation involved in poverty alleviation.

Class requirements: five hours of seminars and 30 hours of self directed study.

Assessment: one oral presentation equivalent to 1000 words (10%), one 2000-word essay (organisational analysis) (90%).

Recommended Reading:

Australian Senate Communities Affairs Committee *A hand up not a hand out* AGPS, 2004.

McClelland, A. and Smyth, P. (Eds.) *Social policy in Australia, understanding for action* Oxford University Press, Melbourne 2005. *Unit Manual*

SWP1PPI POLICY, POVERTY AND INEQUALITY (25 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Robyn Mortlock, BE: Ms Di Cox, BU: Ms Maureen Long

In this unit students are introduced to various historical, contemporary and comparative understandings of poverty and inequality. Students examine various definitions and ways to measure poverty, and explore the impact of poverty and inequality on individuals and society.

Australian social policy approaches to the alleviation of poverty are discussed in relation to various groups at particular risk of poverty. Students learn about the policies organisations develop to alleviate poverty in society and the approach they take to implement these policies through their services, research, advocacy and social action. Students analyse the history, mission, values, policies and actions of one Australian organisation involved in poverty alleviation.

Class requirements: two 1-hour lectures per week for 13 weeks, seven 1-hour tutorials per semester, five 2-hour tutorials per semester and 30 hours of self-directed study.

Assessment: one 2000-word essay (organisational analysis) (30%), one 2500-word essay (policy analysis) (40%), one 1500-word fact sheet (20%), one presentation equivalent to 1000 words (10%).

Recommended Reading:

Australian Senate Communities Affairs Committee 2004 *A hand up not a hand-out* AGPS, 2004.

McClelland, A. and Smyth, P. (Eds.) *Social policy in Australia, understanding for action* Oxford University Press, Melbourne, 2006.

Students will be provided with a manual for self directed learning Saunders, P.

The Poverty Wars University of NSW Press, Sydney 2005.

SWP1SPP SOCIAL POLICY AND PRACTICE A (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Robyn Mortlock, BE: Ms Di Cox, BU: Ms Maureen Long

In this unit students are introduced to various historical, contemporary and comparative understandings of poverty and inequality. Students examine various definitions and ways to measure poverty, and explore the impact of poverty and inequality on individuals and society.

Australian social policy approaches to the alleviation of poverty are explored in relation to various groups at particular risk of poverty.

Class requirements: two 1-hour lectures for 13 weeks and one 1-hour tutorial per week for 12 weeks.

Assessment: one 1500-word statistical commentary (30%), one 2500-word essay (70%).

Preliminary Reading:

Australian Senate Communities Affairs Committee *A hand up not a hand-out* AGPS, 2004.

McClelland, A. and Smyth, P. (Eds.) *Social Policy in Australia, Understanding for Action* Oxford University Press, Melbourne 2005.

Saunders, P. *The Poverty Wars* University of NSW Press, Sydney 2005.

SWP2DLC DEVELOPMENT ACROSS THE LIFE COURSE IN SOCIAL CONTEXTS (20 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Dr Judith Gibbs, BE: Dr Jennifer Lehmann, BU: Dr John McCormack

In this unit students will build on first year psychological studies and explore human development within a social context, drawing out implications for social work practice. It focuses on human development across the life course and the key roles played by relationships in influencing development. It considers the challenges to individual and social functioning of non-normative factors such as illness, impairment and disability during the life course. It covers particular implications for social work practice when development becomes problematic as well as in normal development transitions.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 2000-word essay (40%), one 3000-word essay (60%).

Prescribed Reading:

Peterson, C. *Looking forward through the life span* 4th Edn. Pearson Education, 2004.

Recommended Reading:

Bowes, J.M. and Hayes, A. (eds) *Children, families and communities: contexts and consequences* Oxford University Press 1999.

Noller, P., Feeney, J. A. and Peterson, C. A. *Personal relationships across the lifespan* Psychology Press 2003.

Lehmann, J. *The Harvey's and other stories* Innovative Resources 2003.

SWP2HSO SOCIAL WORK IN HUMAN SERVICE ORGANISATIONS A (10 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: Dr Jennifer Lehmann, BU: Ms Margarita Frederico

In this unit students are introduced to the organisational context of social work practice. In the context of the interface of policy and practice, students will explore the role of human service organisations in the delivery of social services and the practice of social work. Through lectures, seminars and required visits to organisations the student will examine the organisational knowledge and skills necessary to practice effectively in the organisational context of welfare.

Class requirements: one 1-hour lecture and one 1-hour tutorial per week. Three of the tutorial hours will be allocated as time for students to undertake organisational visits.

Assessment: one 2000-word paper on organisational case study (66%), one 1-hour examination (for Albury-Wodonga and Bundoora) (34%). In Bendigo the examination will be substituted by one structured investigative journal of approximately 2000 words.

Recommended Reading:

Jones, A. and May, J. *Human service organisations: a critical introduction* Longman Cheshire, Melbourne 1992.

Donovan, F. and Jackson, A. *Managing human service organisations* Prentice Hall, Australia 1991

O'Connor, I., Wilson, J. and Setterlund, D. *Social work and welfare practice* 3rd Edn. Pearson Education Australia, NSW 1999.

SWP2ITP INTRODUCTION TO SOCIAL WORK B (20 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: TBA, BU: Dr Helen Cleak

In this unit students will be provided with an understanding of the theoretical foundations and values of social work and social work practice. This unit will examine what social workers need to know, the values and ideology that frames social work and then what they do in practice. This will enable students to develop an overall map of the knowledge and skills required for social work, with a particular emphasis on the systems theory and an approach to practice that is known as the ecosystem perspective. The student will be introduced to the major contexts in which a generalist social worker operates and the different forms and levels of intervention, namely the micro, mezzo and macro levels and the role of social workers in these different settings.

Class requirements: one 2-hour lecturer per week and 14 hours of tutorials over the semester.

Assessment: one 1500-word research essay (40%), one 3500-word essay (60%).

Prescribed Reading:

Payne, M. *Modern social work theory* 3rd Edn. Palgrave 2005.
Chenoweth, L. and McAuliffe, D. *The road to social work and human service practice* Thompson Learning 2005.
Thompson, N. *Understanding social work: preparing for practice* Palgrave Macmillan 2005.

SWP20CP ORGANISATIONAL CONTEXTS OF SOCIAL WORK PRACTICE

(20 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE:

Dr Jennifer Lehmann, BU: Ms Margarita Frederico

In this unit students will explore the role of human service organisations in the delivery of social services and the practice of social work. Through lectures and tutorials, or seminars, student will examine organisation theory and the organisational knowledge and skills necessary to practice effectively in the organisational context of social and community services which is characterised by complex developments in policy, practice interventions and accountability. Student will complete an investigatory assessment task of an organisation, as approved by the unit coordinator.

Prerequisite: SWP2PPH.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week for Bundoora and Albury-Wodonga students; one 3-hour seminar per week for Bendigo students; 10-hours of self directed learning per semester; two hours of tutorial time will be allocated for students to undertake organisational visits.

Assessment: one 2000-word paper on organisational case study (35%), one structured investigative journal of approximately 2000 words (30%), one 2-hour examination (for Albury-Wodonga and Bundoora) (35%). In Bendigo the examination will be substituted by one 2000-word essay).

Recommended Reading:

Jones, A. and May, J. *Human service organisations: a critical introduction* Longman Cheshire 1992.
Donovan, F. and Jackson, A. *Managing human service organisations* Prentice Hall 1991.
Jackson, A. and Donovan F. *Managing to survive: managerial practice is not for profit organisations* Allen and Unwin, 1999.
O'Connor, I., Wilson, J. and Setterlund, D. *Social work and welfare practice* 4th Edn. Pearson Education Australian 2004.

SWP2PPH PROFESSIONAL PRACTICE: HISTORY AND VALUES (30 CPs

Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: TBA, BU: Dr Helen Cleak

In this unit students will be provided with an understanding of the theoretical foundations and values of social work and social work practice. This unit will examine what social workers need to know, the values and ideology that frames social work and then what they do in practice. This will enable students to develop an overall map of the knowledge and values required for social work, with a particular emphasis on the systems theory and an approach to practice that is known as the ecosystem perspective. The student will be introduced to the major contexts in which a generalist social worker operates and the different forms and levels of intervention, namely the micro, mezzo and macro levels and the role of social workers in these different settings. Throughout the unit students will be encouraged to explore, articulate and share their experiences and relate them to their ongoing development as social work students.

Class requirements: one 2-hour lecture per week, one 2-hour tutorial per week and 15 hours of self directed learning.

Assessment: one 3500-word essay (40%), one 4000-word research essay (60%). Hurdle requirement: students must present one 10-minute individual poster presentation.

Prescribed Reading:

Payne, M. *Modern Social Work Theory* 3rd Edn. Palgrave 2005.
Chenoweth, L. and McAuliffe, D. *The road to social work and human service practice* Thompson Learning 2005.
Thompson, N. *Understanding social work: preparing for practice* Palgrave Macmillan 2005.

SWP2REC SOCIAL WORK AND REFLECTIVE COMMUNICATION (20 CPs

Sem. TE-SEM-1 MI. TE-SEM-2 AW, BE, BU.) AW: Ms Robyn Mortlock, BE:

Dr Jennifer Lehmann, BU: Dr Trish McNamara, MI: Ms Paula Bruce

In this unit students are encouraged to critically examine how their values and beliefs shape emotional and behavioural responses. Students are helped to develop a foundation for effective interpersonal communication based on conscious use of self and critical self-reflection. Students are exposed to human communication issues relevant to social work from the microsystems level to the macro level of society. Students will study different models of communication emphasising the importance of understanding social diversity. Largely experiential seminars will encourage students to become aware of their own interactional style in one to one situations and in groups, and to become increasingly self-confident communicators.

Class requirements: one 2-hour lecture and one 2-hour seminar per week.

Assessment: one 2500 - 3000-word essay (50%), one group presentation (15 minutes per member) (25%), one 1500-word individual write up of presentation (25%).

Prescribed Reading:

Adler, R. and Rodman, G. *Understanding human communication* 9th Edn. Oxford University Press 2006.

SWP2RES RESEARCH FOR SOCIAL WORK PRACTICE A (10 CPs Sem. TE-

SEM-2 AW, BE, BU.) AW: Dr Suzanne Hodgkin, BE: Ms Pascal Janice, BU: Dr Martin Ryan

In this unit students will be introduced to core concepts in the research process as it applies to social work practice. There will be an overview of both quantitative and qualitative approaches to research. Students will explore the key concepts involved in planning, designing and implementing a social work research study. This knowledge of these concepts will be developed through the preparation of a literature review and a research proposal.

Class requirements: one 1-hour lecture and one 1-hour tutorial per week.

Assessment: one 2000-word essay (60%), one 1000-word essay (40%).

Prescribed Reading:

Bouma, G. and Ling, R. *The research process* 5th Edn. Oxford University Press, South Melbourne 2004.

Recommended Reading:

Bryman, A. *Social research methods* 2nd Edn. Oxford University Press 2004.

SWP3COM SOCIAL WORK PRACTICE IN COMMUNITIES (15 CPs Sem.

TE-SEM-1 AW, BE, BU, MI.) AW: Ms Robyn Mortlock, BE: Ms Dianne Cox, BU: Dr Carmel Laragy, MI: Ms Paula Bruce

In this unit students will focus on social work practice at the community and societal levels. It covers conceptual and theoretical underpinnings of community development including principles, such as active citizenship and participatory democracy. It has a broad focus in that it covers social, economic, political, cultural, environmental and personal development. It will examine community development as a framework to facilitate people, communities and organisations to engage in the change process and to promote social well-being and community building.

Class requirements: two 1-hour lectures and one 1-hour seminar per week. .

Assessment: one 2000-word essay (40%), one group 3000-word essay (40%), one group presentation (5-minutes per member) (20%).

Prescribed Reading:

Ife, J. and Tesoriero, F. *Community development: community-based alternatives in an age of globalisation* 3rd Edn. Pearson 2006.
Kenny, S. *Developing communities for the future: community development in Australia* 3rd Edn. Thomson, Australia 2006.
Kirst-Ashman, K and Hull, G. *Generalist practice with organisations and communities* 3rd Edn. Thomson Brooks/Cole 2006.

SWP3FEA FIELD EDUCATION A (40 CPs Sem. TE-W36-49 AW, BE, BU, MI. TE-W44-07 AW, BE, BU, MI.) AW: Mr Jerry Sweeting, BE: TBA, BU: Dr Helen Cleak, MI: Ms Paula Bruce

This unit will offer students the opportunity to integrate different theoretical perspectives and skills by undertaking a supervised fieldwork practicum. Students are placed in a range of human service organisations and are required to become experiential learners who can reflect critically on their practice and who can demonstrate beginning skills in appropriate social work skills. SWP3FEA is the first and SWP4FEB the second of two fieldwork placements to be undertaken by the students under the supervision of a qualified social worker with the liaison support of an academic staff member. Each placement period is 14 weeks full-time as required by the AASW and is normally taken in second semester (September to December) each year. As part of the practicum, students will be required to attend 10-hours of preparatory seminars (held in both first and second semester) and 10-hours of seminars throughout the practicum to integrate theory with the practicum experience.

Prerequisite: SWP3IFG, SWP3LER.

Class requirements: Field placement of 14 weeks full-time (70 days) and 8 hours of preparatory lectures/seminars.

Assessment: learning agreement, mid placement and final placement reports as per BSW Field Education Handbook (100%). Assessed as pass or fail grade.

Recommended Reading:

Cooper, L. and Briggs, L. *Fieldwork in the human services* Allen and Unwin, Sydney 2000.
Cleak, H. and Wilson, J. *Making the most of field placement* Thomson 2004.
Bogo, M. and Vayda, E. *The practice of field instruction in social work* Columbia University Press, New York 1998.

SWP3FOA FIELD EDUCATION AND ORGANISATIONAL ANALYSIS (55 CPs Sem. TE-W36-49 AW, BE, BU.) AW: Mr Jerry Sweeting, BE: Ms TBA, BU: Dr Helen Cleak

In this unit students will have the opportunity to integrate different theoretical perspectives and skills by undertaking a supervised and supported fieldwork practicum. Students are placed in a human service organisation and encouraged to become experiential learners who can reflect critically on their practice and who can demonstrate beginning skills in appropriate social work tasks and roles. Students explore the nature of the placement as a learning experience and the organisational context of field education. Students undertake a 14-week full-time fieldwork placement under the supervision of a qualified social worker with regular contact and support directly and online from an academic staff member. The unit has additional explicit focus on the organisational context's impact on practice.

Prerequisite: SWP2OCP, SWP3IFG, SWP3LER.

Class requirements: Field placement of 14 weeks full-time (70 days); 10 hours of preparatory lectures/seminars in semester 1 and 2; 18 hours of integrative lectures/seminars and guided reading.

Assessment: One 1500-word essay on reflective preparation for placement (10%), all evaluation documentation as per BSW Field Education Handbook equivalent to 9000 words (70%). Also involves presentations at integrative seminars, one 2000-word essay on an organisational analysis (20%). Unit is assessed as pass or fail grade only

Recommended Reading:

Cooper, L. and Briggs, L. *Fieldwork in the human services* Allen and Unwin 2000.
Cleak, H. and Wilson, J. *Making the most of field placement* Thompson 2004.

Bogo, M. and Vayda, E. *The practice of field instruction in social work* Columbia UP 1998.

SWP3FOP FIELDS OF SOCIAL WORK PRACTICE A (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.) AW: Dr Guinevere Threlkeld, BE: Ms Di Cox, BU: Ms Maureen Long, MI: Ms Paula Bruce

In this unit students are introduced to the practice of social work in diverse fields exploring context, policies, programs and practice in various fields. The content helps to integrate social work knowledge and builds on core social work knowledge and skills, introducing further knowledge and skills specific to the field being studied. Specific fields are selected by the School each year and may include social work practice and mental health; children and families; ageing; grief and loss; disability; protective services, health; addiction studies; child protection; poverty and inequality; and international social work.

Class requirements: five hours of seminars/lectures per week for 6 weeks plus self directed learning activities equivalent to 9 hours of classroom contact across the semester.

Assessment: One 1000-word essay (25%) one 20-minute verbal presentation may be undertaken in lieu of the 1000-word essay, one 3000-word essay (75%).

Recommended Reading:

Teare, R. J. and Sheafor, B. W. *Practice sensitive social work education: an empirical analysis of social work practice and practitioner* Council of Social Work Education 1995.
Davies, M. Edn. *The Blackwell companion to social work* Blackwell Publishing 2002.

SWP3IFG SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES AND GROUPS A (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) BE: Ms Jan Pascal, BE: TBA, BU: Mr Mark Furlong, MI: Ms Paula Bruce

In this unit students will be introduced to a basic understanding of theories and models of social work practice with individuals, families and groups integrated with structured opportunities to develop and refine: self-knowledge; critical reflection and casework interview skills. Students will also develop skills in undertaking casework assessment and interventions. As such, this unit aims to integrate theoretical models with direct casework practice. Throughout, this unit encourages active participation in role plays, value clarification exercises, exploring social and personal assumptions, as well as developing an awareness of relationship between social and personal issues. The expected outcome for this unit is the achievement of a level of competence in social work practice sufficient for entry into a first supervised fieldwork placement.

Recommended Prior Studies: SWP2ITP, SWP2REC.

Class requirements: two 1-hour lectures and one 3-hour seminar per week.

Assessment: one 1000-word personal reflection (15%), one 1000-word case formulation (15%), one 2000-word follow-on case study (50%), simulated casework interviews equivalent to a 20-minute verbal presentation (20%). Hurdle requirement: students must obtain a pass standard in the simulated casework interviews and attend 80% of seminars/tutorials in order to obtain a pass in this unit.

Recommended Reading:

Trevithick, P. *Social work skills: a practice handbook* 2nd Edn. Open University Press 2005.
Healy, K. *Social work theories in context* Palgrave 2005.
Fook, J. *Social work: critical theory and practice* Sage 2002.

SWP3ITP INTRODUCTION TO SOCIAL WORK (10 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Ms Virginia Mansel Lees, BE: Dr Jennifer Lehmann, BU: Mr David Green, MI: Ms Paula Bruce

This unit is available to Bachelor of Social Work (Advanced Standing) students only.

In this unit two-year BSW (Advanced Standing) students are provided with opportunities to relate prior learning and experiences to the key values and orientation, the knowledge-base and the skills of social work, including its multilevel analytic and interventive nature. They will cover aspects of the Social Work profession, the historical and contemporary construction of social problems and the welfare state (with a particular focus on the contemporary restructuring of the welfare state) and key defining issues for contemporary social work practice.

Class requirements: one 1-hour lecture per week for 12 weeks and one 2-hour seminar per fortnight during semester.

Assessment: one 1000-word exploratory learning essay (40%), one 1500-word essay investigating a social work issue (60%).

Recommended Reading:

Ife, J. *Human rights and social work* Cambridge University Press 2001.

Payne, M. *Modern social work theory* Macmillan 1997.

Ife, J. *Rethinking social work* Longman 1997.

Adams, K., Dominelli, L., and Payne, M. *Social work: themes issues and current debates* Macmillan 1998.

Thompson, N. *Understanding social work: preparing for practice* Macmillan 2000.

SWP3LER SOCIAL WORK PRACTICE: LAW ETHICS AND HUMAN RIGHTS (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI.)

AW: Dr Guinevere Threlkeld, BE: Ms Grace Brown, BU: Dr Carmel Laragy, MI: Ms Paula Bruce

In this unit students explore the foundations of legal and ethical decision-making, the implications of working within the Australian legal system and address concepts of moral philosophy that underpin the AASW Code of Ethics and AASW Practice Standards. Students examine the human rights regime, its relevance to social work and the role of ethics from various perspectives in social work practice. They explore a process for ethical decision-making. There is an examination of the legal contexts within which social workers function and which they are expected to understand in their practice.

Class requirements: two 1-hour lectures (weeks 1-5), one 1-hour lecture (weeks 6-13), one 1-hour tutorial per week for 12 weeks plus an additional 8 hours for two court visits during semester.

Assessment: one 1750-word court report (40%), one 2000-word essay (60%).

Prescribed Reading:

AASW Ltd *AASW practice standards* Australian Association of Social Workers Ltd 2003.

AASW Ltd *Code of ethics and by-laws on ethics* Australian Association of Social Workers Ltd 1999.

Kennedy, R. and Richards, J. *Integrating Human Service Law and Practice* Oxford University Press 2004

Chenoweth, L. and McAuliffe, D. *The road to social work and human service practice* Thomson 2005.

Recommended Reading:

Banks, S. *Ethics, accountability, and the social professions* Palgrave Macmillan 2004.

Ife, J. *Human rights and social work* University Press 2002.

Swain, P.A. (Ed.) *In the shadow of the law: the legal context of social work practice* 2nd Edn. The Federation Press 2002.

Lundy, C. *Social work and social justice: a structural approach to practice* Broadview Press c2004.

Reamer, F.G. *Social work values and ethics* Columbia University Press 1999.

SWP3RES RESEARCH FOR SOCIAL WORK PRACTICE B (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.)

AW: Dr Guinevere Threlkeld, BE: Ms Grace Brown, BU: Dr John McCormack, MI: Ms Paula Bruce

In this unit students will build on previous research education to provide research skills and knowledge for direct application in social work practice. A range of approaches to social work practice research will be explored including evidence-based research, clinical research and qualitative methods. There will also be significant input on data analysis, both qualitative and quantitative in the unit.

Recommended Prior Studies: SWP2RES.

Class requirements: two 2-hour lectures and one 1-hour computer laboratory/seminar per week for 6 weeks plus self directed learning activities equivalent to 3 hours of classroom contact across the teaching period.

Assessment: one 2500-word research proposal (65%), one 1500-word data analysis exercise (35%).

Prescribed Reading:

Alston, M. and Bowles, W. *Research for social workers: an introduction to methods* 2nd Edn. Allen and Unwin 2003.

Recommended Reading:

Creswell, J. *Qualitative inquiry and research design: choosing among five traditions* Sage 1998.

Pallant, J. *Survival manual: a step-by-step guide to data analysis using SPSS for Windows* Version 10, Allen and Unwin 2005.

SWP4DIV DIVERSITY AND SOCIAL WORK PRACTICE (10 CPs Sem. TE-W29-35 AW, BE, BU, MI.)

AW: Ms Virginia Mansel Lees, BE: Ms Di Cox, BE: Dr Jennifer Lehmann, BU: Mr Mark Furlong, MI: Ms Paula Bruce

This unit will particularly emphasize social work practice methods in a diverse society. In order to introduce and develop the concept of 'diversity and social work practice' three broad arenas of 'difference' will be featured from amongst the many forms of social and cultural diversity. These arenas are not exclusive but will in this instance be: Indigenous Australians; sexuality; and migration and culture. As social workers are expected to practice within a framework of social and cultural difference, the aim of the unit is to introduce students to, and to promote values and skills for, 'difference-competent practice' and 'anti-oppressive practice'.

Class requirements: One 2-hour lecture, one 1-hour lecture and one 1-hour tutorial per week for 6 weeks across the semester.

Assessment: One 1000-word essay (40%), one 1500-word essay (60%).

Recommended Reading:

Dominelli, L. *Anti-oppressive social work theory and practice* Palgrave 2002.

Mullaly, B. *Challenging oppression, a critical social work approach* Oxford University Press 2002.

Trompenaars, F. and Hampden-Turner, C. *Riding the waves of culture: understanding cultural diversity in business* Nicholas Brear 2002.

SWP4FEB FIELD EDUCATION B (40 CPs Sem. MI. TE-W26-39 BE. TE-W36-49 AW, BE, BU, MI.)

AW: Mr Jerry Sweeting, BE: TBA, BU: Dr Helen Cleak, MI: Ms Paula Bruce

In this unit, students will undertake a supervised fieldwork practicum which will provide opportunities to integrate theoretical knowledge with practice and develop competencies to the standard required by AASW. Students are placed in a range of human service organisations to demonstrate their knowledge and skills and further develop their practice knowledge. SWP3FEA is the first and SWP4FEB the second of two fieldwork placements to be undertaken by students under the supervision of a qualified social worker with the liaison support of an academic staff member. Each placement period is 14 weeks full-time as required by the AASW and is normally taken at the end of second semester (September to December) each year. As part of the practicum, students will be required to attend 6-hours of preparatory seminars (held in both first and second semester) and 10-hours of seminars throughout the practicum to integrate theory with the practicum experience.

Prerequisite: SWP3COM, SWP3FEA, SWP4IFG, SWP4SPP, SWP4DIV, SWP4FOP.

Class requirements: Field placement of 14 weeks full-time (70 days) and 6-hours of preparatory lectures/seminars.

Assessment: learning agreement, mid-placement and final placement reports as per BSW Field Education Handbook (100%). Assessed on pass or fail grade.

Recommended Reading:

Cooper, L. and Briggs, L. *Fieldwork in the human services* Allen and Unwin, Sydney 2000.

Cleak, H. and Wilson, J. *Making the most of field placement* Thomson 2004.

Doel, M., and Shadlow, S. (Eds.) *Social work in a changing world: an international perspective on practice learning* Arena: Brookfield, Vt: Ashgate 1996.

SWP4FOP FIELDS OF SOCIAL WORK PRACTICE B (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.)

AW: Dr Guinevere Threlkeld, BE: Ms Di Cox, BU: Ms Maureen Long, MI: Ms Paula Bruce

In this unit students are introduced to the practice of social work in diverse fields exploring context, policies, programs and practice in various fields. The content helps to integrate social work knowledge

and builds on core social work knowledge and skills, introducing further knowledge and skills specific to the field being studied. Specific fields are selected by the School each year and may include social work practice and mental health; children and families; ageing; grief and loss; disability; protective services, health; addiction studies; child protection; poverty and inequality; and international social work.

Prerequisite: SWP3FOP, SWP3FEA.

Class requirements: five hours of seminars/lectures per week for 6 weeks plus self directed learning activities equivalent to 9 hours of classroom contact across the semester.

Assessment: One 1000-word essay (25%) one 20-minute verbal presentation may be undertaken in lieu of the 1000-word essay, one 3000-word essay (75%).

Recommended Reading:

Teare, R. J. and Sheafor, B. W. *Practice sensitive social work education: an empirical analysis of social work practice and practitioner* Council of Social Work Education 1995.
Davies, M. (Ed.) *The Blackwell companion to social work* Blackwell Publishing 2002.

SWP4FPP FIELD EDUCATION AND PROGRAM PLANNING (55 CPs Sem. TE-W37-50 AW, BE, BU.) AW: Mr Jerry Sweeting, BE: TBA, BU: Dr Helen Cleak

In this unit students will have the opportunity to integrate different theoretical perspectives and skills by undertaking a supervised and supported fieldwork placement. Students are placed in a human service organisation and are required to be experiential learners who can reflect critically on their practice and can demonstrate graduate level skills in a range of social work roles and tasks. In first semester students focus on program design and evaluation. In second semester students commence a 14-week placement under the supervision of a qualified social worker with regular contact and support directly and online from an academic staff member. They also complete a program plan or program evaluation.

Prerequisite: SWP3COM, SWP3FOA, SWP4IFG, SWP4SPP, HLT3IPA, SWP4FOP, SWP4DIV.

Class requirements: 6 hours pre-placement seminars; 15 hours of integrative seminars; field placement of 14 weeks full-time (70 days); and participation in online forum throughout placement.

Assessment: One 3000-word essay on integration of theory and practice and critical reflections (30%). All assessment is calculated as pass or fail grade only. Students must submit all documentation to pass the unit, all evaluation documentation as per BSW Field Education Handbook equivalent to 9000 words (70%). This assessment includes participation in online discussion throughout the placement.

Recommended Reading:

Cooper, L. and Briggs, L. *Fieldwork in Human Services* Allen and Unwin 2000.
Cleak, H. and Wilson, J. *Making the Most of Field Placement* Thomson 2004.
Bogo, M. and Vayda, E. *The Practice of Field Instruction in Social Work* Columbia UP 1998.

SWP4HOA SOCIAL WORK HONOURS A (20 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Dr Guinevere Threlkeld, BE: Dr Jennifer Lehmann, BU: Professor Allan Borowski

Available only to BSW Honours students. Successful completion of Third year of the BSW degree and a high level of academic performance. In addition, honours students must enrol in all BSW Year 4 units except Diversity in Social Work Practice and Fields of Practice B. This unit represents one semester of a year-long program and must be taken in conjunction with SWP4HOB.

In this unit the major tasks for honours students are: (1) the satisfactory completion of a research proposal, and (2) a seminar presentation of their research topic. Please note that this unit is to be undertaken with SWP4HOB.

Prerequisite: SWP3COM, SWP3IFG, SWP3LER, SWP3FOP, SWP3RES, SWP3FEA

Class requirements: one 2-hour seminar per week in semester one and attendance at regular thesis supervision sessions as required by the supervisor.

This unit is not available for study abroad students.

Assessment: one 30-minute seminar presentation of research proposal (20%) assessed as pass/fail grade only. Students must pass both components to pass unit, one 3000-word (approximately) research proposal (80%).

Recommended Reading:

Bryman, A. *Social Research Methods* 2nd Edn. Oxford University Press 2004.
Grinnell, R.M. *Social work research and evaluation* 6th Edn. F.E. Peacock 2001.

SWP4HOB SOCIAL WORK HONOURS B (20 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Dr Guinevere Threlkeld, BE: Dr Jennifer Lehmann, BU: Professor Allan Borowski

Available only to BSW Honours students. Successful completion of Third year of the BSW degree and a high level of academic performance. In addition, honours students must enrol in all BSW Year 4 units except Diversity in Social Work Practice and Fields of Practice B. This unit represents one semester of a yearlong program and must be taken in conjunction with SWP4HOA.

Available only to BSW Honour

In this unit the major tasks for honours students is the completion, under supervision, of an honours research thesis of 10,000-12,000-words that addresses a meaningful research question. Please note that this unit is to be undertaken with SWP4HOA.

Prerequisite: SWP4HOA.

Class requirements: four 2-hour seminars in semester 2 and attendance at regular thesis supervision sessions as required by the supervisor.

This unit is not available for study abroad students.

Assessment: One 10,000-12,000-word thesis (100%). This assessment is taken in conjunction with that of SWP4HOA.

Recommended Reading:

Bryman, A. *Social research methods* 2nd Edn. Oxford University Press 2004.
Grinnell, R.M. *Social work research and evaluation* 7th Edn. Oxford University Press 2005.

SWP4IFG SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES AND GROUPS B (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Ms Virginia Mansel Lees, BE: TBA, BU: Dr Noel Renouf, MI: Ms Paula Bruce

In this unit the aim is to build on the content of SWP3IFG and to develop for students a more advanced level of knowledge, values and skill in relation to social work practice with individuals, families and groups. In addition there will be coverage of key areas of contemporary practice such as case management, multi-cultural service users and the tension between structural and post-structural perspectives. Throughout, this unit encourages active participation in skills training using role plays, value clarification exercises, exploring social and personal assumptions, as well as developing an awareness of the relationship between social and personal issues. The expected outcome for this unit is the achievement of a level of competence in social work practice sufficient for entry into the final supervised fieldwork placement.

Prerequisite: SWP3IFG, SWP3FEA.

Class requirements: two 1-hour lectures and one 3-hour seminar per week.

Assessment: one 1000-word essay (20%), one major 2000-word critical reflection (35%), one 1500-word follow-on case study (25%), simulated casework interviews equivalent to a 20-minute verbal presentation (20%). Hurdle requirement: students must obtain a pass standard in the simulated casework interviews and attend 80% of seminars/tutorials in order to obtain a pass in this unit.

Recommended Reading:

Alla, J., Pease, B. and Briskman, L. (Eds.) *Critical social work: an introduction to theories and practices* Allen and Unwin, 2003.
Fook, J. *Critical theory and practice* Sage 2002.
Payne, M. *Modern social work theory* 3rd Edn. Palgrave Macmillan 2005.
Trevithick, P. *Social work skills: a practice handbook* 2nd Edn. Open University Press 2005.
Healy, K. *Social work theories in context* Palgrave 2005.

SWP4SPP SOCIAL POLICY AND PRACTICE B (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Dr Guinevere Threlkeld, BE: Ms Di Cox, BU:

Professor Allan Borowski, MI: Ms Paula Bruce

In this unit students are enabled to be policy practitioners through the development of skills and knowledge about how the social policy contexts affects social work practice, and how to intervene effectively in the policy process. It introduces students to the meaning of social policy and its concepts and frameworks for understanding and developing policies. This unit covers material about the welfare state, how it operates in Australia and in other countries and how it is changing.

Class requirements: three 1-hour lectures per week for 13 weeks and one 1-hour tutorial per week for 10 weeks.

Assessment: One 2500-word essay (40%), one 3500-word essay (60%).

Prescribed Reading:

McClelland, A and Smyth, P. *Social policy in Australia: understanding for action* Oxford University Press 2006.

Recommended Reading:

Bridgman, P. and Davis, G. *The Australian policy handbook* 3rd Edn. Allen and Unwin 2004.

Pierson, C. and Castles, F. (Eds.) *The welfare state reader* Polity Press 2000.

Faculty of Humanities and Social Sciences

Faculty directory

Enquiries: Faculty Office
 Level 3, Humanities 3 Building, Bundoora Campus
 10.00 am to 4.00 pm Monday to Friday
 Tel: (03) 9479 2023 / 9479 2336
 Email: lhuss@latrobe.edu.au
 Web: www.latrobe.edu.au/humanities

School of Communication, Arts and Critical Enquiry

Head of School: Dr Geoff Mayer
 Location: Melbourne (Bundoora) Campus
 Tel: (03) 9479 3038 / 9479 2321
 Fax: (03) 9479 1434
 Email: CACE@latrobe.edu.au
 Web: www.latrobe.edu.au/czce

School of Historical and European Studies

Head of School: Professor Tim Murray
 Location: Humanities 3 Building,
 Melbourne (Bundoora) Campus
 Tel: (03) 9479 2572
 Fax: (03) 9479 2879
 Email: d.hewitt@latrobe.edu.au
 Web: www.latrobe.edu.au/histeuro

School of Social Sciences

Head of School: Professor John Fitzgerald
 Location: Social Sciences
 Tel: (03) 9479 2300
 Fax: (03) 9479 2705
 Email: socsci@latrobe.edu.au
 Web: www/latrobe.edu.au/socsci

School of Visual Arts and Design

Head of School: Dr. James McArdle
 Location: Bendigo Campus Visual Arts
 Tel: (03) 5444 7969
 Fax: (03) 5444 7953
 Email: visualarts@latrobe.edu.au
 Web: www.latrobe.edu.au/visualarts

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Faculty of Humanities and Social Sciences

General information

Disciplines

The faculty's disciplines are Ancient Greek, anthropology, archaeology, art history, Chinese, cinema studies, English, history, Indonesian, Italian studies, Japanese, linguistics, media studies, Modern Greek, philosophy (including logic), politics, sociology, Spanish and theatre and drama.

Areas of study

The faculty's areas of study are Aboriginal studies, ancient Mediterranean studies, Asian studies, Australian studies, development studies, environmental enquiry, European cultures, gender, sexuality and diversity studies, Latin American studies, Modern Greek studies, modern Mediterranean studies, North American studies, peace studies, religion and spirituality studies.

In addition to the areas of study listed above, it is also possible to study AUSLAN, French, and German. Subject to enrolment numbers, the following languages may also be offered: Catalan, Galician, Hindi, Latin, Portuguese, and Sanskrit.

International students

Admission of international students is coordinated by the university's International Programs Office. For information on application procedures, accommodation, visa requirements, fees, contact the office on (03) 9479 1199, or write to International Programs Office, La Trobe University, Bundoora, Victoria 3086 Australia.

Non-native English speakers who wish to develop their language and academic skills should contact the Language and Academics Skills (ESL) Unit.

The units EDU1ESL English as a Second Language 1 and EDU4ESL English as a Second Language 2 are available for credit to international students from non-English speaking backgrounds that have not successfully completed an Australian Year 12 English unit. These units help to develop students' English skills in an academic environment and may be taken in either teaching period. For further information, obtain a leaflet from the International Programs Office or contact the Language Centre.

Academic progress

Students are regarded as not having made satisfactory academic progress if they have not passed at least one-half of their enrolment, or if they have failed to meet a condition previously imposed on them by the Academic Progress Committee. For the purpose of this rule, a current enrolment is taken to include any unit in which a student remains enrolled at the completion of the unit or any unit awarded a KN or NS grade.

The faculty considers the examination results in early December. Students who have failed to satisfy academic progress requirements may be required to attend academic counselling before they are permitted to re-enrol in their course. Students in the first year of their enrolment will be allowed to re-enrol, but must pass a minimum of two-thirds of their next enrolment or attend academic counselling. Students who have had academic counselling for two consecutive years will be required to make a case for their continuing enrolment (through the faculty's 'show cause' process) if they fail to meet academic progress requirements in the subsequent year.

Normally, the maximum time allowed to complete the Bachelor of Arts is ten years of part-time study.

Unit enrolment

The unit coordinator's signature is required for enrolment in any unit after the first week of semester. Unit enrolment after the third week of semester requires the signature of the Head of School.

Unit quotas

Quotas are imposed on some first year units. These include media studies and drama units. Quotas are also applied to later year units in some schools and departments. For details, see the specific unit descriptions at www.latrobe.edu.au/udb_public.

Students allocated a place in a quota-controlled unit must confirm their acceptance of the place by attending class in the first week, or by contacting the lecturer in charge before the end of the first week. Otherwise, the place may be made available to a student on the waiting list.

Completion of a unit

Completion of a unit requires satisfactory performance at such examinations, as are set, attendance at such lectures, tutorials and other classes as are required and satisfactory completion of any exercises and work required.

A student who has not complied with the requirements for a unit may be refused admission to the annual examination in that unit.

Availability of unit

Schools may decide not to offer listed first-, second- or third year units if insufficient students choose to enrol.

All units are offered subject to the availability of appropriate staffing and resources and students should consult the advisers of studies in the relevant disciplines.

Prerequisites

A student may not enrol for any unit without having completed the prerequisites for that unit, except with the permission of the coordinator for that unit.

Units that may be taken at either second- or third year level

Where a unit is listed at both second- and third year levels, students may enrol either at second year level (e.g., ARH2MIM) or at third year level (e.g., ARH3MIM) but not at both levels.

UNIT DESCRIPTIONS

A full description of units appears at the end of each discipline section, in alphabetical order by unit code. Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the online *Handbook* for up-to-date information (see www.latrobe.edu.au/udb_public).

For an explanation of teaching periods and campus codes see the Foreword at the beginning of this *Handbook*.

Single degrees

Bachelor of Arts (ABA) – Melbourne (Bundoora)

The degree of Bachelor of Arts may be taken in the Faculty of Humanities and Social Sciences either as a pass degree or with honours. The pass degree, if taken full-time, is designed to be completed within three years.

It is the responsibility of students to ensure that they familiarise themselves with course requirements and that they are enrolled in units that conform to those requirements. Students are encouraged to contact the faculty's Enquiries Office if they have any questions regarding requirements for their course.

Admission requirements

Prerequisite studies: a study score of at least 25 in VCE units 3 and 4 English or equivalent is required for entry to the Bachelor of Arts. The faculty will consider for admission applicants from all entrance categories.

Applicants who have not completed a Year 12 or equivalent may apply under alternative category entry. See the current VTAC Guide for more details.

Further information may be obtained from the faculty's Enquiries Office.

Course requirements

To qualify for the degree of Bachelor of Arts, students must satisfactorily complete a minimum of 360 credit points, with at least 120 credit points at third year level and include in their course a single major OR a double major.

Single major (130 credit points)

A major consists of 130 credit points, including at least 60 credit points at third year level, in a discipline (or area of study) offered by the faculty, noting that majors in some disciplines must include specific units or combinations of units.

First year

Teaching period

TE-SEM-1	Major	Elective	Elective	Elective
TE-SEM-2	Major	Elective	Elective	Elective

Second year

TE-SEM-1	Major	Elective	Elective
TE-SEM-2	Major	Elective	Elective

Third year

TE-SEM-1	Major	Major	Elective
TE-SEM-2	Major	Elective	Elective

Double major (130 credit points)

A double major consists of 130 credit points in each of two different disciplines. This consists of 30 credit points at first year level and 40 credit points at second year-level and 60 credit points at third year level in each discipline.

First year

TE-SEM-1	Major 1	Major 2	Elective	Elective
TE-SEM-2	Major 1	Major 2	Elective	Elective

Second year

TE-SEM-1	Major 1	Major 2	Elective
TE-SEM-2	Major 1	Major 2	Elective

Third year

TE-SEM-1	Major 1	Major 1	Major 2
TE-SEM-2	Major 1	Major 2	Major 2

Course regulations

A maximum of 205 credit points may be taken from any single discipline in the faculty.

120 credit points (60 credit points in each semester) is a full-time study load for each year level. Students require permission from the faculty to overload by taking more than 60 credit points in any teaching period. Permission is normally based on the student's previous academic record.

First year units

Students must take a minimum of 90 credit points at first year level from units offered by the faculty. A maximum of 45 credit points may be taken in any one discipline.

A minimum of 120 credit points and a maximum of 135 credit points of first year units may normally be included in the degree.

In special circumstances, a student may put a case to be allowed to take 150 credit points of first year level units. Approval for this should be sought from the faculty's Enquiries Office.

Units from other La Trobe faculties and other universities

Students may take two semester units at each year level from other La Trobe faculties or other universities.

The exceptions to this requirement are that students taking mathematics and computer science may take 30 credit points at first year level, 40 credit points at second year level and 60 credit points at third year level. Students who have the permission of the Psychology Department may include 30 credit points at first year level, 60 credit points at second year level and 60 credit points at third year level of psychology units.

Students may, with permission, study units from another tertiary institution in a discipline that is not available at La Trobe University. Applicants for cross-institutional study in a discipline that is available at La Trobe University require written approval from the head of that school or department. This should be submitted to the faculty's Enquiries Office.

Bachelor of Arts with Honours (AHA) – Melbourne (Bundoora)

Most disciplines and areas of study offer an honours program. The program consists of a fourth year of full-time study and may involve prerequisite studies at second or third year level. The honours year may be taken part-time over two years.

Students interested in honours should discuss the matter with the relevant head of school or Honours Coordinator as early as possible, as specific requirements vary.

If you wish to enrol in a combined honours course, you should provide a statement in writing of your course requirements and consult your head of school who will discuss your proposal with the head of school of the other discipline.

Bachelor of Archaeology (ABAR) – Melbourne (Bundoora)

The pass degree will require 360 credit points (120 at each year level). Students must complete 225 credit points of archaeology units, made up of 45 credit points at first year level, 80 credit points at second year level and 100 credit points at third year level including the core unit ARC3AAR Approaches to Archaeological Research.

Elective units (75 credit points at first year, 40 credit points at second year and 20 credit points at third year) should be selected on advice, from appropriate units in (for example) history, art history, anthropology, Greek studies or geology.

Students will be encouraged to plan their enrolment around a particular area of interest. Suggested streams of study are listed in the table below.

First year (120 credit points)

Students complete the three first year core units listed below, and five first year Elective units, which can be from anywhere in the faculty or from elsewhere in the university.

Teaching period	First year core unit title	Unit code
TE-SEM-1	Discovering Archaeology	ARC1DAR
TE-SEM-2	Dawn of Humanity	ARC1DOH
TE-SEM-2	The Archaeology of Ancient Civilisations	ARC1AAC

Second year (120 credit points)

Students complete a minimum of four archaeology units (80 credit points) from List A below. Students are recommended to select units within one of the three streams. The remaining 40 credit points can be additional archaeology units or can be from elsewhere in the faculty or the university, subject to students having gained any prerequisites for those units.

Third year (120 credit points)

Students complete the core unit ARC3AAR (20 credit points) and a minimum of four units (80 credit points) from List A below. Again, students are recommended to continue to choose units within the stream in which they specialised during their second year. The remaining 20 credit points can be additional archaeology units or can

be from elsewhere in the faculty or the university, subject to students having gained any prerequisites for those units.

Teaching period	Third year core unit title	Unit code
TE-SEM-2	Approaches to Archaeological Research	ARC3AAR

List A (all units 20 credit points)

Teaching period	Unit title	Unit code
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Australian stream: second- and third year units

TE-SEM-1	Applied Cultural Heritage Management ¹	ARC2ACH/ARC3ACH
TE-SEM-1	The Archaeology of Animals ¹	ARC2ZOO/ARC3ZOO
TE-SEM-1	Archaeology of the Modern World	ARC2AMW/ARC3AMW
TE-SEM-1	Managing Archaeology	ARC2MAN/ARC3MAN
TE-SEM-1	Palaeolithic Archaeology	ARC2PAL/ARC3PAL
TE-SEM-2	Ancient Technologies	ARC2ANT/ARC3ANT
TE-SEM-2	Archaeology of Indigenous Victoria	ARC2AIV/ARC3AIV
TE-SEM-2	Historical Archaeology in Australia ¹	ARC2HAA/ARC3HAA
TE-SEM-2	Ice Age Australia ¹	ARC2ICE/ARC3ICE

Australian stream: third year units

TE-SEM-1	Reading Course A	ARC3RCA
TE-SEM-2	Reading Course B	ARC3RCB

Civilisations stream

TE-SEM-1	Ancient Maya Civilisation of Mexico and Guatemala ¹	ARC2ANM/ARC3ANM
TE-SEM-1	The Archaeology of Ancient Mexico, Culminating with the Aztec Empire	ARC2AZT/ARC3AZT
TE-SEM-1	Archaeology of East Asia ¹	ARC2AEA/ARC3AEA
TE-SEM-1	Archaeology of the Middle East	ARC2AME/ARC3AME
TE-SEM-1	Archaeology of the Modern World	ARC2AMW/ARC3AMW
TE-SEM-1	The Emergence of Chinese Civilisation ¹	ARC2ECC/ARC3ECC
TE-SEM-2	The Archaeology of Ancient Egypt	ARC2EGY/ARC3EGY
TE-SEM-2	Historical Archaeology in Australia ¹	ARC2HAA/ARC3HAA
TE-SEM-2	Maya Hieroglyphic Writing ¹	ARC2MHW/ARC3MHW
TE-SEM-2	Mediterranean Archaeology ¹	ARC2MED/ARC3MED
TE-SEM-2	Rise and Fall of Civilisations	ARC2RFC/ARC3RFC
TE-SEM-2	World Writing Systems: Survey and Analysis	ARC2WRS/ARC3WRS

Civilisations stream: third year units

TE-SEM-1	Reading Course A	ARC3RCA
TE-SEM-2	Reading Course B	ARC3RCB

Palaeolithic or hunter-gatherer stream

TE-SEM-1	African Archaeology ¹	ARC2AFR/ARC3AFR
TE-SEM-1	Applied Cultural Heritage Management ¹	ARC2ACH/ARC3ACH
TE-SEM-1	The Archaeology of Animals ²	ARC2ZOO/ARC3ZOO
TE-SEM-1	Managing Archaeology	ARC2MAN/ARC3MAN
TE-SEM-1	Palaeolithic Archaeology	ARC2PAL/ARC3PAL
TE-SEM-2	Ancient Technologies	ARC2ANT/ARC3ANT
TE-SEM-2	Archaeology of Indigenous Victoria	ARC2AIV/ARC3AIV
TE-SEM-2	Ice Age Australia ¹	ARC2ICE/ARC3ICE

Palaeolithic or hunter-gatherer stream: third year units

TE-SEM-1	Reading Course A	ARC3RCA
TE-SEM-2	Reading Course B	ARC3RCB

Key: ¹ Not available in 2008.

Compatible units from other schools

The following units are particularly suitable for study in conjunction with archaeology. They are not normally credited towards an archaeology major. Please check discipline lists for unit availability.

Unit name	Unit code
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First year units (15 credit points)

Animal Diversity, Ecology and Behaviour	BIO1AD
Culture and Globalisation: introduction to anthropology	ANT1CAG
Our Global Village: introduction to anthropology	ANT1FET
Processes that Shape the Earth	GEO1PRO
The Nature of Language and Communication A	LIN1NLA

Second and third year units (20 credit points)

Environmental Geoscience: landscape and climate change	GEO2EGL
Environmental Geoscience: remote sensing and GIS	GEO2EGR
Heritage Sites and Landscapes in Australia	HIS2HSL/HIS3HSL
Introduction to Ethnographic Research	ANT2MQA/ANT3MQA
Migration to Australia in the 19th and 20th Centuries	HIS2MTA/HIS3MTA

Honours degree

Students who have completed the requirements for the Bachelor of Archaeology degree with a high level of performance in all

archaeology units will be eligible to be considered for admission to the honours year. The honours year will consist of two fourth year units dealing with method, theory and practice, and a research thesis.

Bachelor of Arts in Contemporary European Studies (ABACE) – Melbourne (Bundoora)

This three-year degree consists of 360 credit points (120 credit points at each year level). Students complete core and Elective units at each year level as shown below. Students may study either full-time or part-time.

First year (120 credit points)

Students must complete:

- the five core units (75 credit points) listed below, and
- three Elective units (45 credit points) offered at the university.

Teaching period	First year core unit title	Unit code
TE-SEM-1	Modern Europe A: from monarchies to nations 1760-1890	HIS1MEA
TE-SEM-2	Windows on Contemporary Europe: cultures in transformation	EST1WEA
TE-SEM-2	Modern Europe B: the twentieth century	HIS1MEB

30 credit points of a European language

Second year (120 credit points)

Students must complete:

- the two second year core units (40 credit points) listed below
- at least two units at second year level (40 credit points) from List A below, and
- two second year level Elective units (40 credit points) either from List A or other units offered at the university.

Teaching period	Second year core unit title	Unit code
TE-SEM-1	Europe Transformed ... and one of ...	HIS2EUT
TE-SEM-2	European Travel and Art	ARH2ETA
TE-SEM-2	Revolutions in Central Europe	POL2RCE

Third year (120 credit points)

Students must complete:

- the two third year core units (40 credit points) listed below
- at least two units at third year level (40 credit points) from List A below, and
- two third year level Elective units (40 credit points) either from List A or other units offered at the university.

Teaching period	Third year core unit title	Unit code
TE-SEM-1	The European Union ... and one of ...	HIS3EUU
TE-SEM-2	The Politics of Economic Regions	POL3PER
TE-SEM-2	Imagining Europe: cultural perception of European identity ¹	EST3IEU

List A (all units 20 credit points)

Students should check individual discipline listings for availability of the following units.

Unit name	Unit code
Being and world	PHI2BAW/PHI3BAW
Contemporary Italian Cinema	CST2CIC/CST3CIC
Cultural Interactions ² (15 Credit Points)	THS3CUI
Culture, Race and Difference	ANT2CRD/ANT3CRD
Discourse, Body, Knowledge	PHI2DBK/PHI3DBK
Ethnic and Civil Conflict in Southern Europe and Cyprus	EST2ECC/EST3ECC
Freud	PHI2FRD/PHI3FRD
From Lenin to Stalin: the first decades of Soviet society	HIS2FLS/HIS3FLS
Genocides and the Holocaust: Europe, Asia, Africa	HIS2GAH/HIS3GAH
Global Trading Issues ²	ECO2GTI
Greek Language units at second or third year level	
History of Modern Political Thought	POL2HMP/POL3HMP
Human rights law ² (15 Credit Points)	LAW2HRL/LAW3HRL
Imaging Contemporary Greece: cinema, song and text	EST2ICG/EST3ICG
International Business Environment ² (15 Credit Points)	ECO2IBE

International Business Law ² (15 Credit Points)	LAW2IBL/LAW3IBL
International Monetary Economics ² (15 Credit Points)	ECO3IME
International Relations: the Cold War and the great powers	POL2INR/POL3INR
International Tourism ² (15 Credit Points)	THS3INT
International Trade ² (15 Credit Points)	ECO3ITR
Ireland in the Nineteenth Century	HIS2IRL/HIS3IRL
Irish Revolution, 1890-1925	HIS2IRR/HIS3IRR
Italian Language units at second or third year level	
Late Imperial Russia	HIS2LIR/HIS3LIR
Law of the European Community ² (15 Credit Points)	LAW2LEC
Love, Desire and the Master-Slave Dialectic	PHI2LDM/PHI3LDM
The Making of Modern Italy	HIS2MMI/HIS3MMI
Making of the Modern Worldview	PHI2MMW/PHI3MMW
Modern World Economy ² (15 Credit Points)	ECO2MWE
Nations and States	POL2NAS/POL3NAS
Nazi Germany and Europe	HIS2NGE/HIS3NGE
Origins of Postmodernism	ARH2OPM/ARH3OPM
Plato and the Meaning Of Being	PHI2PAM/PHI3PAM
The Politics of Economic Regions	POL2PER/POL3PER
Revolutions in Central Europe	POL2RCE/POL3RCE
Riots and Rebellion	HIS2RAR/HIS3RAR
Spain Today	SPA2SPT/SPA3SPT
Spanish Language units at second or third year level	
Theory, Culture and Society	SOC2TCS/SOC3TCS
Transterritorial Hellenism: a journey through some sites	EST2TTH/EST3TTH

Key: ² Normal unit prerequisites not required for enrolment in these units.

Honours degree

Students who have completed the requirements for the Bachelor of Arts in Contemporary European Studies degree with a high level of performance in all units will be eligible to be considered for admission to the honours year. The honours year will consist of one fourth-year core unit, one fourth-year Elective unit and a research thesis.

Bachelor of Asian Studies (ABAS) – Melbourne (Bundoora)

This is a three-year degree for students who wish to specialise in Asian languages and Asian studies. The degree can be studied on a full-time or part-time basis. An honours program is also available. The pass degree requires completion of 360 credit points and, if taken full-time, is designed to be completed in three years, with students completing 120 credit points at each year level. It has been especially designed to allow students who are commencing study of an Asian language or continuing from VCE level to achieve relatively high proficiency within the space of a three-year degree. This degree also enables students to design a course drawing upon other degree programs including the Bachelor of Arts, Bachelor of Commerce, Bachelor of Economics, Bachelor of Tourism and Hospitality and Bachelor of Laws. The core languages available are Chinese, Indonesian, and Japanese. In their second and third years, students draw Electives from the list of Asian studies Electives.

Students may not take Chinese dialect speakers units as core language in the Bachelor of Asian Studies.

First year (120 credit points)

In their first year, students study:

- three core units AST1BCE, AST1IJI, and AST1ICI
- 30 credit points of the core Asian language units
- 15 credit points chosen from the Asian studies Elective list below, and
- 30 credit points of Electives from anywhere in the faculty.

Teaching period

TE-SEM-1	Core language	AST1BCE	AST1IJI	Elective
TE-SEM-2	Core language	Asian Studies Elective	AST1ICI	Elective

Core Asian language units (30 credit points)

Chinese Stream: First year Chinese language units (see entry for Chinese).

Indonesian Stream: First year Indonesian language units (see entry for Indonesian).

Japanese Stream: First year Japanese language units (see entry for Japanese).

Core Asian studies units (45 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJI
TE-SEM-1	Introduction to Asian Culture and Traditions	AST1BCE
TE-SEM-2	Introduction to Asia: China and India	AST1ICI

Asian studies Electives (First year) (15 credit points)

Select at least one Elective drawn from the following list or an additional Asian language (Chinese, Hindi, Indonesian, Japanese, or Sanskrit).

Teaching period	Unit name	Unit code
TE-SEM-1	Culture and Globalisation: introduction to anthropology	ANT1CAG
TE-SEM-1	Long-term Economic Change	ECO1LEC
TE-SEM-1	States, Nations and Security	POL1SNS
TE-SEM-1	The Nature of Language and Communication A	LIN1NLA
TE-SEM-2	Economy, Environment and Human Rights	POL1EEH
TE-SEM-2	Our Global Village: introduction to anthropology	ANT1FET
TE-SEM-2	Globalisation: the Rise of the Modern World	HIS1DEV
TE-SEM-2	The Nature of Language and Communication B	LIN1NLB

Second year (120 credit points)

- 60 credit points of the core Asian language units
- 20 credit points chosen from the Asian studies Elective list below, and
- 40 credit points of Electives from anywhere in the faculty.

TE-SEM-1	Core language	Core language	Elective
TE-SEM-2	Core language	Asian Studies Elective	Elective

Core Asian language units (60 credit points)

Chinese Stream: Second year Chinese language units (see entry for Chinese).

Indonesian Stream: Second year Indonesian language units (see entry for Indonesian).

Japanese Stream: Second year Japanese language units (see entry for Japanese).

Third year (120 credit points)

- 60 or 80 credit points of the core Asian language units
- 20 credit points chosen from the Asian studies Elective list below, and
- 20 or 40 credit points of Electives from anywhere in the faculty.

TE-SEM-1	Core language	Core language	Elective
TE-SEM-2	Core language	Core or Elective	Elective

Core Asian language units (60 credit points)

Chinese Stream: Third year Chinese language units (see entry for Chinese).

Indonesian Stream: Third year Indonesian language units (see entry for Indonesian).

Japanese Stream: Third year Japanese language units (see entry for Japanese).

Asian studies Electives (Second and Third year)

Students should check individual discipline listings for availability of the following units.

Unit title	Unit code
Animated Film	CST2/3ANF
Applied Anthropology	ANT2/3APA
Archaeology of East Asia	ARC2/3AEA
Australia, Asia and the World	POL2/3AAW
Bilingualism and Second Language Acquisition	LIN2/3BSA
Cities and People	SOC2/3CAP
Contemporary Film	CST2/3CFI
Cross-cultural Communication	LIN2/3CCC
Culture, Race and Difference	ANT2/3CRD
Development, Globalisation and Culture	ANT2/3DGC
Economic Growth and Development	ECO2EGD
Emergence of Chinese Civilisation	ARC2/3ECC
Goddesses, Sexuality and Liberation: India and Beyond	AST2/3GSL
India in English	ENG2/3IIE
Intercultural Performance	DRA2/3IPF
International Relations: the Cold War and the great power	POL2/3INR
Introduction to Buddhism	AST2/3INB

Introduction to Hinduism	AST2/3INH
Language in Asia	LIN2/3LIA
Love and Eroticism in Asian Literature	AST2/3LEA
Popular Asian Cinema	AST2/3PAC
Postcolonial Perspectives	ANT2/3PCP
Second Asian language	
Society and State in Japan and China	AST2/3EAS
South-East Asian Politics: change and conflict	POL2/3SEA

Honours degree

The Bachelor of Asian Studies honours year comprises coursework (50%) and the writing of a thesis (50%). The coursework component will reflect the student's previous training:

- one unit in the appropriate language (Chinese, Indonesian, or Japanese)
- one unit in the discipline area previously selected by the student, and
- one methodology unit relating to Asian studies.

Students will also complete a thesis in English of 12000 to 15000 words on a topic related to Asian language, society, or culture. With permission, students may alternatively submit a substantial research essay in English, plus an annotated translation of an approved text in a relevant language, to a combined total of 12000 to 15000 words.

In all cases, students wishing to enrol in the Bachelor of Asian Studies honours year should apply to the Program Convener by October of the third year of their course.

Bachelor of Creative Arts (ABCA) – Melbourne (Bundoora)

This three-year degree consists of 360 credit points, 120 credit points at each year level for full-time study. Part-time is also available. Students choose units from those listed and can choose to focus their degree around one of the areas of creative writing, writing for the screen and the media, criticism or performance and production; or may combine units from several of these areas.

First year (120 credit points)

In their first year students study five units (75 credit points) from the following list of first year units. The remaining three units (45 credit points) are Elective units and may be selected from this list or from other university units.

Teaching period	Unit title	Unit code
TE-SEM-1	Introducing Literature: the short story	ENG1ILS
TE-SEM-1	Introduction to Film Analysis	CST1IFA
TE-SEM-1	Screen Narrative: television, film and video games ¹	CST1SNT
TE-SEM-1	Screenplay Analysis ¹	CST1SCA
TE-SEM-1	Theatre Knowledge and Practices	DRA1TKP
TE-SEM-2	Introduction to Screenwriting	CST1ITS
TE-SEM-2	Making Sense of the Movies	CST1MSM
TE-SEM-2	Process-based Performance	DRA1PBP
TE-SEM-2	Text, Criticism and the Visual	ENG1TCV
TE-SEM-2	Writing your Own Life	ENG1WYL

Key: ¹ Not available in 2008.

Second year (120 credit points)

Students select four units (80 credit points) from the second year units listed below. The remaining two units (40 credit points) are Elective units and may be selected from this list or from other university units.

Third year (120 credit points)

Students select four units (80 credit points) from the third year units listed below including the compulsory core unit CST3CIP Creative Industry Research. The remaining two units (40 credit points) are Elective units and may be selected from this list or from other university units.

Students should check individual discipline listings for availability of the following units.

Unit title	Unit code
Advanced Performance Making	DRA3APM
Advanced Screenwriting	CST2/3ADS
Australian Drama from 1955 to the Present Day	DRA2/3AUD
Broadcast and Electronic Journalism	MST3BEJ
Creating Non-Fiction	HUS3CNF

Creative Industry Research ²	CST3CIP
Drama Performance Making	DRA2PEM
English: a user's guide	LIN2/3EUG
Screen Criticism	CST2/3FCR
Group Production	DRA3PRO
Intercultural Performance	DRA2/3IPF
Introduction to Video Practice	CST3VID
Media Ethics	PHI2/3MET
Modern Drama A	DRA2/3MOA
Narrative Analysis A	ENG2/3NAA
Publishing and Editing	MST3PAE
Re-thinking Jane Austen	ENG2/3RJA
Screenplay as Narrative Form	CST2/3SCN
Script Development	CST3SED
Shakespeare in Adaptation	ENG2/3SIA
Shakespeare in Performance	DRA2/3SIP
Storytelling and the Cinema	CST2SAC
Theatre and Theory	DRA2/3TAT
Theatre Production	DRA2/3TPR
Writing and Editing for Multi-Media	MST3WEM
Writing Autobiography	ENG3WAB
Writing Fiction	ENG2/3WFI
Writing for Radio	MST2/3WFR
Writing for Video	MST2/3WV
Writing Poetry	ENG2/3WRP
Writing, the Internet and Performance	DRA2/3WIP

Key: ² Core unit.

Honours

The honours program is designed to provide students with an opportunity to develop skills, which will prepare them for further academic study or for work in specific fields involving creative writing, screenwriting, writing for the media and theatre production. Students are selected into honours at the end of their third year. Prospective students should make their interest known to the Creative Arts Honours Coordinator by November for commencement in semester one or early June for commencement in second semester.

The normal requirement for selection is consistently high performance (at least a B average) in the creative arts units.

The Bachelor of Creative Arts honours year allows students to:

- incorporate more than one discipline i.e., Creative Arts 4, or
- concentrate on one discipline i.e., Cinema Studies 4, English 4 or Theatre and Drama 4.

Creative Arts 4

The course consists of:

- two fourth year units offered by the cinema, English, media studies or theatre and drama programs
- a thesis which consists of a negotiated practical project in script writing, creative writing, performance or production which explores a research question, and
- a 5000-word exegesis to support the thesis.

Students wishing to concentrate on one discipline should check the requirements for honours in the Cinema studies, English or Theatre and Drama sections of this *Handbook*.

Bachelor of International Development (ABID) – Melbourne (Bundoora)

This degree is designed to equip students with an appreciation of issues in social, economic, and political development from a multidisciplinary perspective. Possible career opportunities are available in fields related to government and non-government organisations working towards sustainable development, poverty alleviation, and well-being. The degree consists of 360 credit points, which can be completed in three years of full-time study. Part-time enrolment is also available. Students must include all compulsory units to qualify for this degree.

Credit towards the degree may be awarded for approved units at overseas universities with which La Trobe University has an exchange or study abroad agreement. Prior approval must be obtained from the Chair of the Development Studies Committee.

First year (120 credit points)

In their first year, students study:

- 45 credit points of the compulsory core units listed below
- 45 credit points from List A below, and
- 30 credit points of Electives.

Compulsory core units (15 credit points each)

Teaching period	Unit title	Unit code
TE-SEM-1	Conquest of the Americas: Aztecs, Incas, Mayans, Spaniards	HIS1CAM
TE-SEM-1	Culture and Globalisation: introduction to anthropology	ANT1CAG
TE-SEM-2	Globalisation: the rise of the modern world	HIS1DEV

List A

Teaching period	Unit title	Unit code
TE-SEM-1	Chinese Language units at first year level	
TE-SEM-1	Indonesian Language units at first year level	
TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJI
TE-SEM-1	Introduction to Aboriginal Australia	ANT1IIA
TE-SEM-1	Long-Term Economic Change	ECO1LEC
TE-SEM-1	Sex, Gender and Identity	GSD1SGI
TE-SEM-1	Law and Society	LST1LAS
TE-SEM-1	Self and Community: introduction to sociology	SOC1SAC
TE-SEM-1	Spanish Language units at first year level	
TE-SEM-1	States, Nations and Security: world in transition	POL1SNS
TE-SEM-2	Australia and Beyond: introduction to sociology	SOC1AAB
TE-SEM-2	Chinese Language units at first year level	
TE-SEM-2	Economy, Environment and Human Rights: world in transition	POL1EEH
TE-SEM-2	Indonesian Language units at first year level	
TE-SEM-2	Introduction to Asia: China and India	AST1ICI
TE-SEM-2	Our Global Village: introduction to anthropology	ANT1FET
TE-SEM-2	Sex, Gender and Diversity	GSD1SGD
TE-SEM-2	Spanish Language units at first year level	

Second year (120 credit points)

In their second year, students study:

- 60 credit points of the compulsory core units listed below
- 40 credit points from List B below, and
- 20 credit points of Electives.

Compulsory Second year core units (20 credit points each)

Teaching period	Unit title	Unit code
TE-SEM-1	Development, Globalisation and Culture	ANT2DGC
TE-SEM-2	Gender and Development	SOC2GAD
TE-SEM-2	The World Since 1945	HIS2WOR

Third year (120 credit points)

In their third year, students study:

- SOC3DIP Development in Practice and one of ANT3MQA or SOC3MSR
- 60 credit points from List B below, and
- 20 credit points of Electives.

Compulsory Third year core units (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Development in Practice and one of	SOC3DIP
TE-SEM-1	Introduction to Social Research Methods	SOC3MSR
TE-SEM-2	Introduction to Ethnographic Research	ANT3MQA

List B

Students should check individual discipline listings for availability of the following units.

Unit title	Unit code
Aboriginal Australia	ANT2ABA/ANT3ABA
Applied Anthropology	ANT2APA/ANT3APA
Australian Aboriginal History	HIS2AAH/HIS3AAH
Australian Foreign Policy	POL2AAW/POL3AAW
Charting the Colonial Pacific	HIS2CCP/HIS3CCP
Childhood and Culture	ANT2CAC/ANT3CAC

Chinese Language units at second and third year level

Cities and People	SOC2CAP/SOC3CAP
Community Studies	SOC2CMS/SOC3CMS

Crises in South Asia: weapons, women, well-being
Critical Social Policy
Comparative Social Movements
Cross-Cultural Communication
Culture, Race and Difference
Displacement, Flight and Refuge
Ecological Philosophies
Ecology, Democracy and Utopia
Ethnicity and Identity: social and political approaches
Economic Growth and Development
Food, Drink and World History:
Ancient World to Modern Australia
Gender and Sexuality: contemporary debates
Globalization
Growth and Decline in the Global Economy

POL2CSA/POL3CSA
SOC2CSP/SOC3CSP
SOC2CSM/SOC3CSM
LIN2CCC/LIN3CCC
ANT2CRD/ANT3CRD
ANT2DFR/ANT3DFR
PHI2ECP/PHI3ECP
PHI2EDU/PHI3EDU
SOC2EAI/SOC3EAI
ECO2EGD

HIS2FDA/HIS3FDA
SOC2GES/SOC3GES
ECO2GLO
ECO3EGD

Indonesian Language units at second and third year level

International Law and International Organisation
International Relations: the Cold War and the great powers
Language in Asia
Latin America through Film and Popular Culture 1820-2000
Living with Colonialism: resistance and accommodation
Modern World Economy
Peace and Change
Peasants and Politics in Latin America
Political Change and Development in the Third World
Politics and the Economy
The Politics of Economic Regions
Politics of Non-violent Activism

POL2ILO/POL3ILO
POL2INR/POL3INR
LIN2LIA/LIN3LIA
HIS2LFP/HIS3LFP
HIS2LWC/HIS3LWC
ECO2MWE
POL2PAC/POL3PAC
HIS2PPL/HIS3PPL
POL2DDA/POL3DDA
POL2PAE/POL3PAE
POL2PER/POL3PER
POL2PNV/POL3PNV

Portuguese Language units at second and third year level

Postcolonial Perspectives
Reconciliation
Regional Economic Development
Sex, Gender and Work
Social Policy, Welfare and the State
Society and State in Japan and China
Sociology and Everyday Life
Sociology of the Environment
South African History
South-East Asian Politics: change and conflict

ANT2PCP/ANT3PCP
POL2REC/POL3REC
ECO3RED
SOC2SGW/SOC3SGW
SOC2SWS/SOC3SWS
AST2EAS/AST3EAS
SOC2SEL/SOC3SEL
SOC2SOE/SOC3SOE
HIS2SAH/HIS3SAH
POL2SEA/POL3SEA

Spanish Language units at second and third year level

Visual Anthropology: documenting cultures ANT2ASF/ANT3ASF

Honours degree

An honours program is available. Entry into the honours year is by application at the end of the student's third year of study. Students considered for admission will normally have at least a B average in development studies units.

Bachelor of International Relations (ABIR) – Melbourne (Bundoora)

The degree of Bachelor of International Relations may be awarded either as a pass degree or as a degree with honours and can be studied on a full-time or part-time basis. The pass degree requires completion of 360 credit points and, if taken full-time, can be completed in three years with students completing 120 credit points at each year level. It has been designed to allow students to gain an overview of international relations, and provides the opportunity to specialise in a particular area (e.g., East Asia) or in a particular field (e.g., diplomacy, economy, or legal studies).

First year (120 credit points)

In first year, students study:

- 30 credit points of the compulsory core units listed below,
- 30 credit points from List A below,
- 30 credit points from List B below and
- 30 credit points of Electives

Teaching period	Unit title	Unit code
TE-SEM-1	States, Nations and Security: world in transition	POL1SNS
TE-SEM-2	Economy, Environment and Human Rights: world in transition	POL1EEH
	Electives A (30 credit points)	
TE-SEM-1	Culture and Globalisation: introduction to anthropology	ANT1CAG

TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJ1
TE-SEM-2	Australia and Beyond: introduction to sociology	SOC1AAB
TE-SEM-2	Introduction to Asia: China and India	AST1ICI
Electives B (30 credit points)		
TE-SEM-1	Art from Rembrandt to Warhol: constructing the modern	ARH1ARW
TE-SEM-1 or 2	Foundations of Management	MGT1FOM
TE-SEM-1 or 2	Introductory Macroeconomics	ECO1IMA
TE-SEM-1 or 2	Introductory Microeconomics	ECO1IMI
TE-SEM-1	Law and Society	LST1LAS
TE-SEM-1	Long-term Economic Change	ECO1LEC
TE-SEM-1	Modern Europe A: from monarchies to nations 1760-1890	HIS1MEA
TE-SEM-2	The Archaeology of Ancient Civilisations	ARC1AAC
TE-SEM-2	Crime and criminology	LST1CCR
TE-SEM-2	Globalisation: the rise of the modern world	HIS1DEV
TE-SEM-2	Greece and the Balkans in the Twentieth Century	EST1GAB
TE-SEM-2	Modern Europe B: the twentieth century	HIS1MEB
TE-SEM-2	Windows on Contemporary Europe: cultures in transformation	EST1WEA

Second year (120 credit points)

In second year, students study:

- 20 credit points of the compulsory core unit listed below,
- 40 credit points from List A below,
- 20 credit points from List B below and
- 40 credit points of Electives

Second year Core unit (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	International Public Policy	POL2IPP

Third year (120 credit points)

In third year, students study:

- 20 credit points of the compulsory core unit listed below,
- 40 credit points from List A below,
- 20 credit points from List B below and
- 40 credit points of Electives

Third year Core unit (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-2	Professional Competence: transition to workplace	POL3PCW

List A

Students should check individual discipline listings for availability of the following units.

Unit title	Unit code
Asian-Pacific Cities	SOC2/3APC
Australian Foreign Policy	POL2/3AAW
Comparative Social Movements	SOC2/3CSM
Development, Globalisation and Culture	ANT2/3DGC
Displacement, Flight and Refuge	ANT2/3DFR
Ethics and International Relations	POL2/3EIR
Ethnicity and Identity: social and political approaches	SOC2/3EAL
International Law and International Organisation	POL2/3ILO
International Relations: the Cold War and the great powers	POL2/3INR
International Relations of the Middle East	POL2/3IME
Introduction to American Politics	POL2/3IAP
Nations and States	POL2/3NAS
Peace and Change	POL2/3PAC
Political Change and Development in the Third World	POL2/3DDA
Politics in the Twentieth Century	POL3HON
Politics of Economic Regions	POL2/3PER
Politics of Non-violent Activism	POL2/3PNV
Post Colonial Identities: New Works	LAS2/3PCI
Postcolonial Perspectives	ANT2/3PCP
Sociology of the Environment	SOC2/3SOE
South-East Asian Politics: change and conflict	POL2/3SEA
Theories of World Politics	POL2/3TWP

List B

Students should check individual discipline listings for availability of the following units.

Unit title	Unit code
Archaeology of the Middle East	ARC2/3AME
Archaeology of the Modern World	ARC2/3AMW
Asia in the Modern World Economy	ECO3AWE
Cross-cultural Communication	LIN2/3CCC

Cultural Interactions (15 credit points)	THS3CUI
Ecological Philosophies	PHI2/3ECP
Economic Growth and Development (15 credit points)	ECO2EGD
Ethnic and Civil Conflict in South-eastern Europe and Cyprus	EST2/3ECC
Europe Transformed	HIS2/3EUT
The European Union	HIS2/3EUU
Genocides and Holocaust: Nazi Europe, central America, Africa	HIS2/3GAH
Global Environmental Issues (15 credit points)	ECO2GEI
Global Trading Issues (15 credit points)	ECO2GTI
Human Rights Law (15 credit points)	LAW2/3HRL
Imaging Contemporary Greece: cinema, song and text	EST2/3ICG
International Business Environment (15 credit points)	ECO2IBE
International Business Law (15 credit points)	LAW2/3IBL
International Management (15 credit points)	MGT3IMG
International Monetary Economics (15 credit points)	ECO3IME
International Tourism (15 credit points)	THS3INT
International Trade (15 credit points)	ECO3ITR
Language in Asia	LIN2/3LIA
Latin America Today ²	SPA2/3LAT
Law of the European Community	LAW2LEC
Media Ethics	PHI2/3MET
Modern World Economy (15 credit points)	ECO2MWE
Nazi Germany and Europe	HIS2/3NGE
Public International Law (15 credit points)	LAW2/3PIL
War and Peace	PHI2/3WAP
The World Since 1945	HIS2/3WOR

Key: ² Taught in Spanish.

In addition to these units, students will be expected to participate in six workshops in the first year, five workshops in the second year and six workshops in the third year, which are part of the requirements for POL3PCW. Each workshop will be of two to three hours.

Honours

Entry into the honours year is by application at the end of the student's third year of full-time study. Students considered for admission will normally have a mid-B average result for their second and third year units and will have completed either POL3HON Politics in the Twentieth Century or POL2TWP/POL3TWP Theories of World Politics.

The Bachelor of International Relations honours year includes two coursework units, one of which has an International Relations focus. Suitable units will be indicated in the Honours *Handbook*. Students may choose one other fourth year unit from the offerings in the School of Social Sciences or another school at La Trobe University, provided that the unit has a strong international relations focus. As well, students will undertake a minor thesis of 12000 to 15000 words on a topic relevant to the study of International Relations. Either of the Bachelor of International Relations Coordinators, Professor Joseph Camilleri, or Dr Tony Jarvis must approve choice of units and thesis topics.

Bachelor of Journalism (ABJ) – Melbourne (Bundoora)

The Bachelor of Journalism is a vocationally oriented degree and consists of 360 credit points that can be completed in three years of full-time study. Part-time enrolment is also available. First year consists of 60 credit points of core units and 60 credit points of Elective units. Second and third years consist of 40 credit points of core units, 40 credit points of journalism stream units, and 40 credit points of Elective units. The unit MST2PAS/MST3PAS Press and Society must be taken as an Elective in either second or third year. Subject to the availability of places, students can take up to one unit from the video/television or audio/radio streams.

Course structure

First year

TE-SEM-1	MST1CCO	MST1MTN	Elective	Elective
TE-SEM-2	MST1AAC	MST1WFM	Elective	Elective

Second year

TE-SEM-1	MST2RTM	MST2CAJ	MST2PAS
TE-SEM-2	MST2RMA	MST2JPW	Elective

Third year

TE-SEM-1	MST3MIN	MST3BEJ	Elective
TE-SEM-2	MST3AJP	MST3AJD	Elective

Core units

Teaching period	Unit title	Unit code
First year (15 credit points)		
TE-SEM-1	Constructing Communication	MST1CCO
TE-SEM-1	Making the News	MST1MTN
TE-SEM-2	Audience and Communication	MST1AAC
TE-SEM-2	Writing for Media	MST1WFM

Second year (20 credit points)

TE-SEM-1	Press and Society	MST2PAS
TE-SEM-1	Researching the Media	MST2RTM
TE-SEM-2	Researching Media Audiences	MST2RMA

Third year (20 credit points)

TE-SEM-1	Media Industries	MST3MIN
TE-SEM-2	Advanced Journalism Practice	MST3AJP

Stream units

Teaching period	Unit title	Unit code
Second year (20 credit points)		
TE-SEM-1	Computer-assisted Journalism	MST2CAJ
TE-SEM-2	Journalism Production Workshop	MST2JPW

Third year (20 credit points)

TE-SEM-1	Broadcast and Electronic Journalism	MST3BEJ
TE-SEM-2	Advanced Journalism Design	MST3AJD

Elective units

See the complete listing of units under Media Studies in this *Handbook*.

Honours

Students are selected into honours at the end of their third year. The principal requirement for selection is consistently high performance (normally at least a B average) in media units; and in particular, distinction in third year media units. Prospective students should make their interest known to the Media Studies Honours Coordinator by early June for commencement in second semester or November for commencement in first semester. Honours candidates are expected to undertake preliminary reading and writing in the break, which precedes their initial enrolment.

Two pathways are available. The first pathway requires the completion of two coursework units at fourth year level, a seminar presentation, and a 12000 to 15000-word thesis. The second pathway requires the completion of two coursework units at fourth year level, a seminar presentation, a reflective essay of 6000 words and a creative production. For full details of the fourth year offerings, see the Media studies entry in the *Postgraduate Handbook*.

Bachelor of Legal Studies (LBLS) – Melbourne (Bundoora)

This degree provides students with an opportunity to pursue their interest in legal studies within a distinctive degree. The course offers a unique interdisciplinary understanding of the law and its nature, operation and effects. This is acquired by combining legal studies units with suitable units drawn from other disciplines taught in the university, especially humanities and social sciences units. Students can construct a coherent program of study directed toward law-related vocations in areas such as research, policy development, criminology, and criminal justice.

To underscore the vocational aspect of the degree, students undertake the foundation skills-based unit Legal Practices (LST1LEP) as part of the first year of this program. In third year the unit LST3LSW Legal Studies Workplace Practice provides an intensive overview of vocational practices and pathways for graduates in legal studies. It may be possible for students to undertake a small number of law Electives, which will be treated as legal studies units for the purposes of the degree.

Whilst the Bachelor of Legal Studies does not guarantee entry into the Bachelor of Laws, students with a sufficient ENTER score and

strong performance in their La Trobe University studies may apply for admission into the four-year undergraduate law degree or a combined degree after either first or second year. Graduates in the Bachelor of Legal Studies with strong academic results may apply for admission into the three-year graduate law program.

Admission requirements

Admission requirements are VCE English units 3 and 4 and a study score of at least 25 in English (any).

Degree requirements

Students admitted to the undergraduate degree of Bachelor of Legal Studies must complete:

- a total of three years of full-time study or its equivalent
- a total of 360 credit points, with no more than 120 credit points at first year level and at least 120 credit points at third year level
- a minimum of 165 credit points in legal studies with 45 credit points at first year level and a minimum of 60 credit points in each of second and third year.

Course structure**First year**

Unit title	Unit code	Credit points
points		
Legal Practices	LST1LEP	15
Law and Society	LST1LAS	15
Crime and Criminology	LST1CCR	15
Five first year Electives		75

Second year

Unit title	Credit points
Three second year legal studies units	60
Three second year Electives	60

Third year

Unit title	Credit points
Three third year legal studies units	60
Three third year Electives	60

Honours program in legal studies for Bachelor of Legal Studies and Bachelor of Arts students

This is a full-year program available only to students who have been admitted to either honours candidature or, in some cases, to Master of Arts (Preliminary) candidature in legal studies. The course comprises a research thesis and two honours units.

Research thesis

Students complete a 12000-word research thesis. Research extends throughout the honours year and requires each student to produce a thesis on his or her chosen topic, under supervision. Prospective candidates are strongly advised to identify a thesis topic and arrange for supervision before the end of their third year in the bachelor program.

Honours units

Students must complete two approved fourth year units. The units will be selected with the advice and consent of the Legal Studies Honours Coordinator.

Prerequisites

Normally, completion of a three-year pass degree is required, with achievement of at least a B average in undergraduate legal studies units.

Professional recognition

Completion of the course does not qualify a student for any professional recognition.

Bachelor of Media Studies (ABMS) – Melbourne (Bundoora)

The Bachelor of Media Studies is a vocationally oriented degree and consists of 360 credit points that can be completed in three years of full-time study. Part-time enrolment is also available. After first year, students must choose to follow one stream. Streams offered are

journalism, audio/radio, and video/television. First year consists of 60 credit points of core units and 60 credit points of Elective units. Second and third years consist of 40 credit points of core units, 40 credit points drawn from the journalism, video/television or audio/radio stream and 40 credit points of Elective units. Subject to availability of places, students can take up to one additional stream unit in place of an Elective unit.

Course structure

First year

TE-SEM-1	MST1CCO	MST1MTN	Elective	Elective
TE-SEM-2	MST1AAC	MST1WFM	Elective	Elective

Second year

TE-SEM-1	MST2RTM	stream unit	Elective
TE-SEM-2	MST2RMA	stream unit	Elective

Third year

TE-SEM-1	MST3MIN	MST3BEJ	Elective
TE-SEM-2	MST3MPD	stream unit	Elective

Core units

Teaching period	Unit title	Unit code
First year (15 credit points)		
TE-SEM-1	Constructing Communication	MST1CCO
TE-SEM-1	Making the News	MST1MTN
TE-SEM-2	Audience and Communication	MST1AAC
TE-SEM-2	Writing for Media	MST1WFM

Second year (20 credit points)

TE-SEM-1	Researching the Media	MST2RTM
TE-SEM-2	Researching Media Audiences	MST2RMA

Third year (20 credit points)

TE-SEM-1	Media Industries	MST3MIN
TE-SEM-2	Media Project Development	MST3MPD

Stream units

Second year (20 credit points)

Teaching period	Unit title	Unit code
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Journalism stream

TE-SEM-1	Computer-assisted Journalism	MST2CAJ
TE-SEM-2	Journalism Production Workshop	MST2JPW

Radio/audio stream

TE-SEM-1	Radio Sound Production	MST2RSP
TE-SEM-2	Writing for Radio	MST2WFR

Video/television stream

TE-SEM-1	Single Camera Video	MST2SCV
TE-SEM-2	Writing for Video – Non-fiction	MST2WVF

Third year (20 credit points)

Teaching period	Unit title	Unit code
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Journalism stream

TE-SEM-1	Broadcast and Electronic Journalism	MST3BEJ
TE-SEM-2	Advanced Journalism and Design	MST3AJD

Radio/audio stream

TE-SEM-1	Broadcast and Electronic Journalism	MST3BEJ
TE-SEM-2	Advanced Media Production – Radio	MST3MPR

Video/television stream

TE-SEM-1	Broadcast and Electronic Journalism	MST3BEJ
TE-SEM-2	Advanced Media Production – Television	MST3MPT

Elective units

See the complete listing under Media Studies in this *Handbook*.

Honours

Students are selected into honours at the end of their third year. The principal requirement for selection is consistently high performance (normally at least a B average) in media units and, in particular, distinction in third year media units. Prospective students should make their interest known to the Media Studies Honours Coordinator by early June for commencement in second semester or November for commencement in first semester. Honours candidates are expected to undertake preliminary reading and writing in the break that precedes their initial enrolment.

Two pathways are available. The first pathway requires the completion of two coursework units at fourth year level, a seminar presentation, and a 12000 to 15000-word thesis. The second pathway requires the completion of two coursework units at fourth year level, a seminar presentation, a reflective essay of 6000 words and a creative production. For full details of the fourth year offerings, see the Media studies entry in the *Postgraduate Handbook*.

Bachelor of Social Sciences (ABSS) – Melbourne (Bundoora)

The degree of Bachelor of Social Sciences may be awarded either as a pass degree or as a degree with honours and can be studied on a full-time or part-time basis. The pass degree requires completion of 360 credit points and, if taken full-time, is designed to be completed in three years with students completing 120 credit points at each year level. The course allows students to major in one of the social science disciplines and complete units in policy and social research methods.

First year (120 credit points)

In their first year, students study six introductory social sciences units from List A below and in addition complete two Elective units, as follows. In first year, each unit is worth 15 points.

TE-SEM-1	List A unit	List A unit	List A unit	Elective unit
TE-SEM-2	List A unit	List A unit	List A unit	Elective unit

List A

Teaching period	Area/Unit title	Unit code
Anthropology		
TE-SEM-1	Culture and Globalisation: introduction to anthropology	ANT1CAG
TE-SEM-2	Our Global Village: introduction to anthropology	ANT1FET

Asian studies

TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJ
TE-SEM-1	Introduction to Asian culture and traditions	AST1BCE
TE-SEM-2	Introduction to Asia: China and India	AST1ICI

Legal Studies

TE-SEM-1	Law and Society	LST1LAS
TE-SEM-2	Crime and Criminology	LST1CCR

Politics

TE-SEM-1	Australian Politics: government and society	POL1AUP
TE-SEM-2	Representation and Participation in Australian Politics	POL1RAP

Sociology

TE-SEM-1	Self and Community: introduction to sociology	SOC1SAC
TE-SEM-2	Australia and Beyond: introduction to sociology	SOC1AAB

Second year (120 credit points)

In second year, students select a core discipline from anthropology, politics, or sociology and complete the following:

- two second year units (40 credit points) from their chosen core discipline, including any designated core units (see below)
- the unit SOC2MSR Introduction to Social Research Methods (20 credit points)
- one second year policy unit (20 credit points) from List A below, and
- two second year Elective units (40 credit points).

The following is an example of a second year program.

TE-SEM-1	Social Science core discipline unit	SOC2MSR	Elective unit
TE-SEM-2	Social Science core discipline unit	Policy unit from List A	Elective unit

Second year core disciplines

Students should check individual discipline listings for availability of the following units.

Area/Unit title	Unit code
Anthropology	
Aboriginal Australia	ANT2ABA
Anthropological Concepts and Practice	ANT2ACP
Applied Anthropology	ANT2APA
Australian Aboriginal History	HIS2AAH
Body, Mind and Culture	ANT2BMC
Childhood and Culture	ANT2CAC

Current Issues in Anthropology²
Kinship, Gender and Marriage
Postcolonial Perspectives
Psychological Anthropology
Symbols, Psyche and Society

Legal Studies

Aborigines and the Law in Australia
Crime and Psychology
Crime, Law and Culture
Discrimination and the Law
Law, Rights and Social Justice
Punishment in Context

Politics

Australian Political Culture²
Nations and States²

Sociology

Community Studies
Comparative Social Movements
Current Issues in Sociology²
Deviance, Criminality and Social Control
Disintegration and Dread in Modern Society
Food, Drink and World History: ancient world to modern Australia
Gender and Sexuality: contemporary debates
Heritage Sites and Landscapes in Australia
Migration to Australia in the Nineteenth and Twentieth Centuries
New Religious Movements
Society and State in Japan and China
Sociological Theories of Deviance
Sociology and Everyday Life
Sociology of Culture
Theory, Culture and Society

Key: ² Core unit.

List A

Students should check individual discipline listings for availability of the following units.

Policy/Unit title	Unit code
Asian-Pacific Cities	SOC2APC
Critical Social Policy	SOC2CSP
Development, Globalisation and Culture	ANT2DGC
Ethnicity and Identity: social and political approaches	SOC2EAI
Families and Change	SOC2FAC
International Law and International Organisation	POL2ILO
Politics and the Economy	POL2PAE
The Politics of Economic Regions	POL2PER
Sex, Gender and Work	SOC2SGW
Social Policy, Welfare and the State	SOC2SWS
Sociology of Health and Illness	SOC2SHI
Sociology of Health and Medicine	SOC2SHM

Third year (120 credit points)

In third year, students complete the following:

- two third year units (40 credit points) from the chosen core discipline below
- one research methodology unit (20 credit points) from List B below
- one third year policy unit (20 credit points) from List A below, and
- two third year level Elective units (40 credit points).

The following is an example of a third year program.

TE-SEM-1	Social Science core discipline unit	Policy unit from List A	Elective unit
TE-SEM-2	Social Science core discipline unit	Research methodology unit from List B	Elective unit

Third year core disciplines

Students should check individual discipline listings for availability of the following units.

Area/Unit title	Unit code
Anthropology	
Aboriginal Australia	ANT3ABA
Anthropological Concepts and Practice	ANT3ACP
Applied Anthropology	ANT3APA
Body, Mind and Culture	ANT3BMC

Childhood and Culture
Displacement, Flight and Refuge
Kinship, Gender and Marriage
Postcolonial Perspectives
Psychological Anthropology
Symbols, Psyche and Society

Legal Studies

Aborigines and the Law in Australia
Crime and Psychology
Crime, Law and Culture
Discrimination and the Law
Law, Rights and Social Justice
Punishment in Context

Politics

Australia, Asia and the World
Contemporary Australian Politics
From Lenin to Stalin: the first decades of Soviet society
International Relations of the Middle East
Introduction to American Politics
Liberalism and its Critics
Peace and Change
Peasants and Politics in Latin America
South-East Asian Politics: change and conflict
Theories of World Politics

Sociology

Community Studies
Comparative Social Movements
Deviance, Criminality and Social Control
Disintegration and Dread in Modern Society
Food, Drink and World History: ancient world to modern Australia
Gender and Sexuality: Contemporary Debates
Gender Relations in Australian Society
Genocides and Holocaust: Nazi Europe, Central America, Africa
New Religious Movements
Society and State in Japan and China
Sociological Theories of Deviance
Sociology and Everyday Life
Sociology of Culture
Theory, Culture and Society

List A

Students should check individual discipline listings for availability of the following units.

Area/Unit title	Unit code
Policy units	
Asian-Pacific Cities	SOC3APC
Critical Social Policy	SOC3CSP
Development, Globalisation and Culture	ANT3DGC
Ethnicity and Identity: social and political approaches	SOC3EAI
Families and Change	SOC3FAC
International Law and International Organisation	POL3ILO
Politics and the Economy	POL3PAE
The Politics of Economic Regions	POL3PER
Sex, Gender and Work	SOC3SGW
Sociology of Health and Illness	SOC3SHI
Sociology of Health and Medicine	SOC3SHM

List B

Students should check individual discipline listings for availability of the following units.

Area/Unit title	Unit code
Research methodology units	
Introduction to Ethnographic Research	ANT3MQA
Introduction to Qualitative Research Methods	SOC3MQB
Quantitative Methods in Social Research	SOC3MTB

Diploma in Languages (ADIL) – Melbourne (Bundoora)

This diploma allows students to complete a three-year sequence in a foreign language while maintaining the requirements for their chosen degree. This diploma must be taken concurrently with a bachelor program. To complete the Diploma in Languages students must undertake a minimum of 120 credit points in one of Post VCE

French, Chinese, Modern Greek, Indonesian, Italian, Japanese, or Spanish. Students enrol in their chosen language at each year level and are normally expected to enrol in less than a full-time load in their degree units for that year. This process will extend the period required to complete both programs to five years. The relevant language coordinator will advise students about the level of entry and sequence of units to be taken for the diploma.

Double degrees

Double degrees allow students to undertake two courses at the same time, giving them a dual qualification after four years. By exploring two separate fields of study, students enrich and widen their educational, personal, and social experiences and may significantly enhance their employment prospects. The double degrees that include the Bachelor of Arts are described below, as well as two other double degrees administered by the faculty.

Bachelor of Arts/Bachelor of Arts Education (AZAAE) – Melbourne (Bundoora)

This double degree requires completion of 540 credit points over four years of full-time study or equivalent part-time study. Students complete a Bachelor of Arts degree in specific teaching disciplines and gain a secondary teaching qualification. The course provides the opportunity for students to engage in education related studies (including teaching practice in schools) while developing their knowledge in the Humanities and Social Sciences disciplines. As part of the arts degree students must take two arts disciplines offered by the Faculty of Humanities and Social Sciences and which are available to be taken as a teaching methods in the Graduate Diploma in Education (Secondary) at La Trobe (see arts units listed below). Students intending to take a Languages Other Than English (LOTE) method will be required to complete the third year advanced level of their chosen language.

The first year of the degree consists of the foundation arts units. During the second and third years of the degree, students will enrol in both arts and education units, which include supervised teaching practice in schools. In the final year, students will undertake the more intensive teacher-training component of the degree, including studies in educational philosophy, curriculum, and theory, teaching practice in schools and the two teaching methods units.

Please note: students must complete a 'Working with Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card prior to undertaking teaching placements.

First year (120 credit points)

TE-SEM-1	First-year unit arts discipline A (15 credit points)	First-year unit arts discipline B (15 credit points)	First-year arts elective (15 credit points)	First-year arts elective (15 credit points)
TE-SEM-2	First-year unit arts discipline A (15 credit points)	First-year unit arts discipline B (15 credit points)	First-year arts elective (15 credit points)	First-year arts elective (15 credit points)

Second year (140 credit points)

TE-SEM-1	Second-year unit arts discipline A (20 credit points)	Second-year unit arts discipline B (20 credit points)	Second-year arts elective (20 credit points)	EDU2TPA Teaching practice A (20 credit points)
TE-SEM-2	Second-year unit arts discipline A (20 credit points)	Second-year unit arts discipline B (20 credit points)		EDU4HE Holistic education (20 credit points)

Third year (140 credit points)

TE-SEM-1	Third-year unit arts discipline A (20 credit points)	Third-year unit arts discipline B (20 credit points)	Third-year arts elective (20 credit points)	EDU4IIE Issues in education (20 credit points)
TE-SEM-2	Third-year unit arts discipline A (20 credit points)	Third-year unit arts discipline B (20 credit points)		EDU 3TPB Teaching practice B (20 credit points)

Fourth year (140 credit points)

TE-SEM-1	EDU4COL Context of learning (20 credit points)	Education method 1 (20 credit points all year)	Education method 2 (20 credit points all year)	EDU4TPS Teaching practice and skills (20 credit points)	Education elective (20 credit points)
TE-SEM-2	EDU4SEI Issues in secondary education (20 credit points)			EDU4TPM Teaching practices and models (20 credit points)	

Arts disciplines available for specific methods

Students must choose their arts disciplines (A and B above) from two different methods.

Drama method

Theatre and drama.

English method

English, linguistics.

LOTE method (language other than English)

Chinese, Indonesian, Italian, Japanese, Modern Greek, Spanish. Students wanting to do a LOTE method must complete the third year advanced level of their chosen language.

Media studies method

Media studies, cinema studies.

Humanities or SOSE method (Studies of Society and Environment)

Aboriginal studies, anthropology, art history, development studies; gender, sexuality, and diversity studies; history, legal studies, philosophy, politics, religious studies, sociology. Students wanting to take a Humanities or SOSE method must choose both Discipline A units and two of their first year arts Electives from the disciplines listed above. Students should seek approval from the course adviser in the Faculty of Education to ensure that they have at least one discipline that is not generally classified by the teacher accreditation authority as cultural studies.

ESL method (English as a second language)

Linguistics, LOTE (language other than English) studies are also recommended.

Bachelor of Arts/Bachelor of Commerce (LZAC)

See the Faculty of Law and Management chapter in this *Handbook* for a full description.

A degree in commerce provides both a professional accounting qualification and a strong business background. The arts degree allows students to pursue other areas of interest and learn skills, which complement the commerce studies. Many unit combinations are possible. For example, students may study a language, politics, or sociology of a particular region (such as Asia or Europe) and combine this with a management emphasis in the commerce course. Alternatively, they might study legal studies, focusing on law and social policy or criminology and criminal justice, with an accounting major.

Bachelor of Arts/Bachelor of Economics (LZAE)

See the Faculty of Law and Management chapter in this *Handbook* for a full description.

This program offers a comprehensive study of economics with the option of specialising in one or two areas within arts. Many unit combinations are possible, enabling students to build their courses to suit their interests. For instance, they may combine an Asian specialisation in the economics course with the study of an Asian language, politics, or sociology. Alternatively, they might combine legal studies, focusing on law and social policy, with a public policy emphasis in economics.

Bachelor of Arts/Bachelor of Health Sciences (AZAHS) – Melbourne (Bundoora)

This four-year double degree is designed to allow students to pursue their areas of interest in both arts and health sciences. Students select units from the Faculty of Health Sciences and the Faculty of Humanities and Social Sciences. Programs of interest might include gender, sexuality and diversity studies and health promotion; legal studies and public health; human biosciences and archaeology.

Course advisers are available to assist students in designing programs to meet their individual interests. The course requirements are set out below. Lists of health sciences units may be found in the Health Sciences chapter.

Programs of study

The course requires 540 credit points taken over four years, with a minimum of 250 credit points from Humanities and Social Sciences and 260 credit points from Health Sciences. The remaining 30 credit points can be taken from either or any faculty. The maximum number of credit points permitted at first year level is 195.

Students must complete a minimum:

- 90 credit points of first year units, 80 credit points of second year units and 90 credit points of third year units from Health Sciences
- 90 credit points of first year units, 80 credit points of second year units and 80 credit points of third year units from Humanities and Social Sciences.

Health Sciences requirements

Students must complete the following core units from the Bachelor of Health Sciences. These would normally be taken in the first two years of study. All are 15-credit point units.

Unit title	Unit code
Australia's Health Care System	PHE1AHS
Introduction to Public Health A	PHE1PHA
Introduction to Public Health B	PHE1PHB
Introduction to the Human Body	HBS1API
Regulation of Human Body Function	HBS1HRB
The Health of Australians	PHE1HOA

For second and third year level units, students can choose any combination of units from those offered, or can specialise in one of human physiology and anatomy, public health (including rehabilitation and health promotion) or ergonomics, safety and health.

Arts requirements

To complete the Bachelor of Arts, students must complete at least one major of 130 credit points (with 60 credit points at third year level) in a single discipline offered by the Faculty of Humanities and Social Sciences. Students are limited to a maximum of 45 credit points at first year level in any Arts discipline.

Honours

An honours program will be offered to high achieving students and will require an additional full-time year of study. Honours may be undertaken in either arts or health sciences. Details of the specific programs will be available from the relevant faculties.

Bachelor of Arts/Bachelor of Science (SZAS)

See the Faculty of Science, Technology, and Engineering chapter in this *Handbook* for a description of the course. This course is designed to allow students to pursue their areas of interest in both science and arts.

Bachelor of Media Studies/Bachelor of Asian Studies (AZMSAS) – Melbourne (Bundoora)

This four-year double degree combines the study of the media and the development of practical media communication skills with Asian language and cultural studies. Students choose a core language from Chinese, Japanese, or Indonesian for the Asian studies degree and choose a practical media studies stream from journalism, video production, or radio/audio production for the media studies degree.

Course structure

Students must complete 550 credit points: 280 credit points in media studies and 270 credit points in Asian studies. For the media studies degree students complete 60 credit points of first year units, 120 credit points of second year units and 100 credit points of third year units. For the Asian studies degree students complete 90 credit points of first year units, 80 credit points of second year units and 100 credit points of third year units.

Units

Core and stream units are listed below the following table. Elective units can be found in the Asian studies and Media studies sections of this *Handbook*. The following is a typical arrangement of the core and Elective units over the four years of the double degree.

Teaching period	Unit title	Unit code
First year (135 credit points)		
TE-SEM-1	Constructing Communication	MST1CCO
TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJI
TE-SEM-1	Introduction to Asian Culture and Traditions	AST1BCE
TE-SEM-1	Making the News	MST1MTN
TE-SEM-1	First year core Asian language unit	
TE-SEM-2	Audiences and Communication	MST1AAC
TE-SEM-2	Introduction to Asia: China and India	AST1ICI
TE-SEM-2	Writing for the Media	MST1WFM
TE-SEM-2	First year core Asian language unit	
Second year (140 credit points)		
TE-SEM-1	Researching the Media	MST2RTM
TE-SEM-1	Second year media studies Elective unit	
TE-SEM-1	Second year core Asian language unit	
TE-SEM-1	Second year core Asian language unit	
TE-SEM-2	Researching Media Audiences	MST2RMA
TE-SEM-2	Second year media studies Elective unit	
TE-SEM-2	Second year core Asian language unit	
Third year (135 credit points)		
TE-SEM-1	Second year media studies stream unit	
TE-SEM-1	Third year media studies Elective unit	
TE-SEM-1	First year Asian studies Elective unit	
TE-SEM-1	Third year Asian language unit	
TE-SEM-2	Second year media studies stream unit	
TE-SEM-2	Second year Asian studies Elective unit	
TE-SEM-2	Third year Asian language unit	
Fourth year (140 credit points)		
TE-SEM-1	Media Industries	MST3MIN
TE-SEM-1	Broadcast and Electronic Journalism	MST3BEJ
TE-SEM-1	Third year Asian language unit	
TE-SEM-2	Media Project Development	MST3MPD
TE-SEM-2	Third year media studies stream unit	
TE-SEM-2	Third year Asian studies Elective unit	
TE-SEM-2	Third year Asian studies Elective unit	

Media studies units

Unit title	Unit code
Core units	
Constructing Communication	MST1CCO
Making the News	MST1MTN
Audiences and Communication	MST1AAC
Writing for the Media	MST1WFM
Researching the Media	MST2RTM
Researching Media Audiences	MST2RMA
Media Industries	MST3MIN
Media Project Development	MST3MPD
Journalism stream	
Computer-assisted Journalism	MST2CAJ
Journalism Production Workshop	MST2JPW
Broadcast and Electronic Journalism	MST3BEJ
Advanced Journalism and Design	MST3AJD
Radio/audio stream	
Radio Sound Production	MST2RSP
Writing for Radio	MST2WFR
Broadcast and Electronic Journalism	MST3BEJ
Advanced Media Production – Radio	MST3MPR
Video stream	
Single Camera Video	MST2SCV
Writing for Video: non-fiction	MST2WV
Broadcast and Electronic Journalism	MST3BEJ
Advanced Media Production – Television	MST3MPT

Electives

See the Media studies section of this *Handbook* for Elective units.

Asian studies units

Core language – see discipline entry in this *Handbook* for unit titles and codes.

Chinese beginners or advanced.

Japanese beginners or advanced.

Indonesian beginners or advanced.

Electives

See Asian studies section of this *Handbook* for units available for a major in Asian studies.

Disciplines and areas of study**Aboriginal studies**

Program Coordinator: Dr John Morton.

Students qualify for a degree with an Aboriginal studies major by taking approved combinations of units from anthropology, archaeology, behavioural health sciences, English, genetics and human variation, history, legal studies, linguistics, religious studies, and sociology. Units either focus explicitly on aspects of Aboriginal societies or offer thematic, theoretical, or methodological approaches directly relevant to Aboriginal studies.

Program of study

Students qualifying for a degree with an Aboriginal studies major must accrue at least 130 credit points from the units listed below, including at least 30 credit points at first year and at least 60 credit points at third year. At least 60 credit points must be accrued from the set of core units marked with the superscript 2.

Important notice: not all of the units listed below will be available every year.

Unit title	Unit code
First year units (15 credit points)	
Culture and Globalisation: introduction to anthropology	ANT1CAG
Dawn of Humanity	ARC1DOH
Discovering Archaeology	ARC1DAR
Our Global Village: introduction to anthropology	ANT1FET
Introduction to Aboriginal Australia ²	ANT1IIA
Myth, Legend and History	HIS1MLH
Representation and Participation in Australian Politics	POL1RAP
Sex, Gender and Diversity ²	GSD1SGD
Second or third year units (20 credit points)	
Aboriginal Australia ²	ANT2ABA/ANT3ABA
Aborigines and Law in Australia ²	LST2ALA/LST3ALA
Ancient Technologies	ARC2ANT/ARC3ANT
Anthropological Concepts and Practice	ANT2ACP/ANT3ACP
Applied Cultural Heritage Management	ARC2ACH/ARC3ACH
Applied Anthropology	ANT2APA/ANT3APA
Archaeology of Animals	ARC2ZOO/ARC3ZOO
Archaeology of Indigenous Victoria ²	ARC2AIV/ARC3AIV
Australian Aboriginal History ²	HIS2AAH/HIS3AAH
Australian Cinema	CST2CAC/CST3CAC
Bilingualism and Second Language Acquisition	LIN2BSA/LIN3BSA
Contemporary Australian Politics and Public Policy	POL2CAP/POL3CAP
Contemporary Feminist Thought	ENG2CFT/ENG3CFT
Cross-cultural Communication	LIN2CCC/LIN3CCC
Culture, Race and Difference	ANT2CRD/ANT3CRD
Current Issues in Anthropology	ANT2CIA/ANT3CIA
Discrimination and the Law	LST2DAL/LST3DAL
Gender Relations in Australian Society	HIS2GRA/HIS3GRA
Heritage Sites and Landscapes in Australia	HIS2HSL/HIS3HSL
Ice Age Australia ²	ARC2ICE/ARC3ICE
Inventing the Bush	ENG2ITB/ENG3ITB
Introduction to Ethnographic Research ³	ANT2MQA/ANT3MQA
Kinship, Gender and Marriage	ANT2KAM/ANT3KAM
Managing Archaeology	ARC2MAN/ARC3MAN
Memory, Myth and History	HIS2MMH/HIS3MMH
People, Power and Protest: transforming modern Australia	HIS2PPP/HIS3PPP
Reconciliation ²	POL2REC/POL3REC
Re-situating Modernism: decolonising contexts	ENG2REM/ENG3REM
Twentieth-century Australian Literature: inventing the past	ENG2TAL/ENG3TAL

Third year units (30 credit points)

Community and Cross-cultural Perspectives on Human Nutrition NUT3CPN

Ecological and Evolutionary Genetics GEN3EEG

Key: ² Core units: students majoring in Aboriginal studies must complete at least 60 credit points of these.

³ Students must complete a research project based on Aboriginal studies for this to be considered a core unit.

Honours

To be considered for honours, students normally must have completed a major in Aboriginal studies with at least a B average. Intending honours students are advised to consult the Coordinator of Aboriginal Studies before enrolling at second or third year level. It is possible to combine honours in Aboriginal studies with honours in another discipline.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

Anthropology

Program Coordinator: Dr Alberto Gomes.

Anthropology is the study of humanity with a focus on cultural diversity. Using a range of theoretical perspectives and research methods from fieldwork and discourse analysis, anthropologists attempt to understand, appreciate, and explain cultural differences and similarities. The ultimate intellectual aim is to develop a more informed and critical outlook on one's own culture and in the process achieve a better understanding of what it is that makes us human.

While anthropologists are renowned for their studies of such exotic practices as witchcraft and cannibalism, they are today more interested in familiar and everyday issues: social inequality, poverty, globalisation, global warming, information technology, development, identity politics, and childhood experiences. The anthropology units offered reflect this diversity of interests.

The Anthropology Program offers a fourth year at honours level and a postgraduate degree by research.

Programs of study

In the first year of study, students are introduced to basic concepts in a range of topic areas and social processes. In the second and third years, students can select from a range of units covering topics such as gender, family, kinship and marriage, anthropological concepts and practice, Aboriginal anthropology, comparative studies of other societies, development, psychological anthropology, childhood, and others.

A major in anthropology consists of 130 credit points of anthropology units or units cross-listed as equivalent to anthropology, units (see the list below). A major will include at least 30 credit points at first year level and at least 60 credit points at third year level of anthropology (or equivalent) units.

Students taking 130 or more credit points in anthropology, or wishing to proceed to honours, must complete at either second or third year level the following two units.

Unit title	Unit code
Introduction to Ethnographic Research	ANT2MQA or ANT3MQA
Current Issues in Anthropology	ANT2CIA or ANT3CIA

Students who wish to proceed to honours must have successfully completed at least 130 credit points in anthropology (or nominated equivalent units). Intending honours students are strongly advised to include SOC3PSS in their major.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Culture & Globalisation: introduction to anthropology	ANT1CAG
TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJI
TE-SEM-1	Introduction to Aboriginal Australia	ANT1IIA
TE-SEM-1	Self and Community: introduction to sociology	SOC1SAC
TE-SEM-2	Australia and Beyond: introduction to sociology	SOC1AAB
TE-SEM-2	Introduction to Asia: China and India	AST1ICI

TE-SEM-2	Our Global Village: introduction to anthropology	ANT1FET
Second or third year units (20 credit points)		
TE-SEM-1	Anthropological Concepts and Practice	ANT2ACP/ANT3ACP
TE-SEM-1	Applied Anthropology	ANT2APA/ANT3APA
TE-SEM-1	Body, Mind and Culture	ANT2BMC/ANT3BMC
TE-SEM-1	Childhood and Culture ¹	ANT2CAC/ANT3CAC
TE-SEM-1	Community Studies	SOC2CMS/SOC3CMS
TE-SEM-1	Comparative Social Movements	SOC2CSM/SOC3CSM
TE-SEM-1	Development, Globalisation and Culture	ANT2DGC/ANT3DGC
TE-SEM-1	Discover Australia: current issues and debates	SOC2DAU/SOC3DAU
TE-SEM-1	Displacement, Flight and Refuge	ANT2DFR/ANT3DFR
TE-SEM-1	Gender and Sexuality: contemporary debates	SOC2GES/SOC3GES
TE-SEM-1	New Religious Movements	SOC2NRM/SOC3NRM
TE-SEM-1	Psychological Anthropology ¹	ANT2PSA/ANT3PSA
TE-SEM-1	Sociology and Everyday Life	SOC2SEL/SOC3SEL
TE-SEM-1	Symbols, Psyche and Society ¹	ANT2SPS/ANT3SPS
TE-SEM-2	Aboriginal Australia	ANT2ABA/ANT3ABA
TE-SEM-2	Asian-Pacific Cities	SOC2APC/SOC3APC
TE-SEM-2	Culture, Race and Difference	ANT2CRD/ANT3CRD
TE-SEM-2	Current Issues in Anthropology	ANT2CIA/ANT3CIA
TE-SEM-2	Ethnicity and Identity: social and political approaches	SOC2EAI/SOC3EAI
TE-SEM-2	Gender and Development	SOC2GAD
TE-SEM-2	Introduction to Ethnographic Research	ANT2MQA/ANT3MQA
TE-SEM-2	Kinship, Gender and Marriage	ANT2KAM/ANT3KAM
TE-SEM-2	Landscape and the Human World	SOC2LL/SOC3LL
TE-SEM-2	Postcolonial Perspectives	ANT2PCP/ANT3PCP
TE-SEM-2	Practising Social Sciences	SOC3PSS
TE-SEM-2	Quantitative Methods in Social Research	SOC2MTB/SOC3MTB
TE-SEM-2	Southeast Asian Politics: change and conflict	POL2SEA/POL3SEA
TE-SEM-2	Visual Anthropology: documenting cultures ¹	ANT2ASF/ANT3ASF

Key: ¹ Not available in 2008.

Honours

The course comprises a core unit, an Elective or internships, a second-semester research seminar and a research thesis. The length of the honours thesis is between 12000 and 15000 words. Research for the thesis extends through the honours year and is undertaken with the guidance of a supervisor. The program welcomes enquiries about the structure of the course, the Elective units available, the internship program, and other aspects of the honours course.

Entry into the honours year is by application at the end of the student's third year of study. Students considered for admission will normally have a least a B average in units of sociology or anthropology (the honours program is run jointly by Anthropology and sociology) up to 130 credit points. These units will normally include 20 credit points of units classified as research methods, and ANT2CIA/ANT3CIA Current Issues in Anthropology. Prospective honours students are encouraged to take additional anthropology units to this minimum requirement and to include SOC3PSS Practising Social Sciences in their major.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of ANT units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

ANT1CAG CULTURE AND GLOBALISATION: INTRODUCTION TO ANTHROPOLOGY (15. CPs Sem. TE-SEM-1 BU.) Dr Alberto Gomes

Anthropology is the study of different ways of life, with the aim of understanding what it means to be human. Students taking this unit are introduced to anthropology by focusing on such questions as: How do capitalism, consumerism, and globalisation affect us? Is the world turning into one big shopping mall, full of people who listen to the same music and watch the same movies? What are the causes and effects of global problems such as racism, sexism, terrorism, poverty, disease, and global warming? Why do we give presents at Christmas and Valentine's Day? As well as developing an informed and critical

outlook on their own social worlds, students will gain skills relevant in a multicultural and global setting. Students taking this unit are advised to combine it with Anthropology 1FET.

Please note: a repeat evening lecture and an evening tutorial are available in this unit.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word written assignment (50%), one 1.5-hour multiple-choice examination (30%), one 500-word written assignment (20%)

ANT1FET OUR GLOBAL VILLAGE: INTRODUCTION TO ANTHROPOLOGY (15. CPs Sem. TE-SEM-2 BU.) Dr Helen Lee

We focus on global change and its impact on societies worldwide, in areas such as childhood and youth, gender and sexuality, kinship and the family, and the movement of people through migration. Students are introduced to key concepts in anthropology, such as culture, tradition and identity, and the methods and theories anthropologists have used over time to understand human societies. Some of the more controversial aspects of anthropology are explored, as are the exciting possibilities emerging for anthropology in the 21st century.

Please note: a repeat evening lecture is available in this unit.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word written assignment (50%), one 1.5-hour multiple-choice examination (30%), one 500-word written assignment (20%)

ANT1IIIA INTRODUCTION TO ABORIGINAL AUSTRALIA (15 CPs Sem. TE-SEM-1 BU.) Ms Julie Andrews

In this unit, students will be introduced to various elements of Indigenous Australia. Students will study a broad range of issues of relevance to contemporary Aborigines and Torres Strait Islander people. While there will be a particular emphasis on the Indigenous people of Victoria, students will gain an understanding of regional variation throughout Australia. Issues discussed include identity, self-representation, spirituality, family, gender, land, politics, law, economics, education, health, history, art, and music. Students intending to major in Aboriginal Studies are strongly advised to take this unit.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (50%), one 1.5-hour multiple-choice exam (30%), one 500-word written assignment (20%)

Recommended Reading:

Bourke, C, Bourke, E, & Edwards, B (Eds) *Aboriginal Australia* University of Queensland Press 1998.

Grossman, M (Ed) *Blacklines: contemporary critical writing by Indigenous Australians* Melbourne University Press 2003.

ANT2ABA ABORIGINAL AUSTRALIA (20. CPs Sem. TE-SEM-2 BU.) Dr John Morton

This unit is offered at third year level also.

This unit examines the main defining features of Aboriginal life in Australia. It looks at the relationship between the pre-colonial past and the contemporary situation where Aboriginal people are an indigenous minority. Students gain an understanding of the Dreaming, family life, politics, foraging, and connections to land as key elements of Aboriginal identity. These are also examined in the context of contemporary issues such as the Aboriginal art market, the stolen generation, urbanisation, the recognition of customary law and land rights legislation. The unit also looks at how indigenous Australians are represented in the public domain. This unit would also suit students undertaking a development studies or Aboriginal studies major, who, subject to approval, may enrol in the unit without the standard prerequisites.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 3-hour lecture or seminar per week.

Assessment: One 2500-word essay (50%), one 1000-word essay plan (20%), one 1500-word take-home examination (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Rowse, T *After Mabo: interpreting indigenous traditions* Melbourne University Press 1993.
 Edwards, W H *An introduction to Aboriginal societies* Social Science Press 1988.
 Beckett, J R (Ed) *Past and present: the construction of Aboriginality* Aboriginal Studies Press any edn.

ANT2ACP ANTHROPOLOGICAL CONCEPTS AND PRACTICE (20. CPs Sem. TE-SEM-1 BU.) *Dr Chris Eipper*

This unit is offered at third year level also.

Human sacrifice; purity and pollution, dirt, hair and etiquette; Santa Claus and Christmas gifts; royal weddings and funerals; virgin mothers, sons of god and similar miracles. What have anthropologists had to say about such things? How have they investigated them and how have they sought to explain them? This unit focuses on and explores a series of emblematic cases that illustrate the anthropological imagination and the ethnographic approach to human experience, social life, and intellectual inquiry.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJ and AST1ICI, or unit coordinator's approval.

Class requirements: One 3-hour seminar lecture per week.

Assessment: One 3000-word essay (60%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Keessing, R *Cultural anthropology: a contemporary perspective* Holt, Rinehart, and Winston 1981.

ANT2APA APPLIED ANTHROPOLOGY (20 CPs Sem. TE-SEM-1 BU.) *Dr Ray Madden*

This unit is offered at third year level also.

In this unit, we examine the ways in which anthropology is used in a number of practical contexts outside of universities. Students will be provided with an overview of the relevance and application of anthropological research to particular arenas, such as cultural heritage management, community development, the environments, social impact assessment, education, health, land rights, migration, Indigenous affairs and the performance of expert witness duties in courts or tribunals. These matters will be illustrated by examples of applied anthropological research methodology in various countries, with particular emphasis on Australia and the Asia-Pacific region.

Prerequisite: 30 credit points from first year sociology, first year anthropology, AST1IJ, AST1ICI or unit coordinator's approval.

Class requirements: One 3-hour lecture/seminar per week.

Assessment: One 3000-word essay (60%), one 2-hour exam (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Toussaint, S & Taylor, J (Eds) *Applied anthropology in Australasia* University of Western Australia Press 1999.

ANT2ASF VISUAL ANTHROPOLOGY: DOCUMENTING CULTURES (20. CPs Sem. TE-SEM-2 BU.) *Dr Lorraine Mortimer*

This unit is offered at third year level also.

Not available in 2008

ANT2BMC BODY, MIND AND CULTURE (20. CPs Sem. TE-SEM-1 BU.) *Dr Michele Stephen*

This unit is offered at third year level also.

Current approaches, sociological, cultural, and psychoanalytic, to the following questions will be examined in the light of Melanie Klein's theory of fantasy and primal desire. Why is body substance, along with concepts of pollution and purity, of such concern in human cultures? Why do fears of sorcery and witchcraft exist in many human cultures? Why is gift exchange and reciprocity an important dynamic? Why is second burial a widespread phenomenon? Why are male initiation rituals prominent in societies studied by anthropologists? Why in most human cultures do men dominate women? In addition, why have women accepted male domination?

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJ and AST1ICI, or unit coordinator's approval. Students are

advised that a prior knowledge of psychoanalytic theory will be an advantage.

Class requirements: One 3-hour lecture/workshop per week.

Assessment: One 3000-word essay (60%), one 2000-word take-home examination (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Klein, M *Envy and gratitude and other works 1946-1963* Virago Press 1993.

Klein, M *Love, guilt, and reparation: and other works 1921-1945* Virago Press 1988.

ANT2CAC CHILDHOOD AND CULTURE (20. CPs Sem. TE-SEM-1 BU.) *Dr Helen Lee*

This unit is offered at third year level also.

Not available in 2008

ANT2CIA CURRENT ISSUES IN ANTHROPOLOGY (20. CPs Sem. TE-SEM-2 BU.) *Dr John Morton*

This unit is offered at third year level also.

What is the state of play in anthropology today? What are the possibilities? This unit introduces students to topics and themes of importance in contemporary ethnographic debate. A key objective is the consolidation of what has already been learnt in other subjects (including first year and, ideally, anthropological concepts and practice) so as to provide a thorough grounding which will be beneficial to those undertaking further study in anthropology.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJ and AST1ICI, or unit coordinator's approval.

Class requirements: One 3-hour seminar lecture per week.

Assessment: One 3000-word essay (60%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Eriksen, T H *A history of anthropology* Pluto Press 2001.

ANT2CRD CULTURE, RACE AND DIFFERENCE (20 CPs Sem. TE-SEM-2 BU.)

To be advised

This unit is offered at third year level also.

In this unit, we examine current approaches in anthropology and related disciplines to the ways individuals and groups seek to define themselves, or are defined by others, as members of distinctive groups based on phenotype, culture, religion, and/or sexuality. The unit provides an overview of anthropological theories of cultural and racial identity formation. This is done in the context of a range of concrete examples of identity politics in particular social and historical contexts in the Asia Pacific region, North America and Europe. Bringing together a variety of theoretical approaches to the study of identity politics will enable students to assess and develop a critical perspective on practices of identification and exclusion in the modern world.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJ and AST1ICI, or unit coordinator's approval.

Class requirements: One 3-hour lecture/seminar per week.

Assessment: One 3000-word essay (60%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

ANT2DDD DISPLACEMENT, DEVELOPMENT, DISADVANTAGE: STUDY TOUR (20 CPs Sem. TE-W26-30 BU.) *Professor Sandy Gifford*

This unit is offered at third year level also.

Offer is subject to a minimum enrolment of 15 students.

In this unit, students are offered an intense learning-by-immersion experience into issues of forced displacement, development, and disadvantage in one of a number of countries in Asia, Europe, and Africa. During the study tour we will examine the push and pull factors associated with forced displacement including environmental causes, development induced displacement, civil unrest, genocide and stateless communities and human trafficking. The study tour will visit these different displaced communities, NGOs working with people

who are survivors of human rights abuses, academic research centres and International Organizations that work with refugees. Participant observation, seminars, and informal discussions will focus on the learning and reflection about the causes, consequences, and solutions to forced displacement. In this unit, we will examine the socio-cultural contexts and factors underlying forced displacement, flight, asylum, and resettlement from a broad anthropological perspective.

Prerequisite: 30 credit points of first year sociology or anthropology or coordinator's approval.

Quota: 25. Priority will be given to students in their final year of study. Second priority will be given to students with some background in issues of forced displacement (e.g., enrolled in a relevant course or completed a relevant subject or other relevant experience in refugee issues)

Class requirements: 162 contact hours comprising:

Pre-departure seminars (10 hours) (attendance required) and 22 days in country.

20 hours pre-reading, informal contact hours in Bangladesh and post visit reading and assessment.

This unit is not available for Study Abroad students.

Assessment: One 3000-word essay (50%), one 2000-word reflective journal essay (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Refugees by Numbers www.unhcr.ch UMHCR 2004.

ANT2DFR DISPLACEMENT, FLIGHT AND REFUGE (20 CPs Sem. TE-SEM-1 BU.) *Professor Sandy Gifford*

This unit is offered at third year level also.

Anthropology is one of the key disciplines of refugee studies. In this unit, the socio-cultural contexts and factors underlying forced displacement, flight, asylum, and resettlement from an anthropological perspective will be examined. One of the most pressing challenges to global and local well-being is the scale and complexity of the problem of refugees and other displaced peoples. Explanations of and solutions to the growing numbers of displaced persons are complex and contentious. We will critically explore different perspectives about push factors underlying displacement, the contexts, and experiences of flight, the search for a new place and the dilemmas of resettlement. We will consider questions of the unmaking and remaking of cultural life and social institutions, the nature and impact of torture and trauma, the shattering and remaking of identities, connections to place and notions of belonging.

Prerequisite: 30 credit points from first year sociology, anthropology, or AST1IJI, AST1ICI.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 3000-word essay (60%), one 2000-word reflective journal (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Gourevitch, P *We wish to inform you that tomorrow we will be killed with our families: stories from Rwanda* Farrar, Straus & Giroux 1998.

Prescribed Reading:

Helton, A *The price of indifference: refugees and humanitarian action in the new century* Oxford University Press 2002.

Fadiman, A *The spirit catches you and you fall down* Farrar, Straus & Giroux 1998.

Scheper-Hughes, N (Ed) *Violence in war and peace: an anthology* Blackwell 2004.

ANT2DGC DEVELOPMENT, GLOBALISATION AND CULTURE (20 CPs Sem. TE-SEM-1 BU.) *Dr Alberto Gomes*

This unit is offered at third year level also.

In this unit, students are introduced to central issues and themes in the anthropological study of development, neo-liberalism, and globalisation. Questions addressed include – What are the various theories and discourses of development and globalisation? What are the implications of development, neo-liberalism, and globalisation for cultures and communities, particularly, but not exclusively, in Africa, Asia, and Latin America? What are the varied responses (from

peaceful protest to violent acts of terrorism) of communities to issues and problems related to neo-liberalism and globalisation?

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI or AST1ICI, or unit coordinator's approval.

Class requirements: One 3-hour lecture or seminar per week.

Assessment: Two 2500-word essays (100%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

ANT2KAM KINSHIP, GENDER AND MARRIAGE (20 CPs Sem. TE-SEM-2 BU.) *Dr Helen Lee*

This unit is offered at third year level also.

Anthropologists have long been fascinated by kinship and marriage, which are central to human social organisation. In this unit, we look at how anthropological approaches to these forms of relationships have changed over time and critically assess recent work in this field. We examine the role and significance of kinship and marriage in many different societies, looking at issues such as gender and power, identity and emotion, social change and family violence. The future of kinship and marriage will also be considered, in the light of continuing social change and the development of new reproductive technologies.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), weekly class assignments (1500-word equivalent) (30%), one genealogical exercise (500-word equivalent) (10%), one 1-hour class test (1000-word equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

ANT2MQA INTRODUCTION TO ETHNOGRAPHIC RESEARCH (20 CPs Sem. TE-SEM-2 BU.) *Dr Ray Madden*

This unit is offered at third year level also.

Ethnography is social research, of relatively small scale, usually focused on a single setting or group. Data are collected through a range of techniques employed in fieldwork, but the emphasis is on participant observation and informal interviewing. Through class discussions and practical experience, students become familiar with these techniques.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI AND AST1ICI, or enrolment in an Aboriginal studies major.

Class requirements: One 2-hour lecture and one 1-hour group discussion per week.

Assessment: Field notes (1000 word equivalent) (15%), one 3000-word ethnographic paper (70%), one 1000-word research proposal (15%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

ANT2PCP POSTCOLONIAL PERSPECTIVES (20 CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

This unit is offered at third year level also.

What was the impact of colonisation on people's everyday lives? In areas such as family life, gender relations, social organisation and economic activity, what changes occurred and in what ways did people resist change? In this unit students look at how, in today's 'postcolonial' world, societies with varying degrees of political independence are dealing with these many effects of colonisation. Students are introduced to the theories that have emerged in anthropology to address 'post-colonialism'. A particular focus of the unit is the Asia Pacific region with its diverse experiences of colonialism and its aftermaths.

Prerequisite: 30 credit points of first year sociology or anthropology or politics, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 3000-word essay (60%), one 2000-word class assignment (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

ANT2PSA PSYCHOLOGICAL ANTHROPOLOGY (20. CPs Sem. TE-SEM-1BU.) *Dr Michele Stephen**This unit is offered at third year level also.**Not available in 2008***ANT2SPS SYMBOLS, PSYCHE AND SOCIETY** (20. CPs Sem. TE-SEM-1 BU.)*Dr Michele Stephen**This unit is offered at third year level also.**Not available in 2008***ANT3ABA ABORIGINAL AUSTRALIA** (20. CPs Sem. TE-SEM-2 BU.) *Dr John**Morton**See ANT2ABA for full unit description.***ANT3ACP ANTHROP CONCEPTS & PRACTICE** (20. CPs Sem. TE-SEM-1 BU.)*Dr Chris Eipper**See ANT2ACP for full unit description.***ANT3APA APPLIED ANTHROPOLOGY** (20 CPs Sem. TE-SEM-1 BU.) *Dr Ray**Madden**See ANT2APA for full unit description.***ANT3ASF VISUAL ANTHROPOLOGY: DOCUMENTING CULTURES** (20.CPs Sem. TE-SEM-2 BU.) *Dr Lorraine Mortimer**See ANT2ASF for full unit description.**Not available in 2008***ANT3BMC BODY, MIND AND CULTURE** (20. CPs Sem. TE-SEM-1 BU.) *Dr**Michele Stephen**See ANT2BMC for full unit description.***ANT3CAC CHILDHOOD AND CULTURE** (20. CPs Sem. TE-SEM-1 BU.) *Dr**Helen Lee**See ANT2CAC for full unit description.**Not available in 2008***ANT3CIA CURRENT ISSUES IN ANTHROPOLOGY** (20. CPs Sem. TE-SEM-2BU.) *Dr John Morton**See ANT2CIA for full unit description.***ANT3CRD CULTURE, RACE AND DIFFERENCE** (20 CPs Sem. TE-SEM-2 BU.)*To be advised**See ANT2CRD for full unit description.***ANT3DDD DISPLACEMENT, DEVELOPMENT, DISADVANTAGE: STUDY****TOUR** (20 CPs Sem. TE-W26-30 BU.) *Professor Sandy Gifford**See ANT2DDD for full unit description.***ANT3DFR DISPLACEMENT, FLIGHT AND REFUGE** (20 CPs Sem. TE-SEM-1BU.) *Professor Sandy Gifford**See ANT2DFR for full unit description.***ANT3DGC DEVELOPMENT, GLOBALISATION AND CULTURE** (20. CPsSem. TE-SEM-1 BU.) *Dr Alberto Gomes**See ANT2DGC for full unit description.***ANT3KAM KINSHIP, GENDER AND MARRIAGE** (20. CPs Sem. TE-SEM-2BU.) *Dr Helen Lee**See ANT2KAM for full unit description.***ANT3MQA INTRODUCTION TO ETHNOGRAPHIC RESEARCH** (20. CPsSem. TE-SEM-2 BU.) *Dr Ray Madden**See ANT2MQA for full unit description.***ANT3PCP POSTCOLONIAL PERSPECTIVES** (20. CPs Sem. TE-SEM-2 BU.)*Coordinator to be advised**See ANT2PCP for full unit description.***ANT3PSA PSYCHOLOGICAL ANTHROPOLOGY** (20. CPs Sem. TE-SEM-1BU.) *Dr Michele Stephen**See ANT2PSA for full unit description.**Not available in 2008***ANT3SPS SYMBOLS, PSYCHE AND SOCIETY** (20. CPs Sem. TE-SEM-1 BU.)*Dr Michele Stephen**See ANT2SPS for full unit description.**Not available in 2008*

Archaeology

Program Coordinator: *Dr Richard Cosgrove* (sem 1), *Dr Phillip Edwards* (sem 2).

The Archaeology Program is a world-renowned centre of research into the archaeological past. Units are directed towards providing an understanding of the past, using both archaeological, and other evidence. Emphasis is given to the evolution of modern people and their social and technical developments with a focus on both Australia and other parts of the world. In all units, attention is given to the techniques and theories that contribute to the study of archaeology.

A number of units outside the discipline are particularly suitable for study in conjunction with archaeology. These units may be, but are not normally, credited towards an archaeology major.

Archaeological excavations, in which students are encouraged to participate, are held during the year. Excursions to archaeological sites may also be arranged. They may be compulsory and involve some additional expenditure.

Programs of study

Students who wish to qualify for a degree with a major in archaeology must take at least 130 credit points of archaeology, which must include the equivalent of 30 credit points at first year level in archaeology, and 60 credit points at third year level.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Discovering Archaeology	ARC1DAR
TE-SEM-2	Dawn of Humanity	ARC1DOH
TE-SEM-2	The Archaeology of Ancient Civilisations	ARC1AAC
Second and third year units (20 credit points)		
TE-SEM-1	African Archaeology ¹	ARC2AFR/ARC3AFR
TE-SEM-1	Ancient Maya Civilisation of Mexico and Guatemala ¹	ARC2ANM/ARC3ANM
TE-SEM-1	Applied Cultural Heritage Management ¹	ARC2ACH/ARC3ACH
TE-SEM-1	The Archaeology of Ancient Mexico, Culminating with the Aztec Empire	ARC2AZT/ARC3AZT
TE-SEM-1	The Archaeology of Animals ¹	ARC2ZOO/ARC3ZOO
TE-SEM-1	Archaeology of East Asia ¹	ARC2AEA/ARC3AEA
TE-SEM-1	Archaeology of the Middle East	ARC2AME/ARC3AME
TE-SEM-1	Archaeology of the Modern World	ARC2AMW/ARC3AMW
TE-SEM-1	Emergence of Chinese Civilisation ¹	ARC2ECC/ARC3ECC
TE-SEM-1	Managing Archaeology	ARC2MAN/ARC3MAN
TE-SEM-1	Palaeolithic Archaeology	ARC2PAL/ARC3PAL
TE-SEM-2	Ancient Technologies	ARC2ANT/ARC3ANT
TE-SEM-2	Archaeology of Indigenous Victoria	ARC2AIV/ARC3AIV
TE-SEM-2	Historical Archaeology in Australia ¹	ARC2HAA/ARC3HAA
TE-SEM-2	Ice Age Australia ¹	ARC2ICE/ARC3ICE
TE-SEM-2	Maya Hieroglyphic Writing ¹	ARC2MHW/ARC3MHW
TE-SEM-2	Mediterranean Archaeology ¹	ARC2MED/ARC3MED
TE-SEM-2	Rise and Fall of Civilisations	ARC2RFC/ARC3RFC
TE-SEM-2	World of the Pharaohs: the archaeology of Ancient Egypt	ARC2EGY/ARC3EGY
TE-SEM-2	World Writing Systems: survey and analysis	ARC2WRS/ARC3WRS
Third year units (20 credit points)		
TE-SEM-1	Reading Course A	ARC3RCA
TE-SEM-2	Approaches to Archaeological Research	ARC3AAR
TE-SEM-2	Reading Course B	ARC3RCB

Key: ¹ Not available in 2008.

Compatible units from other schools

The following units are particularly suitable for study in conjunction with archaeology. They are not normally credited towards an archaeology major.

Unit title	Unit code
First year units (15 credit points)	
Animal Diversity, Ecology and Behaviour ²	BIO1AD
Culture and Globalisation: introduction to anthropology	ANT1CAG
Our Global Village: introduction to anthropology	ANT1FET
Processes that Shape the Earth	GEO1PRO
The Nature of Language and Communication A	LIN1NLA
Second and third year units (20 credit points)	
Environmental Geoscience: landscape and climate change	GEO2EGL
Environmental Geoscience: remote sensing and GIS	GEO2EGR
Heritage Sites and Landscapes in Australia	HIS2HSL/HIS3HSL

Introduction to Ethnographic Research ANT2MQA/ANT3MQA
 Migration to Australia in the 19th and 20th Centuries HIS2MTA/HIS3MTA
 Key: ² Approval must be obtained from the Faculty of Science, Technology and Engineering.

Honours

The honours degree requires intensive study of the discipline at second, third and fourth years. To enter the fourth year, a student is normally expected to have completed at least 130 credit points of archaeology, including the equivalent of 30 credit points at first year level in archaeology, and at least 60 credit points in third year (including ARC3AAR). A high level of performance in all archaeology units is required.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of ARC units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

ARC1AAC ARCHAEOLOGY OF ANCIENT CIVILISATIONS (15. CPs Sem. TE-SEM-2 BU.) *Dr Phillip Edwards*

During the Renaissance, Western artists looked to their Greek and Roman antecedents for inspiration and in so doing, rediscovered the rich material remains of these earliest Western civilisations. With the growth of the discipline in the 19th century, archaeologists broadened their horizons, some in search of booty with which to stock the new museums of industrial Europe, others concerned to test the veracity of the biblical account and a growing number concerned to explore the common features and origins of the urban civilisations. In this unit, we provide an historical account of this early research, together with a review of contemporary modes of explanation. We survey the elaborate variety of complex human societies that have arisen in the last 6000 years, including Egypt and Mesopotamia, the Mediterranean and Western Europe, the Indus Valley, Mesoamerica, Peru, and sub-Saharan Africa.

Class requirements: One 1-hour lecture, one 1-hour film and one 1-hour tutorial per week.

Assessment: One 2000-word essay (50%), one 1000-word assignment (20%), one 1-hour examination (30%)

Prescribed Reading:

Scarre, C & Fagan, B *Ancient civilisations* Prentice Hall 2003.

ARC1DAR DISCOVERING ARCHAEOLOGY (15. CPs Sem. TE-SEM-1 BU.)

Professor Li Liu

Archaeologists study the material traces of past human societies to try to understand how we came to be the way we are. From the stone tools and animal bones discarded by our earliest ancestors, they can trace the evolution of the behaviours we regard as the hallmarks of our humanity. From the more varied remains created by more recent societies archaeologists study the critical transformations that have shaped the modern world: the origins of language, food production, and complex societies. A series of case studies based on current La Trobe projects are used to explore the methods and theories that archaeologists employ in pursuit of these goals.

Class requirements: One 1-hour lecture, one 1-hour film and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), three 330-word tutorial assignments (30%), one 1-hour examination (30%)

Prescribed Reading:

Sutton, M Q & Yohe, R M *Archaeology: the science of the human past* 2nd edn, Pearson Education 2006.

Recommended Reading:

Peregrine, P N, Ember, C R & Ember, M *Archaeology. Original readings in method and practice*. Prentice Hall 2002.

ARC1DOH DAWN OF HUMANITY (15 CPs Sem. TE-SEM-2 BU.) *Dr Nicola Stern*

Our ancestors neither looked, nor behaved, like us. In this unit, students will be introduced to our tool-using ancestors, the worlds

they inhabited and the behaviours in which they engaged. We will investigate the way in which archaeologists build a picture of the very remote past from the bits of broken-up animal bones and chipped stone tools that survive in the archaeological record. This provides a springboard for discussing current understanding of the changes in technology, diet, social organisation, and cognition that characterised our evolutionary story. We have, of course, a particular interest in the origin of our own species and in the establishment of modern cognition and behaviour.

Class requirements: One 1-hour lecture, one 1-hour film and one 1-hour tutorial per week.

Assessment: One 1500-word essay (40%), one 1.5-hour examination (40%), two 500-word class assignments (20%)

Prescribed Reading:

Scarre, C (Ed) *The human past* Thames and Hudson 2005.

ARC2ACH APPLIED CULTURAL HERITAGE MANAGEMENT (20 CPs Sem. TE-SEM-1 BU.) *Dr Sam Spiers*

This unit is offered at third year level also.

Not available in 2008

ARC2AEA ARCHAEOLOGY OF EAST ASIA (20 CPs Sem. TE-SEM-1 BU.)

Professor Li Liu

This unit is offered at third year level also.

Not available in 2008

ARC2AFR AFRICAN ARCHAEOLOGY (20 CPs Sem. TE-SEM-1 BU.) *Dr*

Nicola Stern

This unit is offered at third year level also.

Not available in 2008

ARC2AIV ARCHAEOLOGY OF INDIGENOUS VICTORIA (20 CPs Sem. TE-SEM-2 BU.) *Dr David Frankel*

This unit is offered at third year level also.

In this unit students concentrate on developments in Australia during the Holocene. Taking a regional perspective, students examine evidence and ideas about the prehistory of different parts of the continent, with particular reference to southeast Australia. In each case, historical and ethnographic evidence provides the basis for understanding Aboriginal society and economy at the time of European contact. Differences over time are examined through archaeological data and consideration is given to how these very recent systems developed. Conflicting explanations for prehistoric change that stress environmental, social, technological and demographic factors are examined in the light of available archaeological evidence.

Prerequisite: At least 15 credit points of archaeology units, or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 2500-word essay (50%), one 1500-word essay (35%), one 1-hour examination (15%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Flood, J *Archaeology of the Dreamtime*. Harper Collins 1999, rev edn

Prescribed Reading:

Mulvaney, D J & Kamminga, J *Prehistory of Australia* Allen and Unwin 1999.

ARC2AME ARCHAEOLOGY OF THE MIDDLE EAST (20. CPs Sem. TE-SEM-1 BU.) *Dr Phillip Edwards*

This unit is offered at third year level also.

In this unit, we trace fundamental innovations in the human career, which were played out in the Middle East. The region was the cradle of crucial developments including the advent of the earliest farming societies and literate civilisations. Focusing on South-west Asia, the unit continues to investigate its archaeology from the Bronze and Iron Ages to the period of western ascendancy in the Hellenistic to Byzantine periods, concluding with the arrival of the Crusaders in the region. Political conditions, international rivalry, and the massive size of many archaeological sites all played their parts in producing a distinctive brand of Middle Eastern archaeology.

Prerequisite: At least 15 credit points of Archaeology subjects, or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: Two 1500-word essays (50%), four short assignments (20%), one 1-hour examination (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Levy, T E (Ed) *The archaeology of society in the Holy Land* Leicester University Press 1998.

ARC2AMW ARCHAEOLOGY OF THE MODERN WORLD (20. CPs Sem. TE-SEM-1 BU.) *Dr Susan Lawrence*

This unit is offered at third year level also.

In this unit students gain a theoretical and a methodological introduction to the archaeology of European expansion. Topics addressed in the lectures include theoretical issues in the development of historical archaeology as an area of research, colonialism, gender, ethnicity, indigenous historical archaeology, urbanisation, maritime archaeology, material culture studies, and cultural resource management. Supplementary reading in each of these areas is provided and class participation is encouraged.

Prerequisite: At least 15 credit points of archaeology, history, or coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour laboratory session per week.

Assessment: One 2500-word essay (40%), one 1500-word laboratory report (35%), one 1000-word assignment (25%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Deetz, J *In small things forgotten*
Anchor Press/Doubleday 1996.

Prescribed Reading:

Orser, C & Fagan, B *Historical archaeology* Harper Collins College Publishers 1995.

ARC2ANM ANCIENT MAYA CIVILISATION OF MEXICO AND GUATEMALA (20 CPs Sem. TE-SEM-1 BU.) *Professor Peter Mathews*

This unit is offered at third year level also.

Not available in 2008

ARC2ANT ANCIENT TECHNOLOGIES (20 CPs Sem. TE-SEM-2 BU.) *Dr Nicola Stern*

This unit is offered at third year level also.

Items of technology make up by far the bulk of the archaeological record and their analysis and interpretation touches on almost every aspect of archaeological theory and practice. A broad range of problems is investigated through the study of material remains: questions about the cognitive abilities and adaptive strategies of our ancestors, about the social and economic structures of human societies and about the patterns of interaction between them. An equally broad range of theoretical and methodological approaches is employed to generate the information needed to answer these questions. Implementing these approaches is a daunting task without some practical knowledge about how to identify, describe, and analyse these remains and one of the aims of this unit is to show how this is done.

Prerequisite: 15 credit points of Archaeology units, or the coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 3000-word essay (55%), three data analysis assignments (2000-words equivalent) (45%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Holdaway, S J, & Stern, N *Written in stone, decoding the Australian flaked stone record* Aboriginal Studies Press and Museum Victoria 2004.

ARC2AZT ARCHAEOLOGY OF ANCIENT MEXICO, CULMINATING WITH THE AZTEC EMPIRE (20 CPs Sem. TE-SEM-1 BU.) *Professor Peter Mathews*
This unit is offered at third year level also.

The Aztecs are the most famous ancient Mexican culture, but in fact, they were the last of a long sequence of civilisations in what archaeologists call ancient Mesoamerica. Other cultures include the Olmec (Mesoamerica's first great civilisation), the Zapotec and Mixtec cultures, Teotihuacan, and the Toltecs. In this unit, we will consider each of these in turn. Along the way, we shall look at various aspects of ancient Mesoamerica, from subsistence and trade, to politics, religion, and worldview. The seminars will deal with topical issues, such as agriculture, writing, the calendar, and warfare.

Prerequisite: 15 credit points of archaeology or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour seminar per week.

Assessment: Three map and short identification quizzes (15%), one 1-hour mid-term examination in class (25%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Coe, M D & Koontz, R *Mexico from the Olmecs to the Aztecs* 5th edn, Thames and Hudson 2002.

Recommended Reading:

Townsend, R F *The Aztecs* Revised edn., Thames and Hudson 2000.

ARC2ECC EMERGENCE OF CHINESE CIVILISATION (20. CPs Sem. TE-SEM-1 BU.) *Professor Li Liu*

This unit is offered at third year level also.

Not available in 2008

ARC2EGY WORLD OF THE PHARAOHS: THE ARCHAEOLOGY OF ANCIENT EGYPT (20 CPs Sem. TE-SEM-2 BU.) *Professor Peter Mathews*

This unit is offered at third year level also.

For 3000 years, the culture of Ancient Egypt exerted a profound influence in the eastern Mediterranean. In this unit, students are introduced to the archaeology and art of this fascinating civilisation. The approach will be chronological from the pyramids of the Old Kingdom to the painted tombs and sculptured temples of the New Kingdom and the multicultural world of Ptolemaic Egypt. Topics to be considered will include state formation in the Nile valley, the political and religious significance of monumental building and sculpture, planned towns, tomb painting and religious symbolism, craft techniques and conventions.

Prerequisite: 15 credit points of first year archaeology or art history or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: Three map and short answer quizzes (15%), one 3000-word essay (60%), and one 1-hour class test (25%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Brewer, D, & Teeter, E *Egypt and the Egyptians* Cambridge University Press 1999.

Robins, G *The art of ancient Egypt* British Museum Press 2000.

Recommended Reading:

Kemp, B J *Ancient Egypt: anatomy of a civilization* Routledge 1991.

ARC2HAA HISTORICAL ARCHAEOLOGY IN AUSTRALIA (20 CPs Sem. TE-SEM-2 BU.) *Dr Susan Lawrence*

This unit is offered at third year level also.

Not available in 2008

ARC2ICE ICE AGE AUSTRALIA (20 CPs Sem. TE-SEM-2 BU.) *Dr Richard Cosgrove*

This unit is offered at third year level also.

Not available in 2008

ARC2MAN MANAGING ARCHAEOLOGY (20 CPs Sem. TE-SEM-1 BU.) *Dr**Peter Davies**This unit is offered at third year level also.*

Archaeology has played a key role in developing Australia's 'heritage industry', and this unit explores the current role of archaeological knowledge in our society. It will introduce students to the conceptual and procedural skills required to work effectively as a professional archaeologist. Students will review the development of cultural resource management, explore the role of archaeological knowledge in the cultural conservation process, including the main provisions of legislation and policy relating to archaeology in Australia, and the role and responsibilities of Indigenous communities, government departments and other stake-holders.

Prerequisite: At least 15 credit points of archaeology or coordinator's approval.

Incompatible unit: ARC21AHM, ARC31AHM

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: Two 2000-word essays (80%), one 1000-word class assignment (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Protecting local heritage places: a guide for communities Australian Heritage Commission 2002.

The Burra Charter: the Australia ICOMOS charter for the conservation of places of cultural significance 1999 Australia ICOMOS Inc. 2000.

Recommended Reading:

Pearson, M & Sullivan, S *Looking after heritage places: the basics of heritage planning for managers, landowners and administrators* Melbourne University Press 2001.

ARC2MED MEDITERRANEAN ARCHAEOLOGY (20 CPs Sem. TE-SEM-2 BU.)*Dr David Frankel**This unit is offered at third year level also.**Not available in 2008***ARC2MHW MAYA HIEROGLYPHIC WRITING** (20 CPs Sem. TE-SEM-2 BU.)*Professor Peter Mathews**This unit is offered at third year level also.**Not available in 2008***ARC2PAL PALAEOLOGIC ARCHAEOLOGY** (20 CPs Sem. TE-SEM-1 BU.) *Dr**Nicola Stern**This unit is offered at third year level also.*

In this unit students trace the sequence of events that make up the story of human evolution and explore current understanding of the dynamics underlying those events. This includes discussion of the strategies being employed to reconstruct the behaviour of extinct species for which there are no living analogues. Topics include the earliest archaeological traces, the expansion of the biogeographic range and the establishment of modern human behaviour patterns.

Prerequisite: At least 15 credit points of archaeology or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 3000-word essay (60%), ten 200-word short assignments (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading: Klein, R G

The human career 2nd edn, University of Chicago Press 1999.

ARC2RFC RISE AND FALL OF CIVILISATIONS (20 CPs Sem. TE-SEM-2 BU.)*Professor Li Liu**This unit is offered at third year level also.*

Ancient societies have gone through many cycles of development and decline in terms of the level of social complexity. This unit introduces theoretical and practical approaches in archaeology relating to understanding of social-political change. Discussion topics include the emergence of social inequality, acquisition, and maintenance of power by elites, function of ritual and ideology in relation to social

transformation, and variability of political economy associated with the development of social complexity. Special attention is placed on the current debate about cultural evolution – how and why civilisations emerged, progressed, and collapsed in different parts of the world.

Prerequisite: At least 15 credit points of archaeology units, or coordinator's approval.

Incompatible unit: ARC21TMA, ARC31TMA

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One class presentation (20%), one 1500-word essay (30%), one 3000-word essay (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading: Feinman, G M, & Marcus, J (Eds)

Archaic states School of American Research Press 1998.

Earle, T *Chiefdoms: power, economy, and ideology* Cambridge University Press 1991.

Yoffee, N *Myths of the archaic state: evolution of the earliest cities, states, and civilizations* Cambridge UP 2005

ARC2WRS WORLD WRITING SYSTEMS: SURVEY AND ANALYSIS (20 CPsSem. TE-SEM-2 BU.) *Professor Peter Mathews**This unit is offered at third year level also.*

A survey of world writing systems that have been developed over the past 5000 years. In this unit, students will look at a variety of ancient scripts, from Sumerian cuneiform to Japanese, and from Cretan Linear B to Mexican picture writing. We will examine features of the scripts and of writing in general, and the decipherment process of several scripts. Included in the survey are cuneiform writing and Egyptian hieroglyphs, deciphered almost 200 years ago by the French scholar Jean-Francois Champollion.

Prerequisite: At least 15 credit points of archaeology or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1 hour workshop per week.

Assessment: One 2500-word research paper (50%), five 500-word assignments (50%).

Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Pope, M *The story of decipherment* Rev edn, Thames and Hudson 1999.

Robinson, A *The story of writing* Thames and Hudson 1995.

ARC2ZOO THE ARCHAEOLOGY OF ANIMALS (20 CPs Sem. TE-SEM-2 BU.)*Dr Richard Cosgrove**This unit is offered at third year level also.**Not available in 2008***ARC3AAR APPROACHES TO ARCHAEOLOGICAL RESEARCH** (20 CPs Sem.TE-SEM-2 BU.) *Dr Phillip Edwards*

In this unit, students are introduced to the fundamental principles of archaeological research, and how research programs are designed and developed and arguments justified. Practical and technical issues are considered in linking theory and practice. Attention is paid to analytical approaches to the collection, documentation, organisation, presentation, and explanation of archaeological evidence from excavations and surveys, including stone tools, pottery, and animal remains. This unit is a prerequisite for students wishing to enrol in Archaeology Honours, and is a core component of the B. Archaeology degree.

Prerequisite: At least 90 credit points of archaeology, or coordinator's approval.

Class requirements: One 3-hour workshop per week.

Assessment: One 3000-word essay (50%), one 1000-word assignment (25%), one 1000-word assignment (25%)

Recommended Reading:

Holdaway, S & Stern, N A *record in stone: the study of Australia's flaked stone artefacts* Museum Victoria 2004.

Harris, E C *Principles of archaeological stratigraphy* Academic Press 1979.

Shennan, S *Quantifying archaeology* 2nd edn. Edinburgh University Press 1997.

ARC3ACH APPLIED CULTURAL HERITAGE MANAGEMENT (20 CPs Sem. TE-SEM-1 BU.) *Dr Sam Spiers*
See ARC2ACH for full unit description.
Not available in 2008

ARC3AEA ARCHAEOLOGY OF EAST ASIA (20 CPs Sem. TE-SEM-1 BU.)
Professor Li Liu
See ARC2AEA for full unit description.
Not available in 2008

ARC3AFR AFRICAN ARCHAEOLOGY (20 CPs Sem. TE-SEM-1 BU.) *Dr Nicola Stern*
See ARC2AFR for full unit description.
Not available in 2008

ARC3AIV ARCHAEOLOGY OF INDIGENOUS VICTORIA (20 CPs Sem. TE-SEM-2 BU.) *Dr David Frankel*
See ARC2AIV for full unit description.

ARC3AME ARCHAEOLOGY OF THE MIDDLE EAST (20 CPs Sem. TE-SEM-1 BU.) *Dr Phillip Edwards*
See ARC2AME for full unit description.

ARC3AMW ARCHAEOLOGY OF THE MODERN WORLD (20 CPs Sem. TE-SEM-1 BU.) *Dr Susan Lawrence*
See ARC2AMW for full unit description.

ARC3ANM ANCIENT MAYA CIVILISATION OF MEXICO AND GUATEMALA (20 CPs Sem. TE-SEM-1 BU.) *Professor Peter Mathews*
See ARC2ANM for full unit description.
Not available in 2008

ARC3ANT ANCIENT TECHNOLOGIES (20 CPs Sem. TE-SEM-2 BU.) *Dr Nicola Stern*
See ARC2ANT for full unit description.

ARC3AZT ARCHAEOLOGY OF ANCIENT MEXICO, CULMINATING WITH THE AZTEC EMPIRE (20 CPs Sem. TE-SEM-1 BU.) *Professor Peter Mathews*
See ARC2AZT for full unit description.

ARC3ECC EMERGENCE OF CHINESE CIVILISATION (20 CPs Sem. TE-SEM-1 BU.) *Professor Li Liu*
See ARC2ECC for full unit description.
Not available in 2008

ARC3EGY WORLD OF THE PHARAOHS: THE ARCHAEOLOGY OF ANCIENT EGYPT (20 CPs Sem. TE-SEM-2 BU.) *Professor Peter Mathews*
See ARC2EGY for full unit description.

ARC3HAA HISTORICAL ARCHAEOLOGY IN AUSTRALIA (20 CPs Sem. TE-SEM-2 BU.) *Dr Susan Lawrence*
See ARC2HAA for full unit description.
Not available in 2008

ARC3ICE ICE AGE AUSTRALIA (20 CPs Sem. TE-SEM-2 BU.) *Dr Richard Cosgrove*
See ARC2ICE for full unit description.
Not available in 2008

ARC3MAN MANAGING ARCHAEOLOGY (20 CPs Sem. TE-SEM-1 BU.) *Dr Peter Davies*
See ARC2MAN for full unit description.

ARC3MED MEDITERRANEAN ARCHAEOLOGY (20 CPs Sem. TE-SEM-2 BU.)
Dr David Frankel
See ARC2MED for full unit description.
Not available in 2008

ARC3MHW MAYA HIEROGLYPHIC WRITING (20 CPs Sem. TE-SEM-2 BU.)
Professor Peter Mathews
See ARC2MHW for full unit description.
Not available in 2008

ARC3PAL PALAEOLOGICAL ARCHAEOLOGY (20 CPs Sem. TE-SEM-1 BU.) *Dr Nicola Stern*
See ARC2PAL for full unit description.

ARC3RCA READING COURSE A (20 CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*

This reading course is provided for students who wish to pursue further, or more intensive, study of an area not formally included in the program curriculum.

Prerequisite: Approval of Head of Program.

ARC3RCB READING COURSE B (20 CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

This reading course is provided for students who wish to pursue further, or more intensive, study of an area not formally included in the program curriculum.

Prerequisite: Approval of Head of Program.

ARC3RFC RISE AND FALL OF CIVILISATIONS (20 CPs Sem. TE-SEM-2 BU.)
Professor Li Liu
See ARC2RFC for full unit description.

ARC3WRS WORLD WRITING SYSTEMS: SURVEY AND ANALYSIS (20 CPs Sem. TE-SEM-2 BU.) *Professor Peter Mathews*
See ARC2WRS for full unit description.

ARC3ZOO THE ARCHAEOLOGY OF ANIMALS (20 CPs Sem. TE-SEM-2 BU.)
Dr Richard Cosgrove
See ARC2ZOO for full unit description.
Not available in 2008

Art history

Coordinator: Dr Diane Kirkby.

The Art History Program was established to teach and to conduct research in the history of Western art. In contemporary society, visual forms of communication play a major role in our daily experience. Art history investigates this experience through the visual analysis of art and architecture in historical and contemporary cultures and through the study of the language of images.

Specialisations

Areas of specialisation are Baroque art, architecture, Early Christian, medieval art, and architecture, Italian Renaissance art, Australian and American 20th century art.

Students may take the following units in art history as part of their degree. However, a major in art history is not available.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Art from Renaissance to Van Gogh	ARH1ARW
TE-SEM-2	Art from Picasso to Koons	ARH1APK
Second and third year units (20 credit points)		
TE-SEM-1	Art of Byzantium and Rome c312–c1320 (on-line unit)	ARH2AOB/ARH3AOB
TE-SEM-1	Discover Australia: current issues and debates	AUS2DAU/AUS3DAU
TE-SEM-2	America since 1945: pop art, politics and popular culture ¹	ARH2AWA/ARH3AWA
TE-SEM-2	America's War in Vietnam: culture and politics ¹	HIS2AWV/HIS3AWV
TE-SEM-2	Australian Image and Identity: landscape and culture ¹	ARH2AII/ARH3AII
TE-SEM-2	Contemporary Art and its Origins	ARH2CAO/ARH3CAO
TE-SEM-2	Making America: from Pocahontas to prohibition	ARH2MAM/ARH3MAM
TE-SEM-2	Medieval Europe 600–1200 (on-line unit)	ARH2MEU/ARH3MEU
TE-SEM-2	World of the Pharaohs: the archaeology of Ancient Egypt	ARC2EGY/ARC3EGY
Third year units (20 credit points)		
TE-SEM-1	Reading Course A ²	ARH3RCA
TE-SEM-2	Reading Course B ²	ARH3RCB

Key: ¹ Not available in 2008.

² Special prerequisites apply.

A full description of ARH units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

ARH1ARW ART FROM RENAISSANCE TO VAN GOGH (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 AW.) *Dr Lisa Beaven*

In this unit the major movements, styles and artists in Europe from the Renaissance to the end of the nineteenth century are studied. Students will be introduced to methods of visual analysis, to the meaning of images and to recent theories of art. We will also consider issues of patronage, conceptions of the role of the artist and the function of art and its relationship to the market. Together with the other first-year art history subject, this unit serves as an introduction to second-year offerings in the discipline.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word essay (25%), one 2000-word essay (50%), one 1-hour slide test (25%)

Prescribed Reading:

Barnet, S *A short guide to writing about art* Longman 1996.
Fleming, J. & Honour, H *A world history of art* Laurence King 1995.
Hall, S *Dictionary of subjects and symbols in art* John Murray 1984.
Levey, M *From Rococo to revolution* Thames and Hudson 1985.
Eisenman, S F *Nineteenth century art: a critical history* Thames and Hudson 1994.

ARH1APK ART FROM PICASSO TO KOONS (15CPS SEM. TE-SEM-2 BU)

Ms Robyn McKenzie

In this unit we survey the major art movements of the twentieth century. Students will develop a knowledge of the development of modernism through familiarity with the work of the central figures of early twentieth century movements: Fauvism, Cubism, Futurism, De Stijl and the Bauhaus, Russian Constructivism, Purism, Dada and Surrealism. Students will focus on understanding the concept of the avant-garde. In the unit we then trace the development of art in the later decades of the twentieth century through Pop Art, Minimalism and Conceptual Art, to the Postmodern and the concept of the past-avant-garde. We will conclude by looking at the art of now. In the unit we seek to develop students' visual literacy and the unit provides an introduction to study in the discipline in later years.

Class Requirements: Two 1-hour lectures and one 1-hour tutorial per week

Assessment: One 1000-word essay (25%), one 2000-word essay (50%), one 1-hour slide test (25%)

Recommended Reading:

Stangos, N *Concepts of modern art: from Fauvism to Postmodernism* 3rd Ed, Thames & Hudson 1994.
Foster, H et al. *Art since 1900: modernism, antmodernism, postmodernism* Thames & Hudson 2004.
Harrison, C & Wood P (Eds) *Art in theory 1900-2000* Blackwell 2003.

ARH2AII AUSTRALIAN IMAGE AND IDENTITY: LANDSCAPE AND CULTURE (20 CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

This unit is offered at third year level also.

Not available in 2008

ARH2AOB ART OF BYZANTIUM (20 CPs Sem. TE-SEM-1 AW, BU, MI.)

Coordinator to be advised

This unit is offered at third year level also.

Beginning with art from the reign of Emperor Constantine (312-337), students will study major works of early Christian art and architecture in Constantinople and Rome, as well as in the Byzantine capitals Milan and Ravenna from c. 312-726. They will explore the different attitudes to iconoclasm in the East and in Rome before analysing Byzantine art and architecture in centres such as Hosios Lukas, Daphni, and Nea Moni. They will also consider the transformation of Byzantine art in medieval Italy, in Rome, Venice, and Sicily.

Prerequisite: Any first year Art History subject.

Class requirements: Fully online subject: students listen to one 1-hour recorded and illustrated lecture, read an online presentation, and engage in a discussion forum each week.

This unit is not available for Study Abroad students.

Assessment: Two 2000-word essays (80%), five 200-word short assignments (20%). Third year students are expected to show greater levels of achievement of discipline-specific skills than second year students.

Preliminary Reading:

Mathews, T F *The art of Byzantium* Everyman Art Library 1998.

Prescribed Reading:

Krautheimer, R & Curcio, S *Early Christian and Byzantine architecture* Yale University Press 1986.

Recommended Reading:

Elsner, J *Imperial Rome and Christian triumph: the art of the Roman Empire AD 100-450* Oxford University Press 1998.
Ousterhout, R G *Master builders of Byzantium* Princeton University Press 2000.

ARH2BAA BAROQUE ART AND ARCHITECTURE (20. CPs Sem. TE-SEM-1 BU.) *Dr Lisa Beaven*

This unit is offered at third year level also.

Not available in 2008

ARH2CAO CONTEMPORARY ART AND ITS ORIGINS (20 CPs Sem. TE-SEM-2 BU) *Ms Robyn McKenzie*

This unit is offered at third-year level also.

In this unit students investigate the art of the recent past: (Australian and international) installation, video, post-conceptual painting, new media, relational art. Contemporary art, as it is called, is now middle-aged. We will seek to understand its present construction and processes through its history, tracing its origins back to the neo-avant-garde movements of the 1960s and 1970s: Pop, Minimalism, Conceptual art, Process and Systems art, Earth art, Performance, Feminist art. As well as identifying principal concerns contemporary art practice has taken as its subject, we will be looking at its development through an analysis of the workings of the 'Art World' as a system.

Prerequisites: 15 credit points of first-year art history

Class Requirements: One 2-hour lecture and one 1-hour tutorial per week

Assessment: One 1000-word exercise (20%), one 2500-word essay (50%), one tutorial presentation (1500-words equivalent) (30%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Foster, H et al. *Art since 1900: modernism, antmodernism, postmodernism* Thames & Hudson 2004.
Harrison, C & Wood, P (Eds) *Art in theory 1900-2000* Blackwell 2003.
Stallabrass, J *Contemporary art: a very short introduction* Oxford University Press 2006.

ARH2MAM MAKING AMERICA: FROM POCAHONTAS TO JAZZ AND PROHIBITION (20 CPs Sem. TE-SEM-2 AW, BU.) *Dr Diane Kirkby*

This unit is offered at third year level also.

How did the US produce such memorable figures as gangster Al Capone, movie-mogul Walt Disney, and blues singer Billie Holiday? In this unit, we examine the intersection of art, politics, and social history. Starting with the republican culture of the post-Revolutionary era, we ask what place did women; wilderness and Indians have in the 'New World' vision and manifest destiny of the new republic? How did slavery create new arts forms, lead to the Civil War, and connect with feminist politics? In the wealth and power generated by industrialisation, immigration, and urbanisation there existed conflict, oppression, and political resistance that was the source of a uniquely dynamic modern culture shaped by race and gender.

Prerequisite: 30 credit points of first year History and/or 30 credit points of first year Art History.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2500-word essay (40%), one short answer test (25%), one 1-hour exam (35%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Woloch, N. *Women and American experience* 3rd edn. McGraw Hill

ARH2MEU MEDIEVAL EUROPE C 600-C 1200 (20. CPs Sem. TE-SEM-2

AW, BU, MI.) *Coordinator to be advised*

This unit is offered at third year level also.

Offered subject to enrolment numbers.

This subject is only available as a fully on-line subject

In this unit students consider the art and architecture of Europe in the Middle Ages starting in the Dark Ages, when the Roman Empire had declined, in the face of barbarian invasions. We analyse selected examples of the art of these barbarian peoples. The career of Gregory the Great spans the end of the ancient Roman world and the early middle Ages. The rise of Islam in the seventh century led to the Muslim conquest of Spain and the subsequent campaigns of reconquest. From the tenth century, the pilgrimage to Santiago de Compostela was most popular. The monks of Cluny promoted the pilgrimage. Students will look in detail at the Romanesque and early Gothic art and architecture to be found along the pilgrim routes through France and Spain, and at the art and architecture associated with monasteries.

Prerequisite: 15 credit points of first year art history or coordinators approval.

Class requirements: Students complete the equivalent of thirteen 3-hour sessions on-line via WebCT. This includes one presentation and one lecture online each week, with fortnightly exercises.

Assessment: Two 2000-word essays (80%), five online exercises (1000-words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Snyder, J *Medieval art: painting, sculpture, architecture, fourth to fourteenth century* H N Abrams 1989.

Braunfels, W *Monasteries of Western Europe* Thames and Hudson 1972.

Petzold, A *Romanesque art* H. N. Abrams 1995.

Brown, P *The Cult of the Saints: its rise and function in Latin Christianity* University of Chicago Press 1981.

Abou-El-Haj, B *The Medieval Cult of the Saints* CUP 1997.

Shaver-Crandell, A & Gerson, P *The Pilgrim's guide to Santiago de Compostela* Harvey Miller 1993.

Herrin, J *The formation of Christendom* Phoenix Press Paperback 2001.

ARH3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*

This unit allows selected students to undertake a more detailed study of an artist, theme, movement, and so forth. Enrolment in this unit may be made only on application to the Program Coordinator, with a supporting statement of the program of study from the supervisor. Approval is given only to Art History students of exceptional aptitude and motivation. Written applications should be made to the Program Coordinator after discussion with the appropriate staff member who has agreed to supervise the program of study.

Prerequisite: Approval of the Program Coordinator.

Class requirements: Regular consultations with the staff member supervising the unit.

Assessment: Two 2500-word papers (100%)

ARH3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

This unit allows selected students to undertake a more detailed study of an artist, theme, movement, and so forth. Enrolment in this unit may be made only on application to the Program Coordinator, with a supporting statement of the program of study from the supervisor. Approval is given only to Art History students of exceptional aptitude and motivation. Written applications should be made to the Program Coordinator after discussion with the appropriate staff member who has agreed to supervise the program of study.

Prerequisite: Approval of the Program Coordinator.

Class requirements: Regular consultations with the staff member supervising the unit.

Assessment: Two 2500-word papers (100%)

ARH3AII AUSTRALIAN IMAGE AND IDENTITY: LANDSCAPE AND CULTURE (20 CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

See ARH2AII for full unit description.

Not available in 2008

ARH3AOB ART OF BYZANTIUM (20 CPs Sem. TE-SEM-1 AW, BU, MI.)

Coordinator to be advised

See ARH2AOB for full unit description.

ARH3BAA BAROQUE ART AND ARCHITECTURE (20. CPs Sem. TE-SEM-1 BU.) *Dr Lisa Beaven*

See ARH2BAA for full unit description.

Not available in 2008

ARH3CAO CONTEMPORARY ART AND ITS ORIGINS (20 CPs Sem. TE-SEM-2 BU) *Ms Robyn McKenzie*

See ARH2CAO for full unit description.

HIS3MAM MAKING AMERICA: FROM POCAHONTAS TO JAZZ AND PROHIBITION (20 CPs Sem. TE-SEM-2 BU.) *Dr Diane Kirkby*

See HIS2MAM for full unit description.

ARH3MEU MEDIEVAL EUROPE C 600-C 1200 (20. CPs Sem. TE-SEM-2 AW, BU, MI.) *Coordinator to be advised*

See ARH2MEU for full unit description.

Asian studies

Program Coordinator: Dr Kaori Okano.

Students in the Asian Studies Program may complete a three-year major in one of the languages (Chinese, Japanese, Indonesian and Sanskrit) offered by the program. Hindi is also offered at first and second year levels. The Asian Studies Program offers a Bachelor of Asian Studies degree and offers a major in Asian studies as part of the Bachelor of Arts degree. The program also offers a number of units, taught in English, which may be taken towards either of these degrees. These units are listed at the end of the Asian studies section.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJI
TE-SEM-1	Introduction to Asian Culture and Traditions	AST1BCE
TE-SEM-2	Introduction to Asia: China and India	AST1ICI
Second and third year units (20 credit points)		
TE-SEM-1	Goddesses, Sexuality and Liberation: India and beyond	AST2GSL/AST3GSL
TE-SEM-1	Introduction to Buddhism	AST2INB/AST3INB
TE-SEM-1	Love and Eroticism in Asian Literature ¹	AST2LEA/AST3LEA
TE-SEM-2	Introduction to Hinduism ¹	AST2INH/AST3INH
TE-SEM-2	Popular Asian Cinema ¹	AST2PAC/AST3PAC
TE-SEM-2	Society and State in Japan and China	AST2EAS/AST3EAS

Key: ¹ Not available in 2008.

Asian studies in the Bachelor of Arts

A major in Asian studies may be taken through approved combinations of units from the disciplines of anthropology, archaeology, Chinese, cinema studies, economics, English, Hindi, history, Indonesian, Japanese, linguistics, politics, religious studies, Sanskrit, and sociology.

Programs of study

To qualify for a degree with a major in the Asian studies area of study:

- a student must complete 130 credit points from the Asian studies units listed below. These 130 credit points should include 60 credit points at third year level, drawn from at least two separate disciplines (one of which may be an Asian language), and
- at least 110 credit points of the total 360 credit points for the degree must be in a single discipline. These 110 credit points may be in either Asian or non-Asian units and may include the Asian

studies units used to fulfil the above requirement. While not required, it is recommended that students include some non-Asian content in the study of this discipline.

The study of an Asian language, while not required as part of the Asian studies major, is highly recommended. All units are offered subject to the availability of appropriate staff and minimum enrolments.

Important notice: Not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

Unit title	Unit code
First year units (15 credit points)	
Beginning Hindi 1A	HND1BEA
Beginning Hindi 1B	HND1BEB
Chinese Advanced 1A	CHI1ADA
Chinese Advanced 1B	CHI1ADB
Chinese Beginners 1A	CHI1BEA
Chinese Beginners 1B	CHI1BEB
Chinese Dialect Speakers 1A	CHI1DSA
Chinese Dialect Speakers 1B	CHI1DSB
Culture and Globalisation: introduction to anthropology	ANT1CAG
Our Global Village: introduction to anthropology	ANT1FET
Indonesian Advanced 1A	INM1ADA
Indonesian Advanced 1B	INM1ADB
Indonesian Beginners 1A	INM1BEA
Indonesian Beginners 1B	INM1BEB
Introduction to Asia: China and India	AST1ICI
Introduction to Asia: Japan and Indonesia	AST1IJI
Introduction to Asian Culture and Traditions	AST1BCE
Japanese Advanced 1A	JPN1ADA
Japanese Advanced 1B	JPN1ADB
Japanese Beginners 1A	JPN1BEA
Japanese Beginners 1B	JPN1BEB
Long-term Economic Change	ECO1LEC
Sanskrit Beginners 1A	SAN1BEA
Sanskrit Beginners 1B	SAN1BEB
The Nature of Language and Communication A	LIN1NLA
The Nature of Language and Communication B	LIN1NLB
Second year unit (15 credit points)	
Economic Growth and Development	ECO2EGD
Second year units (20 credit points)	
Beginning Hindi 2A	HND2BEA
Beginning Hindi 2B	HND2BEB
Chinese Advanced 2A	CHI2ADA
Chinese Advanced 2B	CHI2ADB
Chinese Beginners 2A	CHI2BEA
Chinese Beginners 2B	CHI2BEB
Chinese for Professional and Academic Purposes A	CHI2APA
Chinese for Professional Purposes A	CHI2PPA
Indonesian Advanced 2A	INM2ADA
Indonesian Advanced 2B	INM2ADB
Indonesian Beginners 2A	INM2BEA
Indonesian Beginners 2B	INM2BEB
Japanese Advanced 2A	JPN2ADA
Japanese Advanced 2B	JPN2ADB
Japanese Beginners 2A	JPN2BEA
Japanese Beginners 2B	JPN2BEB
Sanskrit Beginners 2A	SAN2BEA
Sanskrit Beginners 2B	SAN2BEB
Translation and Discussion A (Japanese)	JPN2TDA
Second or third year units (20 credit points)	
Archaeology of East Asia	ARC2AEA/ARC3AEA
Australian Foreign Policy	POL2AAW/POL3AAW
Bilingualism and Second Language Acquisition	LIN2BSA/LIN3BSA
Childhood and Culture	ANT2CAC/ANT3CAC
Chinese Classical Texts	CHI2CCT/CHI3CCT
Chinese Modern Texts	CHI2CMT/CHI3CMT
Cross-cultural Communication	LIN2CCC/LIN3CCC
Development, Globalisation and Culture	ANT2DGC/ANT3DGC
Emergence of Chinese Civilisation	ARC2ECC/ARC3ECC
Goddesses, Sexuality and Liberation: India and beyond	AST2GSL/AST3GSL
India in English	ENG2IIE/ENG3IIE
International Relations: the Cold War and the great powers	POL2INR/POL3INR
Introduction to Buddhism	AST2INB/AST3INB
Introduction to Ethnographic Research	ANT2MQA/ANT3MQA

Introduction to Hinduism
Language in Asia
Love and Eroticism in Asian literature
Popular Asian Cinema
Society and state in Japan and China
South-East Asian Politics: change and conflict
Translation and Discussion A (Indonesian)
Translation and Discussion B (Indonesian)

Third year unit (15 credit points)

Asia in the World Economy

Third year units (20 credit points)

Chinese Advanced 3A
Chinese Advanced 3B
Chinese Beginners 3A
Chinese Beginners 3B
Chinese for Professional and Academic Purposes A
Chinese for Professional Purposes A
Indonesian Advanced 3A
Indonesian Advanced 3B
Indonesian Beginners 3A
Indonesian Beginners 3B
Japanese Advanced 3A
Japanese Advanced 3B
Japanese Beginners 3A
Japanese Beginners 3B
Readings in Contemporary Chinese Prose A
Readings in Contemporary Chinese Prose B
Sanskrit Beginners 3A
Sanskrit Beginners 3B
Translation and Discussion B (Japanese)

AST2INH/AST3INH
LIN2LIA/LIN3LIA
AST2LEA/AST3LEA
AST2PAC/AST3PAC
AST2EAS/AST3EAS
POL2SEA/POL3SEA
INM2TDA/INM3TDA
INM2TDB/INM3TDB

ECO3AWE

CHI3ADA
CHI3ADB
CHI3BEA
CHI3BEB
CHI3APA
CHI3PPA
INM3ADA
INM3ADB
INM3BEA
INM3BEB
JPN3ADA
JPN3ADB
JPN3BEA
JPN3BEB
CHI3CPA
CHI3CPB
SAN3BEA
SAN3BEB
JPN3TDB

Honours

The Asian Studies Program manages three quite distinct honours programs in Asian studies:

- the honours program for students completing a Bachelor of Arts with an Asian studies language major, with a strong language emphasis
- the honours program for students completing a Bachelor of Arts with an Asian studies area of study major, which has an Asian studies or disciplinary emphasis
- an honours program for students completing a Bachelor of Asian Studies.

This entry is concerned only with the second of these, the Asian studies area of study honours program. For information on Asian language programs, see the separate entries under Chinese, Indonesian and Japanese. For information on honours in the Bachelor of Asian Studies, see the separate entry under Bachelor of Asian Studies.

Bachelor of Arts (Honours) in Asian studies (area of study)

Students who have qualified for a degree by taking a major in the Asian studies area of studies may apply to enter a fourth year to complete their degree with honours. In addition, students who qualify for admission to honours in another discipline and who wish to develop their skills in Asian languages or studies in their fourth year may apply to the Asian Studies Program for admission into the Asian studies area of study honours program. In all cases, students wishing to enrol in fourth year Asian studies should apply to the program coordinator by October of the third year of their course.

Students entering fourth year honours in Asian studies are normally required to have proficiency in an Asian language equivalent to that attained after two years of successful study at tertiary level. Students enrolling in Asian studies with a view to the eventual completion of an honours degree should therefore plan their course with this possible requirement in mind. Enquiries should be directed to the program convenor or to an adviser of studies.

In the fourth year, students are required to complete additional studies in the area of their specialisation and to write a minor thesis on an approved topic of between 10000 and 15000 words, depending on the weighting of coursework and thesis components.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of AST units appears below. For

the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

AST1BCE INTRODUCTION TO ASIAN CULTURE AND TRADITIONS (15. CPs Sem. TE-SEM-1 BU.) *Dr James Leibold*

In this unit, students are introduced to the major cultural traditions that have shaped Asian societies. We will explore the key linguistic, cultural, religious, and literary/artistic beliefs and practices which emerged in pre-modern times and which are central to an understanding of contemporary Asia. A required workbook of readings may be purchased from the University Bookshop, and is available from the Library.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (40%), tutorial exercises (500 words equivalent) (20%), one 2-hour examination (40%)

AST1ICI INTRODUCTION TO ASIA: CHINA AND INDIA (15. CPs Sem. TE-SEM-2 AW, BU.) *Dr James Leibold*

Successful completion of this unit may be counted towards first year requirements for Asian studies, politics, sociology, and anthropology. In this unit, students are introduced to India and China. To ensure a systematic approach, we focus on how countries are run (government) how people connect with each other (society) and how people perceive themselves and how outsiders perceive them (culture) The unit is both contemporary and historical. We examine pre-European history, the arrival and ejection of European imperialists and the condition of these countries today. With AST11IJ, the unit prepares students for more detailed study of Asia and for further study in Politics, History, Sociology, and Anthropology. It provides sound background for the study of Asian languages.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial-based tasks (500 words equivalent) (15%), one 500-word exercise (15%), one 1500-word essay (35%), one 1.5-hour final examination (35%)

Recommended Reading:

Metcalf, B P and Metcalf, T R A *concise history of India* Cambridge University Press 2002
Fairbank, J K and Goldman, M *China: a new history* Enlarged edn., Belknap Press 1998

AST1IJI INTRODUCTION TO ASIA: JAPAN AND INDONESIA (15. CPs Sem. TE-SEM-1 AW, BU, MI.) *Dr Kaori Okano*

Successful completion of this unit may be counted towards first year requirements for Asian studies, politics, sociology, and anthropology. Students are introduced to two of Australia's Asian neighbours, Japan and Indonesia. To ensure a systematic approach, we focus on how countries are run (government), how people connect with each other (society) and how people perceive themselves and how outsiders perceive them (culture). The unit is both contemporary and historical. We examine pre-European history, the impact of European imperialists and the condition of these countries today. With AST1ICI, students are prepared for more detailed study of Asia and for further study in Politics, History, Sociology, and Anthropology. They are provided with a sound background for the study of Asian languages. A required workbook of readings may be purchased from the University Bookshop, and is available from the Library.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial exercises (500-word equivalent) (15%), one 500-word exercise (15%), one 1500-word essay (35%), one 1.5-hour final examination (35%)

Recommended Reading:

Sugimoto, Y *An introduction to Japanese society* Cambridge University Press 1997.
Cribb, R and Brown, C *Modern Indonesia: a history since 1945* Longman 1995.
Hunter, J *The emergence of modern Japan* Longman 1989.

AST2EAS SOCIETY AND STATE IN JAPAN AND CHINA (20 CPs Sem. TE-SEM-2 BU.) *Dr James Leibold*

This unit is offered at third year level also.

In this unit, students are introduced to the society and politics of Japan and China in the post-War period. The unit focuses on the discrete social and political systems of each state, on the relationship between social and political systems in each case, and on comparative study of the two states and societies. Aspects of the social systems under study include occupation, ethnicity, gender, education, age, and geographical location. Aspects of political systems covered include state constitutions and agencies, political parties, citizenship, social movements, and political participation.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1000-word book review (20%), one 2500-word research essay (50%), one 1-hour examination (20%), tutorial exercises (500-words equivalent) (10%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Sugimoto, Y *An introduction to Japanese society* Cambridge University Press 1997.
Dreyer, J *China's political system* 3rd edn. Macmillan 1999.
Curtis, G *The logic of Japanese politics* Columbia University Press 1999.
Stockman, N *Understanding Chinese society* Polity 2000.

AST2GSL GODDESSES, SEXUALITY AND LIBERATION: INDIA AND BEYOND (20 CPs Sem. TE-SEM-1 BU.) *Dr Greg Bailey*

This unit is offered at third year level also.

In this unit, students are introduced to the representation of the goddess in the religious traditions of India and, by way of comparison, to those of old Europe and Mesopotamia. Through an analysis of a selection of mythic and religious texts, we will study the images of goddesses in several religious traditions and will investigate what this image tells us about gender relations, sexuality and the status of women in the cultures studied. We will also examine the extent to which goddesses are gender exclusive or whether they include both genders in their ambit. The approach will be historical as well as sociological.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word class paper (30%), one 3500-word essay (70%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Kinsley, D *Hindu Goddesses. Vision of the Divine Feminine in the Hindu religious tradition* University of California Press 1986.

Recommended Reading:

Pinchman, T *Seeking Mahadevi: constructing the identities of the Hindu Great Goddess* State University of New York Press 2001.
Kinsley, D *The Goddesses' mirror. Visions of the Divine from East and West* State University of New York 1988.

AST2INB INTRODUCTION TO BUDDHISM (20. CPs Sem. TE-SEM-1 BU.)

Dr Greg Bailey

This unit is offered at third year level also.

In this unit, students are introduced to Buddhist philosophy from its very beginnings to the later developments of the Mahayana. They will concentrate on five topics: theories about the general nature of the world and living beings (especially humans); theories of causality (for example, of karma and rebirth); theories of the absolute (that is, of nirvana, Buddha hood, tathata); theories of practice, that is, meditation and ethics; the early history of Buddhism.

Prerequisite: Any first year History, Religious Studies, Philosophy or Asian Studies subject, or lecturer's permission.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word class paper (30%), one 3500-word essay (70%). Third year students will be expected to show greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Harvey, P *An introduction to Buddhism* Cambridge University Press 1990.

AST2INH INTRODUCTION TO HINDUISM (20 CPs Sem. TE-SEM-2 BU.) *Dr*

Harry Aveling

This unit is offered at third year level also.

Not available in 2008

AST2LEA LOVE AND EROTICISM IN ASIAN LITERATURE (20. CPs Sem. TE-SEM-1 BU.) *Dr Raj Pandey*

This unit is offered at third year level also.

Not available in 2008

AST2PAC POPULAR ASIAN CINEMA (20 CPs Sem. TE-SEM-2 BU.) *Dr Leela*

Gandhi, Dr Raj Pandey

This unit is offered at third year level also.

Not available in 2008

AST3EAS SOCIETY AND STATE IN JAPAN AND CHINA (20 CPs Sem. TE-SEM-2 BU.) *Dr James Leibold*

See AST2EAS for full unit description.

AST3GSL GODDESSES, SEXUALITY AND LIBERATION: INDIA AND BEYOND (20 CPs Sem. TE-SEM-1 BU.) *Dr Greg Bailey*

See AST2GSL for full unit description.

AST3INB INTRODUCTION TO BUDDHISM (20. CPs Sem. TE-SEM-1 BU.)

Dr Greg Bailey

See AST2INB for full unit description.

AST3INH INTRODUCTION TO HINDUISM (20 CPs Sem. TE-SEM-2 BU.) *Dr*

Harry Aveling

See AST2INH for full unit description.

Not available in 2008

AST3LEA LOVE AND EROTICISM IN ASIAN LITERATURE (20. CPs Sem. TE-SEM-1 BU.) *Dr Raj Pandey*

See AST2LEA for full unit description.

Not available in 2008

AST3PAC POPULAR ASIAN CINEMA (20 CPs Sem. TE-SEM-2 BU.) *Dr Leela*

Gandhi, Dr Raj Pandey

See AST2PAC for full unit description.

Not available in 2008

AUSLAN

Program Coordinator: Professor Jan Branson (Faculty of Health Sciences).

Australian sign language (AUSLAN) is the native language of Australia's deaf community. The units in AUSLAN emphasise learning the language in its social and cultural context. Classes are mainly conducted in AUSLAN. Students with no prior knowledge of the language, as well as those with previous experience, are welcome. AUSLAN is available as a sequence within the Bachelor of Arts. Full details of the units offered can be found in the Health Sciences section of the *Handbook*.

Australian studies

Program Coordinator: Dr Gwenda Tavan (Politics).

Australia is not the world, even if it is our world: it is in fact many worlds. Australia is a creation of the world system: it is truly global as well as local. From early contact with the Portuguese, Dutch, British, and French, many Indigenous Australians were curious about people from other cultures. Sometimes cultural exchanges occurred and trading networks were established. This was evident in Northern Australia where trading occurred between Indigenous Australians and the Macassar anglers. Since British colonisation in 1788, large numbers of immigrants have settled in Australia from around the globe. Originally, the majority of settlers came from Britain. More recently, Australia has accepted greater numbers of migrants from Asia, Africa, and the Middle East. This settlement has earned Australia its reputation as a migrant nation. Through migration and international relationships with countries such as the United States of

America, contemporary Australian society is reflective of a rich diversity of cultures. Australian studies give students the opportunity to explore issues concerned with the development and maintenance of the Australian nation. It encourages students to contextualise the Australian experience within the larger framework of a global society.

Australian studies is an innovative and challenging interdisciplinary program, which offers students an understanding of the world in which they live. The program allows students to combine in-depth studies of Australian issues with comparative analyses of other countries and cultures. The knowledge and communication skills gained in this program enable students to access a variety of career pathways such as business, government, education, international civil service, media, museums and galleries, nongovernmental organisations and the arts.

Australian studies is recognised as one of the university's areas of strength in research and teaching. The program encourages students to critically analyse and investigate issues associated with Australian society and culture. Australian studies units are taught by many world renowned academics from the disciplines of archaeology, anthropology, art history, cinema studies, English, history, linguistics, media studies, politics, sociology, and theatre and drama. The interdisciplinary nature of the program allows students to apply different methodological and theoretical approaches to issues such as popular culture, race, class, gender, politics, heritage, environment, and visual and literary arts.

Teaching period	Unit title	Unit code
Second and third year unit (20 credit points)		
TE-SEM-1	Discover Australia: Current Issues and Debates	AUS2DAU/AUS3DAU

Australian studies in the Bachelor of Arts

A major in Australian studies may be taken through approved combinations of units from the list below

Programs of study

Students may qualify for a degree with a major in Australian studies by completing at least 130 credit points from the list below, including at least 40 credit points at second year and 60 credit points at third year level. Such a major is made up of approved combinations of units from the disciplines of anthropology, archaeology, art history, cinema studies, English, history, legal studies, linguistics, media studies, politics, religious studies, sociology and theatre and drama. Students intending to major in Australian studies must complete the core unit AUS2DAU/AUS3DAU: Discover Australia: current issues and debates. Students who commenced their Australian studies major prior to 2000 will be deemed to have completed the equivalent of this unit.

First year units in archaeology, art history, cinema studies, English, history, linguistics, politics, and sociology are acceptable. In choosing first year units, students should note the prerequisites for units which they plan to take at second and third year levels. The following are recommended for students who wish to specialise in Australian studies.

Before enrolling, intending students should discuss their plans with the adviser of studies in the area.

Important notice: Not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

Unit title	Unit code
First year units (15 credit points)	
Australia and Beyond: introduction to sociology	SOC1AAB
Australian History: colonial	HIS1AHC
Australian Politics: government and society	POL1AUP
Culture and Globalisation: introduction to anthropology	ANT1CAG
Our Global Village: introduction to anthropology	ANT1FET
Process Based Performance	DRA1PBP
Representation and Participation in Australian Politics	POL1RAP
Sex, Gender and Diversity	GSD1SGD
Theatre Knowledges and Practice	DRA1TKP
Second or third year units (20 credit points)	
Aboriginal Australia	ANT2ABA/ANT3ABA
Aborigines and Law in Australia	LST2ALA/LST3ALA
Applied Cultural Heritage Management	ARC2ACH/ ARC3ACH

Archaeology of Indigenous Victoria
 Australian Cinema
 Australian Foreign Policy
 Australian Aboriginal History
 Australian Drama from 1955 to the Present Day
 Australians at War
 Australian Image and Identity: landscape and culture
 Australian Political Culture
 Community Studies
 Contemporary Australian Politics
 Current Issues in Sociology
 Discover Australia: current issues and debates (core unit)
 English: a user's guide
 Ethnicity and Identity: social and political approaches
 Families and Change
 Gender Relations in Australian Society
 Heritage Sites and Landscapes
 Ice Age Australia
 Introduction to Ethnographic Research
 Inventing the Bush
 Language in Society
 Managing Archaeology
 Memory, Myth and History
 Migration to Australia in the 19th and 20th Centuries
 People, Power and Protest: transforming modern Australia
 Phonetics and Phonology: the sounds of language
 Politics and the Economy
 Social Policy
 Sociology of the Environment
 Sex, Gender and Work
 Transterritorial Hellenism: a journey through some sites
 Twentieth-Century Australian Literature: inventing the past
 Visual Anthropology: documenting cultures
 Writing, Internet, Performance

ARC2AIV/ARC3AIV
 CST2CAC/CST3CAC
 POL2AAW/POL3AAW
 HIS2AAH/HIS3AAH
 DRA2AUD/DRA3AUD
 HIS2AAW/HIS3AAW
 ARH2AII/ARH3AII
 POL2APC/POL3APC
 SOC2CMS/SOC3CMS
 POL2CAP/POL3CAP
 SOC2CIS/SOC3CIS
 AUS2DAU/ASU3DAU
 LIN2EUG/LIN3EUG
 SOC2EAI/SOC3EAI
 SOC2FAC/SOC3FAC
 HIS2GRA/HIS3GRA
 HIS2HSL/HIS3HSL
 ARC2ICE/ARC3ICE
 ANT2MQA/ANT3MQA
 ENG2ITB/ENG3ITB
 LIN2LIS/LIN3LIS
 ARC2MAN/ARC3MAN
 HIS2MMH/HIS3MMH
 HIS2MTA/HIS3MTA
 HIS2PPP/HIS3PPP
 LIN2PHP/LIN3PHP
 POL2PAE/POL3PAE
 SOC2SWS/SOC3SWS
 SOC2SOE/SOC3SOE
 SOC2SGW/SOC3SGW
 EST2TTH/EST3TTH
 ENG2TAL/ENG3TAL
 ANT2ASF/ANT3ASF
 DRA2WIP/DRA3WIP

Preliminary Reading:

Macintyre, S *A concise history of Australia* CUP 2004.

Prescribed Reading:

Carter, D *Dispossession, dreams, and diversity* Pearson 2006.

AUS3DAU DISCOVER AUSTRALIA: CURRENT ISSUES AND DEBATES (20

CPs Sem. TE-SEM-1 BU.) *Dr Gwenda Tavan*
 See AUS2DAU for full unit description.

Chinese

Program Coordinator: Dr Xu Yuzeng

The Chinese language program offers an extensive range of units from beginners to honours level and postgraduate study. Three entry-level units are available to cater to students with differing standards in the Chinese language. At second and third year level, specialist units are available in Chinese for professional purposes, Chinese culture studies, and translation training.

At all levels, the emphasis is on the development of communicative skills in oral Mandarin and written Chinese, as well as the development of general intellectual skills through the study of Chinese civilisation using Chinese language sources. At senior levels, there is a focus on more specialised Chinese language use for academic or professional purposes.

Students are strongly encouraged to complete studies in another discipline with a China–Asia focus such as history, politics, linguistics, cinema, or economics to complement their language study. Students are encouraged to undertake further language study in China. If a student is in receipt of a university scholarship or award that covers tuition fees at the institution in China, they are eligible to enrol in China in-country studies. Self-funded students who pay tuition fees in China are not eligible to enrol in the in-country studies Program. However, they may be able to claim credit points for successful completion of language studies at an authorised institution in China. Students must seek permission from the Asian Studies Program Coordinator in advance if they wish to take up this option. Self-funded students can be awarded up to 60 credit points towards their degree for language study in China.

Students may enrol at beginners, advanced or other levels depending on their background and experience. Commencing students are allocated to the appropriate class by the lecturer. Students normally require at least a C grade pass in their current Chinese unit to proceed to the next level.

Programs of study

To qualify for a degree with a major in Chinese, a student must pass a minimum of 130 credit points of Chinese units, including 60 credit points of third year units. Depending on a student's prior knowledge of and/or qualifications in Chinese language when they commence their degree, there are three different major streams: beginners, advanced and dialect speakers. Students whose first language is Mandarin should refer to the section below. The major requirements for these streams are as follows.

Beginners' stream

This stream is for students with no prior knowledge of Chinese. These students must pass the six units CHI1BEA, CHI1BEB, CHI2BEA, CHI2BEB, CHI3BEA and CHI3BEB, and one other third year unit in Chinese.

Advanced stream

This stream is for students who have previously completed VCE Chinese or equivalent. These students must pass the six units CHI1ADA, CHI1ADB, CHI2ADA, CHI2ADB, CHI3ADA and CHI3ADB, and one other third year unit in Chinese. Note: students wishing to qualify as Chinese language teachers in schools must complete this stream. This is the requirement to take Chinese language as a teaching method in the Diploma of Education or the double degree Bachelor of Arts/Bachelor of Arts Education.

Dialect speakers' stream

This stream is for students who already have fluency in a Chinese dialect but without formal education in Chinese language. These students must pass the six units CHI1DSA, CHI1DSB, CHI2APA, CHI2CMT, CHI3CPA and CHI3CPB, and one other third year unit in Chinese.

Honours

Students who have qualified for a degree by taking a major in Australian studies with at least a B average may be considered for a place in the honours year. They are normally required to have 130 credit points in Australian studies, including the core Australia studies unit. Prospective applicants should contact the coordinator of the area as early as possible in their degree in order to plan their combination of units. In the fourth year, students take additional studies and write a research essay of 12000 to 15000 words on an approved topic.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of AUS unit appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

AUS2DAU DISCOVER AUSTRALIA: CURRENT ISSUES AND DEBATES (20

CPs Sem. TE-SEM-1 BU.) *Dr Gwenda Tavan*

This unit is offered at third year level also.

In this subject students are introduced to Australian society, its historical development, and the major issues and debates it is grappling with in the early 21st century. Analysis centres on six themes: Indigenous and non-Indigenous relations, settler societies, land and geography, politics and power, culture and nation, Australia in a globalising world. In this unit, we utilise various active learning methods and mediums: lectures, tutorials, fieldwork exercises, excursions, film, and web-based activities. This unit will be of interest to students seeking an introduction to contemporary Australian society.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial exercises (1000-words equivalent) (20%), one 1500-word reflective exercise (30%), one 2500-word research essay (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Mandarin speakers

Students whose first language is Mandarin may join the dialect speakers stream from the second year onwards. A major in Chinese is not available for native Mandarin speakers now, however the following units are available: CHI2/3APA, CHI2/3CCT, CHI2/3CMT, CHI3CPA, and CHI3CPB.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Chinese Advanced 1A	CHI1ADA
TE-SEM-1	Chinese Beginners 1A	CHI1BEA
TE-SEM-1	Chinese Dialect Speakers 1A	CHI1DSA
TE-SEM-1	Introduction to Asian Culture and Traditions	AST1BCE
TE-SEM-2	Chinese Advanced 1B	CHI1ADB
TE-SEM-2	Chinese Beginners 1B	CHI1BEB
TE-SEM-2	Chinese Dialect Speakers 1B	CHI1DSB
Second year units (20 credit points)		
TE-SEM-1	Chinese Advanced 2A	CHI2ADA
TE-SEM-1	Chinese Beginners 2A	CHI2BEA
TE-SEM-2	Chinese Advanced 2B	CHI2ADB
TE-SEM-2	Chinese Beginners 2B	CHI2BEB
Second or third year units (20 credit points)		
TE-SEM-1	Chinese Classical Texts	CHI2CCT/CHI3CCT
TE-SEM-1	Chinese for Professional and Academic Purposes A	CHI2APA/CHI3APA
TE-SEM-1	Chinese for Professional Purposes A	CHI2PPA/CHI3PPA
TE-SEM-1	Cross-cultural Communication	LIN2CCC/LIN3CCC
TE-SEM-1	Emergence of Chinese Civilisation ¹	ARC2ECC/ARC3ECC
TE-SEM-1	Love and Eroticism in Asian Literature ¹	AST2LEA/AST3LEA
TE-SEM-2	Chinese Modern Texts	CHI2CMT/CHI3CMT
TE-SEM-2	Language in Asia ¹	LIN2LIA/LIN3LIA
Third year units (20 credit points)		
TE-SEM-1	Chinese Advanced 3A	CHI3ADA
TE-SEM-1	Chinese Beginners 3A	CHI3BEA
TE-SEM-1	Readings in Contemporary Chinese Prose A	CHI3CPA
TE-SEM-2	Chinese Advanced 3B	CHI3ADB
TE-SEM-2	Chinese Beginners 3B	CHI3BEB
TE-SEM-2	Readings in Contemporary Chinese Prose B	CHI3CPB

Honours

Students wishing to enter fourth year honours in Chinese should normally have completed a Chinese major of at least 130 credit points, including 60 credit points at third year level, with suitably high grades. Students who wish to proceed to honours should apply to the Chinese Language Coordinator before they complete their third year. The Chinese 4 Program consists of two parts:

- coursework: students complete 60 credit points of coursework in their honours year
- thesis: a thesis of 12000 to 15000 words in an area of Chinese studies must be submitted. The topic must be agreed upon by the student and their supervisor(s) at the beginning of the course and is to be written in English.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of CHI units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS**CHI1ADA CHINESE ADVANCED 1A** (15. CPs Sem. TE-SEM-1 BU.) *Dr Gao Baoqiang*

In this unit, students will extend their skills in oral and written communication and learn more complex grammatical structures of the spoken language. Topics covered include University life, dining, directions, health, dating, and interaction with the Chinese-speaking community. A further 200 characters are taught. Admission of students into this unit may be determined by means of a questionnaire and/or written and oral test.

Prerequisite: VCE Chinese or equivalent and subject coordinator's approval.

Incompatible unit: CHI21BEA

Class requirements: One 2-hour lecture and one 2-hour workshop per week.

Assessment: Four written exercises (30%), one 1-hour written test (20%), oral and aural tests (20%), one 1-hour end of Semester examination (30%)

Prescribed Reading:

Yao, T et al. *Integrated Chinese Level 1/2 Textbook* Boston 1997.

Yao, T et al. *Integrated Chinese Level 1/2 Workbook* Boston 1997.

Yao, T et al. *Integrated Chinese level 1/2 character workbook* Boston 1997.

CHI1ADB CHINESE ADVANCED 1B (15. CPs Sem. TE-SEM-2 BU.) *Dr Gao Baoqiang*

By the end of this unit students will be able to use the most common sentence patterns of colloquial Chinese and will have acquired an additional 200 characters. Students will extend their communicative repertoire to include everyday life in a Chinese context, including shopping at Chinese markets, sports and Chinese pastimes and using public transport in China.

Prerequisite: CHI1ADA or equivalent.

Incompatible unit: CHI22BEB

Class requirements: One 2-hour lecture and one 2-hour workshop per week.

Assessment: Four written exercises (30%), one 1-hour written test (20%), oral and aural tests (20%), one 1-hour end of Semester examination (30%)

Prescribed Reading:

Yao, T et al. *Integrated Chinese Level 1/2 Textbook* Boston 1997.

Yao, T et al. *Integrated Chinese Level 1/2 Workbook* Boston 1997.

Yao, T et al. *Integrated Chinese level 1/2 character workbook* Boston 1997.

CHI1BEA CHINESE BEGINNERS 1A (15. CPs Sem. TE-SEM-1 BU.) *Dr Xu Huiling*

This is an introductory unit in the Chinese language (Mandarin) designed for students with no background in the language. The aim of this unit is to provide integrated training in speaking, listening, reading, and writing through interactive classroom activities and home assignments. The topics covered include introduction, Chinese kinship terms, family, hobbies, making appointments, meeting friends. The unit also comprises foundation work on the Romanised phonetic system, pinyin, and the Chinese writing system. Students should attain a basic level of competence in oral and written Chinese and a working knowledge of approximately 160-200 characters by the end of the unit.

Prerequisite: Coordinator's approval.

Incompatible unit: First year Chinese subjects for beginners.

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: Two assignments (600-word equivalent) (15%), two written examinations (2000-word equivalent) (50%), four oral presentations (800-word equivalent) (20%), quizzes (600-word equivalent) (15%)

Prescribed Reading:

Yao, T et al. *Integrated Chinese Level 1/1 Character workbook* Boston 1997.

Yao, T et al. *Integrated Chinese Level 1/1 Textbook* Boston 1997.

Yao, T et al. *Integrated Chinese Level 1/1 Workbook* Boston 1997.

CHI1BEB CHINESE BEGINNERS 1B (15. CPs Sem. TE-SEM-2 BU.) *Dr Xu Huiling*

In this unit students build on the foundation skills taught in Chinese Beginners A and further extend their communicative repertoire to include school life, shopping, using transportation and talking about the weather. Students learn to write a further 180 characters, bringing the total to 300, and learn to recognise up to 400 characters.

Prerequisite: CHI1BEA.

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: Quizzes (600-word equivalent) (15%), two assignments (600-word equivalent) (15%), two written examinations (2000-word equivalent) (50%), four oral presentations (800-word equivalent) (20%)

Prescribed Reading:

Yao, T et al. *Integrated Chinese Level 1/1 Character workbook* Boston 1997.
 Yao, T et al. *Integrated Chinese Level 1/1 Textbook* Boston 1997.
 Yao, T et al. *Integrated Chinese Level 1/1 Workbook* Boston 1997.

CHI1DSA CHINESE DIALECT SPEAKERS 1A (15. CPs Sem. TE-SEM-1 BU.)

Dr Xu Yuzeng

This unit is an intermediate course designed for students who speak a Chinese dialect. It comprises Chinese newspaper reading and oral and aural skills in Mandarin. The aims of the course are to enhance students' communication skills in everyday Chinese and to extend their ability to comprehend, discuss, and translate news and current affairs. Classes are conducted in Mandarin.

Prerequisite: Unit coordinator's approval.

Incompatible unit: CHI1IDA

Class requirements: One 2-hour lecture and one 1-hour workshop per week.

Assessment: two 500-character assignments (30%), one 1-hour written test (20%), one 10-minute oral presentation (20%), one 2-hour end of Semester examination (30%)

CHI1DSB CHINESE DIALECT SPEAKERS 1B (15. CPs Sem. TE-SEM-2 BU.)

Dr Xu Yuzeng

This unit is an intermediate unit designed for students who speak a Chinese dialect. It comprises Chinese newspaper reading and oral and aural skills in Mandarin. The aims of the unit are to further enhance students' communication skills in everyday Chinese and to extend students' ability to comprehend, discuss, and translate news and current affairs. Classes are conducted in Mandarin.

Prerequisite: CHI1DSA or unit coordinator's approval.

Incompatible unit: CHI3ADB

Class requirements: One 2-hour lecture and one 1-hour workshop per week.

Assessment: Two 500-character assignments (30%), one 2-hour end of semester examination (30%), one 10-minute oral presentation (20%), one 1-hour written test (20%)

CHI2ADA CHINESE ADVANCED 2A (20 CPs Sem. TE-SEM-1 BU.)

Dr Xu Huiling

The main aims in this unit are for students to develop communicative competence in topics of everyday interest in Chinese society, to consolidate skills in simple correspondence and expository writing and to enhance oral and aural skills by viewing and discussing a Chinese feature film. Topics covered include eating and food, shopping, education, media and family life.

Prerequisite: CHI1ADB or unit coordinator's approval.

Incompatible unit: CHI3BEA

Class requirements: Two 1-hour lectures and two 1-hour workshops per week.

Assessment: Three assignments (1500-word equivalent) (30%), two written examinations (2500-word equivalent) (50%), two role-plays (1000-word equivalent) (20%)

Prescribed Reading:

Liu, Y et al. *Integrated Chinese Level 2 Textbook* Boston 1997.
 Liu, Y et al. *Integrated Chinese Level 2 Workbook* Boston 1997.

CHI2ADB CHINESE ADVANCED 2B (20 CPs Sem. TE-SEM-2 BU.)

Dr Xu Huiling

Students develop communicative competence in topics of everyday interest in Chinese and Australian society, consolidate skills in simple correspondence and expository writing, and enhance oral and aural skills by viewing and discussing a Chinese feature film. Topics covered include travel, sport, festivals, and environment.

Prerequisite: CHI2ADA or coordinator's approval.

Incompatible unit: CHI3BEB

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: Two assignments (500-word equivalent) (12%), two written examinations (2000-word equivalent) (50%), four oral presentations/tests (1000-word equivalent) (25%), quizzes (500-word equivalent) (13%)

Prescribed Reading:

Yao, T et al. *Integrated Chinese Level 2 Workbook* Boston 1997.
 Yao, T et al. *Integrated Chinese Level 2 textbook* Boston 1997.

CHI2APA CHINESE FOR PROFESSIONAL AND ACADEMIC PURPOSES A

(20. CPs Sem. TE-SEM-1 BU.) *Dr Xu Yuzeng*

This is an advanced level language unit for students with substantial background in the Chinese language who wish to enhance their ability to use Chinese in professional and/or academic contexts. Students read and discuss material from such sources as newspapers, journals, contemporary literature, media broadcasts, and films. They complete assignments in areas, which focus on a practical application of Mandarin (Chinese) including in business, trade, tourism, education, or linguistics. Students acquire skills in personal and business correspondence.

Prerequisite: CHI1DSB or coordinator's approval.

Incompatible unit: CHI3APA

Class requirements: One 2-hour lecture and one 2-hour workshop per week.

Assessment: Two 500-word translations (25%), two 500-word class assignments (25%), one oral test (10%), and one 2-hour examination (40%)

Prescribed Reading:

Zhao, H *Business writing in Chinese* Beijing Language and Culture University 1994.

Xu, Z *Practical writing for foreigners* Sinolingua Press 1994.

Module of China's current affairs Prepared by the lecturer.

CHI2BEA CHINESE BEGINNERS 2A (20 CPs Sem. TE-SEM-1 BU.)

Dr Gao Baoqiang

In this unit students further develop skills in oral communication and are introduced to the more complex grammatical structures of the spoken language. Students extend their skills in oral and written communication and learn more complex grammatical structures of the spoken language. Topics include University life, employment in Australia, cars and travel, living conditions and dining out. The focus is on discussing life in Australia with the Chinese-speaking community. A further 250 characters are taught.

Prerequisite: CHI1BEB or unit coordinator's approval.

Incompatible unit: CHI1ADA

Class requirements: Two 1-hour lectures and two 1-hour workshops per week.

Assessment: Four 300-word written exercises (30%), one 1-hour written test (20%), one 10-minute oral and aural test (20%), one 2-hour end of semester examination (30%)

Prescribed Reading:

Yao, T et al. *Integrated Chinese Level 1/2 Character Workbook* Boston 1997.

Yao, T et al. *Integrated Chinese Level 1/2 Textbook* Boston 1997.

Yao, T et al. *Integrated Chinese Level 1/2 Workbook* Boston 1997.

CHI2BEB CHINESE BEGINNERS 2B (20 CPs Sem. TE-SEM-2 BU.)

Dr Gao Baoqiang

In this unit students further develop skills in oral communication and are introduced to the more complex grammatical structures of the spoken language. By the end of the Semester, students will be able to use the most common sentence patterns of colloquial Chinese and will have acquired an additional 250 characters. Students extend their communicative repertoire to include everyday life in an overseas Chinese context, including shopping at Chinese markets, renting, Chinese past times and using public transport in China. An additional video class focuses on life in Beijing.

Prerequisite: CHI2BEA or coordinator's approval.

Incompatible unit: CHI1ADB

Class requirements: One 2-hour lecture and one 2-hour workshop per week.

Assessment: Four 300-word written exercises (30%), one 1-hour written test (20%), one 10-minute oral and aural test (20%), one 2-hour end of Semester examination (30%)

Prescribed Reading:

Yao, T et al. *Integrated Chinese Level 1/2 Character Workbook* Boston 1997.

Yao, T et al. *Integrated Chinese Level 1/2 Textbook* Boston 1997.

Yao, T et al. *Integrated Chinese Level 1/2 Workbook* Boston 1997.

CHI2CCT CHINESE CLASSICAL TEXTS (20. CPs Sem. TE-SEM-1 BU.) *Dr Xu Yuzeng*

This unit is offered at third year level also.

This unit comprises a two-hour workshop in classical Chinese and a one-hour seminar in topics on Chinese civilisation. Students gain an understanding of selected key texts of Chinese civilisation such as works of philosophy, poetry, and narratives, within their historical context. Students acquire a basic understanding of the fundamentals of classical Chinese and learn to appreciate the difference between classical and modern Chinese.

Prerequisite: CHI1ADB or CHI1DSB or CHI2BEB. Enrolment is subject to coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour workshop per week.

Assessment: one 2000-word essay on a topic drawn from Chinese civilisation (30%), one 8-minute oral presentation (20%), one 500-word assignment in Chinese (20%), one 2-hour examination (30%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Han, J *China's culture heritage* Beijing Language and Culture University 2000.

CHI2CMT CHINESE MODERN TEXTS (20 CPs Sem. TE-SEM-2 BU.) *Dr Xu Yuzeng*

This unit is offered at third year level also.

This unit comprises a 2-hour lecture in modern and contemporary Chinese and 1-hour seminar in topics on Chinese civilisation at modern and contemporary times. The aim of this unit is to give students an understanding of selective key texts of Chinese civilisation such as works of philosophy, poetry, and narratives, within their historical context. Students will acquire a basic understanding of the fundamentals of modern Chinese.

Prerequisite: CHI2ADB, CHI1DSB, or coordinator's approval.

Incompatible unit: CHI22CRT, CHI32CRT

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: One 1000-word essay in English (25%), one 1000-word assignment in Chinese (25%), one 2-hour exam (30%), one 8-minute oral presentation (20%). Third year students will be expected to show greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Han, J *China's culture heritage* Beijing Language and Culture University 2000.

CHI2PPA CHINESE FOR PROFESSIONAL PURPOSES A (20. CPs Sem. TE-SEM-1 BU.) *Dr Gao Baoqiang*

This unit is offered at third year level also.

In this unit, students are introduced to the use of Chinese for professional purposes at an elementary level. Through role-play and video viewing, students acquire communicative ability in a range of professional situations such as formal introductions, exchange of name cards, travel arrangements, banquets, shopping, initial negotiations, and phone calls. The focus is on the acquisition of oral skills together with an understanding of the cultural background necessary for successful communication in Chinese communities. Topics covered include cultural differences, Chinese language, gender relations, family, and self-image in Chinese society.

Prerequisite: CHI1ADB, CHI1BEB, CHI1DSB, or equivalent standard.

Class requirements: One 2-hour lecture and one 2-hour workshop per week.

Assessment: Two 800-word assignments in English (30%), class presentations (20%), one 2-hour written test (40%), role-play, or oral test (10%)

Prescribed Reading:

Brick, J *China: a handbook on intercultural communication* Macquarie University 1996.

CHI3ADA CHINESE ADVANCED 3A (20. CPs Sem. TE-SEM-1 BU.) *Dr Gao Baoqiang*

This unit is designed to broaden the scope of students' communicative repertoire to include discussion of Chinese current affairs. The unit comprises Chinese newspaper reading and TV news broadcasts. Additionally, students view and discuss contemporary Chinese short films. Oral ability and aural comprehension on everyday topics are further extended.

Prerequisite: CHI2ADB or coordinator's approval.

Incompatible unit: CHI1DSA

Class requirements: One 2-hour lecture and one 2-hour workshop per week.

Assessment: One 10-minute oral presentation (20%), two 1000-word assignments (40%), one 2-hour end of Semester test (40%)

Prescribed Reading:

Teng, S & Sun, L *Taiwan Today* Extended edn Tunghai University 1999.

CHI3ADB CHINESE ADVANCED 3B (20. CPs Sem. TE-SEM-2 BU.) *Dr Gao Baoqiang*

This unit is designed to broaden the scope of students' communicative repertoire to include discussion of Chinese current affairs. The unit comprises Chinese newspaper reading and TV news broadcasts. Additionally, students view and discuss contemporary Chinese short films. Oral ability and aural comprehension on everyday topics are further extended.

Prerequisite: CHI3ADA or coordinator's approval.

Incompatible unit: CHI1DSB

Class requirements: One 2-hour lecture and one 2-hour workshop per week.

Assessment: One 10-minute oral presentation (20%), two 1000-word assignments (40%), one 2-hour end of semester test (40%)

Prescribed Reading:

Teng, S & Sun, L *Taiwan Today* Extended edn Tunghai University 1999.

CHI3APA CHINESE FOR PROFESSIONAL AND ACADEMIC PURPOSES A (20. CPs Sem. TE-SEM-1 BU.) *Dr Xu Yuzeng*

This is an advanced level language unit for students with substantial background in the Chinese language who wish to enhance their ability to use Chinese in professional and/or academic contexts. Students read and discuss material from such sources as newspapers, journals, contemporary literature, media broadcasts, and films. They complete assignments in areas which focus on a practical application of Mandarin (Chinese) including in business, trade, tourism, education, or linguistics. Students acquire skills in personal and business correspondence.

Prerequisite: CHI1DSB or coordinator's approval.

Incompatible unit: CHI2APA

Class requirements: One 2-hour lecture and one 2-hour workshop per week.

Assessment: Two 500-word translations (25%), two 500-word class assignments (25%), one oral test (10%), and one 2-hour examination (40%)

Prescribed Reading:

Zhao, H *Business writing in Chinese* Beijing Language and Culture University 1994.

Xu, Z *Practical writing for foreigners* Sinolingua Press 1994.

Module of China's current affairs Prepared by the lecturer.

CHI3BEA CHINESE BEGINNERS 3A (20 CPs Sem. TE-SEM-1 BU.) *Dr Xu Huiling*

In this unit students develop communicative competence in topics of everyday interest in Chinese society; consolidate skills in simple correspondence and expository writing and enhance oral and aural skills by viewing and discussing a Chinese feature film. Topics include eating and food, shopping, education, media and family life.

Prerequisite: CHI2BEB or coordinator's approval.

Incompatible unit: CHI2ADA

Class requirements: Two 1-hour lectures and two 1-hour workshops per week.

Assessment: Three assignments (1500-word equivalent) (30%), two written examinations (2500-word equivalent) (50%), two role-plays (1000-word equivalent) (20%)

Prescribed Reading:

Yao, T et al. *Integrated Chinese Level 2 Textbook* Boston 1997.
Yao, T et al. *Integrated Chinese Level 2 Workbook* Boston 1997.

CHI3BEB CHINESE BEGINNERS 3B (20 CPs Sem. TE-SEM-2 BU.) *Dr Xu Huiling*

In this unit students develop communicative competence in topics of everyday interest in Chinese society; consolidate skills in simple correspondence and expository writing and enhance oral and aural skills by viewing and discussing a Chinese feature film. Students read some micro-stories published in China, which satirise contemporary Chinese society.

Prerequisite: CHI3BEA or coordinator's approval.

Incompatible unit: CHI2ADB

Class requirements: Two 1-hour lectures and two 1-hour workshops per week.

Assessment: Three assignments (1500-word equivalent) (30%), two written examinations (2500-word equivalent) (50%), two role-plays (1000-word equivalent) (20%)

Prescribed Reading:

Yao, T et al. *Integrated Chinese Level 2 Textbook* Boston 1997.
Yao, T et al. *Integrated Chinese Level 2 Workbook* Boston 1997.

CHI3CPA READINGS IN CONTEMPORARY CHINESE PROSE A (20. CPs Sem. TE-SEM-1 BU.) *Dr Xu Yuzeng*

This unit is designed to allow honours and other high-level students to further extend their ability to translate primary data from Chinese into English and from English into Chinese. Readings are drawn mainly from social and cultural topics on contemporary China.

Prerequisite: CHI2APA, CHI3APA, or coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour workshop per week.

Assessment: Two 1500-word translation assignments (40%), two 500-word class exercises (30%), one 1000-word end-of-semester test (30%)

Prescribed Reading:

Module of readings Prepared by the lecturer.

CHI3CPB READINGS IN CONTEMPORARY CHINESE PROSE B (20. CPs Sem. TE-SEM-2 BU.) *Dr Xu Yuzeng*

This unit is designed to allow high level and honours students to further extend their ability to translate primary data from Chinese into English and from English into Chinese. Readings are drawn mainly from social and cultural topics on contemporary China.

Prerequisite: CHI3CPA or coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour workshop per week.

Assessment: Two 1500-word translation assignments (40%), two 500-word class exercises (30%), one 1000-word end-of-semester test (30%)

Prescribed Reading:

Module of readings Prepared by the lecturer.

CHI3CCT CHINESE CLASSICAL TEXTS (20. CPs Sem. TE-SEM-1 BU.) *Dr Xu Yuzeng*

See *CHI2CCT* for full unit description.

CHI3CMT CHINESE MODERN TEXTS (20 CPs Sem. TE-SEM-2 BU.) *Dr Xu Yuzeng*

See *CHI2CMT* for full unit description.

CHI3PPA CHINESE FOR PROFESSIONAL PURPOSES A (20. CPs Sem. TE-SEM-1 BU.) *Dr Gao Baoqiang*

See *CHI2PPA* for full unit description.

Cinema studies

Program Coordinator: Dr Felicity Collins.

All cinema studies students should enrol with the assistance of a cinema studies adviser of studies.

Programs of study

Students who wish to satisfy the degree requirements by taking a major in cinema studies must take at least 130 credit points, including at least 30 credit points of cinema studies at first year level, 40 credit points of cinema studies at second year level and 60 credit points of cinema studies at third year level.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Introduction to Screen Analysis	CST1IFA
TE-SEM-1	Screenplay Analysis ^{1,3}	CST1SCA
TE-SEM-1	Screen Narrative ¹	CST1SNT
TE-SEM-2	Introduction to Screenwriting ³	CST1ITS
TE-SEM-2	Making Sense of the Movies	CST1MSM
Second year units (20 credit points)		
TE-SEM-1	Storytelling and the Cinema	CST2SAC
Second or third year units (20 credit points)		
TE-SEM-1	Advanced Screenwriting	CST2ADS/CST3ADS
TE-SEM-1	Australian Cinema	CST2CAC/CST3CAC
TE-SEM-1	Cinema and Sexuality	CST2CAS/CST3CAS
TE-SEM-1	Comedy ¹	CST2COM/CST3COM
TE-SEM-1	Contemporary Italian Cinema ¹	CST2CIC/CST3CIC
TE-SEM-1	Documentary Cinema ¹	CST2DOC/CST3DOC
TE-SEM-1	Experimental Cinema	CST2ALC/CST3ALC
TE-SEM-1	Gender and Spectatorship ¹	CST2GSP/CST3GSP
TE-SEM-1	Image and Industry: Australian television	MST2IAI/MST3IAI
TE-SEM-1	New Media and Society	MST2NMS/MST3NMS
TE-SEM-1	Screenplay as Narrative Form	CST2SCN/CST3SCN
TE-SEM-2	Animated Film ¹	CST2ANF/CST3ANF
TE-SEM-2	Contemporary World Cinema	CST2CFI/CST3CFI
TE-SEM-2	Digital Media Cultures	MST2DMC/MST3DMC
TE-SEM-2	Film Noir:	
	alienation and darkness in the cinema	CST2FNO/CST3FNO
TE-SEM-2	Genre Studies	CST2GES/CST3GES
TE-SEM-2	History of Film and Film Thought ¹	CST2HFT/CST3HFT
TE-SEM-2	Hollywood Cinema	CST2CLH/CST3CLH
TE-SEM-2	Media and the Spectacular	MST2MAS/MST3MAS
TE-SEM-2	Melodrama and Morality ¹	CST2MEM/CST3MEM
TE-SEM-2	Screen Criticism	CST2FCR/CST3FCR
TE-SEM-2	Violence and Cinema ¹	CST2VAC/CST3VAC
Third year units (20 credit points)		
TE-SEM-1	Creative Industry Research ³	CST3CIP
TE-SEM-1	Reading Course A ²	CST3RCA
TE-SEM-2	Introduction to Video Practice	CST3VID
TE-SEM-2	Reading Course B ²	CST3RCB
TE-SEM-2	Script Development	CST3SED

Key: ¹ Not available in 2008.

² Special prerequisite. See the unit description at www.latrobe.edu.au/udb_public.

³ Only available to students in Bachelor of Creative Arts.

Honours

To apply for entry to honours following completion of the degree, a student is normally expected to have completed at least 130 credit points of cinema studies units with an average mark of 70% or better. Application does not guarantee a place in the honours year, selection for which is based upon recommendations of lecturers and the Program's ability to provide adequate supervision.

Honours students are required to complete 60 credit points of coursework at fourth year level, including CST4IAM Issues and Methods, taken at its earliest availability. In addition, an honours student is expected to submit a 12000 to 15000-word thesis on a topic approved by the Program and is entitled to an oral examination on the thesis. There is some possibility for an honours thesis to involve practical or production work. Enquiries should be directed to the Honours Coordinator.

A full description of CST units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

CST1IFA INTRODUCTION TO SCREEN ANALYSIS (15. CPs Sem. TE-SEM-1 BU.) *Ms Anna Dzenis*

In this unit, students are provided with the basic tools and techniques for screen analysis. We begin with the structure and grammar of film narrative and its mechanisms for producing coherence and meaning. Topics include the classic narrative model, formalist analysis, mise en scene, large narrative structures, character formation, imagery, and formal completeness. Further topics include modernist narrative: the ambiguous image and sound.

Class requirements: One 3-hour screening, one 1-hour lecture and one 1-hour tutorial per week. Attendance at lectures, screenings, and tutorials is a requirement of this unit.

Assessment: One 1000-word mise en scene analysis (25%), one 1000-word analysis of a critical article (25%), one 2000-word essay (50%)

Preliminary Reading:

Bordwell, D & Thompson, K *Film art: an introduction* McGraw-Hill 1997.

CST1ITS INTRO TO SCREENWRITING (15 CPs Sem. TE-SEM-2 BU.) *Mr Harry Kirchner*

Only available to students in the Bachelor of Creative Arts

In this unit, students are introduced to the craft of screenwriting through a series of practical tasks and through a theoretical examination of screenwriting texts. Students should be prepared to have their work workshoped in class. Students will become familiar with the various industry-accepted screenwriting formats used for fiction film and television drama. Students will also be introduced to the methodology used by government and private organisations for the assessment of screenplay material.

Incompatible unit: CST22WFS, CST32WFS

Class requirements: One 4-hour workshop per week. Attendance at the workshop is a requirement of this unit.

This unit is not available for Study Abroad students.

Assessment: One 800-word fiction screenplay (15%), one 2,200-word fiction screenplay (60%), one 1000-word essay (25%)

Recommended Reading:

Seeger, L *Making a good script great* Samuel French Trade 1994.
Field, S *Screenplay: the foundations of screenwriting* Dell Pub Co. 1994.

McKee, R *Story: substance, structure, style, and the principles of screenwriting* Methuen 1999.

Aaronson, L *Television writing: the ground rules of series, serials, and sitcom* AFTRS 2000.

Vogler, C *The writer's journey: mythic structure for storytellers and screenwriters* Boxtree 1999.

CST1MSM MAKING SENSE OF THE MOVIES (15. CPs Sem. TE-SEM-2 BU.) *Mr Rolando Caputo*

In this unit, different approaches to interpreting films will be examined. These may include debates about film as a new twentieth century art form and as popular culture; conflicting ideas about authorship in cinema; concepts of the film spectator and questions of gender, race, and sexuality; national cinema and identity; post-modern and postcolonial critiques. A wide range of films will be screened.

Class requirements: One 3-hour screening, one 1-hour lecture and one 1-hour tutorial per week. Attendance at lectures, screenings, and tutorials is a requirement of this unit.

Assessment: One 2000-word essay (50%), one 2000-word essay (50%)

Recommended Reading:

Nichols, B *Movies and methods* Vol 2, University of California Press 1985.

CST1SCA SCREENPLAY ANALYSIS (15 CPs Sem. TE-SEM-1 BU.) *Dr Hester Joyce*

Not available in 2008

CST1SNT SCREEN NARRATIVE (15 CPs Sem. TE-SEM-1 BU.) *Ms Anna Dzenis*

Not available in 2008

CST2ADS ADVANCED SCREENWRITING (20 CPs Sem. TE-SEM-1 BU.) *Mr Harry Kirchner*

This unit is offered at third year level also.

In this unit, students will be provided with the opportunity to refine skills acquired in other practical and theoretical screenwriting units, and critically examine current industry trends and practices. Students will develop a major piece of work in three parts, which may provide the opportunity for further development in third year screenwriting units.

Prerequisite: For CST2ADS: 30 credit points of first year cinema studies or coordinator's approval, for CST3ADS: 20 credit points of second year cinema studies or coordinator's approval.

Incompatible unit: CST22WFS/CST32WFS

Quota: 20. Preference given to Bachelor of Creative Arts, Graduate Diploma, or Graduate Certificate in Creative Writing students, then third year cinema studies major students in academic merit order

Class requirements: One 3-hour workshop per week.

Assessment: One 1000-word pitch document (20%), one 2000-word storyline (40%), and one 2000-word (20-minute) screenplay segment (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

CST2ALC EXPERIMENTAL CINEMA (20. CPs Sem. TE-SEM-1 BU.) *Dr Gabrielle Murray*

This unit is offered at third year level also.

In this unit, the history of a number of alternative film making practices is examined. The unit will include an analysis of the relationship of experimental and avant-garde film making practices to those of the mainstream. Topics discussed include: different meanings of 'experimental' in cinema ranging from political opposition to niche marketing and different ways of being 'alternative' in the cinema ranging from textual alternative to modes of production and consumption.

Prerequisite: For CST2ALC: 30 credit points of first year cinema studies or coordinator's approval. For CST3ALC: 20 credit points of second year cinema studies or coordinator's approval.

Quota: 45. Determined by academic merit. Preference will be given to third year students.

Class requirements: One 4-hour screening/seminar per week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Dixon, W W & Foster, G (Eds) *Experimental cinema: the film reader* Routledge 2002.

Adams Sitney, P (Ed) *The avant-garde film: a reader of theory and criticism* New York UP 1978

Krauss, R E *The originality of the avant-garde and other modernist myths* The MIT Press 1986.

CST2ANF ANIMATED FILM (20. CPs Sem. TE-SEM-2 BU.) *To be advised*

This unit is offered at third year level also.

Not available in 2008

CST2CAC AUSTRALIAN CINEMA (20. CPs Sem. TE-SEM-1 BU.) *Dr Felicity Collins*

This unit is offered at third year level also.

In this unit, we will focus on Australian films in national and international contexts. By studying cultural and economic factors shaping the 'aesthetic force-field' of Australian cinema, students will engage with current debates about the Australian film industry. A sense of place in different film genres will be discussed in terms of national identity. Topics include: the bush and mateship myths; the desert and purgatorial narratives; the suburbs and grotesque comedy; the inner city and romantic comedy; the beach and myths of origin; Australians abroad; post-colonial encounters with Aboriginality; the international film made in Australia.

Prerequisite: For CST2CAC: 30 credit points of first year cinema studies or coordinator's approval.

For CST3CAC: 20 credit points of second year cinema studies or coordinator's approval.

Quota: 45. Determined by academic merit. Preference will be given to third year students.

Class requirements: One 4-hour lecture/seminar per week.

Assessment: One 2000-word essay (50%), one 1500-word assignment (25%), one 1500-word assignment (25%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Collins, F & Davis, T *Australian cinema after Mabo* Cambridge UP 2004

O'Regan, T *Australian national cinema* Routledge 1996.

Dermody, S, Jacka, E (Eds) *The imaginary industry: Australian film in the late 80s* AFTRS 1988.

CST2CAS CINEMA AND SEXUALITY (20 CPs Sem. TE-SEM-1 BU.) *Mr*

Rolando Caputo

This unit is offered at third year level also.

From its origins in the less than reputable 'peep-show' and nickelodeon parlours of the late Nineteenth Century, the cinema has been at the centre of debates about the nature of erotic imagery and the voyeuristic inclinations of its public. This unit examines the representations of sexuality from the silent film era to the present. Topics covered include the iconic use of actors as fetish objects; the role of illusionism, fantasy, and desire in film; sexuality and genre; psychoanalytic theories on the nature of sexual identity and spectatorship; issues of morality and censorship.

Prerequisite: For CST2CAS: 30 credit points of first year cinema studies or coordinators approval.

For CST3CAS: 20 credit points of 2nd year Cinema Studies or coordinators approval.

Quota: 45. Determined by academic merit. Preference given to 3rd year students

Class requirements: One 1-hour lecture, one 1-hour seminar, and one 2-hour screening.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Lenne, G *Sex on the screen: eroticism in film*. St Martin's Press 1985.

Prescribed Reading:

Mulvey, L *Fetishism and curiosity* Indiana UP 1996.

Freud, S *On sexuality* The Penguin Freud Library, Vol 7, London 1991.

Shaviri, S *The cinematic body* University of Minnesota Press 1993.

Recommended Reading:

Paz, O *An erotic beyond: Sade* Harcourt Brace & Co. 1993.

Durgnat, R *Eros in the cinema* Calder and Boyars 1966.

CST2CFI CONTEMPORARY WORLD CINEMA (20. CPs Sem. TE-SEM-2 BU.)

Ms Anna Dzenis

This unit is offered at third year level also.

In this unit, through close textual and theoretical analysis, students will study contemporary cinema from The French New Wave to Art House Cinema to the latest Hollywood blockbusters. Topics to be considered include: theories of visuality; debates about popular culture; post-modern strategies; digital aesthetics; identity and biography; cyborgs and new technology; the road movie; new Hollywood cinema; authors of the independent sector; and contemporary art house cinema from Hong Kong, Japan, Spain, France, Germany, Taiwan and Iran. Films screened will be selected from the work of Goddard, Kubrick, Cronenberg, Assayas, Wong Kar-Wai, the Coen Brothers, De Palma, Lynch, Mann, Almodovar, and Kiarostami among others.

Prerequisite: For CST2CFI: 30 credit points of first year cinema studies or coordinator's approval.

For CST3CFI: 20 credit points of second year cinema studies or coordinator's approval.

Quota: 45. Determined by academic merit. Preference will be given to third year students.

Class requirements: One 4-hour screening/seminar per week.

Assessment: One 1500-word essay (35%), one 3500-word essay

(65%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Bordwell, D, Carrol, N (Eds) *Post-theory reconstructing film studies* University of Wisconsin Press 1996.

CST2CIC CONTEMPORARY ITALIAN CINEMA (20. CPs Sem. TE-SEM-1 BU.)

Mr Rolando Caputo

This unit is offered at third year level also.

Not available in 2008

CST2CLH HOLLYWOOD CINEMA (20. CPs Sem. TE-SEM-2 BU.) *Dr Felicity*

Collins

This unit is offered at third year level also.

In this unit students look at the Hollywood film industry and the kinds of films it produced under the studio system from 1917-47, the changes that took place in the industry and its audiences in the 1950s and 1960s, and the emergence of New Hollywood, the high concept film, the blockbuster and auteur film in the 1970s and 1980s. We will conclude by examining current trends including transnational exchanges and global Hollywood in the digital era.

Prerequisite: 30 credit points of first year cinema studies or coordinators approval.

Incompatible unit: CST2CAM

Class requirements: One 3-hour lecture/screening and one 1-hour tutorial per week.

Assessment: One 2000-word essay (35%), two 500-word visual tests (30%), one 2000-word essay (35%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Neale, S *Contemporary Hollywood cinema* Routledge 1998.

Maltby, R *Hollywood cinema* Blackwell 2003.

Bordwell, D, Staiger, J, Thompson, K *The classical Hollywood cinema* Routledge 1996.

Jacobs, L *Wages of sin* Uni of Wisconsin Press 1991.

CST2COM COMEDY (20. CPs Sem. TE-SEM-1 BU.) *To be advised*

This unit is offered at third year level also.

Not available in 2008

CST2DOC DOCUMENTARY CINEMA (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Gabrielle Murray

This unit is offered at third year level also.

Not available in 2008

CST2FCR SCREEN CRITICISM (20. CPs Sem. TE-SEM-2 BU.) *Ms Anna*

Dzenis

This unit is offered at third year level also.

In this unit students examine how and why criticism is written. Topics discussed include the induction of critical models and the historical development of film criticism; major issues, such as realism, style/content distinctions, and social utility claims; critical strategies; and the proper objectives of criticism. Great emphasis will be put on writing (and rewriting); students must be prepared to write frequently, to discuss writing in detail, and to analyse and workshop their own essays and those of their colleagues.

Prerequisite: For CST2FCR: 30 credit points of first year cinema studies or coordinators approval.

For CST3FCR: 20 credit points of second year cinema studies or coordinators approval.

Quota: 45. Determined by academic merit. Preference will be given to third year students.

Class requirements: One 4-hour lecture/tutorial/workshop per week. Attendance at the lecture/tutorial/workshop is a requirement of this unit.

Assessment: Seven 700-word essays (100%) Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

CST2FNO FILM NOIR: ALIENATION AND DARKNESS IN THE CINEMA

(20. CPs Sem. TE-SEM-2 BU.) *Dr Geoff Mayer*

This unit is offered at third year level also.

Throughout the history of the cinema, a pessimistic mode has counter-pointed the dominant optimistic and 'escapist' bias of the classical or popular cinema. Although in this unit students will focus primarily on the development of film noir in the American cinema during the 1940s, other periods and other national cinemas, such as the British and Australian cinema, will also be examined. Students will study the formal and cultural roots of this mode, together with its resurgence in the latter part of the 20th century.

Prerequisite: For CST22FNO: 30 credit points of first year cinema studies or coordinators approval.

For CST32FNO: 20 credit points of second year cinema studies or coordinators approval.

Quota: 45. Determined by academic merit. Preference will be given to third year students.

Class requirements: One 4-hour lecture/tutorial/screening per week. Attendance at lectures, screenings, and tutorials is a requirement of this unit.

Assessment: One 1500-word essay (30%), one 2000-word take-home test (40%), one 1500-word essay (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Naremore, J *More than night: film noir in its contexts* University of California Press 1998.

Prescribed Reading:

Mayer, G & McDonnell, B *Encyclopaedia of film noir* Greenwood 2007.

CST2GES GENRE STUDIES (20. CPs Sem. TE-SEM-2 BU.) *Dr Gabrielle Murray*

This unit is offered at third year level also.

Genre occupies an important place in the study of cinema. In this unit issues surrounding the definition of genre and the history of genre criticism will be addressed. The examples are drawn primarily from early American cinema to the present, although a comparative study is also made with models of other international genres. Topics covered include the evolution of genre styles from classical to post-modern; the cultural specificity of particular genres in relation to their wider appeal and cultural relevance; the relation of genre to industry and authorship; the evolution of genre styles and iconography.

Prerequisite: For CST2GES: 30 credit points of first year cinema studies or coordinator's approval.

For CST3GES: 20 credit points of second year cinema studies or coordinator's approval.

Quota: 45. Determined by academic merit. Preference will be given to third year students.

Class requirements: One 4-hour screening/seminar per week.

Assessment: One 3000-word essay (60%), one 2000-word essay (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Neale, S *Genre and Hollywood* Routledge 2000.

Schatz, T *Hollywood genres* Random House 1981.

Gledhill, C & Williams, L *Reinventing film studies* Arnold 1999.

CST2GSP GENDER AND SPECTATORSHIP (20. CPs Sem. TE-SEM-1 BU.) *Dr Felicity Collins*

This unit is offered at third year level also.

Not available in 2008

CST2HFT HISTORY OF FILM AND FILM THOUGHT (20 CPs Sem. TE-SEM-2 BU.) *Ms Anna Dzenis*

This unit is offered at third year level also.

Not available in 2008

CST2MEM MELODRAMA AND MORALITY (20. CPs Sem. TE-SEM-2 BU.) *Dr Geoff Mayer*

This unit is offered at third year level also.

Not available in 2008

CST2SAC STORYTELLING & THE CINEMA (20 CPs Sem. TE-SEM-1 BU.) *Dr Geoff Mayer*

Beginning with the study of the narrative characteristics of the classical Hollywood cinema, in particular the significance of narrative causality, goal-oriented stories, recognisable forms of closure, and multiple systems of motivation, this unit will focus on the longevity and pervasiveness of this aesthetic system and its place in the cinema in the twenty-first century. Film examples drawn from the 1940s and 1950s will be compared with examples from the contemporary cinema, including American, British, and Australian films, to highlight continuing patterns, cultural inflections, and cyclic deviations from the classical mode of film narration.

Prerequisite: 30 credit points of first year cinema studies.

Class requirements: One 1-hour lecture, one 1-hour seminar, and one 2-hour screening per week.

Assessment: One 2500-word test (50%), one 2500-word essay (50%)

Prescribed Reading:

Mayer, G *Roy Ward Baker* Manchester UP 2004.

Recommended Reading:

Bordwell, D *Narration in the fiction film* Methuen 1985.

Thompson, K *Storytelling in the new Hollywood* Harvard UP 1999.

Bordwell, D, Staiger, J, Thompson, K *The classical Hollywood cinema* Routledge 1985.

CST2SCN SCREENPLAY AS NARRATIVE FORM (20 CPs Sem. TE-SEM-1 BU.)

Mr Rolando Caputo

This unit is offered at third year level also.

Students examine the role that screenwriters and the screenplay narrative form have had over the course of film history; the screenplay as document within the studio system model; the rise of the writer-director auteur; and the screenwriter working in non-studio contexts (Australia and Europe). Particular attention is given to how screenwriters adapt their work to fulfil certain genre requirements. This provides for consideration of the conception of narrative form/style, character, and theme that arise from the written page and are shaped and reshaped by the audio-visual language of cinema.

Prerequisite: For CST2SCR: 30 credit points of first year cinema studies or coordinator's approval.

For CST3SCR: 20 credit points of second year cinema studies or coordinator's approval.

Quota: 40. Preference given to BCA students, then third year cinema studies major students, in academic merit order

Class requirements: One 4-hour seminar/screening per week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Horton, A *Writing the character-centred screenplay* UCP 1999.

Recommended Reading:

McKee, R *Story: substance, structure, style* Methuen 1997.

CST2VAC VIOLENCE AND THE CINEMA (20 CPs Sem. TE-SEM-2 BU.) *Dr Gabrielle Murray*

This unit is offered at third year level also.

Not available in 2008

CST3ADS ADVANCED SCREENWRITING (20 CPs Sem. TE-SEM-1 BU.) *Mr Harry Kirchner*

See CST2ADS for full unit description.

CST3ALC EXPERIMENTAL CINEMA (20. CPs Sem. TE-SEM-1 BU.) *Dr Gabrielle Murray*

See CST2ALC for full unit description.

CST3ANF ANIMATED FILM (20. CPs Sem. TE-SEM-2 BU.) *To be advised*

See CST2ANF for full unit description.

Not available in 2008

CST3CAC AUSTRALIAN CINEMA (20. CPs Sem. TE-SEM-1 BU.) *Dr Felicity Collins*

See CST2CAC for full unit description.

CST3CAS CINEMA AND SEXUALITY (20 CPs Sem. TE-SEM-1 BU.) *Mr**Rolando Caputo**See CST2CAS for full unit description.***CST3CFI CONTEMPORARY WORLD CINEMA** (20. CPs Sem. TE-SEM-2 BU.)*Ms Anna Dzenis**See CST2CFI for full unit description.***CST3CIC CONTEMPORARY ITALIAN CINEMA** (20. CPs Sem. TE-SEM-1 BU.)*Mr Rolando Caputo**See CST2CIC for full unit description.**Not available in 2008***CST3CIP CREATIVE INDUSTRY RESEARCH** (20 CPs Sem. TE-SEM-1 BU.) *Dr**Hester Joyce*

Unit only available to students enrolled in the Bachelor of Creative Arts

Students will develop research, report writing and presentation skills by undertaking a research project into the creative industries, choosing a case study from film, television, new media, performing or publishing industries. Students will gain an overview of the commercial, cultural and policy contexts which influence the creative industries in Australia and internationally. Research projects will focus on a local or national production company, policy issue, festival, government body, cultural organisation, or community arts group according to student interests.

Prerequisite: Completion of first and second year of the Bachelor of Creative Arts.

Class requirements: One 3-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: One 2000-word bibliographic essay (40%), one 2000-word research report (40%), one 1000-word seminar paper (20%)

Preliminary Reading:

Cunningham S, Turner, G *The media in Australia, tests, audience* 3rd edn. 2001.

Recommended Reading:

Stevenson, D *Art and organisation: making Australian cultural policy* University of Queensland Press 2000.

Gibaldi, J *MLA handbook for writers of research papers* 5th edn. MLA 2000.

McGuigan, J *Rethinking cultural policy* Open University Press 2004.

Booth, W C, Colomb, G G, Williams, J M *The craft of research* University of Chicago Press 1995.

CST3CLH HOLLYWOOD CINEMA (20. CPs Sem. TE-SEM-2 BU.) *Dr Felicity**Collins**See CST2CLH for full unit description.***CST3COM COMEDY** (20. CPs Sem. TE-SEM-1 BU.) *To be advised**See CST2COM for full unit description.**Not available in 2008***CST3DOC DOCUMENTARY CINEMA** (20. CPs Sem. TE-SEM-1 BU.) *Dr**Gabrielle Murray**See CST2DOC for full unit description.**Not available in 2008***CST3FCR SCREEN CRITICISM** (20. CPs Sem. TE-SEM-2 BU.) *Ms Anna Dzenis**See CST2FCR for full unit description.***CST3FNO FILM NOIR: ALIENATION AND DARKNESS IN THE CINEMA**(20. CPs Sem. TE-SEM-2 BU.) *Dr Geoff Mayer**See CST2FNO for full unit description.***CST3GES GENRE STUDIES** (20. CPs Sem. TE-SEM-2 BU.) *Dr Gabrielle**Murray**See CST2GES for full unit description.***CST3GSP GENDER AND SPECTATORSHIP** (20. CPs Sem. TE-SEM-1 BU.) *Dr**Felicity Collins**See CST2GSP for full unit description.**Not available in 2008***CST3HFT HISTORY OF FILM AND FILM THOUGHT** (20 CPs Sem. TE-SEM-2*BU.) Ms Anna Dzenis**See CST2HFT for full unit description.**Not available in 2008***CST3MEM MELODRAMA AND MORALITY** (20. CPs Sem. TE-SEM-2 BU.) *Dr**Geoff Mayer**See CST2MEM for full unit description.**Not available in 2008***CST3RCA READING COURSE A** (20. CPs Sem. TE-SEM-1 BU. TE-SEM-S BU.)*Coordinator to be advised*

This unit provides selected students with an opportunity to make a more detailed study of some particular aspect of film study. A program of reading, discussion, and written work is organised.

Class requirements: Assessment and readings are determined for individual cases.

CST3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Coordinator**to be advised*

This unit provides selected students with an opportunity to make a more detailed study of some particular aspect of film study. A program of reading, discussion, and written work is organised.

Prerequisite: Coordinator and lecturer's approval.

Class requirements: Assessment and readings are determined for individual cases.

CST3SCN SCREENPLAY AS NARRATIVE FORM (20 CPs Sem. TE-SEM-1 BU.)*Mr Rolando Caputo**See CST2SCN for full unit description.***CST3SED SCRIPT DEVELOPMENT** (20 CPs Sem. TE-SEM-2 BU.) *Dr Hester**Joyce*

In this unit, students are introduced to the process of script development as it is applied in the film and television industry. Through a series of screenings, exercises and workshops, students will participate in a simulation of the script development process across drafts of a major elective script project or screenplay treatment. Students will also examine the script development process and the role of script editing in development.

Prerequisite: 20 credit points of second year cinema studies or coordinator's approval.

Quota: 40. Preference given to BCA, Grad Dip in Creative Writing & Grad Dip in Professional Writing & Speech students, then third year cinema studies major students in academic merit order.

Class requirements: One 3-hour workshop per week. Attendance is a requirement.

Assessment: one 1000-word annotated filmography (20%), one 1500-word report on a script/screenplay draft and presentation (30%), one 1000-word amended script or treatment material (20%), one 1500-word report on a second draft script/screenplay (30%)

Recommended Reading:

Neale, S *Genre and Hollywood* Routledge 2000.

Seger, L *Making a good script great* Samuel French Trade 1994.

Aronson, L *Scriptwriting updated* AFTRS 2000.

CST3VAC VIOLENCE AND THE CINEMA (20 CPs Sem. TE-SEM-2 BU.) *Dr**Gabrielle Murray**See CST2VAC for full unit description.**Not available in 2008***CST3VID INTRO TO VIDEO PRACTICE** (20. CPs Sem. TE-SEM-2 BU.) *Mr**Harry Kirchner*

Many students find it advantageous to bring their theoretical and analytical skills into a practical context. Students are introduced to filmmaking practices through participation in their own group video productions. In these productions, students will specialise in camera, directing, editing, or production management, using digital production equipment.

Prerequisite: 20 credit points of second year cinema studies or coordinator's approval.

Quota: 15. Preference given to Bachelor of Creative Arts and Graduate Diploma in Creating Writing students, then third year

cinema studies major students in academic merit order

Class requirements: One 4-hour workshop per week. Attendance at workshop is a requirement of this unit.

This unit is not available for Study Abroad students.

Assessment: Role in-group production assessed according to criteria outlined in subject handout (50%), one 1000-word essay (20%), one 5-minute verbal presentation (10%), one 6-minute screenplay (10%), one practical exercise editing, or camera (10%)

Prescribed Reading:

Mollison, M *Producing videos: a complete guide* Allen and Unwin, 2003.

Development studies

Program Coordinator: Dr Michael Connors (Politics).

Since 1945, national governments, multilateral agencies (such as the United Nations, the World Bank, and USAID), and non-governmental organisations have pursued Programs of social and economic change (referred to as 'development' or 'modernisation') for people mainly in Africa, Latin America and Asia. These Programs are aimed explicitly at improving the welfare of people and relieving social problems such as poverty, disease, landlessness, economic 'backwardness', inequality and illiteracy. Keeping in step with the implementation of development Programs are studies about developmental issues, emanating from a range of disciplines including anthropology, economics, history, law, politics, and sociology. While some of these advocate certain developmental theories, policies and practices, several provide critical evaluations of developmental issues and Programs.

The Development Studies Program enables students to become familiar with and acquire an understanding of the various developmental issues covered in several selected units (listed below) offered from a range of disciplines across the university. Issues assessed in the various units include development and underdevelopment, imperialism, dependency, the emergence of newly industrialising countries (particularly in East Asia), gender and development, global environmental problems and development practice.

Programs of study

Students may take a major in development studies, structured according to the following requirements. The major of 130 credit points should include:

- at least 30 credit points of first year units in economics, history, legal studies, politics, sociology or anthropology: students are, however, recommended to take two of the three units ANT1CAG, HIS1CAM and HIS1DEV
- at least 40 credit points of second year units, selected from the list of approved development studies units
- at least 60 credit points of third year units, selected from the list of approved development studies units.

As well, units for the development studies major must be selected from at least two different disciplines.

Important notice: Not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

Unit title	Unit code
First year units (15 credit points)	
Students are recommended to take 30 credit points of the following units:	
Conquest of the Americas: Aztecs, Incas, Mayans & Spaniards	HIS1CAM
Culture and Globalisation: introduction to anthropology	ANT1CAG
Globalisation: the rise of the modern world	HIS1DEV
<i>Students may, however, count first year units from any of the following disciplines towards the first year requirements of a major in development studies: anthropology, economics, history, legal studies, politics, and sociology.</i>	

Second- and third year units (20 credit points)

Applied Anthropology	ANT2APA/ANT3APA
Charting the Colonial Pacific	HIS2CCP/HIS3CCP
Comparative Social Movements	SOC2CSM/SOC3CSM
Crises in South Asia: weapons, women, well-being	POL2CSA/POL3CSA
Critical Social Policy	SOC2CSP/SOC3CSP
Development, Globalisation and Culture	ANT2DGC/ANT3DGC
Displacement, Flight and Refuge	ANT2DFR/ANT3DFR

International Law and International Organisation	POL2ILO/POL3ILO
International Relations: the Cold War and the great powers	POL2INR/POL3INR
Introduction to Ethnographic Research	ANT2MQA/ANT3MQA
Latin America through Film and Popular Culture	HIS2LFP/HIS3LFP
Living with Colonialism: resistance and accommodation	HIS2LWC/HIS3LWC
Peace and Change	POL2PAC/POL3PAC
Political Change and Development in the Third World	POL2DDA/POL3DDA
Politics and the Economy	POL2PAE/POL3PAE
The Politics of Economic Regions	POL2PER/POL3PER
Politics of Non-violent Activism	POL2PNV/POL3PNV
Postcolonial Perspectives	ANT2PCP/ANT3PCP
Reconciliation	POL2REC/POL3REC
Social Policy, Welfare and the State	SOC2SWS/SOC3SWS
Sociology of the Environment	SOC2SOE/SOC3SOE
South-East Asian Politics: change and conflict	POL2SEA/POL3SEA
The World Since 1945	HIS2WOR/HIS3WOR
Other units may be available, by agreement with the area coordinator.	

Honours

The faculty offers a Bachelor of Arts with honours in development studies for students who have completed a Bachelor of Arts. Students who intend to undertake honours in development studies are normally expected to have completed a development studies major with a B average at third year level. Interested students who do not satisfy these requirements are encouraged to consult the Chair of the Development Studies Committee.

Students enrolled in the pass degree who hope to proceed to honours should contact the chair of the committee as early as possible in their course.

The course consists of a research thesis of 12000 to 15000 words, together with two fourth year units from different disciplines, determined in negotiation with the lecturers in charge and the Chair of the Development Studies Committee.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

English

Program Coordinator: Mr Chris Palmer.

Units offered in the English Program reflect the broad nature of the discipline. The units embrace a variety of literary traditions and genres. Critical approaches and methodologies are equally diverse. Some units draw upon the practices of other disciplines and through these provides a context for the exploration of new ideas emerging from the cross-fertilisation of diverse fields of study. Units focus on various aspects and periods of literature in English, including Australian literature, American literature, new literatures, women's writing, biography and autobiography, as well as English literature and creative writing in various modes. Units focusing on cultural studies, psychoanalytic theory and the relations between medical, psychoanalytic and literary discourse are also offered.

Availability of units

When planning a major students should note that units that are available in one year might not necessarily be available in the next. In some instances, each of a pair of units is offered in alternate years. Every effort is made by the program to give one-year notice when a unit is to be withdrawn the following year, but unforeseen circumstances may preclude such advance notice. If the enrolments for any second or third year unit fail in any year to reach the minimum figure considered viable by the program, the unit will lapse for that year.

Readings

Readings are listed in each unit entry on the unit database online at www.latrobe.edu.au/udb_public. Lecturers and tutors normally use the edition of the set texts available from the university bookshop.

Attendance requirements

Attendance at lectures and tutorials is obligatory. In order to pass any English unit, it is necessary to have submitted all the written work for the unit. The final date for submission of written work will be included in information given to students at the beginning of each unit.

English expression requirements

In order to pass any English unit, students must attain an acceptable standard of English expression. Tutors will offer guidance with expression difficulties, and further help with language and literacy problems is available from the Humanities Academic Skills Unit or from the Language and Academic Skills (ESL) Unit located in the Humanities 3 building. The program's conventions of style and format are specified in the section on essay writing in the Essential Guide available to students at www.latrobe.edu.au/english/essential.htm and must be followed in the preparation of all written work.

Prerequisites

Thirty credit points of first year English is the normal prerequisite for second year English.

Forty credit points of second year English is the prerequisite for third year English.

Programs of study

Students who wish to satisfy the degree requirements by taking a major in English are required to take a minimum of 130 credit points of English. 130 credit points of English are required for admission to honours in English but intending honours students are strongly urged to include more English units in their degree.

The normal pattern for an English major is 30 credit points at first year level, 40 credit points at second year level and 60 credit points at third year level.

Students intending to complete a major in English are strongly advised to include in their course a selection of literature from different periods and in different genres.

In order to ensure an appropriate spread of units and to avoid overlap, students may be prohibited from taking both a drama unit offered by the Theatre and Drama Program and an English program unit in drama if three or more texts are prescribed in common on the reading lists of the two units.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Introducing Literature: the short story	ENG1ILS
TE-SEM-1	Spirituality and Rites of Passage	ENG1SRP
TE-SEM-1	Texts over Time: introduction to literature	ENG1TOT
TE-SEM-2	Classic Victorian Novels: becoming an adult in the 19th century ¹	ENG1CVN
TE-SEM-2	Poetry and Desire ¹	ENG1PYD
TE-SEM-2	Text, Criticism and the Visual	ENG1TCV
TE-SEM-2	Writing your Own Life	ENG1WYL
Second or third year units (20 credit points)		
TE-SEM-1	American Literature of the 20th Century	ENG2ALT/ENG3ALT
TE-SEM-1	British and American Romanticism	ENG2BAR/ENG3BAR
TE-SEM-1	Love and Eroticism in Asian Literature ¹	AST2LEA/AST3LEA
TE-SEM-1	Renaissance Voices and Counter Voices	ENG2REV/ENG3REV
TE-SEM-1	Re-situating Modernism: decolonising contexts	ENG2REM/ENG3REM
TE-SEM-1	Shakespeare in Adaptation ¹	ENG2SIA/ENG3SIA
TE-SEM-1	Twentieth-century Australian Literature: inventing the past ¹	ENG2TAL/ENG3TAL
TE-SEM-1	Women Writing A	ENG2WWA/ENG3WWA
TE-SEM-1	Writing Poetry	ENG2WRP/ENG3WRP
TE-SEM-2	Contemporary Feminist Thought	ENG2CFT/ENG3CFT
TE-SEM-2	Humour, Comedy and Culture ¹	ENG2HCC/ENG3HCC
TE-SEM-2	India in English ¹	ENG2IIE/ENG3IIE
TE-SEM-2	Introduction to Medieval Literature ¹	ENG2IML/ENG3IML
TE-SEM-2	Inventing the Bush	ENG2ITB/ENG3ITB
TE-SEM-2	Jung's Cultural Psychology	ENG2JCP/ENG3JCP
TE-SEM-2	Narrative Analysis A ¹	ENG2NAA/ENG3NAA
TE-SEM-2	Psychoanalysis and Fictions ¹	ENG2PAF/ENG3PAF
TE-SEM-2	Re-thinking Jane Austen	ENG2RJA/ENG3RJA
TE-SEM-2	Shakespeare and Contemporaries	ENG2SAC/ENG3SAC
TE-SEM-2	Tragedy and the Classical World	ENG2TCW/ENG3TCW
TE-SEM-2	Women Writing B	ENG2WWB/ENG3WWB
TE-SEM-2	Writing Fiction	ENG2WFI/ENG3WFI

Third year units (20 credit points)

TE-SEM-1	Creating Non-fiction	HUS3CNF
TE-SEM-1	Honours Seminar A (for prospective honours students only)	ENG3HSA
TE-SEM-1	Publishing and Editing	MST3PAE
TE-SEM-1	Reading Course A	ENG3RCA
TE-SEM-2	Honours Seminar B (for prospective honours students only) ¹	ENG3HSB
TE-SEM-2	Reading Course B	ENG3RCB
TE-SEM-2	Writing Autobiography	ENG3WAB

Key: ¹ Not available in 2008.

Honours

Students who do well in second year English receive a letter inviting them to consider taking honours (a fourth year) in English, but any student may ask to be admitted to honours after consultation with the Honours Coordinator and the English Program Coordinator.

Applicants for admission to honours in their fourth year should have completed first year English and, normally, a minimum of two second year English semester units. All third year intending honours students are required to include in their English major the 20-credit point, third year honours seminar, either ENG3HSA or ENG3HSB. By the end of their third year, honours students must have completed 130 credit points of English (including either ENG3HSA or ENG3HSB).

Intending honours students are strongly recommended to include more English units in their degree. Students may take up to 205 credit points of English.

Permission to continue into fourth year is normally conditional on results of 70% or better in the English units of the pass degree.

Applications are considered by a program committee. All admissions to the fourth year honours program, including applications for part-time study, are subject to the approval of the English Program Coordinator. Joint honours, a fourth year honours course shared between English and another discipline, can be arranged. Mid-year entry is also possible. Students interested in the possibility of joint honours should apply in the first instance to the Honours Coordinator.

The fourth year's work consists of three semester-long units selected from a range of fourth year units and a research essay of 12000 to 15000 words on a topic arranged at the end of the third year's work and approved by the Honours Coordinator. There is also a methodology component. The three units are worth 45% of the final result (15% for each unit), the research essay 50%, and the methodology component 5%.

Fourth year units

A complete list of fourth year units, together with details of texts, unit requirements and assessment, is published in an honours brochure available from the English Program.

A full description of ENG units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

ENG1CVN CLASSIC VICTORIAN NOVELS: BECOMING AN ADULT IN THE 19TH CENT (15. CPs Sem. TE-SEM-2 BU.) Dr Leela Gandhi

Not available in 2008

ENG1ILS INTRODUCING LITERATURE: THE SHORT STORY (15 CPs Sem. TE-SEM-1 BU.) Ms Carol Merli, Dr Paul Salzman

In this unit, students are introduced to a wide range of short stories from diverse cultures and historical periods. Students are also introduced to more general issues of literary criticism and ways of reading, with an emphasis on issues such as gender, race, and identity. The unit covers the short story in a historical context but also looks at the structure of the short story as a specific literary form, and at genres and styles such as the gothic tale, the ghost story, fairytales, the modernist and postmodernist story.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1,200-word essay (30%), one 1,800-word essay (40%), five 200-word tutorial exercises (30%)

Prescribed Reading:

Baldwin, D *Riverside anthology of short fiction* 1998

ENG1PYD POETRY AND DESIRE (15 CPs Sem. TE-SEM-2 BU.) *Dr Susan*

Bradley Smith

Not available in 2008

ENG1SRP SPIRITUALITY AND RITES OF PASSAGE (15. CPs Sem. TE-SEM-1 BU.) *Dr David Tacey*

In this unit, students will explore the claims and hopes of spirituality, its recent emergence in secular contexts, its uneasy relationship with religion, its rise to prominence in the present post-modern situation. According to recent research, spiritual questions loom large at critical stages in the life cycle, especially at the transition to adulthood and mid-life, and at defining moments that bring suffering, difficulty, and vulnerability. First, we will explore the topic of spirituality through a series of critical essays, then we will explore spiritual themes, problems, and motifs in the work of a range of mainly modern poets. Poets will include Matthew Arnold, Thomas Hardy, W.B. Yeats, T.S. Eliot, Philip Larkin, Sylvia Plath, Margaret Atwood, Seamus Heaney, Les Murray, and Judith Wright.

Class requirements: One 2-hour lecture/seminar and one 1-hour tutorial per week.

Assessment: One 1500-word essay (40%), one 1000-word class paper (20%), one 1500-word essay (40%)

Prescribed Reading:

O'Donohue, J *Anam Cara* Bantam 1998.

Atwood, M *Surfacing* Virago 1972.

Ferguson, M (Ed) *The Norton anthology of poetry* 5th edn. Norton 2005.

Tacey, D *The spirituality revolution* Harper Collins 2003.

ENG1TCV TEXT, CRITICISM AND THE VISUAL (15. CPs Sem. TE-SEM-2 AW, BU, MI.) *Professor Sue Thomas*

Students study a range of novels and plays, together with film adaptations of them. Topics covered in discussions include the ways texts tell stories and present personality, gender and genre, issues of representation in contemporary culture and what might be meant by describing some of the texts and films as 'popular' and some as 'classic'. The films will be studied as interpretations of literary texts. Prescribed texts must be purchased before the beginning of the semester.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week and six 2-hour film screenings.

Assessment: One 1500-word essay (35%), one 1500-word essay (35%), class tests (1000-words equivalent) (30%)

Prescribed Reading:

Melville, H *Billy Budd and other stories* Pearson.

Fest, J *Inside Hitler's bunker* Macmillan Paperback.

Shakespeare, W *Richard III* Any edition.

Leonard, E *Rum Punch* Penguin.

James, H *Washington Square* Penguin.

ENG1TOT TEXTS OVER TIME: INTRODUCTION TO LITERATURE (15. CPs Sem. TE-SEM-1 AW, BU, MI.) *Mr Chris Palmer*

This unit is an introduction to the discussion and analysis of a range of literary texts, including plays, poems, and novels. Its aim is to develop awareness of the possibilities of constructing meaning and significance in texts. In addition to the set texts, there will be a subject reader for poetry.

Class requirements: One 1-hour lecture, one 1-hour on-line workshop and one 1-hour tutorial per week.

Assessment: Two 1500-word essays (80%), tutorial exercises (1000-words equivalent) (20%)

Prescribed Reading:

Atwood, M *Alias Grace* Virago.

Conrad, J *Heart of darkness* Norton.

Austen, J *Mansfield Park* Penguin.

Shakespeare, W *The merchant of Venice* Penguin.

Fugard, A *The township plays – the Island* Oxford.

ENG1WYL WRITING YOUR OWN LIFE (15. CPs Sem. TE-SEM-2 BU.) *Dr*

Alexis Harley

Telling stories about ourselves is a fundamental human activity. This unit is for those who want to put those stories into writing, to write autobiography. People often assume that putting your life down on paper is easy, but actually, there is an art to it. This unit introduces you to some aspects of that 'art': structuring your life story, deciding what to put in or leave out, getting a perspective on yourself, and more. The main emphasis will be on prose writing. The unit also covers some more general issues that will prepare you for later studies in English.

Class requirements: One 1-hour lecture and one 2-hour tutorial/workshop.

Assessment: One 1000-word critical essay/creative writing (30%), one 1500-word critical essay/creative writing (35%), one 1500-word critical essay/creative writing (35%)

ENG2ALT AMERICAN LITERATURE OF THE 20TH CENTURY (20. CPs Sem. TE-SEM-1 BU.) *Dr Alison Ravenscroft*

This unit is offered at third year level also.

In this unit students focus on the emergence of new kinds of writings in the United States from the early decades of the century through to its close, with particular reference to modernist and postmodernist fiction. We will consider the kinds of challenges that have been made to conventional narrative and linguistic forms in the course of this century, examining the effects of contestations over notions of truth, history, and memory. In particular, we will explore the relations between the old and the new, including between the traditional American canons and emerging literatures.

Prerequisite: 30 credit points of first year English.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 3500-word essay (70%), one 1500-word class paper (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Morrison, T *Beloved* Picador.

Ellison, R *Invisible man* Penguin.

DeLillo, D *Mao II* Picador.

Barnes, D *Nightwood* Faber.

Larsen, N *Quicksand and passing* Rutgers.

Doctorow, E L *The book of Daniel* Picador.

Pynchon, T *The crying of lot 49* Picador.

Faulkner, W *The sound and the fury* Norton.

ENG2BAR BRITISH AND AMERICAN ROMANTICISM (20. CPs Sem. TE-SEM-1 AW, BU, MI.) *Dr Iain Topliss*

This unit is offered at third year level also.

In this unit we an introduction to poetry of the period 1790-1870, from William Blake to Emily Dickinson. Emphasis is placed on close reading of poems. Classes give attention to the social, religious, and political context. The poets' own critical writings are considered along with contemporary and academic criticism.

Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour lecture or seminar per week and one 2-hour tutorial per week.

Assessment: One 2000-word exercise (40%), one 3000-word essay (60%)

Prescribed Reading:

Wu, D (Ed) *Romanticism: an anthology* Blackwell 2005.

ENG2CFT CONTEMPORARY FEMINIST THOUGHT (20. CPs Sem. TE-SEM-2 BU.) *Dr Alison Ravenscroft*

This unit is offered at third year level also.

Ideas emanating from post structuralism, psychoanalysis, and critical race theory have challenged some of the older certainties of western feminisms. In this unit, students are introduced to key concepts underlying recent feminist work in the area of gender, race, and embodiment. We examine a range of questions posed by recent feminist writers, for instance: can 'women' remain the unit of feminism, and, what is the nature of white western feminism's encounter with race and cultural difference? These questions are

studied through a range of written texts as well as film.

Prerequisite: 30 credit points of first year English. This pre-requisite is waived for Gender, Sexuality and Diversity Studies students.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word class paper (40%), one 3000-word final essay (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Colebrook, C *Gender* Palgrave Macmillan 2004.

Butler, J *Gender trouble: feminism and the subject of identity* Routledge 1999.

Morrison, T *Playing in the dark: whiteness and the literary imagination* Harvard University Press 1992.

ENG2HCC HUMOUR, COMEDY AND CULTURE (20. CPs Sem. TE-SEM-2 BU.) Dr Iain Topliss

This unit is offered at third year level also.

Not available in 2008

ENG2IIE INDIA IN ENGLISH (20. CPs Sem. TE-SEM-2 BU.) Dr Leela

Gandhi

This unit is offered at third year level also.

Not available in 2008

ENG2IML INTRODUCTION TO MEDIEVAL LITERATURE (20. CPs Sem. TE-SEM-2 BU.) Coordinator to be advised

This unit is offered at third year level also. Not available in 2008

ENG2ITB INVENTING THE BUSH (20. CPs Sem. TE-SEM-2 BU.) Dr Sue Martin

This unit is offered at third year level also.

What is the bush? In this unit students consider the meaning and importance of the idea of the Australian bush in various narratives from the nineteenth century. These writings will be considered in the context of empire, gender, ethnicity, and class. Consideration will also be given to the circulation and understandings of the bush in some twentieth-century texts. In addition to the prescribed reading, a course reader available at the beginning of the semester contains additional literature, critical reading, extracts from explorer journals and 'lost child' narratives.

Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: One 1500-word research exercise (30%), class exercises (1000-words equivalent) (20%), one 2500-word essay (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Pilkington, D *Follow the rabbit proof fence* UQP.

Frost, L *No place for a nervous lady* Penguin.

Furphy, J *Such is life* Halstead.

Davidson, R *Tracks* Verso.

Lee, C (Ed) *Turning the century* UQP.

ENG2JCP JUNG'S CULTURAL PSYCHOLOGY (20. CPs Sem. TE-SEM-2 BU.)

Dr David Tacey

This unit is offered at third year level also.

In this unit, students are introduced to Jung's psychology, with particular emphasis upon the application of Jung's thought to cultural and literary studies. We consider the differences between Freud and Jung, explore Jung's theories about the structure and dynamics of the psyche, and examine Jung's contributions to the study of myth, archetype, and symbolism.

Class requirements: One 2-hour lecture/seminar and one 1-hour tutorial per week.

Assessment: One 3000-word essay (60%), one 2000-word essay (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Jung, C G *Memories, dreams, reflections* Any edition.

Prescribed Reading:

Malouf, D *An imaginary life* Picador.

Tacey, D *How to read Jung* Granta 2006.

Campbell, J (Ed) *The portable Jung* Penguin.

ENG2NAA NARRATIVE ANALYSIS A (20. CPs Sem. TE-SEM-2 BU.) Dr Iain Topliss

This unit is offered at third year level also.

Not available in 2008

ENG2PAF PSYCHOANALYSIS AND FICTIONS (20. CPs Sem. TE-SEM-2 BU.)

Dr Kay Souter

This unit is offered at third year level also. Not available in 2008

ENG2REM RE-SITUATING MODERNISM: DECOLONISING CONTEXTS

(20. CPs Sem. TE-SEM-1 BU.) Professor Sue Thomas

This unit is offered at third year level also.

Modernism is the name given retrospectively to a range of early twentieth-century experimental and avant-garde trends in literature and the arts. Appreciation of its aesthetic theories and practices has been very influential in the institutionalisation of Western literary criticism and the histories of European canon-formation. In this unit modernism and variously modernist writing in English are re-situated in the contexts of colonial and post-independence cultures and experiences of gender, race, class, sexuality, desire, ethnicity, nation, and expatriation. Students examine the ways in which writers have negotiated and shaped modernist practices of representation, tensions between the narrative possibilities of modernism and realism and the recent Western anthropological, psychological and philosophical theories, which often informed modernist practices of representation.

Prerequisite: 30 credit points of first year English.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), tutorial exercises (equivalent 1000-words) (20%), one 2000-word essay (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Naipaul, V *A bend in the river* Picador.

Head, B *A question of power* Heinemann.

Coetzee, J *Disgrace* Random House.

Conrad, J *Heart of darkness* Penguin.

White, P *The aunt's story* Random House.

Achebe, C. *Things fall apart* Heinemann.

Rhys, J *Voyage in the dark* Penguin.

ENG2REV RENAISSANCE VOICES AND COUNTER VOICES (20. CPs Sem. TE-SEM-1 BU.) Dr Paul Salzman

This unit is offered at third year level also.

Recent theoretical approaches to the Renaissance have emphasised the tension between the discourse of authority and its potential subversion, especially through the 'counter-voices' of supposedly marginalised groups, such as women. In this unit students examine a selection of poems, plays, and prose works, paying particular attention to the struggles of counter-voices to be heard. *Henry V* and *Coriolanus* will be taught first.

Prerequisite: 30 credit points of first year English.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Middleton, T *A chaste maid in Cheapside* Revels.

Jonson, B *Bartholomew Fair in Three Comedies* Penguin.

Shakespeare, W *Coriolanus* Oxford.

Salzman, P (Ed) *Early modern women's writing* Oxford.

Shakespeare W *Henry V* Penguin.

Shakespeare, W *Much ado about nothing* Oxford

Shakespeare, W *The taming of the shrew* Oxford.

Middleton, T *Women beware women in Five Plays* Penguin.

ENG2RJA RE-THINKING JANE AUSTEN (20. CPs Sem. TE-SEM-2 BU.) *Dr Kay Souter**This unit is offered at third year level also.*

This unit is designed for students who already have some acquaintance with Jane Austen's work. Beginning with her literary precursors, and her early attempts at writing, students look at several major novels in the light of their reception over the past 200 years. Recent film and television adaptations of Austen's novels are drawn upon to illuminate the various ways these texts have been, and can be, read.

Prerequisite: 30 credit points of first year English.

Class requirements: One 3-hour seminar per week.

Assessment: One 1000-word reflective journal (20%), one 2000-word essay (40%), two 1-hour class tests (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Wiltshire, J *Recreating Jane Austen* Cambridge UP.

McMaster, J & Copeland, E (Eds) *The Cambridge companion to Jane Austen* Cambridge UP.

Prescribed Reading:

Austen, J *Emma* Penguin.

Burney, F *Evelina* World's Classics.

Morrell, J *Four English comedies* Penguin.

Austen, J *Mansfield Park* Penguin.

Austen, J *Northanger Abbey, Lady Susan, the Watsons* World's Classics.

Austen, J *Persuasion* Penguin.

Austen, J *Pride and prejudice* Penguin.

ENG2SAC SHAKESPEARE AND CONTEMPORARIES (20. CPs Sem. TE-SEM-2 AW, BU, MI.) *Mr Chris Palmer**This unit is offered at third year level also.*

A study of various forms of tragedy and tragi-comedy in Shakespeare and the drama of his age. Discussion of these plays will also give attention to their historical context, their importance now and to current critical approaches.

Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour tutorial and one 2-hour lecture/seminar per week.

Assessment: One 2000-word essay (40%) Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students., one 2000-word essay (40%), one 1000-word exercise (20%)

Prescribed Reading:

Marlowe, C *Doctor Faustus* Oxford.

Shakespeare, W *Hamlet* Everyman.

Shakespeare, W *Macbeth* Oxford.

Shakespeare, W *Measure for measure* Penguin.

Salgado, (Ed) *Three Jacobean Tragedies* Penguin.

ENG2SIA SHAKESPEARE IN ADAPTATION (20 CPs Sem. TE-SEM-1 BU.) *Mr Chris Palmer**This unit is offered at third year level also.**This unit is offered at third year level also.**Not available in 2008***ENG2TAL TWENTY-FIRST CENTURY AUSTRALIAN LITERATURE:****INVENTING THE PAST** (20. CPs Sem. TE-SEM-1 BU.) *Dr Sue Martin**This unit is offered at third year level also.**Not available in 2008***ENG2TCW TRAGEDY AND THE CLASSICAL WORLD** (20. CPs Sem. TE-SEM-2 BU.) *Mr Terry Collits**This unit is offered at third year level also.*

This is an introduction to tragedy as a dramatic form in Ancient Greece. We examine selected works of Aeschylus, Sophocles and Euripides, all studied in translation. We also consider other writers relevant to tragedy, such as Homer, Plato, Aristotle, and Nietzsche. Attention is given to the ways contemporary literary theories (e.g., feminist or psychoanalytic) might influence our readings of Greek tragedies.

Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour lecture and one 2-hour class each week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Euripides *Medea and other plays* Trans. Philip Vellacott, Penguin.

Euripides *The Bacchae and other plays* Trans. Philip Vellacott, Penguin.

Homer *The Odyssey* Trans. Robert Fitzgerald, Farrer, Strauss, and Giroux.

Aeschylus *The Oresteia* Trans. Robert Fagles, Penguin.

Aristotle *The Poetics* Trans. Malcolm Heath, Penguin.

Nietzsche *The birth of tragedy* Trans. Shaun Whiteside, Penguin.

Sophocles *The three Theban plays* Trans. Robert Fagles, Penguin.

ENG2WFI WRITING FICTION (20 CPs Sem. TE-SEM-2 BU.) *Dr Catherine Padmore**This unit is offered at third year level also.**This unit is offered at third year level also.*

This unit is taught through a combination of lectures and seminars. It is designed for those who wish to write fiction and focuses on the craft of fiction, particularly style and structure. There will be discussion both of student work and of selected fictional texts in classes. Prescribed reading and text lists will be available in the first class.

Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: One 2000-word assignment (40%), one 2500-word assignment (50%), tutorial exercises (500-words equivalent) (10%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

ENG2WRP WRITING POETRY (20. CPs Sem. TE-SEM-1 BU.) *Dr Susan Bradley Smith**This unit is offered at third year level also.**This unit is offered at third year level also.*

This is an introductory unit in the art of writing poetry in which students will develop aspects of poetry craft as well as discover their own poetic style. Readings of contemporary Australian poetry and essays will be included and we will encourage the development of critical perspectives in response to both the readings, and the profession of writing. The unit will be conducted in the workshop mode, and will include readings from working poets.

Prerequisite: 30 credit points of first year English.

Class requirements: One 3-hour seminar per week per week.

Assessment: Portfolio of creative work (2500-words equivalent) (50%), one 2500-word critical essay (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Whitworth, J *Writing poetry* A & C Black.

Recommended Reading:

The best Australian poems Latest edn. Black Inc.

ENG2WWA WOMEN WRITING A (20. CPs Sem. TE-SEM-1 BU.) *Ms Carol Merli**This unit is offered at third year level also.*

This unit looks at nineteenth-century writing by women. Questions are raised about the effect of gender on writing during this period – about the ideologies within which women wrote and about the material circumstances in which their writing was disseminated. There will be a special emphasis on the female gothic. In addition to the texts listed below there will be a course reader including extracts from novels and poetry by Emily Dickinson and Christina Rossetti.

Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour online workshop per week.

Assessment: One 1500-word exercise (35%), one 3500-word essay (65%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Shelley, M *Frankenstein* Norton.
 Bronte, C *Jane Eyre* Penguin.
 Austen, J *Northanger Abbey* Penguin.
 Chopin, K *The awakening* Norton.
 Bronte, A *The tenant of Wildfell Hall* Penguin.

ENG2WWB WOMEN WRITING B (20. CPs Sem. TE-SEM-2 BU.) *Ms Carol Merli*

This unit is offered at third year level also.

In this unit, students will look at twentieth-century writing by women in English. We examine the ways that women writers of the period have re-visioned and resisted restrictions we call 'Victorian', such as sexual repression, limited opportunity and constricted horizons. Students will consider the construction of female subjectivity, particularly in relation to the intersections of race, class, and gender.
Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour online workshop per week.

Assessment: One 1500-word exercise (35%), one 3500-word essay (65%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Woolf, V *A room of one's own* William Collins.
 Atwood, M *Cat's Eye* Virago.
 Woolf, V *Mrs Dalloway* Penguin.
 Dangarembga, T *Nervous conditions* Women's Press.
 Morrison, T *Sula* Picador.
 Carter, A *The bloody chamber* Penguin.
 Hong Kingston, M *The woman warrior* Vintage.
 Anderson, J *Tirra lirra by the river* Picador.

ENG3ALT AMERICAN LITERATURE OF THE 20TH CENTURY (20. CPs Sem. TE-SEM-1 BU.) *Dr Alison Ravenscroft*
*See ENG2ALT for full unit description.***ENG3BAR BRITISH AND AMERICAN ROMANTICISM** (20. CPs Sem. TE-SEM-1 AW, BU, MI.) *Dr Iain Topliss*
*See ENG2BAR for full unit description.***ENG3CFT CONTEMPORARY FEMINIST THOUGHT** (20. CPs Sem. TE-SEM-2 BU.) *Dr Alison Ravenscroft*
*See ENG2CFT for full unit description.***ENG3HCC HUMOUR, COMEDY AND CULTURE** (20. CPs Sem. TE-SEM-2 BU.) *Dr Iain Topliss*
See ENG2HCC for full unit description.
*Not available in 2008***ENG3HSA HONOURS SEMINAR A** (20. CPs Sem. TE-SEM-1 BU.) *Dr Paul Salzmann*

The honours seminar is an advanced unit normally taken only by students intending to proceed to fourth year honours. Students are normally required to take a 20-credit point honours seminar to be eligible for entrance to Honours. In this unit students concentrate on a variety of contemporary theoretical approaches to English studies. Topics include the history of the discipline, the idea of a canon, feminist theory, psychoanalysis, contemporary Marxism, post-colonial theory, new historicism, queer theory, and cultural studies.

Prerequisite: Head of Program's approval.

Class requirements: One 2-hour seminar and one 1-hour lecture per week.

This unit is not available for Study Abroad students.

Assessment: One 1500-word essay (30%), one 2500-word essay (50%), tutorial exercises (1000-words equivalent) (20%)

Preliminary Reading:

Young, R *Post colonialism: a very short introduction* Oxford UP 2003.
 Jagose, A *Queer theory* Melbourne UP 1996.
 Moi, T *Sexual/textual politics* Routledge 2002.

Prescribed Reading:

Leitch, V et al. *The Norton anthology of theory and criticism* Norton 2001.

ENG3HSB HONOURS SEMINAR B (20. CPs Sem. TE-SEM-2 BU.) *Dr Leela Gandhi*
*Not available in 2008***ENG3IIE INDIA IN ENGLISH** (20. CPs Sem. TE-SEM-2 BU.) *Dr Leela Gandhi*

See ENG2IIE for full unit description.

Not available in 2008

ENG3IML INTRODUCTION TO MEDIEVAL LITERATURE (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*
See ENG2IML for full unit description.
*Not available in 2008***ENG3ITB INVENTING THE BUSH** (20. CPs Sem. TE-SEM-2 BU.) *Dr Sue Martin*
*See ENG2ITB for full unit description.***ENG3JCP JUNG'S CULTURAL PSYCHOLOGY** (20. CPs Sem. TE-SEM-2 BU.) *Dr David Tacey*
*See ENG2JCP for full unit description.***ENG3NAA NARRATIVE ANALYSIS A** (20. CPs Sem. TE-SEM-2 BU.) *Dr Iain Topliss*
See ENG2NAA for full unit description.
*Not available in 2008***ENG3PAF PSYCHOANALYSIS AND FICTIONS** (20. CPs Sem. TE-SEM-2 BU.) *Dr Kay Souter*
See ENG2PAF for full unit description.
*Not available in 2008***ENG3RCA READING COURSE A** (20. CPs Sem. TE-SEM-1 BU.) *Mr Chris Palmer*

Subject to English Program Coordinator's approval

A limited number of students may be permitted by the coordinator to undertake a reading unit.

Class requirements: Regular supervision sessions and other requirements throughout the semester as arranged for each individual student.

This unit is not available for Study Abroad students.

Assessment: Assignments as arranged for each individual student equivalent to 5000-words (100%)

ENG3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Mr Chris Palmer*

A limited number of students may be permitted by the coordinator to undertake a reading unit.

Prerequisite: Subject to English Program Coordinator's approval.

Class requirements: Regular supervision sessions and other requirements throughout the semester as arranged for each individual student.

This unit is not available for Study Abroad students.

Assessment: Assignments as arranged for each individual student equivalent to 5000-words (100%)

ENG3REM RE-SITUATING MODERNISM: DECOLONISING CONTEXTS (20. CPs Sem. TE-SEM-1 BU.) *Professor Sue Thomas*
*See ENG2REM for full unit description.***ENG3REV RENAISSANCE VOICES AND COUNTER VOICES** (20. CPs Sem. TE-SEM-1 BU.) *Dr Paul Salzmann*
*See ENG2REV for full unit description.***ENG3RJA RE-THINKING JANE AUSTEN** (20. CPs Sem. TE-SEM-2 BU.) *Dr Kay Souter*
*See ENG2RJA for full unit description.***ENG3SAC SHAKESPEARE AND CONTEMPORARIES** (20. CPs Sem. TE-SEM-2 AW, BU, MI.) *Mr Chris Palmer*
See ENG2SAC for full unit description.

ENG3SIA SHAKESPEARE IN ADAPTATION (20 CPs Sem. TE-SEM-1 BU.) *Mr**Chris Palmer**See ENG2SIA for full unit description.**Not available in 2008***ENG3TAL TWENTY-FIRST CENTURY AUSTRALIAN LITERATURE:****INVENTING THE PAST** (20. CPs Sem. TE-SEM-1 BU.) *Dr Sue Martin**See ENG2TAL for full unit description.**Not available in 2008***ENG3TCW TRAGEDY AND THE CLASSICAL WORLD** (20. CPs Sem. TE-SEM-2 BU.) *Mr Terry Colliis**See ENG2TCW for full unit description.***ENG3WAB WRITING AUTOBIOGRAPHY** (20 CPs Sem. TE-SEM-2 BU.) *Dr**Alexis Harley*

The desire to tell one's story is age-old and profound. We do it constantly in conversations, letters, emails, and elsewhere. Sophisticated auto biographers take the storying of the self a step further, drawing upon an array of possible forms and techniques in order to render themselves compelling to their readers. In this unit through workshops, lectures and discussions of published autobiographies, we teach the craft of autobiographical writing – but not in a formulaic way. Like other forms of personal and creative writing, autobiography is a matter of finding one's own voice – of discovering how the story can best be told.

Prerequisite: 40 credit points of second year English.*Class requirements:* One 1-hour lecture and one 2-hour workshop per week.*Assessment:* One 3000-word assignment (60%), one 2000-word assignment (40%)*Prescribed Reading:*Bayley, J. *Elegy for Iris* St Martin's 1999McCarthy, M *Memories of a Catholic girlhood* PenguinDillard, A., and Conley, C. (Eds) *Modern American memoirs* Harper Collins 1995Sykes, R *Snake cradle* Allen & UnwinMiller, P. *Writing your life* Allen and Unwin 1994**ENG3WFI WRITING FICTION** (20 CPs Sem. TE-SEM-2 BU.) *Dr Catherine**Padmore**See ENG2WFI for full unit description.***ENG3WRP WRITING POETRY** (20. CPs Sem. TE-SEM-1 BU.) *Dr Susan**Bradley Smith**See ENG2WRP for full unit description.***ENG3WWA WOMEN WRITING A** (20. CPs Sem. TE-SEM-1 BU.) *Ms Carol**Merli**See ENG2WWA for full unit description.***ENG3WWB WOMEN WRITING B** (20. CPs Sem. TE-SEM-2 BU.) *Ms Carol**Merli**See ENG2WWB for full unit description.***HUS3CNF CREATING NON-FICTION** (20. CPs Sem. TE-SEM-1 BU.) *Mr**Harry Kirchner*

The main aim of this unit is to improve each individual student's writing skills through the study and practice of non-fiction prose. The weekly class combines reflection on the characteristics of good writing with practical exercises in a range of formats and styles. The student will be introduced to concepts of how purpose, readership, and medium affect the format, style and language of what is written.

Prerequisite: 40 credit points of English at second year level OR entry to the Graduate Certificate or Graduate Diploma in Creative Writing.

Class requirements: One 3-hour lecture/seminar each week.*Assessment:* One 2000-word essay (40%), class exercises, written exercises and assignments (3000-words equivalent) (60%)**European studies**

Program Coordinator: To be advised

The units listed below are taught in English and are available to all students.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Greece and the Balkans in the Twentieth Century	EST1GAB
TE-SEM-2	Windows on Contemporary Europe: cultures in transformation	EST1WEA
Second or third year units (20 credit points)		
TE-SEM-1	Ethnic and Civil Conflict in Southern Europe and Cyprus	EST2ECC/EST3ECC
TE-SEM-1	European Languages in Context: issues in language	EST2ELC/EST3ELC
WK 1 – 15	Renaissance Italy (offered in Italy)	EST2REI/EST3REI
TE-SEM-1	Romeo and Juliet: fact, fiction, film ¹	EST2RJS/EST3RJS
TE-SEM-2	Imaging Contemporary Greece: cinema, song and text	EST2ICG/EST3ICG
TE-SEM-2	Imagining Europe: cultural perceptions of European identity ¹	EST2IEU/EST3IEU
TE-SEM-2	Renaissance Italy	EST2REI/EST3REI
TE-SEM-2	Transterritorial Hellenism: a journey through some sites	EST2TTH/EST3TTH
Third year units (20 credit points)		
TE-SEM-1	Reading Course A	EST3RCA
TE-SEM-2	Reading Course B	EST3RCB

Key: ¹ Not available in 2008.**Major in European cultures**

This is an interdisciplinary major focusing on European societies and their cultures, and is taught entirely in English. Units may be chosen from those listed above and from specific units from other programs. Students are strongly encouraged, but not required, to acquire proficiency in a second European language other than English and to consider taking a double major, combining European cultures with a European language discipline. At least one year of language study is required for admission to fourth year honours in this area.

Program of study

Students who wish to satisfy the requirements for a major in European cultures must complete at least 130 credit points of which 30 credit points are normally at first year level, 40 credit points at second year level and 60 credit points at third year level. All units are offered subject to the availability of appropriate staffing and minimum enrolments. EST2REI/EST3REI Renaissance Italy will be taught in Prato (Italy) in January 2008.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Modern Europe A: from monarchies to nations 1760–1890	HIS1MEA
TE-SEM-1	Greece and the Balkans in the twentieth century	EST1GAB
TE-SEM-2	Windows on Contemporary Europe: cultures in transformation	EST1WEA
TE-SEM-2	Modern Europe B: the twentieth century	HIS1MEB
	First year European language units (French, German, Italian, Ancient and Modern Greek or Spanish)	
Second or third year unit (20 credit points)		
TE-SEM-1	Charting the Colonial Pacific	HIS2CCP/HIS3CCP
TE-SEM-1	Ethnic and Civil Conflict in Southern Europe and Cyprus	EST2ECC/EST3ECC
TE-SEM-1	Europe Transformed	HIS2EUT/HIS3EUT
TE-SEM-1	European Languages in Context: issues in language	EST2ELC/EST3ELC
WK 1 – 15	Renaissance Italy (offered in Italy)	EST2REI/EST3REI
TE-SEM-1	Romeo and Juliet: fact, fiction, film ¹	EST2RJS/EST3RJS
TE-SEM-1	The European Union	HIS2EUU/HIS3EUU
TE-SEM-2	Imaging Europe: cultural perceptions of European identity ¹	EST2IEU/EST3IEU
TE-SEM-2	Imagining Contemporary Greece: cinema, song and text	EST2ICG/EST3ICG
TE-SEM-2	Renaissance Italy ¹	EST2REI/EST3REI
TE-SEM-2	Riots and Rebellions	HIS2RAR/HIS3RAR
TE-SEM-2	Transterritorial Hellenism: a journey through some sites	EST2TTH/EST3TTH

Third year units (20 credit points)

TE-SEM-1	Reading Course A	EST3RCA
TE-SEM-2	Reading Course B	EST3RCB

Key: ¹ Not available in 2008.

Students wishing to include in the major another unit with European content not on the list may seek the program coordinator's permission to do so.

Recommended units

The following units are highly recommended for students majoring in European cultures but due to the structure of the program, they do not count towards the major.

Unit title (15 credit points)	Unit code
Ancient Mediterranean Culture – the Greek achievement	ANG1AMC
Art from Rembrandt to Warhol: constructing the modern	ARH1ARW
The Archaeology of Ancient Civilisations	ARC1AAC
Women in Ancient Greek Drama ¹	ANG1WAG
(20 credit points)	
Medieval Italy ¹	ITA2MEI/ITA3MEI
Modern Drama A	DRA2MOA/DRA3MOA
Spain Today	SPA2SPT/SPA3SPT
The Making of Modern Italy	HIS2MMI/HIS3MMI

Key: ¹ Not available in 2008.

Honours

Qualified students may enrol in the fourth year honours program in European Cultures. Students may enrol solely in European Cultures or combine with Honours in another discipline. To be considered for admission to honours, students must normally complete the pass degree with a major in European Cultures and have obtained at least a B average in their third year units. They should have also successfully completed at least one-year's study of a European language. Students undertaking honours are required to complete two fourth year coursework units, an honours seminar and a 15000-word thesis.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of EST units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS**EST1GAB GREECE AND THE BALKANS IN THE TWENTIETH CENTURY**

(15. CPs Sem. TE-SEM-1 BU.) *Dr Despina Michael*

In this unit, students will explore the rise of Greece as a nation-state in the context of the Balkans and the ways in which political conflict and modernisation in the 20th century have exacerbated ethnic tensions in the region. The interplay of domestic and international factors in the construction/manipulation of modern aggressive national ideologies is investigated. The focus is on both high politics and their effects on people's lives. Topics include the impact of the Balkan Wars and of World War I; the failure of democracy in the interwar years; Nazi occupation; civil war; Communist regimes and right-wing dictatorships; and the revival of nationalism in the 1990's. We conclude by evaluating the prospects for the 'Europeanization' of the Balkans.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Two 1000-word tutorial papers (50%), one 2000-word research essay, (50%). Students have the option of taking a 2-hour final exam instead of writing a 2000-word research essay.

Prescribed Reading:

Close, D. *Greece since 1945. Politics, economy, and society* Longman 2002
Mazower, M *The Balkans: a short history* Modern Library, 2000

EST1WEA WINDOWS ON CONTEMPORARY EUROPE: CULTURES IN TRANSFORMATION (15. CPs Sem. TE-SEM-2 BU.) *Mr Antonio Pagliaro*

This is an introduction to the cultural manifestations of major socio-historical events in twentieth-century Europe that shaped life in countries such as France, Spain, Italy, and Greece. Among issues to

be examined are the roles and effects of the political Right and Left, wars, dictatorships, the relationship between Church and State, the changing role of women, tradition and modernity, migration, multiculturalism, and ethnic and cultural identities.

Class requirements: One 2-hour lecture/seminar and one 1-hour tutorial.

Assessment: Two 1000-word written exercises (50%), one 2-hour exam (50%)

EST2ECC ETHNIC AND CIVIL CONFLICT IN SOUTHERN EUROPE AND CYPRUS (20. CPs Sem. TE-SEM-1 BU.) *Dr Despina Michael*

This unit is offered at third year level also.

In this unit students investigate civil wars motivated by ideological differences within a single culture or by identity conflicts over ethnicity, race, and religion within a multiethnic polity. We explore similarities and differences in the experiences of Spain, Italy, Greece, and Cyprus with nation-building, social revolution, modernization, civil war, and reconciliation in the twentieth century. The response of the International community to civil conflict and ethnic tensions in these countries is examined together with the ways in which outside intervention has shaped the length and internal dynamics of the conflicts. We conclude with an assessment of the prospect for a lasting peace in Cyprus and of the challenges of justice, reconciliation, and economic reconstruction.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour final exam (50%), two 1500-word tutorial papers (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Hitchens, C. *Hostage to history: Cyprus from the Ottomans to Kissinger* Verso 1997

Thomas, H. *The Spanish Civil War* Penguin 2001

Prescribed Reading:

Close, D. *The origins of the Greek Civil War* Longman 1995.

EST2ELC EUROPEAN LANGUAGES IN CONTEXT: ISSUES IN LANGUAGE

(20 CPs Sem. TE-SEM-1 BU.) *Ms Ana Maria Ducasse*

This unit is offered at third year level also.

In this unit students examine issues in learning European languages such as: popular ideas about language learning, how language is learned in the classroom, what factors shape the learning and approaches to explaining second language learning. Using trans-European case studies, other issues affecting language learning that will be covered include cultural awareness, politics, gender, and identity. Lectures are taught in English, with parallel tutorials in English and Spanish (students majoring in Spanish will attend tutorials in Spanish and complete their written work in the Spanish language). Students attending tutorials in Spanish must have completed SPA1ADB, SPA1INB, or SPA2BEB.

Class requirements: One 1.5-hour lecture and one 1.5-hour tutorial per week.

Assessment: three 30-minute class tests (30%), one 2000-word essay in English or one 1000-word essay in Spanish (40%), one 1.5-hour examination (30%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Spada, N. and Lightbown, P. *How languages are learned* OUP 1999
Liddicoat, J.L. and Crozet, C. *Teaching languages, teaching cultures* Language Australia 2000

EST2ICG IMAGING CONTEMPORARY GREECE: CINEMA, SONG AND TEXT (20 CPs Sem. TE-SEM-2 BU.) *Dr Despina Michael*

This unit is offered at third year level also.

In this unit, students are introduced to Greek history through cultural representation. The tumultuous history of 20th century Greece will be explored through film, song and other texts. Perceptions of significant events will be looked at from diverse perspectives, especially their portrayal in cinema and popular music. Cultural and social values, including the family, women, kinship, non-conformity, political polarization, and national identity will also be studied. The creation of culture is inextricably linked to the political, social and economic

evolution of a country and students will gain a deeper knowledge about major historical events—the Asia Minor Catastrophe, the German Occupation, the Civil War, the Dictatorship, the Cyprus crisis and EU accession—through the unique representations of film-makers, writers, poets and popular musicians. Students will gain skills in textual analysis and understanding about the diversity of evidence used when we undertake to ‘image the past’.

Class requirements: One 3-hour lecture/workshop per week.

Assessment: One 1000-word essay (20%), one 1500-word essay (30%), one 2500-word take-home exam/major essay (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Greek Film Centre *Cinemathology a retrospective of Greek film* Greek Film Centre 1993

Holst, G. *Road to Rembetika* Anglo-Hellenic Publishing 1975

EST2IEU IMAGING EUROPE: CULTURAL PERCEPTIONS OF EUROPEAN IDENTITY (20 CPs Sem. TE-SEM-2 BU.) *Coordinator TBA*

This unit is offered at third year level also. Not available in 2008.

EST2REI RENAISSANCE ITALY (20. CPs Sem. TE-SEM-2 BU. TE-W01-15 BU.)

Mr Antonio Pagliaro, Dr Nicole Prunster

This unit is offered at third year level also.

This unit is offered in Italy in January 2008 and offers students an opportunity to study near Florence, where the Italian Renaissance began. Students are offered an introduction to Italian humanism and Italian Renaissance literature and society through the study of representative prose and verse works. Cultural tours to nearby cities and towns are an integral part of this unit. Particular attention is paid to the manner in which a new vision of society and of individual merit evolves in the period.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: one 2000-word essay (to be completed on return from Italy) (40%), one 1000-word presentation prepared in Melbourne in advance for oral delivery in Italy (20%), one 2000-word critical, reflective journal (4 entries) on sites/cities visited, written in Italy (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

EST2RJS ROMEO AND JULIET: FACT, FICTION, FILM (20. CPs Sem. TE-SEM-1 BU.) *Dr Nicole Prunster*

This unit is offered at third year level also.

Not available in 2008

EST2TTH TRANSTERRITORIAL HELLENISM: A JOURNEY THROUGH SOME SITES (20. CPs Sem. TE-SEM-2 BU.) *Professor Anastasios Tamis*

This unit is offered at third year level also.

In this unit students explore issues in the modern construction of ethno-national, civic, multiple and other identities. We examine the evolution of the concept of ‘Hellenism’ and the diversity of its manifestations in various parts of the modern world by way of an imaginary journey through the cities of Istanbul, Izmir, Thessaloniki, Paris, Stuttgart, Nicosia, New York, and Melbourne. We explore the life of Greeks as Ottoman subjects, students and scholars, victims of genocide, political exiles, guest workers, Europeans, and citizens of multi-cultural states, as well as the impact of the Greek Orthodox Church, Greek irredentism, political conflict, and modernisation on Greek identity. Competing visions of Hellenism that developed in these cities will be juxtaposed to the realities of Greece today.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 500-word website review (15%), one 2000-word book review (30%), one 2000-word research essay or one 2-hour final examination (40%), tutorial exercises (500-word equivalent) (15%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Constas, D., and Platias, A. (Eds) *Diasporas in world politics. The Greeks in comparative perspective*, Macmillan 1993.

Sheffer, G. (Ed) *Modern Diasporas in International Politics*, Croom Helm 1986.

Clogg, R. (Ed) *The Greek Diaspora in the twentieth century*, Macmillan 1999.

EST3ECC ETHNIC AND CIVIL CONFLICT IN SOUTHERN EUROPE AND CYPRUS (20. CPs Sem. TE-SEM-1 BU.) *Dr Despina Michael*

See EST2ECC for full unit description.

EST3ELC EUROPEAN LANGUAGES IN CONTEXT: ISSUES IN LANGUAGE

(20 CPs Sem. TE-SEM-1 BU.) *Ms Ana Maria Ducasse*

See EST2ELC for full unit description.

EST3ICG IMAGING CONTEMPORARY GREECE: CINEMA, SONG AND TEXT (20 CPs Sem. TE-SEM-2 BU.) *Dr Despina Michael*

See EST2ICG for full unit description.

EST3IEU IMAGINING EUROPE: CULTURAL PERCEPTIONS OF EUROPEAN IDENTITY (20 CPs Sem. TE-SEM-2 BU.) *To be advised*

See EST2IEU for full unit description.

Not available in 2008

EST3RCA READING COURSE A (20 CPs Sem. TE-SEM-1 BU.) *To be advised*

A limited number of students majoring in European Cultures may be permitted to take an individual reading subject. After consultation with an appropriate member of staff who agrees to act as a supervisor students should submit details of the proposed topic, including a bibliography and a proposed schedule of assignments, for approval by the European Studies coordinator.

Prerequisite: Approval of program coordinator.

Incompatible unit: EST3RCB

Class requirements: Regular supervision sessions and other requirements throughout the semester as arranged for each individual student.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%)

EST3RCB READING COURSE B (20 CPs Sem. TE-SEM-2 BU.) *To be advised*

A limited number of students majoring in European Cultures may be permitted to take an individual reading subject. After consultation with an appropriate member of staff who agrees to act as a supervisor students should submit details of the proposed topic, including a bibliography and a proposed schedule of assignments, for approval by the European Studies coordinator.

Prerequisite: Approval of the program coordinator.

Incompatible unit: EST3RCA

Class requirements: Regular supervision sessions and other requirements throughout the semester as arranged for each individual student.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%)

EST3REI RENAISSANCE ITALY (20. CPs Sem. TE-W01-15 BU.) *Mr Antonio Pagliaro, Dr Nicole Prunster*

See EST2REI for full unit description.

EST3RJS ROMEO AND JULIET: FACT, FICTION, FILM (20. CPs Sem. TE-SEM-1 BU.) *Dr Nicole Prunster*

See EST2RJS for full unit description.

Not available in 2008

EST3TTH TRANSTERRITORIAL HELLENISM: A JOURNEY THROUGH SOME SITES (20. CPs Sem. TE-SEM-2 BU.) *Professor Anastasios Tamis*

See EST2TTH for full unit description.

French

Program Coordinator: Dr Alastair Hurst.

French units are available at the Melbourne (Bundoora) campus by special arrangement with the French Department of The University of Melbourne for accreditation towards a La Trobe University degree. Special enrolment arrangements apply and details may be obtained

from the faculty's Enquiries Office. The following units will be taught at the Melbourne (Bundoora) campus in 2008.

Teaching period	Unit title	Unit code
First year units		
TE-SEM-1	Advanced French 1A	116131
TE-SEM-1	Beginners French 1A	116121
TE-SEM-1	Intermediate French 1A	1160091
TE-SEM-2	Advanced French 1B	116133
TE-SEM-2	Beginners French 1B	116123
TE-SEM-2	Intermediate French 1B	1160111
Second year units		
TE-SEM-1	Beginners French 2A	1160092
TE-SEM-2	Beginners French 2B	1160112
Third year units		
TE-SEM-1	French Advanced 3A	FRE3ADA
TE-SEM-2	French Advanced 3B	FRE3ADB

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

1160091 INTERMEDIATE FRENCH FIRST YEAR A (15 CPs Sem. TE-SEM-1 BU.) Dr Alastair Hurst

This unit is designed to provide students with a systematic revision and consolidation of the essential structures of French. Classes will present grammar, syntax, and vocabulary in meaningful situations. The unit also stresses the productive aspect of language use in practical situations while extending grammatical and lexical knowledge and refining oral skills by means of regular small-group activities. Students will also spend time in private study working on written and oral exercises and using on-line resources. On completion of the unit, students should be able to sustain conversations and express opinions in French on topics of general interest, have consolidated their knowledge of the basic structures of French, and have attained a good level of competence in written production. This unit is not available to students who have completed Year 12 French or equivalent.

Prerequisite: 4 or 5 years of secondary school French or equivalent.

Incompatible unit: 1160092

Class requirements: Four hours of language classes and 1-hour of web laboratory/unsupervised private study work per week.

This unit is not available for Study Abroad students.

Assessment: Two written assignments (equivalent to 800 words) (25%), one 10-minute oral test (20%), one 15-minute listening comprehension test (15%), one 1.5-hour written exam (40%)

Prescribed Reading:

Baker, A. et al. *Collages, revision de grammaire* 5th edn, McGraw-Hill

1160092 BEGINNERS FRENCH SECOND YEAR A (15 CPs Sem. TE-SEM-1 BU.) Dr Alastair Hurst

This unit is designed to provide students with a systematic revision and consolidation of the essential structures of French. Classes will present grammar, syntax, and vocabulary in meaningful situations. The unit also stresses the productive aspect of language use in practical situations while extending grammatical and lexical knowledge and refining oral skills by means of regular small-group activities. Students will also spend time in private study working on written and oral exercises and using on-line resources. On completion of the unit, students should be able to sustain conversations and express opinions in French on topics of general interest, have consolidated their knowledge of the basic structures of French, and have attained a good level of competence in written production. This unit is not available to students who have completed Year 12 French or equivalent.

Prerequisite: Completion of 116123 with B grade pass or adequate knowledge of French (4 or 5 years of secondary school French or equivalent).

Incompatible unit: 1160091

Class requirements: Four hours of language classes and 1-hour of web laboratory/unsupervised private study work per week.

This unit is not available for Study Abroad students.

Assessment: Two written assignments (equivalent to 800 words) (25%), one 10-minute oral test (20%), one 15-minute listening comprehension test (15%), one 1.5-hour written exam (40%)

Prescribed Reading:

Baker, A et al *Collages, revision de grammaire* 5th ed, McGraw-Hill

1160111 INTERMEDIATE FRENCH FIRST YEAR B (15 CPs Sem. TE-SEM-2 BU.) Dr Alastair Hurst

In this unit, we aim to help students transfer their adult reading skills from their native language to French, in order to be able to use French written sources for the same purpose as they use written sources in their own language. These purposes may be reading for information, reading for specialised study (literature, history, and philosophy), and reading for pleasure. We aim primarily to enable students to develop effective and appropriate reading strategies, so that they become independent and successful readers.

Prerequisite: 1160091.

Incompatible unit: 1160112

Class requirements: Three hours of seminars per week.

This unit is not available for Study Abroad students.

Assessment: Regular take-home and class exercises during semester totalling 3000-words (60%), one 2-hour final examination (40%)

Prescribed Reading:

Conde, M. *Le Coeur a rire et a pleurer* Poche 2001

Micro Robert Dictionnaire

1160112 BEGINNERS FRENCH SECOND YEAR B (15 CPs Sem. TE-SEM-2 BU.) Dr Alastair Hurst

In this unit, we aim to help students transfer their adult reading skills from their native language to French, in order to be able to use French written sources for the same purpose as they use written sources in their own language. These purposes may be reading for information, reading for specialised study (literature, history, and philosophy), and reading for pleasure. We aim primarily to enable students to develop effective and appropriate reading strategies, so that they become independent and successful readers.

Prerequisite: 1160092 or equivalent.

Incompatible unit: 1160111

Class requirements: Three hours of seminars per week.

This unit is not available for Study Abroad students.

Assessment: Two written assignments (equivalent to 800-words) (25%), one 10-minute oral test (20%), one listening comprehension test (equivalent to 600-words) (15%), one 1.5-hour written language test (40%)

Prescribed Reading:

Baker, A et al *Collages, revision de grammaire* 5th edn, McGraw-Hill

Baker, A et al *Collages, varietes culturelles* 5th edn, McGraw-Hill

116121 BEGINNERS FRENCH 1A (15. CPs Sem. TE-SEM-1 BU.) Dr Alastair Hurst

This unit is an intensive language unit for beginners, with a focus on the development of speaking, listening, reading, and writing skills and an introduction to French culture through the materials used for language acquisition. Students successfully completing the course should be able to read simple French, write accurately and make sense of and participate in a variety of communicative situations presented in French, within the limits of the vocabulary and tenses introduced in the unit. Any student who has ever presented for Year 12 French or the equivalent is ineligible for this unit. Students with four or five years of high school French or the equivalent should enrol in Intermediate French A and B.

Class requirements: Four hours of language per week.

This unit is not available for Study Abroad students.

Assessment: Written work and class tests (40%), one 2-hour written examination (30%), two 15-minute listening comprehension tests (15%), one 10-minute oral exam (15%). Students who have attended less than 80% of classes will not be eligible to sit the final examination.

Prescribed Reading:

Amon, E., Muyskens, J.A. and Omaggio Hadley, A.C. *Vis-a-vis. Beginning French* 4th edn. McGraw-Hill 2007

116123 BEGINNERS FRENCH 1B (15 CPs Sem. TE-SEM-2 BU.) *Dr*

Alastair Hurst

In this unit students build on writing and reading skills acquired in Beginners French 1A. Students successfully completing the unit should be able to write accurately in basic French, using the range of grammatical structures studied and in a range of genres from short descriptive texts to letters and poems; read a variety of French texts from poems to newspaper items and short articles; and appreciate aspects of Francophone cultures. Any student who has ever presented for Year 12 French or the equivalent is ineligible for this unit.

Prerequisite: 116121.

Class requirements: Four hours of language classes per week.

This unit is not available for Study Abroad students.

Assessment: Written work and class tests (40%), one 2-hour written examination (30%), two 15-minute listening comprehension tests (15%), one 10-minute oral exam (15%). Students who have attended less than 80% of classes will not be eligible to sit the final examination.

Prescribed Reading:

Amon, E., Muyskens, J.A. and Omaggio Hadley, A.C. *Vis-a-vis. Beginning French* 4th edn. McGraw-Hill 2007

116131 ADVANCED FRENCH 1A (15 CPs Sem. TE-SEM-1 BU.) *Dr*

Alistair Hurst

In this unit, students undertake written and oral exercises designed to consolidate Year 12 linguistic skills, enhancing both fluency and accuracy. These will include discussions on topics of social, cultural, and political significance. Aural comprehension activities will develop listening accuracy, and will involve authentic audiovisual materials including films, songs, news reports and other media. Written work will include grammar revision and application via exercises and composition, as well as analysis of authentic texts. Reading skills are enhanced by studying a range of genres and styles. Students should improve their reading comprehension and begin to develop skills in critical analysis.

Prerequisite: VCE French or equivalent.

Class requirements: Four hours of language classes per week.

This unit is not available for Study Abroad students.

Assessment: Class exercises during semester (2500-words equivalent) (50%), one 500-word assignment (30%), one end of semester exam (20%)

Prescribed Reading:

Olivier, J. and Beaudoin, M. *Grammaire française* 3rd edn. Thomson Nelson 2004

116133 ADVANCED FRENCH 1B (15 CPs Sem. TE-SEM-2 BU.) *Dr*

Alistair Hurst

In this unit students undertake written and oral exercises and activities designed to consolidate and develop the linguistic and communicative skills gained in first semester, further enhancing both fluency and accuracy. These will include discussions on topics of social, cultural, and political significance. Aural comprehension activities will further develop listening accuracy, and will involve authentic audio-visual materials including films, songs, news reports and other media. Written work will include grammar exercises involving more sophisticated structures, analysis of more complex authentic texts, and compositions demonstrating enhanced argumentative skills. By broadening the range of genres and styles studied, students should continue to improve their reading comprehension and to build on skills in critical analysis acquired in first semester.

Prerequisite: 116131.

Class requirements: One 3-hour of language class and one 1-hour textual studies class per week.

This unit is not available for Study Abroad students.

Assessment: Class exercises during semester (2500-words equivalent) (50%), one 500-word assignment (30%), one end of semester exam (20%)

Prescribed Reading:

Olivier, J. and Beaudoin, M. *Grammaire française* 3rd edn. Thomson Nelson 2004

FRE3ADA ADVANCED FRENCH 3A (20 CPs Sem. TE-SEM-1 BU.)

Coordinator to be advised

In this unit, students will build on the linguistic skills developed in second year advanced French. Emphasis will be placed on improving students' fluency through a range of oral exercises and discussions. Written expression will be developed through specific exercises, textual analysis and grammatical exercises.

Prerequisite: 116016 French 2: Language B or equivalent.

Class requirements: Three hours of language classes per week.

Assessment: One 1000-word journal (20%), one 1000-word essay (20%), one 15-minute oral presentation (20%), one 2-hour written examination (40%)

Prescribed Reading:

Hawkins, R. and Towell, R. *French grammar and usage* Arnold 1996

FRE3ADB ADVANCED FRENCH 3B (20 CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

In this unit, students will build on the linguistic skills developed Advanced French 3A. Emphasis will be placed on improving students' fluency through a range of oral exercises and discussions. Written expression will be developed through specific exercises, textual analysis and grammatical exercises.

Prerequisite: FRE3ADA or equivalent.

Class requirements: Three hours of language classes per week.

Assessment: One 1000-word journal (20%), one 1000-word essay (20%), one 15-minute oral presentation (20%), one 2-hour written examination (40%)

Prescribed Reading:

Hawkins, R. and Towell, R. *French grammar and usage* Arnold 1996

Gender, sexuality, and diversity studies

Program Coordinator: Dr Terrie Waddell.

Gender, sexuality and diversity studies (GSD) is an interdisciplinary area of critical inquiry focussing on how our bodies and identities are categorised and lived out in social, political and ethical relations. More specifically, GSD examines the complex interrelationships existing between such diverse markers of identity as sex, gender, femininity, masculinity, sexuality, ethnicity, nationality, class, and age. Primarily based on the themes, concerns and perspectives emerging from feminist scholarship, post-colonial studies, and queer theory, GSD gives students the opportunity to hone skills in critical thinking, effective writing, media and textual analysis, historical and sociological investigations and legal interpretations. In drawing on a wide variety of disciplines in one area study, GSD is unique, offering students more scope and flexibility when constructing their degrees. The interdisciplinary focus additionally provides students with a breadth of knowledge and range of skills applicable to all professional, public, and personal life choices one makes after university study. Students may enrol in a major, double major or single units of GSD studies.

Programs of study

Students who wish to satisfy the requirements for the degree with a major in GSD studies must complete 130 credit points in the area, including 60 credit points at third year level and at least 40 credit points from the core units listed below. A major in GSD studies should preferably be commenced in first year. However, it is possible to be accepted into the major at second year based on satisfactory completion of approved first year humanities, social sciences, or legal studies units.

Most units accredited as part of GSD studies may be taken without the usual disciplinary prerequisite. However, students wishing to do so are advised to seek approval from the unit coordinator.

Double Majors

Given the pertinence of gender, sexuality and diversity issues in the workplace, media, government policy and legislative change, GSD offers a perfect double major with other areas of study. Other studies might include sociology and politics, media studies, history,

Australian studies and legal studies. This expands the opportunities for both interdisciplinary and interdisciplinary post-graduate research. At the same time, a double major adds to qualifications for employment opportunities.

Gender Studies Units

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Sex, Gender and Identity	GSD1SGI
TE-SEM-2	Sex, Gender and Diversity	GSD1SGD
Second or Third year units (20 credit points)		
TE-SEM-1	Gender and Sexuality: contemporary debates	GSD2GES/GSD3GES
TE-SEM-1	Reading Course A	GSD3RCA
TE-SEM-2	Contemporary Feminist Thought	GSD2CFT/GSD3CFT
TE-SEM-2	Gender and Development	GSD2GAD
TE-SEM-2	Reading Course B	GSD3RCB

Important notice: Not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

Unit title	Unit code
Core units	
Contemporary Feminist Thought	GSD2CFT/GSD3CFT
Gender and Development	GSD2GAD
Gender and Sexuality: contemporary debates	GSD2GES/GSD3GES
Gender Relations in Australian Society	HIS2GRA/HIS3GRA
Human Rights: fundamental issues	PHI2HUR/PHI3HUR
Love, Desire and the Master-Slave Dialectic	PHI2LDM/PHI3LDM
First year units (15 credit points)	
Sex, Gender and Identity	GSD1SGI
Sex, Gender and Diversity	GSD1SGD
Second or third year units (20 credit points)	
Antiquity, Gender and Religion	HIS2AGR/HIS3AGR
Australians at War: gendered perspectives	HIS2AAW/HIS3AAW
Body, Mind and Culture	ANT2BMC/ANT3BMC
Charting the Colonial Pacific	HIS2CCP/HIS3CCP
Childhood and Culture	ANT2CAC/ANT3CAC
Cinema and Sexuality	CST2CAS/CST3CAS
Contemporary Feminist Thought	GSD2CFT/GSD3CFT
Crime, Law and Culture	LST2CLC/LST3CLC
Crises in South Asia: weapons, women, well-being	POL2CSA/POL3CSA
Critical Social Policy	SOC2CSP/SOC3CSP
Cross Cultural Communication	LIN2CCC/LIN3CCC
Deviance, Criminality and Social Control	SOC2DCS/SOC3DCS
Discourse, Body, Knowledge	PHI2DBK/PHI3DBK
Discrimination and the Law	LST2DAL/LST3DAL
Ecological Philosophies	PHI2ECP/PHI3ECP
Families and Change	SOC2FAC/SOC3FAC
Film, History and Narrative	HIS2FHN/HIS3FHN
Food, Drink and World History: ancient world to modern Australia	HIS2FDA/HIS3FDA
Gender and Development	GSD2GAD
Gender and Sexuality: contemporary debates	GSD2GES/GSD3GES
Gender and Spectatorship	CST2GSP/CST3GSP
Gender Relations in Australian Society	HIS2GRA/HIS3GRA
Genocides and the Holocaust: Europe, Asia, Africa	HIS2GAH/HIS3GAH
Human Rights: fundamental issues	PHI2HUR/PHI3HUR
Introduction to Qualitative Research Methods	SOC2MQB/SOC3MQB
Inventing the Bush	ENG2ITB/ENG3ITB
Kinship, Gender and Marriage	ANT2KAM/ANT3KAM
Liberalism and its Critics	POL2LAC/POL3LAC
Living with Colonialism: resistance and accommodation	HIS2LWC/HIS3LWC
Love and Eroticism in Asian Literature	AST2LEA/AST3LEA
Love, Desire and the Master-Slave Dialectic	PHI2LDM/PHI3LDM
Media Ethics	PHI2MET/PHI3MET
Migration to Australia in the 19 th and 20 th Centuries	HIS2NTA/HIS3NTA
Modern Drama and Acting Identity	DRA2MOA/DRA3MOA
Plato and the Meaning of Being	PHI2PAM/PHI3PAM
Professional Ethics	PHI2PET/PHI3PET
Punishment in Context	LST2PIC/LST3PIC
Re-situating Modernism: decolonising contexts	ENG2REM/ENG3REM
Sex and the Media	MST2SAM/MST3SAM
Sex, Gender and Work	SOC2SGW/SOC3SGW
Sociology and Everyday Life	SOC2SEL/SOC3SEL
Visual Anthropology: documenting cultures	ANT2ASF/ANT3ASF
Women Writing A	ENG2WWA/ENG3WWA

Women Writing B	ENG2WWB/ENG3WWB
Third year units (20 credit points)	
Reading Course A	GSD3RCA
Reading Course B	GSD3RCB
Key: ¹ Not available in 2008.	

Honours

Qualified students may enrol in the fourth year honours program in gender, sexuality, and diversity studies. Students may enrol in honours solely in GSD studies, or combine it with honours in another discipline. To qualify for admission to honours, students must normally have completed the pass degree with a major in GSD studies and have obtained an average grade of B in relevant units. Students who do not have a B average should consult the Honours Coordinator and may be considered for admission. Enquiries about the honours program should be directed to the GSD Studies Honours Coordinator.

Students undertaking honours are required to complete two coursework units (20% each) and a 15000-word thesis (50%). Attendance at a fortnightly honours seminar is compulsory. A 3000-word essay will be submitted as a part of this seminar. This is worth 10% of the final result.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of GSD units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

GSD1SGD SEX, GENDER AND DIVERSITY (15. CPs Sem. TE-SEM-2 BU.) *Dr Carol D'Cruz*

In this unit, we introduce Sex, Gender, and Diversity as an interdisciplinary project, drawing from a variety of thematic and theoretical perspectives. We investigate how the concept of diversity resituates our understandings of identity and draws out the implications this has upon sex/gender relations. In other words, one is never simply or only a woman or a man. Inscriptions of ethnicity, race, class, sexuality among other categories both intersect with and transcend ways in which sex/gender relations are played out in social and political life. Theoretical perspectives draw from philosophy, media and cultural studies, sociology, literature, indigenous studies, law and history. Students will engage with a variety of materials including film, statistics, historical texts, autobiography, and advertisements to explore the possibilities and limitations for concepts of identity and diversity to promote social transformation, equity, and social justice.

Class requirements: One 2-hour lecture and one 1-hour tutorial.

Assessment: One 1500-word essay, (40%), one 2-hour examination (45%), tutorial reading tasks (500-word equivalent) (15%)

Recommended Reading:

Hooks, b. *Black looks, race and representation* South End Press 1992
Morgan, S. *My place* Fremantle Arts Centre Press 1987.

GSD1SGI SEX, GENDER AND IDENTITY (15. CPs Sem. TE-SEM-1 BU.) *Dr Carol D'Cruz*

In this introduction to Gender, Sexuality, and Diversity Studies, we look at some contemporary debates surrounding sex/gender relations, focussing on topics such as identity formation of gender, representation, the body, and institutions, such as the family, work, and sport, among others. We use issues such as sex/gender classifications and stereotyping, reproductive rights and responsibilities, changing patterns of family formations, gender and violence, and sport to open up broader debates and themes pertaining to how sex and gender produce and inscribe one's identity. Our objects of analysis include media images in advertising, film, television and magazines, stories, and cartoons. We also examine case studies where sex/gender discrimination and harassment are at issue. In this way, we introduce the basic conceptual language of GSD Studies: ideas about 'identity', 'sex roles', 'subjectivity', 'gender', the 'sexual division of labour', 'discourse' and 'representation'.

Class requirements: One 2-hour lecture and one 1-hour tutorial.

Assessment: One 800-word paper (15%), one 1,200-word journal (30%), one 2-hour examination (45%), tutorial participation (10%)

Recommended Reading:

Hughes, K. P. (Ed) *Contemporary Australian feminism 2* Longman 1977.

Beasley, C. *What is feminism anyway? Understanding contemporary feminist thought* Allen and Unwin 1999.

GSD2CFT CONTEMPORARY FEMINIST THOUGHT (20. CPs Sem. TE-SEM-2 BU.) *Dr Alison Ravenscroft*

This unit is offered at third year level also.

Ideas emanating from post structuralism, psychoanalysis, and critical race theory have challenged some of the older certainties of western feminisms. In this unit, students are introduced to key concepts underlying recent feminist work in the area of gender, race, and embodiment. We examine a range of questions posed by recent feminist writers, for instance: can 'women' remain the unit of feminism, and, what is the nature of white western feminism's encounter with race and cultural difference? These questions are studied through a range of written texts as well as film.

Prerequisite: 30 credit points of first year English. This pre-requisite is waived for Gender, Sexuality and Diversity Studies students.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word class paper (40%), one 3000-word final essay (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Colebrook, C *Gender* Palgrave Macmillan 2004.

Butler, J *Gender trouble: feminism and the subject of identity* Routledge 1999.

Morrison, T *Playing in the dark: whiteness and the literary imagination* Harvard University Press 1992.

GSD2GAD GENDER AND DEVELOPMENT (20 CPs Sem. TE-SEM-2 BU.) *Dr Wendy Mee*

Students will be introduced to gender and related critiques of development, now central to all contemporary development programs and activities. The unit is organised thematically to cover major gender-related critiques and issues. These may include feminist critiques of development economics; women, gender and sustainable development; gender-based forms of violence and exploitation; women's human rights; and sexuality and reproductive health. Through the consideration of case studies, students should become familiar with gender-related theories and practice in the context of contemporary development approaches.

Prerequisite: 30 credit points of first year anthropology, gender studies or sociology.

Class requirements: One 3-hour lecture/seminar per week.

Assessment: One group project (1000-words equivalent) (20%), one 1500-word literature review (30%), one 2500-word essay (50%)

GSD2GES GENDER AND SEXUALITY: CONTEMPORARY DEBATES (20. CPs Sem. TE-SEM-1 BU.) *Dr Lorraine Mortimer*

This unit is offered at third year level also.

In this unit, we trace changes in feminist theory and explore contemporary arguments about masculinity and femininity, mind and body, the personal, and the social in relation to everyday life. Historical debates and political struggles are related to present-day ones, including controversies surrounding maternity, the family and the men's movement. We explore the ways in which social theory has been gendered, often disembodied and removed from a broader ecological context. We ask questions about democratic alternatives for future relationships between women and men. Along with theoretical writing, we consider literature, discussions in the press, and popular representations in film and on television.

Prerequisite: 30 credit points of first year sociology or anthropology or politics or Asian studies or gender, sexuality and diversity studies, or subject coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: One 3000-word essay (60%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Connell, R.W. *Gender, short introduction* Polity Press 2002

Recommended Reading:

Fenstermaker, C. and West, C. (Eds) *Doing gender, doing difference: social inequality, power and resistance* Routledge 2002

Connell, R. W. *Masculinities* Allen & Unwin 1995.

GSD3CFT CONTEMPORARY FEMINIST THOUGHT (20. CPs Sem. TE-SEM-2 BU.) *Dr Alison Ravenscroft*

See GSD2CFT for full unit description.

SOC3GES GENDER AND SEXUALITY: CONTEMPORARY DEBATES (20. CPs Sem. TE-SEM-1 BU.) *Dr Lorraine Mortimer*

See SOC2GES for full unit description.

GSD3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Dr Terrie Waddell*

A limited number of students may be permitted by the Coordinator of GSD Studies to undertake an individual reading course by arrangement with an appropriate member of staff. Approval is normally only given if there is no substantial overlap between the proposed topic and the content of an existing unit. A program of reading, discussion, and written work should be formulated in consultation with the appropriate member of staff and submitted to the Coordinator for approval. Students are advised not to enrol in the unit prior to receiving the Coordinator's approval.

Prerequisite: At least two GSD Studies subjects passed at second- or third year level.

Incompatible unit: WST31RCA

Class requirements: Regular supervision sessions as arranged for each individual student.

Assessment: Essay or a research report totalling 5000 words. (100%)

GSD3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Dr Terrie Waddell*

A limited number of students may be permitted by the Coordinator of GSD Studies to undertake an individual reading course by arrangement with an appropriate member of staff. Approval is normally only given if there is no substantial overlap between the proposed topic and the content of an existing subject. A program of reading, discussion, and written work should be formulated in consultation with the appropriate member of staff and submitted to the Coordinator for approval. Students are advised not to enrol in the unit prior to receiving the Coordinator's approval.

Prerequisite: At least two GSD Studies units passed at second or third year level.

Incompatible unit: WST32RCB

Class requirements: Regular supervision sessions as arranged for each individual student.

Assessment: Essay (s) or a research report totalling 5000 words (100%)

German

Program Coordinator: To be advised.

German units are available by special arrangement with the German Department of The University of Melbourne for accreditation towards a La Trobe University degree. Special enrolment arrangements apply and details may be obtained from the faculty's Enquiries Office.

Beginners German is not available to students who have completed VCE German or equivalent.

Teaching period	Unit title	Unit code
First year units		
TE-SEM-1	Beginners German A	126126
TE-SEM-1	Beginners German B	126127
TE-SEM-2	Beginners German C	126128
TE-SEM-2	Beginners German D	126129

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

126126 BEGINNERS GERMAN 1A (7.5 CPs Sem. TE-SEM-1 BU.) *Dr Brigit Lang*

Students are introduced to the basic spoken language. They should also achieve the level of spoken language competency required for admittance into second semester Beginners German.

Co-requisite: 126127.

Class requirements: Two-hours of language seminars per week.

This unit is not available for Study Abroad students.

Assessment: One 10-minute oral examination (60%), one 30-minute aural examination (40%)

Prescribed Reading:

D. Dollenmeyer *Neue Horizonte* (Textbook and Workbook) latest edn., Heath and Co.

126127 BEGINNERS GERMAN 1B (15. CPs Sem. TE-SEM-1 BU.) *Dr Brigit Lang*

This is an introduction to spoken and written German for students with little or no knowledge of the language. Students are introduced to the basic spoken language and some of the grammatical structures, along with the capacity to apply these principles in speech and writing. They should develop the ability to read and evaluate a small range of German texts and achieve the level of language competency required for admittance into second semester Beginners German.

Co-requisite: 126126.

Class requirements: Four hours of language seminars per week.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%), short weekly assignments, and fortnightly vocabulary tests totalling 1000-words (30%)

Prescribed Reading:

Dollenmeyer, D *Neue Horizonte* Textbook and Workbook (latest ed) Heath and Co.

126128 BEGINNERS GERMAN 1C (7.5 CPs Sem. TE-SEM-2 BU.) *Dr Brigit Lang*

Students acquire a clear and accurate spoken fluency at a basic standard of the language. They should also develop a familiarity with important German cultural habits and should acquire the level of competency required for admittance into Intermediate German.

Prerequisite: 126001/126002 or 126126/126127.

Co-requisite: 126129.

Class requirements: Two hours of language seminars per week.

This unit is not available for Study Abroad students.

Assessment: One 1-hour written test (40%), one 20-minute oral test (60%)

Prescribed Reading:

Dollenmeyer, D *Neue Horizonte* Textbook and Workbook (latest edn) Heath and Co.

126129 BEGINNERS GERMAN 1D (15. CPs Sem. TE-SEM-2 BU.) *Dr Brigit Lang*

This is an extension of the work done in first semester Beginners German. Students endeavour to command knowledge of the principal grammatical structures of the German language and attain the capacity to apply these in writing. They also endeavour to command the ability to read and evaluate a wide variety of texts ranging from newspaper items to journal articles, short stories, and poems. Students should also achieve the level of language competency required for admittance into Intermediate German.

Prerequisite: 126001/126002 or 126126/126127.

Co-requisite: 126128.

Class requirements: Four hours of language seminars per week.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%), short weekly assignments and fortnightly vocabulary tests equivalent to 1000-words (30%)

Prescribed Reading:

Dollenmeyer, D *Neue Horizonte* Textbook and Workbook (latest edn) Heath and Co.

Greek studies

Program Coordinator: Ms Maria Herodotou

The Greek Studies Program offers students the opportunity to study aspects of Greek language, culture, history, and politics from the ancient world to contemporary Greece within the context of Europe. Structured around three separate areas of specialisation (ancient Mediterranean studies, Modern Greek studies and modern Mediterranean studies), the program allows students to focus on their own particular interests while also developing a critical understanding of the evolution of Greek culture. Each area of specialisation is made up of combinations of units from the disciplines of Greek and European studies, art history, archaeology, history, politics, English, and others, enabling students to study civilisations, languages, and history from an interdisciplinary and transnational perspective.

One of the objectives of the program is to integrate into the subject matter the teaching of academic writing, argumentation, and computer skills. Melbourne's large Greek community provides learners of Greek with a stimulating cultural and social environment in which to observe and practise what they study, both as students and as professionals after graduation. Students of Greek studies are also encouraged to undertake approved study in Greece or Cyprus during their course, gaining credit towards their degree.

Area 1: Ancient Mediterranean studies

The Mediterranean basin has been a highly influential spawning ground for diverse cultures from antiquity to the present. This area of Greek studies allows students to become familiar with the Mediterranean civilisations and, in particular, the Ancient Greek achievement, by taking units offered by various programs within the faculty. Students may pursue their interests in a variety of fields, including history, philosophy, religion, archaeology, language, and literature. By selecting from a large pool of approved units, students will be able to develop an understanding of broad historical and artistic developments in the ancient Mediterranean region, as well as the role of the emergence and collapse of these civilisations in the construction of Modern Greek and European identities.

Programs of study

Students who major in ancient Mediterranean studies must complete a minimum of 130 credit points from the lists below (including the two core units), of which:

- 30 credit points must consist of units in Ancient Greek language, to be taken normally before the beginning of third year, and
- At least 60 credit points must be at third year level (see second- and third year unit list below).

Ancient Greek Units

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Ancient Greek Beginners 1A	ANG1BEA
TE-SEM-1	Women in Ancient Greek Drama ¹	ANG1WAG
TE-SEM-2	Ancient Greek Beginners 1B	ANG1BEB
TE-SEM-2	Ancient Mediterranean Culture – the Greek achievement (core unit)	ANG1AMC
Second or third year units (20 credit points)		
TE-SEM-1	Ancient Greek Intermediate 2C	ANG2INC/ANG3INC
TE-SEM-2	Ancient Greek Intermediate 2D	ANG2IND/ANG3IND
TE-SEM-2	From Homer to Hollywood: the perennial Greek hero/heroine (core unit)	ANG2HHH/ANG3HHH

Key: ¹ Not available in 2008.

Additional units for major

Important notice: Not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

Unit title	Unit code
First year units (15 credit points)	
Ancient Civilisations	HIS1ACA
Archaeology of Ancient Civilisations	ARC1AAC
Art from Greece to the Renaissance: the body in perspective	ARH1AGR
Critical Thinking	PHI1CRT
Greek Beginners 1A	GST1BEA
Greek Beginners 1B	GST1BEB
Myth, Legend, and History	HIS1MLH
Second year units (20 credit points)	
Greek Beginners 2A	GST2BEA
Greek Beginners 2B	GST2BEB
Second or third year units (20 credit points)	
Imaging Contemporary Greece: cinema, song, text	EST2ICG/EST3ICG
Managing Archaeology	ARC2MAN/ARC3MAN
Mediterranean Archaeology	ARC2MED/ARC3MED
Plato and the Meaning of Being	PHI2PAM/PHI3PAM
Rise and Fall of Civilisations	ARC2RFC/ARC3RFC
Tragedy and the Classical World	ENG2TCW/ENG3TCW
Transterritorial Hellenism	EST2TTH/EST3TTH
World of the Pharaohs: the archaeology of ancient Egypt	ARC2EGY/ARC3EGY

Honours

Students who fulfil the requirements for a major in Greek studies (area 1, ancient Mediterranean studies) and who perform well in their work (at least a B average in their core units) are strongly encouraged to enrol in the honours program at fourth year level. Students who wish to enrol in the honours program should apply by September of their third year of study. The honours and masters preliminary program has two components, coursework, and a thesis. For the coursework component, students are required to complete the equivalent of 60 credit points of fourth year units. Coursework counts for 50% of the final honours assessment. The units approved for the honours course (area 1) will be chosen from a variety of disciplines according to the student's area of specialisation, and subject to approval by the Greek Studies Honours Coordinator and the Honours Coordinator of the other discipline(s) concerned.

For the research component, students are required to complete a 12000 to 15000-word thesis on an approved topic under the guidance of an approved supervisor. The thesis is to be submitted for marking during the second semester and it counts for 50% of the final honours assessment.

Area 2: Modern Greek studies

This area combines the study of the spoken and written language of contemporary Greece with the study of literature, history, society, and culture. First year units introduce students to the broader context of Modern Greek culture and society while later-year units place greater emphasis on competence in the language by examining works of literature in the original Greek. Language units are taught at a variety of levels for beginners, intermediate and advanced learners, as well as for native speakers of Modern Greek. Students may participate in a study abroad program in either Greece or Cyprus.

Units also prepare students for a variety of career paths including teaching, translating, interpreting, health, banking, tourism, and related industries in Australia and within the European Union.

Programs of study

Students who major in Modern Greek studies must complete a minimum of 130 credit points from the list below, including at least 60 credit points at third year level. Depending on students' knowledge of Modern Greek language, this total of credit points must include one of the following sequences of core units.

Advanced: students who have passed VCE Modern Greek or its equivalent will complete:

- the two language units for advanced students (GST1ADA and GST1ADB), and
- four of the core units from the list below including two at third year level.

These students will complete one other unit at third year level from the list below.

Beginners: students with no knowledge of Modern Greek will complete the six language units for beginners (GST1BEA, GST1BEB, GST2BEA, GST2BEB, GST3BEA, and GST3BEB).

These students will complete one other unit at third year level from the list below.

Intermediate: Students with intermediate competence in Modern Greek but less than is required to pass VCE Modern Greek will complete:

- the four language units for intermediate students (GST1INA, GST1INB, GST2INA and GST2INB), and
 - two of the core units from the list below at third year level.
- These students will complete one other unit at third year level from the list below.

In addition, students are strongly advised to take the unit EST1GAB Greece and the Balkans in the 20th Century (15 credit points).

Important notice: not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Greek Advanced 1A	GST1ADA
TE-SEM-1	Greek Beginners 1A	GST1BEA
TE-SEM-1	Greek Intermediate 1A	GST1INA
TE-SEM-1	Greece and the Balkans in the 20th Century	EST1GAB
TE-SEM-2	Greek Advanced 1B	GST1ADB
TE-SEM-2	Greek Beginners 1B	GST1BEB
TE-SEM-2	Greek Intermediate 1B	GST1INB
TE-SEM-2	The Nature of Language and Communication B	LIN1NLB
Second year units (20 credit points)		
TE-SEM-1	Greek Beginners 2A	GST2BEA
TE-SEM-1	Greek Intermediate 2A	GST2INA
TE-SEM-2	Greek Beginners 2B	GST2BEB
TE-SEM-2	Greek Intermediate 2B	GST2INB
Second or third year units (20 credit points)		
TE-SEM-1	Ethnic and Civil Conflict	EST2ECC/EST3ECC
TE-SEM-1	Formal Standard Greek ^{1,2}	GST2FSG/GST3FSG
TE-SEM-1	Greek Immigrants in Australia ²	GST2GIA/GST3GIA
TE-SEM-1	Varieties of Modern Greek ²	GST2VMG/GST3VMG
TE-SEM-2	Creative Writing and Journalism ^{1,2}	GST2CWJ/GST3CWJ
TE-SEM-2	Greek for Professional Purposes ²	GST2GPP/GST3GPP
TE-SEM-2	Imaging Contemporary Greece: cinema, song and text	EST2ICG/EST3ICG
TE-SEM-2	Issues in Teaching Greek ^{1,2}	GST2ITG/GST3ITG
TE-SEM-2	Transterritorial Hellenism: a journey through some sites	EST2TTH/EST3TTH
TE-SEM-2	Twentieth-century Greek Literature ²	GST2TGL/GST3TGL
Third year units (20 credit points)		
TE-SEM-1	Greek Beginners 3A	GST3BEA
TE-SEM-1	Reading Course A	GST3RCA
TE-SEM-2	Greek Beginners 3B	GST3BEB
TE-SEM-2	Reading Course B	GST3RCB
TE-SEM-S	Reading Course C	GST3RCC
TE-SEM-2	Translation: legal and medical ^{1,2}	GST3TLM

Key: ¹ Not available in 2008.

² Core unit (see rules for advanced and intermediate students above).

Honours

Students who fulfil the requirements for a major in Greek studies (area 2, Modern Greek studies) and who perform well in their work (at least a B average in Modern Greek units) are strongly encouraged to enrol in the honours program at fourth year level. Students who wish to enrol in the honours program should apply by September of their third year of study. The honours and masters preliminary program has two components, coursework, and a thesis. For the coursework component, students are required to complete the equivalent of 60 credit points of fourth year units. A list of units offered is available from the Greek Studies Honours Coordinator. Coursework counts for 50% of the final honours assessment. For the research component, students are required to complete a 12000 to 15000-word thesis on an approved topic under the guidance of an approved supervisor. The thesis is to be submitted for marking during the second semester and it counts for 50% of the final honours assessment.

Area 3: Modern Mediterranean studies

This area of specialisation traces the evolution of the modern Mediterranean over the course of four centuries. It aims to provide a historical perspective on the ways in which the formerly unified centre of European civilisation broke apart into the very different

regions that characterise it today: southern Europe, eastern Mediterranean, and North Africa. Through the study of the region's history, politics, economies, societies and cultures, students investigate aspects of continuity and change in the Mediterranean as well as the development of the divide between southern and northern Europe and between the two Mediterranean shores.

The wide range of available units from a large number of disciplines allows students the possibility to pursue their individual interests in a particular region of the Mediterranean while studying several major themes in the history of the modern world. Such themes include: nation building in Europe; the experiences of Fascism, Nazi occupation, communism and civil wars; transitions to democracy and modernisation; Europe's Americanisation, Europeanization and globalisation; the impacts of colonialism and decolonisation in Europe and in Africa; mass migrations; and human rights, women's rights, minority rights and their impact on states, societies and cultures. Central to this area is the objective to provide students with the opportunity of professional development by acquiring a number of practical skills, such as language, oral communication, academic writing, and data analysis. Acquisition of these skills will enhance students' employment possibilities in the Australian public and private sectors, the European Union, international organisations, research institutions and the media. It is for this reason that students are highly encouraged to select as many of the second and third year units listed below as possible.

Programs of study

Students who wish to major in modern Mediterranean studies must complete a minimum of 130 credit points from the schedule below (including the three core units), of which:

- 30 credit points must consist of units in Modern Greek language, to be taken at any level and normally before the beginning of third year (refer also to the entry for Modern Greek studies above), and
- At least 60 credit points must be at third year level (see second/third year unit list below).

Highly recommended: students are highly recommended to undertake at least 30 credit points in Spanish (including Catalan, Galician and Portuguese), Italian or French, which can be taken at any level and normally before the beginning of third year. Refer to Spanish, Italian studies and French in this *Handbook* for details regarding prerequisites.

Important notice: Not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

Unit title	Unit code
Core units	
Greece and the Balkans in the Twentieth Century	EST1GAB
Europe Transformed	HIS2EUT/HIS3EUT
Ethnic and Civil Conflict in Southern Europe and Cyprus	EST2ECC/EST3ECC
First year units (15 credit points)	
Ancient Mediterranean Culture – the Greek achievement	ANG1AMC
Greek Advanced 1A	GST1ADA
Greek Advanced 1B	GST1ADB
Greek Beginners 1A	GST1BEA
Greek Beginners 1B	GST1BEB
Greek Intermediate 1A	GST1INA
Greek Intermediate Greek 1B	GST1INB
Modern Europe B: the twentieth century	HIS1MEB
States, Nations and Security: world in transition	POL1SNS
Windows on Contemporary Europe: cultures in transformation	EST1WEA
Second and third year units (20 credit points)	
Contemporary Italian Cinema	CST2CIC/CST3CIC
Ethnicity and Identity: social and political approaches	SOC2EAI/SOC3EAI
From Homer to Hollywood: the perennial Greek hero/heroine	ANG2HHH/ANG3HHH
Imaging Contemporary Greece: cinema, song and text	EST2ICG/EST3ICG
International Relations: the cold war and the great powers	POL2INR/POL3INR
International Relations of the Middle East	POL2IME/POL3IME
Migration to Australia in the 19th and 20th Centuries	HIS2MTA/HIS3MTA
Quantitative Methods in Social Research	SOC2MTB/SOC3MTB
Rise and Fall of Civilisations	ARC2RFC/ARC3RFC
Spain Today	SPA2SPT/SPA3SPT
Transterritorial Hellenism: a journey through some sites	EST2TTH/EST3TTH
The World since 1945	HIS2WOR/HIS3WOR

Key: ¹ Not available in 2008.

Honours

Students who fulfil the requirements for a major in Greek studies (area 3, modern Mediterranean studies) and who perform well in their work (at least a B average in their core units) are strongly encouraged to enrol in the honours program at fourth year level. Students who wish to enrol in the honours program should apply by September of their third year of study. The honours and masters preliminary program has two components: coursework and a thesis. For the coursework component, students are required to complete the equivalent of 60 credit points of fourth year units. Coursework counts for 50% of the final honours assessment. The units approved for the honours course (area 3) will be chosen from a variety of disciplines according to the student's area of specialisation, and subject to the approval of the Greek Studies Honours Coordinator and the Honours Coordinator of the discipline(s) concerned.

For the research component, students are required to complete a 12000 to 15000-word thesis on an approved topic under the guidance of an approved supervisor. The thesis is to be submitted for marking during the second semester and it counts for 50% of the final honours assessment.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of GST units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

ANG1AMC ANCIENT MEDITERRANEAN CULTURE – THE GREEK ACHIEVEMENT (15. CPs Sem. TE-SEM-2 BU.) *Dr Despina Michael*

In this unit, students are introduced to the diversity of the ancient Greek achievement, which has exercised a fundamental and continuing influence upon later European literature and culture. Several of the following aspects are treated, usually focusing on material from the 5th century BC. Literature of various genres (epic, tragedy, comedy, etc), philosophy, art, history, architecture, religion, mythology. A variety of sources are treated to enable students to build up a picture of Greek society as a whole. Texts are read in translation and students are encouraged to consider certain questions of method, (for example, historical versus literary evidence) in dealing with the study of a culture removed in time and nature from our own.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 1000-word tutorial paper (30%), one 1000-word tutorial paper (30%)

Prescribed Reading:

Homer *The Iliad*. Trans. R. Fagels, Penguin.
 Thucydides *The Peloponnesian war* Trans. R. Warner, Penguin 1954.
 Euripides *The Bacchae and other plays* Penguin
 Plato *The republic* Penguin
 Aristophanes *The wasps; the poet and the women; the frogs* trans. D. Barrett, Penguin 1964.

Recommended Reading:

Jones, P. V. et. al. *The world of Athens* CUP 1984.

ANG1BEA ANCIENT GREEK BEGINNERS 1A (15 CPs Sem. TE-SEM-1 BU.)

Ms Dimitra Petrelli

This is an introduction to the ancient Greek language. The emphasis is upon learning to read the language with confidence and fluency. Texts deal with aspects of the historical and cultural world of the Greeks, who have exercised a major influence on European traditions. Ancient Greek will be of interest to those studying ancient religious traditions, philosophy, history, art history, linguistics, literature, and Modern Greek.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 1-hour test (20%), weekly translation exercises (30%), one 2-hour test (50%)

Prescribed Reading:

Balme, G. and Lawall, G. *Athenaze* Vol.1 OUP 1995.

ANG1BEB ANCIENT GREEK BEGINNERS 1B (15 CPs Sem. TE-SEM-2 BU.)*Ms Dimitra Petrelli*

This unit builds upon Ancient Greek 1A and introduces further features of Greek grammar. The texts to be read will expand knowledge of vocabulary and acquaint students with other features of the Hellenic thought-world.

Prerequisite: ANG1BEA.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 1-hour test (20%), weekly translation exercises (30%), one 2-hour test (50%)

Prescribed Reading:

Balme, G. and Lawall, G. *Athenaze* Vol.1 OUP 1995.

ANG1WAG WOMEN IN ANCIENT GREEK DRAMA (15 CPs Sem. TE-SEM-1 BU.)

Coordinator to be advised

Not available in 2008

ANG2HHH FROM HOMER TO HOLLYWOOD: THE PERENNIAL GREEK HERO/HEROINE (20 CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

This unit is offered at third year level also.

In this unit, the definition of heroism is traced through successive phases of Greek tradition from antiquity to the present day using a variety of sources ranging from ancient/ medieval epics to modern heroic ballads and popular songs, from theatre and novels to film, comics and cartoons. Students select Greek heroes and heroines for in-depth study from the range surveyed, including warriors of the Homeric epics, tragic and comic heroes/heroines of ancient Greek theatre, Alexander the Great, Digenis Akritas and the legendary defenders of medieval Eastern Christianity, the social bandits, nationalist rebels and militia-men of the 15th to 19th centuries, the low-life 'macho' of 20th century urban Greece, the Greek version of the Marxist guerrilla, and the Hollywood reincarnations of Odysseus, Herakles and others.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%) Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students., one 1500-word tutorial paper (30%), one 1500-word tutorial paper (30%)

Prescribed Reading:

Homer. *The Iliad* Penguin (trans. R. Fagels)

Homer. *The Odyssey* Penguin (trans. R. Fagels)

ANG2INC ANCIENT GREEK INTERMEDIATE 2C (20. CPs Sem. TE-SEM-1 BU.)

Ms Maria Herodotou

This unit is offered at third year level also.

In this unit, students are introduced to texts of major literary importance in the original Greek. The focus will be on one prose work, Book 2 of History of the Peloponnesian War of Thucydides, and one work in verse, The Birds of Aristophanes. Supplementary extracts from other authors will be also be studied, and knowledge of Greek grammar will be reinforced and progressively enhanced.

Prerequisite: ANG1BEB or equivalent.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 30-minute test (15%), class exercises (1000-words equivalent) (20%), one 2-hour test (35%), one 1500-word essay (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students

Prescribed Reading:

Liddell, H.G. and Scott, R. *Greek-English lexicon* Abridged edn. OUP

ANG2IND ANCIENT GREEK INTERMEDIATE 2D (20. CPs Sem. TE-SEM-2 BU.)

Ms Maria Herodotou

This unit is offered at third year level also.

In this unit, students are introduced to texts of major literary importance in the original Greek. The works for special study will be extracts from selected Greek historians, orators, and playwrights, as well as non-literary sources, especially inscriptions.

Prerequisite: ANG2INC or equivalent.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 30-minute test (15%), class exercises (1000-words equivalent) (20%), one 2-hour test (35%), one 1500-word essay (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students

Preliminary Reading:

Liddell, H.G. and Scott, R. *Greek-English lexicon* Abridged edn. OUP

ANG3HHH FROM HOMER TO HOLLYWOOD: THE PERENNIAL GREEK HERO/HEROINE (20 CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

See ANG2HHH for full unit description.

ANG3INC ANCIENT GREEK INTERMEDIATE 2C (20. CPs Sem. TE-SEM-1 BU.)

Ms Maria Herodotou

See ANG2INC for full unit description.

ANG3IND ANCIENT GREEK INTERMEDIATE 2D (20. CPs Sem. TE-SEM-2 BU.)

Ms Maria Herodotou

See ANG2IND for full unit description.

GST1ADA GREEK ADVANCED 1A (15. CPs Sem. TE-SEM-1 BU.)

Ms Maria Herodotou

In this unit, Year 12 level Greek skills are consolidated and extended through exercises in understanding a variety of authentic spoken and written materials and through practice at speaking and writing with due attention to grammatical accuracy and appropriate usage. The materials used also serve as an introduction to Greek society and culture and aspects of Modern Greek history.

Prerequisite: VCE Modern Greek or equivalent.

Class requirements: One 1-hour lecture and one 2-hour practical language class per week.

Assessment: Regular written and oral assignments (1000 words equivalent) (30%), one 500-word project (15%), one 2-hour written test (40%), one oral/aural test (15%)

Prescribed Reading:

Class course book and other material provided in class

Panagopoulou, E. and Hatzipanayiotidi, A.

Ellinika yia prohorimenous Triandafyllidis Foundation 1997.

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST1ADB GREEK ADVANCED 1B (15. CPs Sem. TE-SEM-2 BU.)

Ms Maria Herodotou

Students' oral and literacy skills in Greek are consolidated and extended through exercises in understanding a variety of authentic spoken and written materials and through practice at speaking and writing with due attention to grammatical accuracy and appropriate usage. The materials used also serve as an introduction to Greek society and culture and aspects of Modern Greek history.

Prerequisite: GST1ADA or equivalent.

Class requirements: One 1-hour lecture and one 2-hour practical language class per week.

Assessment: Regular written and oral assignments (1000-words equivalent) (30%), one 500-word project (15%), one 2-hour written test (40%), one oral-aural test (15%)

Prescribed Reading:

Panagopoulou, E. and Hatzipanayiotidi, A. *Ellinika yia prohorimenous* Triandafyllidis Foundation 1997.

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST1BEA GREEK BEGINNERS 1A (15. CPs Sem. TE-SEM-1 BU.)

Ms Maria Herodotou

This unit is for complete beginners and allows students to acquire practical skills in understanding and expressing basic information, such as personal details, needs, wishes, likes and dislikes in speech and writing. Relevant aspects of contemporary Greek society and culture are also introduced. The emphasis throughout is on practice at

listening, reading, speaking and writing Greek in everyday situations, with various audio-visual aids being used.

Class requirements: Two 2-hour practical language classes per week.

Assessment: Regular assignments and class exercises (35%), two 1-hour written tests (40%), one oral-aural test (25%)

Prescribed Reading:

Bien, P. et al *Greek today. A course in the modern language and culture* Dartmouth College Press

Stravopoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988

GST1BEB GREEK BEGINNERS 1B (15. CPs Sem. TE-SEM-2 BU.) Ms Maria Herodotou

This unit is a continuation of GST1BEA with students learning to handle common interpersonal transactions in Greek with confidence as well as to understand and produce (in speech and writing) simple descriptions, narrations and expressions of attitudes and opinions. Relevant aspects of contemporary Greek society and culture are also introduced. The emphasis continues to be on practice at listening, reading, speaking and writing Greek in everyday situations, but students are also introduced to the structure of the language.

Prerequisite: GST1BEA or equivalent.

Class requirements: Two 2-hour practical language classes per week.

Assessment: Regular assignments and class exercises (30%), two 1-hour written tests (40%), two oral-aural tests (30%)

Prescribed Reading:

Bien, P. et al *Greek today. A course in the modern language and culture.* Dartmouth College Press

Stravopoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988

GST1INA GREEK INTERMEDIATE 1A (15. CPs Sem. TE-SEM-1 BU.) Ms Dimitra Petrelli

Students learn to speak and write in Greek about a wide range of aspects of Modern Greek culture and society in an informed and coherent manner and to interpret short literary texts. Vocabulary and knowledge of grammar are systematically extended in the course of these readings and discussions.

Prerequisite: Admission is based on a placement test prior to enrolment. This unit is not for students who have attempted VCE Modern Greek. Such students must enrol for GST1ADA.

Class requirements: Three 1-hour practical language classes per week.

Assessment: Regular assignments and class exercises (30%), two 1-hour written tests (40%), one oral-aural test (30%)

Preliminary Reading:

Dimitra, D. and Papaheimonou, M. *Greek now 2+2 Nostos*,

Prescribed Reading:

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST1INB GREEK INTERMEDIATE 1B (15. CPs Sem. TE-SEM-2 BU.) Ms Dimitra Petrelli

Students learn to speak and write in Greek about a wide range of aspects of Modern Greek culture and society in an informed and coherent manner and to interpret short literary texts. Vocabulary and knowledge of grammar are systematically extended in the course of these readings and discussions.

Prerequisite: GST1INA or equivalent. This unit is not for students who have attempted VCE Modern Greek.

Class requirements: Three practical language classes per week.

Assessment: regular assignments and class exercises (30%), one 500-word essay in Greek (20%), one 1-hour written test (25%), one oral-aural test (25%)

Prescribed Reading:

Dimitra, d. and Papaheimonou, M. *Greek now 2+2 Nostos*

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST2BEA GREEK BEGINNERS 2A (20. CPs Sem. TE-SEM-1 BU.) Ms Dimitra Petrelli

Students learn to discuss issues relating to contemporary Greek and Australian society in Greek, extending their vocabulary and knowledge of grammar. Oral and literacy skills are developed through use of news media reports, magazine articles, and film.

Prerequisite: GST1BEB or equivalent.

Class requirements: Three 1-hour practical language classes per week.

Assessment: Regular assignments and class exercises (30%), two 1-hour written tests (40%), two oral-aural tests (30%)

Prescribed Reading:

Dimitra, D. and Papaheimonou, M. *Greek now 2+2 Nostos*

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST2BEB GREEK BEGINNERS 2B (20. CPs Sem. TE-SEM-2 BU.) Ms Dimitra Petrelli

Students learn to talk and write in Greek about a wide range of aspects of Modern Greek culture and society in an informed and coherent manner and to interpret short literary texts. Vocabulary and knowledge of grammar are systematically extended in the course of these readings and discussions.

Prerequisite: GST2BEA or equivalent.

Class requirements: Three 1-hour practical language classes per week.

Assessment: regular assignments and class exercises, (20%), two 500-word essays in Greek, (20%), two 1-hour written tests, (40%), two oral-aural tests, (20%)

Prescribed Reading:

Dimitra, D. and Papaheimonou, M. *Greek now 2+2 Nostos*

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST2CWJ CREATIVE WRITING AND JOURNALISM (20 CPs Sem. TE-SEM-2 BU.) Ms Maria Herodotou

This unit is offered at third year level also.

Not available in 2008

GST2FSG FORMAL STANDARD GREEK (20. CPs Sem. TE-SEM-1 BU.) Ms Maria Herodotou

This unit is offered at third year level also.

Not available in 2008

GST2GIA GREEK IMMIGRANTS IN AUSTRALIA (20. CPs Sem. TE-SEM-1 BU.) Professor Tasos Tamis

This unit is offered at third year level also.

In this unit aspects of the history of pre- and post-World War II settlement of Greeks in Australia are studied, such as employment and living conditions, the development of Greek communities, the role of the Greek Church, the provision of Greek religious and language instruction, the creation of the Greek language press and electronic media, and the entry of Greeks into the mainstream of Australian society, culture and politics. The prospects for the future of the Greek-Australian community are also considered.

Prerequisite: GST1ADB or GST1INB or equivalent.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 1000-word tutorial paper, (20%), one 2000-word essay, (40%), one 2-hour test, (40%)

Prescribed Reading:

Kapardis, A. and Tamis, T. *Australiotes Hellenes* River Seine Press 1988.

Gilchrist, H. *Australians and Greeks* Vols. 1, 2 and 3, Halstead Press 1992 to 2004

Price C. *Greeks in Australia* ANU Press 1975.
Dimitreas, Y. *Transplanting the Agora* Allen and Unwin, 1998.

GST2GPP GREEK FOR PROFESSIONAL PURPOSES (20. CPs Sem. TE-SEM-2 BU.) *Ms Maria Herodotou*

This unit is offered at third year level also.

In this unit students' ability to use Modern Greek in professional and academic contexts is enhanced by studying material from a range of Greek professional, academic, and scientific literature, broadcasts, and documentaries and through assignments involving practical application of the higher and technical registers of Modern Greek. Professional fields covered include education, law, medicine, social services, science, engineering, trade, banking, accounting, and tourism. Advanced Greek grammar, syntax, and appropriate vocabulary is studied and practised.

Prerequisite: GST1ADB or GST1INB or equivalent.

Class requirements: One 1-hour lecture and one 2-hour practical class per week.

Assessment: regular assignments of up to 1500 words (25%), one 750-word project (15%), one 2-hour written test (40%), one oral-aural test (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Valsamaki-Tzekaki, Ph. et al. *Ellinika kai epistimi* University Studio Press 1997.

Holton, D, Mackridge, P and Philippaki-Warbuton, I *Greek: a comprehensive grammar of modern language* Routledge 1997.
Stavropoulos, D and Hornby, A *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988

GST2INA GREEK INTERMEDIATE 2A (20. CPs Sem. TE-SEM-1 BU.) *Ms Maria Herodotou*

Students' skills in Greek are consolidated and extended through exercises in understanding a variety of authentic spoken and written materials and through practice at speaking and writing. Due attention is given to grammatical accuracy and appropriate usage. The materials used also serve as an introduction to Greek society and culture and aspects of Modern Greek history.

Prerequisite: GST1INB or equivalent.

Class requirements: One 1-hour lecture and one 2-hour practical language class per week.

Assessment: Regular written and oral assignment (1,250-words equivalent) (25%), one 1000-word project (20%), one oral-aural test (15%), one 2-hour written test (40%)

Prescribed Reading:

Panagopoulou, E. and Hatzipanayiotidi, A. *Ellinika yia prohorimenous* Triandafyllidis Foundation 1997.

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST2INB GREEK INTERMEDIATE 2B (20. CPs Sem. TE-SEM-2 BU.) *Ms Maria Herodotou*

In this unit, students' oral and literacy skills in Greek are consolidated and extended through exercises in understanding a variety of authentic spoken and written materials and through practice at speaking and writing. Due attention is given to grammatical accuracy and appropriate usage. The materials used also serve as an introduction to Greek society and culture and the history of the language question in modern Greece.

Prerequisite: GST2INA or equivalent.

Class requirements: One 1-hour lecture and one 2-hour practical language class per week.

Assessment: Regular written and oral assignments (1,250-words equivalent) (25%), one 1000-word project (20%), one 2-hour written test (40%), one oral-aural test (15%)

Prescribed Reading:

Panagopoulou, E. and Hatzipanayiotidi, A. *Ellinika yia*

prohorimenous Triandafyllidis Foundation 1997.

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST2ITG ISSUES IN TEACHING GREEK (20. CPs Sem. TE-SEM-2 BU.) *Ms Maria Herodotou*

This unit is offered at third year level also.

Not available in 2008

GST2TGL TWENTIETH-CENTURY GREEK LITERATURE (20. CPs Sem. TE-SEM-2 BU.) *Ms Maria Herodotou*

This unit is offered at third year level also.

In this unit, students are introduced to selected examples of Greek poetry and short fiction written in the twentieth century and develop techniques for their interpretation and analysis. The selections represent the major thematic preoccupations of Greek writers during this period and their connection with historical, political, and social developments is explored, as are the characteristics of the different genres and styles of writing. Texts studied include poetry by Cavafy, Varnalis, Seferis, Ritsos, Elytis and Charalambides and prose by Doucas, Myrivilis, Chatzis, Millieux, Samarakis, Vasilikos, Ioannou, and Philippou-Pierides.

Prerequisite: GST1ADB or GST1INB or equivalent.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One 1000-word tutorial paper (25%), one 2000-word essay (50%), one 2-hour test (25%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

GST2VMG VARIETIES OF MODERN GREEK (20. CPs Sem. TE-SEM-1 BU.)

Ms Maria Herodotou

This unit is offered at third year level also.

In this unit, students learn to identify the characteristics of phonology, morphology, syntax, and lexicon, which distinguish informal, colloquial, and non-standard varieties of Modern Greek from the formal standard language. Theory of linguistic variation, including differences between spoken and written forms, informal and formal style/registers, and regional/social dialects are studied with specific reference to Modern Greek. Contemporary issues such as the impact on the Greek language of Globalisation, information technology and Political Correctness are also considered. Appropriate use of the varieties of spoken and written Greek is practised with due attention to grammar and usage.

Prerequisite: GST1ADB or GST1INB or equivalent.

Class requirements: One 1-hour lecture and one 2-hour practical language class per week.

Assessment: Regular assignments up to 1500-words (30%), one 750-word project (20%), one 2-hour written test (30%), one oral-aural test (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Holton, D., Mackridge, P. and Philippaki-Warbuton, I. *Greek, a comprehensive grammar of the modern language* Routledge 1997.

Demiri-Prodromidou, E. et al. *I glossa ton idiotismon ke ton ekfraseon* University Studio Press Thessaloniki 1990.

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST3BEA GREEK BEGINNERS 3A (20. CPs Sem. TE-SEM-1 BU.) *Ms Maria Herodotou*

Students' skills in Greek are consolidated and extended through exercises in understanding a variety of authentic spoken and written materials and through practice at speaking and writing. Due attention is given to grammatical accuracy and appropriate usage. The materials used also serve as an introduction to Greek society and culture and aspects of Modern Greek history.

Prerequisite: GST2BEB or equivalent.

Class requirements: One 1-hour lecture and one 2-hour practical language class per week.

Assessment: Regular written and oral assignments (1,250-words equivalent) (25%), one 1000-word project (20%), one oral-aural test (15%), one 2-hour written test (40%)

Prescribed Reading:

Panagopoulou, E. and Hatzipanayiotidi, A. *Ellinika yia prohorimenous* Triandafyllidis Foundation 1997.

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST3BEB GREEK BEGINNERS 3B (20. CPs Sem. TE-SEM-2 BU.) *Ms Maria Herodotou*

In this unit, students' oral and literacy skills in Greek are consolidated and extended through exercises in understanding a variety of authentic spoken and written materials and through practice at speaking and writing. Due attention is given to grammatical accuracy and appropriate usage. The materials used also serve as an introduction to Greek society and culture and the history of the language question in modern Greece.

Prerequisite: GST3BEA or equivalent.

Class requirements: One 1-hour lecture and one 2-hour practical language class per week.

Assessment: Regular written and oral assignments (1,250-words equivalent) (25%), one 1000-word project (20%), one 2-hour written test (40%), one oral-aural test (15%)

Prescribed Reading:

Panagopoulou, E. and Hatzipanayiotidi, A. *Ellinika yia prohorimenous* Triandafyllidis Foundation 1997.

Stavropoulos, D. and Hornby, A. *Oxford English-Greek learner's dictionary* OUP 1982.

Stavropoulos, D. *Oxford Greek-English learner's dictionary* OUP 1988.

GST3CWJ CREATIVE WRITING AND JOURNALISM (20 CPs Sem. TE-SEM-2 BU.) *Ms Maria Herodotou*

See GST2CWJ for full unit description.

Not available in 2008

GST3FSG FORMAL STANDARD GREEK (20. CPs Sem. TE-SEM-1 BU.) *Ms Maria Herodotou*

See GST2FSG for full unit description.

Not available in 2008

GST3GIA GREEK IMMIGRANTS IN AUSTRALIA (20. CPs Sem. TE-SEM-1 BU.) *Professor Tasos Tamis*

See GST2GIA for full unit description.

GST3GPP GREEK FOR PROFESSIONAL PURPOSES (20. CPs Sem. TE-SEM-2 BU.) *Ms Maria Herodotou*

See GST2GPP for full unit description.

GST3ITG ISSUES IN TEACHING GREEK (20. CPs Sem. TE-SEM-2 BU.) *Ms Maria Herodotou*

See GST2ITG for full unit description.

Not available in 2008

GST3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Ms Maria Herodotou*

A limited number of students studying Modern Greek may be permitted to take an individual reading subject. After consultation with an appropriate member of staff who agrees to act as supervisor, students wishing to take this unit should submit to the Program coordinator details of their proposed topic for approval, including bibliography. Approval is not given if there is substantial overlap between the proposed topic and the content of an existing subject. Students may enrol in this unit only if they have already completed all other optional subjects available.

Prerequisite: Program coordinator's approval.

Class requirements: Regular supervision sessions as arranged for each student.

Assessment: Two tutorial reports (20%), one 1000-word paper (20%), two 1500-word essays (60%)

GST3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Ms Maria Herodotou*

A limited number of students studying Modern Greek may be permitted to take an individual reading subject. After consultation with an appropriate member of staff who agrees to act as supervisor, students wishing to take this unit should submit to the Program coordinator details of their proposed topic for approval, including bibliography. Approval is not given if there is substantial overlap between the proposed topic and the content of an existing subject. Students may enrol in this unit only if they have already completed all other optional subjects available.

Prerequisite: Program coordinator's approval.

Class requirements: Regular supervision sessions as arranged for each student.

Assessment: Two tutorial reports (20%), one 1000-word paper (20%), two 1500-word essays (60%)

GST3RCC READING COURSE C (20. CPs Sem. TE-SEM-S BU.) *Ms Maria Herodotou*

A limited number of students studying Modern Greek may be permitted to take an individual reading subject. After consultation with an appropriate member of staff who agrees to act as supervisor, students wishing to take this unit should submit to the Program coordinator details of their proposed topic for approval, including bibliography. Approval is not given if there is substantial overlap between the proposed topic and the content of an existing subject. Students may enrol in this unit only if they have already completed all other optional subjects available.

Prerequisite: Program Coordinator's approval.

Class requirements: Regular supervision sessions as arranged for each student.

This unit is not available for Study Abroad students.

Assessment: Two tutorial reports (20%), one 1000-word paper (20%), two 1500-word essays (60%)

GST3TGL TWENTIETH-CENTURY GREEK LITERATURE (20. CPs Sem. TE-SEM-2 BU.) *Ms Maria Herodotou*

See GST2TGL for full unit description.

GST3TLM TRANSLATION: LEGAL AND MEDICAL (20. CPs Sem. TE-SEM-2 BU.) *To be advised*

Not available in 2008

GST3VMG VARIETIES OF MODERN GREEK (20. CPs Sem. TE-SEM-1 BU.) *Ms Maria Herodotou*

See GST2VMG for full unit description.

Hindi

Program Coordinator: Dr Peter Friedlander.

Hindi is the national language of India spoken by around half a billion people in India and around the world today. It reflects the culture of India as its core is a fusion of elements from Sanskrit (the classical language of ancient India) with Persian and Arabic vocabulary, which represent the Islamic contribution to Indian culture. Hindi adds to this recipe a seasoning of borrowings from English, Portuguese and other European languages. What is more, today Hindi is the most popular language of news media in India, with more readers of Hindi papers, and more viewers of Hindi TV, than any other Indian language. On top of all of this Hindi is really quite accessible for learners with a script which is easy to learn, and beautiful to write, and a grammar which is no more complicated than that of some European languages. All of this makes Hindi the ideal language unit for students who want to study Indian culture, religion, society, media or politics.

The first two first year units are introductory units designed to teach a basic level of communicative competence in modern Hindi, emphasising learning the language in its appropriate social context. The second year units are intermediate level units, which introduce students to reading modern Hindi short stories and the registers of Hindi used in news media such as newspapers and magazines. In addition to lectures on basic Hindi grammar, there are conversation classes and translation exercises from Hindi to English and vice-versa.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Beginning Hindi 1A	HND1BEA
TE-SEM-2	Beginning Hindi 1B	HND1BEB
Second year units (20 credit points)		
TE-SEM-1	Beginning Hindi 2A	HND2BEA
TE-SEM-2	Beginning Hindi 2B	HND2BEB

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

HND1BEA BEGINNING HINDI 1A (15 CPs Sem. TE-SEM-1 BU.) *Dr Peter Friedlander*

This unit is designed for people with little or no previous knowledge of Hindi. Primary emphasis will be placed on developing the proficiency necessary to converse with native speakers on a variety of subjects. The Hindi script is introduced and topics covered include asking questions, forms of greetings, shopping, introducing one's self, train travel, family life, health issues, village life, planning trips, studying in college and popular media. At the end of this unit, you should be able to read and write basic Hindi and take part in simple conversations.

Incompatible unit: HND1DBA

Class requirements: One 1-hour lecture and two 1-hour tutorials per week.

Assessment: Three written and oral assignments (2000-words equivalent) (50%), one 10-minute oral examination (10%), one 1-hour written examination (30%), one 500-word character exercise (10%)

Prescribed Reading:

Friedlander, P. *Beginning Hindi 1* La Trobe University 2003

McGregor, R.S. *The Oxford Hindi-English dictionary* OUP 1993

HND1BEB BEGINNING HINDI 1B (15 CPs Sem. TE-SEM-2 BU.) *Dr Peter Friedlander*

This unit continues from HND1BEA. At the end of this unit students should be able to read and write everyday Hindi and understand and participate in conversations on topics such as people's occupations, going on holiday, visiting sacred sites, leisure and entertainment, and Indian food and customs.

Prerequisite: HND1BEA.

Incompatible unit: HND1DBB

Class requirements: One 1-hour lecture and two 1-hour tutorials per week.

Assessment: Three written and oral assignments (2000-words equivalent) (50%), one 10-minute oral examination (10%), one 1-hour written examination (30%), one 500-word diary exercise (10%)

Prescribed Reading:

Friedlander, P. *Beginning Hindi 2* La Trobe University 2003

Verma, S. K. *Oxford English-Hindi dictionary* OUP 2003

McGregor, R.S. *The Oxford Hindi-English dictionary* OUP 1993

HND2BEA BEGINNING HINDI 2A (20 CPs Sem. TE-SEM-1 BU.) *Dr Peter Friedlander*

This unit is only offered by distance mode

This unit is based around developing the skills you need to read modern Hindi texts. By using texts as exemplars of contemporary Hindi language and perspectives on South Asian society, the unit will enable students to access a wide range of modern Hindi usages. We will read stories by well-known authors on topics that include the partition of India and Pakistan, traditional urban and rural lifestyles, and modern perceptions of the caste system. We will also explore issues related to vocabulary, usage, and idiom. In addition, the unit will focus on the development of active language skills in both oral and written forms.

Prerequisite: HND1BEB.

Class requirements: The distance-learning package containing written material is divided into 13 sessions, each the equivalent of a 3-hour classroom session. Academic supervision is by e-mail, phone, fax, or post.

This unit is not available for Study Abroad students.

Assessment: two 800-word written and oral assignments (40%), one 10-minute oral examination (10%), one 2-hour written examination (30%), one 800-word written and oral assignment (20%)

Prescribed Reading:

Chaturvedi, M. and Tiwari, B (Eds) *A practical Hindi-English dictionary* National Publishing House 1994

Bulke, K. *An English-Hindi dictionary* S. Cand and Co. 1984

Friedlander, P. *Open Learning Australia course Hindi 12* La Trobe University 1999

HND2BEB BEGINNING HINDI 2B (20 CPs Sem. TE-SEM-2 BU.) *Dr Peter Friedlander*

This unit is only offered by distance mode

This unit is based around reading modern Hindi news media. The main texts will include articles about topics including pollution, politics, technology, terrorism, communal issues, and sports coverage. We will use these texts to explore issues related to the parallel Sanskrit and Urdu vocabularies of Hindi, the structure of complex sentences and the use of idioms and proverbs. In addition, the unit will focus on the development of active language skills in both oral and written forms.

Prerequisite: HND2BEA.

Class requirements: The distance-learning package containing written material is divided into 13 sessions, each the equivalent of a 3-hour classroom session. Academic supervision is by e-mail, phone, fax, or post.

This unit is not available for Study Abroad students.

Assessment: two 800-word written and oral assignments (40%), one 10-minute oral examination (10%), one 2-hour written examination (30%), one 800-word written and oral assignment (20%)

Prescribed Reading:

Chaturvedi, M. and Tiwari, B. (Eds) *A practical Hindi-English dictionary* National Publishing House 1994

Bulke, K. *An English-Hindi dictionary* S. Cand and Co. 1984

Friedlander, P. *Open Learning Australia course Hindi 22* La Trobe University 1999

History

Program Coordinator: Dr Richard Broome (sem. 1), Dr Katie Holmes (sem. 2)

The History Program offers a wide range of units covering aspects of European, British, North American, Latin American, and Australian history, as well as some units concentrating on the history of ideas, society, or culture rather than on particular regions or countries. It is therefore possible for students to select a major that allows them to concentrate to a considerable extent on certain areas (for example, European, American or Australian history) or themes (for example, culture contact, and social history, revolutionary movements in modern history, gender, and religion). Other relevant units, which may fit into such majors, are available in other programs in the faculty. The History Program also specialises in colonial, post-colonial histories and transnational perspectives.

Prerequisites

Students who have passed only one semester unit of first year history can enrol in later-year units with the permission of the program coordinator (a C grade or better will normally be required).

All units are offered subject to the availability of appropriate staffing and minimum enrolments. Depending on staff availability, it may also be necessary to set quotas on some units.

Programs of study

Those qualifying for the degree with a major in history must include at least 130 credit points, of which 30 credit points are normally at first year level, 40 credit points at second year level and 60 credit points at third year level. However, students may take up to 205 credit points of history units as part of their degree.

Those who think they might wish to pursue an honours degree in history are encouraged to take another 20 credit points of history in their second and third years.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Conquest of the Americas: Aztecs, Incas, Mayans, Spaniards	HIS1CAM
TE-SEM-1	Greece and the Balkans in the Twentieth Century	EST1GAB
TE-SEM-1	Modern Europe A: from monarchies to nations 1760-1890	HIS1MEA
TE-SEM-1	Myth, Legend and History	HIS1MLH
TE-SEM-2	Ancient Civilisations	HIS1ACA
TE-SEM-2	Ancient Mediterranean Culture – the Greek Achievement	ANG1AMC
TE-SEM-2	Globalisation: the rise of the modern world	HIS1DEV
TE-SEM-2	Modern Europe B: the twentieth century	HIS1MEB
Second or third year units (20 credit points)		
TE-SEM-1	America since 1945: pop art, politics and popular culture ¹	HIS2AWA/HIS3AWA
TE-SEM-1	Ancient Israel Part A ¹	HIS2AIA/HIS3AIA
TE-SEM-1	Antiquity, Gender and Religion	HIS2AGR/HIS3AGR
TE-SEM-1	Archaeology of the Modern World	ARC2AMW/ARC3AMW
TE-SEM-1	Charting the Colonial Pacific	HIS2CCP/HIS3CCP
TE-SEM-1	Civil War to Civil Rights in the USA	HIS2CWU/HIS3CWU
TE-SEM-1	Discover Australia: current issues and debates	AUS2DAU/AUS3DAU
TE-SEM-1	Ethnic and Civil Conflict in Southern Europe and Cyprus	EST2ECC/EST3ECC
TE-SEM-1	Europe Transformed	HIS2EUT/HIS3EUT
TE-SEM-1	The European Union	HIS2EUU/HIS3EUU
TE-SEM-1	Food, Drink and World History: ancient world to modern Australia	HIS2FDA/HIS3FDA
TE-SEM-1	Heritage Sites and Landscapes in Australia ¹	HIS2HSL/HIS3HSL
TE-SEM-1	Jesus: fact or fiction?	HIS2JFF/HIS3JFF
TE-SEM-1	Latin America through Film and Popular Culture ¹	HIS2LFP/HIS3LFP
TE-SEM-1	Making of Modern Italy	HIS2MMI/HIS3MMI
TE-SEM-1	Memory, Myth and History	HIS2MMH/HIS3MMH
TE-SEM-1	Migration to Australia in the 19th and 20th Centuries ¹	HIS2MTA/HIS3MTA
TE-SEM-1	Nazi Germany and Europe	HIS2NGE/HIS3NGE
TE-SEM-1	Peasants and Politics in Latin America	HIS2PPL/HIS3PPL
TE-SEM-1	Remembering the Past: oral history and memory ¹	HIS2RTP/HIS3RTP
TE-SEM-2	America's War in Vietnam: culture and politics ¹	HIS2AWV/HIS3AWV
TE-SEM-2	Australian Aboriginal History ¹	HIS2AAH/HIS3AAH
TE-SEM-2	Australian Political Culture	POL2APC/POL3APC
TE-SEM-2	Australians at War: gendered perspectives	HIS2AAW/HIS3AAW
TE-SEM-2	Early Imperial Russia ¹	HIS2EIR/HIS3EIR
TE-SEM-2	Film, History and Narrative ¹	HIS2FHN/HIS3FHN
TE-SEM-2	From Lenin to Stalin: Soviet society 1917-1941	HIS2FLS/HIS3FLS
TE-SEM-2	Gender Relations in Australian Society ¹	HIS2GRA/HIS3GRA
TE-SEM-2	Genocides and the Holocaust: Europe, Asia, Africa	HIS2GAH/HIS3GAH
TE-SEM-2	Imagining Contemporary Greece: cinema, song and text	EST2ICG/EST3ICG
TE-SEM-2	Ireland in the Nineteenth Century ¹	HIS2IRL/HIS3IRL
TE-SEM-2	Irish Revolution 1890-1925 ¹	HIS2IRR/HIS3IRR
TE-SEM-2	Israel, Jews and the Nations ¹	HIS2IJN/HIS3IJN
TE-SEM-2	Landscape and the Human World	SOC2LL/SOC3LL
TE-SEM-2	Late Imperial Russia 1812-1917 ¹	HIS2LIR/HIS3LIR
TE-SEM-2	Living with Colonialism: resistance and accommodation	HIS2LWC/HIS3LWC
TE-SEM-2	Making America from Pocahontas to Prohibition	HIS2MAM/HIS3MAM
TE-SEM-2	Medieval Europe 600-1200 (on-line unit)	ARH2MEU/ARH3MEU
TE-SEM-2	Native American Endurance	HIS2NAE/HIS3NAE
TE-SEM-2	People, Power and Protest: transforming modern Australia	HIS2PPP/HIS3PPP
TE-SEM-2	Revolutions in Central Europe	POL2RCE/POL3RCE
TE-SEM-2	Riots and Rebellions	HIS2RAR/HIS3RAR
TE-SEM-2	Slaves and Slavery: from Africa to the Americas ¹	HIS2SAS/HIS3SAS

TE-SEM-2	Transterritorial Hellenism: a journey through some sites	EST2TTH/EST3TTH
TE-SEM-2	US Civil Rights Movement 1954 -1968	HIS2UCR/HIS3UCR
TE-SEM-2	The World since 1945	HIS2WOR/HIS3WOR
	Summer unit	
TE-SEM-S	The Ottoman Empire (offered in Turkey)	HIS2OTT/HIS3OTT
Third year units (20 credit points)		
TE-SEM-1	Reading Course A	HIS3RCA
TE-SEM-2	Reading Course B	HIS3RCB
TE-SEM-2	Reflective and Narrative History ²	HIS3RHB

Key: ¹ Not available in 2008.

² A special honours unit, students must apply to undertake this unit.

Other units approved for a major in history

Students qualifying for a degree by taking a major in history should note that no more than 15 credit points at first year and no more than 20 credit points at second and third year of units from this category might be credited towards a major in history.

Unit title	Unit code
First year units (15 credit points)	
Introduction to Asia: Japan and Indonesia	AST1IJI
Introduction to Asia: China and India	AST1ICI
Second or third year units (20 credit points)	
Historical Archaeology in Australia	ARC2HAA/ARC3HAA
Radio Theory and History	MST2RTH/MST3RTH

Honours

Coordinator: Dr Adrian Jones (Semester 1), Dr Tim Minchin (Semester 2).

An honours degree in history requires intensive study of the discipline during both third and fourth years. Separate honours studies commence in third year. To be eligible to apply for the Honours year students are normally expected to have completed at least 130 credit points of history units with a B grade average. While it is strongly recommended that students who wish to undertake Honours complete the special, third year honours preparation unit HIS3RHB, it is not compulsory to take the unit for admission to Honours. Students are encouraged to take at least 150 credit points of history units. Before the end of their second year, students who wish to enter the honours program should contact the Honours Coordinator. Students are advised to consult beforehand the history lecturers and tutors with whom they are studying, as a high standard is expected in the course.

History honours at fourth year consists of two components of coursework, each of which counts for 20% of the final mark; an examination in the general seminar which counts for 10% of the final mark; and a thesis of 12000 to 15000 words, which counts for 50% of the final mark.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of HIS units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

HISTACA ANCIENT CIVILISATIONS (15 CPs Sem. TE-SEM-2 BU.) Dr Anne Gardner

Students will explore the historical development of some of the civilisations of the Ancient near East, Egypt, Greece, and Rome, within the period 3500 B.C.E. to 600 C.E., through the study of documents, art, and archaeological evidence. Such societies, rich in myth and legend, have often been considered the cradle of western civilisation. The major focus will be upon the characteristics and achievements – political, cultural, social, artistic, and religious – of these societies. Interaction between these civilisations, which has consequences for western society, will be considered. Students will also acquire an understanding of the context within which early Judaism, Christianity, and early Islam developed.

Class requirements: Two 1-hour lectures, one 1-hour film, and one 1-hour tutorial per week.

Assessment: One 1500-word tutorial paper (30%), tutorial participation (10%), final 1-hour examination (30%), one 1500-word essay (30%)

Recommended Reading:

Coffin, J G et al. *Western civilisations: their history and culture*, vol. 1 14th edn, Norton, 2002

HIS1CAM CONQUEST OF THE AMERICAS: AZTECS, INCAS, MAYANS, SPANIARDS (15. CPs Sem. TE-SEM-1 BU.) *Dr Barry Carr, Dr Claudia Haake*

In this unit, students will examine aspects of Indian societies (primarily the Aztecs, Mayans, and Incas) on the eve of the European conquest of the Americas. The conquest will be explored in terms of the impact on native societies and attempts to resist and/or modify that impact. Myths and legends surrounding the clash of cultures will also be studied, as well as attempts by colonial and national governments to deal with indigenous people and their struggle to defend their lands and cultures in the face of new market opportunities generated by European interest in land, minerals, coffee, and sugar.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One weekly quiz (1000-words equivalent (25%)), one 1000-word bibliographical analysis (25%), one 2000-word research essay (50%)

Prescribed Reading:

Kicza, J. Ed. *The Indian in Latin American history: resistance, resilience, and acculturation*, SR Books 2000
 Starn, O., Degregori, C., and Kirk, R. (Eds) *The Peru reader: history, culture, politics*, Duke University Press 1995

HIS1DEV GLOBALISATION: THE RISE OF THE MODERN WORLD (15 CPs Sem. TE-SEM-2 BE, BU, SH.) *Dr Robbie Robertson*

Multi-campus unit involving some delivery by video conferencing
 Globalisation is a process, much in the news, by which distant regions are increasingly linked, shaping our lives and affecting the fate of nations. In this unit, students will explore world history, by examining the process by which the wealthy countries expanded into and influenced the rest of the world. Today we think primarily in terms of industry, trade, and technology; in addition, in this unit we take a broader view of globalisation, including the expansion of European customs, laws and attitudes as well as technology.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Weekly quiz (20%), one 1000-word bibliographic essay (30%), one 2000-word essay (50%)

HIS1MEA MODERN EUROPE A: FROM MONARCHIES TO NATIONS (15. CPs Sem. TE-SEM-1 BE, BU, SH.) *BU: Dr Philip Bull, BU: Dr Adrian Jones, BU: Dr Jennifer Ridden*

In this unit, students study how the old monarchical and paternalist orders of society in Europe were transformed by ideas of liberty, democracy, and nationalism. Initially the focus is upon the values and traditions of the Old Regimes. Students will then trace how these were undermined by the French and Industrial Revolutions. The impact of new ideas of rights, citizenship, nationality, democracy, and equality are the focus of studies of key and contrasting episodes in the history of European nations in the nineteenth century. In these developments can be seen the roots of the political and social crises of the twentieth century.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Essay/exercises (2000-words equivalent) (60%), one 2-hour examination (40%). Alternatively, students may choose to reverse the percentage weightings of the two assessment components.

Preliminary Reading:

Woloch, I. *Eighteenth-century Europe: tradition and progress 1715-1789* Norton 1982.
 Hufton, O. *Europe: privilege and protest, 1730-1789* Harvester 1980.

Recommended Reading:

Thomson, D. *Europe since Napoleon* Penguin 1966.

HIS1MEB MODERN EUROPE B: THE TWENTIETH CENTURY (15. CPs Sem. TE-SEM-2 AW, BU, MI.) *BU: Dr Philip Bull, BU: Dr Adrian Jones*

In this unit, students study the turbulent twentieth century in Europe,

beginning with the industrial, national, and imperial rivalries, which culminated in the First World War. The revolutions and revolutionary pressures, which arose out of that war, are examined as a background to the emergence of the ideologies of Fascism and Communism and the totalitarian regimes of Nazism and Stalinism. Post-war European prosperity and integration and the collapse of Communism are studied. Through this unit, students will gain a deeper understanding of the crises, which have characterised European history in the twentieth century.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Essay/exercises (2000-words equivalent) (60%), one 2-hour examination (40%). Alternatively, students may choose to reverse the percentage weightings of the two assessment components

Preliminary Reading:

Wiskemann, E *Europe of the dictators, 1919-1945* Fontana 1966.
 Joll, J. *Europe since 1870: an international history* 4th edn Penguin 1990.
 Thomson, D. *Europe since Napoleon* Penguin 1966.

Prescribed Reading:

Derfler, L. & Kollander, P. *An age of conflict* 3rd edn. Harcourt Brace 2002

HIS1MLH MYTH, LEGEND AND HISTORY (15. CPs Sem. TE-SEM-1 BU, MI.) *Dr Diane Kirkby*

From ancient Greece and medieval Britain come some of the best-known names and places in history. Achilles, Troy, Rome, King Arthur, Guinevere, and Robin Hood – all have had glorious stories told about them. Their names have become synonymous with history and have been transmuted into fiction. In this unit, we read these stories and consider the power and attraction of myth in storytelling, literature, art, and film. We examine the archaeological evidence and material culture that support or challenge written texts. We also explore the links between mythic pasts, creation stories, gender, historical legends, and nation building. Just what is the relationship between myth, legend, fiction, and history?

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 500-word assignment (15%), one 1000-word assignment (25%), one 1.5-hour examination (40%), two 30-minute short answer tests (20%)

Preliminary Reading:

Grant, M. *The classical Greeks* Phoenix Paperback 1997.

HIS2AAH AUSTRALIAN ABORIGINAL HISTORY (20 CPs Sem. TE-SEM-2 BU.) *Dr Richard Broome*

This unit is offered at third year level also.

Not available in 2008

HIS2AAW AUSTRALIANS AT WAR: GENDERED PERSPECTIVES (20 CPs Sem. TE-SEM-2 BU.) *Dr Katie Holmes*

This unit is offered at third year level also.

War has played a crucial role in Australian history. It has also been decisive in shaping understandings of gender relations in the twentieth century western world. In this unit, we will explore the centrality of war and gender in ideas about Australian nationhood, memory, and mythmaking. We will ask questions about the relationships between gender, memory, race, war, and nationalism. These will be discussed with reference to the two world wars, the Vietnam War, the Gulf wars, and recent Peacekeeping forces. The unit will draw on films, literature, memoirs, letters, and diaries and will use the insights provided through cultural and social history, and feminist theory.

Prerequisite: 30 credit points of first year History and/or Gender Sexuality and Diversity Studies.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2500-word research essay (50%), one 2000-word reflective essay (40%), tutorial exercises (500-words equivalent) (10%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students

Recommended Reading:

Higonnet, M. et. al. (Eds) *Behind the lines: gender and the two World Wars*, Yale 1987

Damoussi, J. & Lake, M. *Gender and war*, CUP 1995

HIS2AGR ANTIQUITY, GENDER AND RELIGION (20 CPs Sem. TE-SEM-1 BU.) *Dr Anne Gardner*

This unit is offered at third year level also.

In this unit students explore the influence of antiquity upon gender in the modern world, Judaism, Christianity and Islam. The role and status of men and women, gods and goddesses in the Ancient Near East and Mediterranean societies, as revealed by archaeological finds and mediated through myths, legends, historical documents and religious writings, are investigated. It will be discovered that some gender inequities are dependant upon dubious textual interpretations, or can be traced back to societies whose contextual framework was very different from our own.

Prerequisite: 30 credit points of History or Gender, Sexuality and Diversity Studies or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word tutorial paper (30%), one 2500-word essay (50%), one 1-hour examination (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Odgin Bellis, A. *Helpmates, harlots, and heroes* John Knox 1994

HIS2AIA ANCIENT ISRAEL A (20 CPs Sem. TE-SEM-1 BU.) *Dr Anne Gardner*

This unit is offered at third year level also.

Not available in 2008

HIS2AWA AMERICA SINCE 1945: POP ART, POLITICS AND POPULAR CULTURE (20 CPs Sem. TE-SEM-1 BU.) *Dr Diane Kirkby*

This unit is offered at third year level also.

Not available in 2008

HIS2AWV AMERICA'S WAR IN VIETNAM: CULTURE AND POLITICS (20 CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

This unit is offered at third year level also.

Not available in 2008

HIS2CCP CHARTING THE COLONIAL PACIFIC (20 CPs Sem. TE-SEM-1 BU.)

Dr Tracey Banivanua-Mar

This unit is offered at third year level also.

In this unit students consider at close quarters the nature of colonial relations in the Pacific. Starting with 'first contact' moments on the beaches of islands, we explore how Europeans and Islanders imagined themselves, the world, and their place in it; and end with 'first contact' tourism in the twenty-first century. Attention is paid to exploring the nature of cross-cultural interactions between European settlers, traders, or administrators on the one hand, and indigenous labourers and landowners on the other. While our geographical focus is the Pacific basin, the story of colonialism is told as part of a more global tale of the emergence of race; the Diaspora of Indigenous and colonised peoples; the gendered nature of colonial relations; and the ongoing and often violent negotiations of ownership over land, labour, and space. Students will engage critically with relevant debates about the writing and production of history and the implications of the past in the present.

Prerequisite: 30 credit points of first year history.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word critical essay (30%), one 3000-word research essay (50%), tutorial and/or WebCT-based participation exercises (500 words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Denoon, D., Mein Smith, P., Wyndham, M. *A history of Australia, New Zealand, and the Pacific* Blackwell 2000

HIS2CWU CIVIL WAR TO CIVIL RIGHTS IN THE USA (20 CPs Sem. TE-SEM-1 BU.) *Dr Glenn Moore*

This unit is offered at third year level also.

In this unit, we explore race relations in the USA from the Civil War of the 1860s through to the origins of the post-World War II civil rights movement. An examination is made of how African-Americans achieved legal equality at the end of the Civil War only to find that slavery was soon replaced by a system of legal segregation that existed across the southern states until the 1960s. Black efforts to fight for racial justice are studied, paying particular attention to important civil rights leaders such as W.E.B. Dubois, Booker T. Washington, Ida B. Wells, and Marcus Garvey.

Prerequisite: 30 credit points of first year History or majoring in North American Studies.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2500-word research essay (50%), one 2500-word research essay (50%)

Recommended Reading:

Fairclough, A. *Better day coming: blacks and equality, 1890-2000* Penguin 2001

White, J. *Black leadership in America: from Booker T. Washington to Jesse Jackson* 2nd edn. Longman 1990

Foner, E. *Reconstruction: America's unfinished revolution, 1863-1877* Harper & Row 1988

Cook, R. *Sweet land of liberty? The African-American struggle for civil rights in the twentieth century* Longman 1998

HIS2EIR EARLY IMPERIAL RUSSIA: 15TH TO 18TH CENTURIES (20 CPs Sem. TE-SEM-2 BU.) *Dr Adrian Jones*

This unit is offered at third year level also.

Not available in 2008

HIS2EUT EUROPE TRANSFORMED (20 CPs Sem. TE-SEM-1 BU.) *Dr Adrian Jones*

This unit is offered at third year level also.

Cities have played a major role in shaping the modern history of European civilization. In lectures and some tutorials in this unit, we will consider case studies of the history of life and culture in some of the great cities of Europe: East and West, modern and early modern. In tutorials, students will be given the opportunity to pursue one topic in depth. Students can choose from a range of topics on offer.

Prerequisite: 30 credit points of first year history.

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: One 1000-word book report (20%), one 1500-word essay (30%), one 2.5-hour examination (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Hall, P. *Cities in civilization; culture, innovation and urban order* Weidenfeld & Nicolson 1998

HIS2EUU THE EUROPEAN UNION (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.)

BU: Dr Stefan Auer, BU: Dr Philip Bull, BU: Dr Anthony Jarvis

This unit is offered at third year level also.

Within the history of the integration process and with a particular focus on the European Union (EU), students will evaluate the extent to which integration has changed the lives of citizens and relations between nation-states in Europe; critique EU policies and processes; analyse the EU's role as an international actor; and apply insights derived from integration theory. The lecture program for the unit will capitalise on the availability in Australia of many experts associated with the EU and its institutions, as well as providing more general contextual lectures on its history, functioning, and place in the contemporary world. Tutorials will be focused on ensuring that students develop an adequate understanding of how the EU functions, its relationships with member nations, and the ways in which it is important to the rest of the world, including Australia.

Prerequisite: Any first year history or politics subject.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One seminar presentation (equivalent 500-words) (10%), two WebCT quizzes (10%), one 2000-word research essay (40%), one 2-hour examination (40%). Third year students will be expected to

show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Cini, M. (Ed) *European Union politics*, 2nd edn. OUP 2003

HIS2FDA FOOD, DRINK AND WORLD HISTORY: ANCIENT WORLD TO MODERN AUSTRALIA (20. CPs Sem. TE-SEM-1 BU.) *Dr Diane Kirkby*

This unit is offered at third year level also.

From the food taboos of ancient civilisations and religious feasts of medieval Christian Europe, to Australia's multicultural and fast food cultures, food and drink have carried economic, political, and symbolic importance beyond simple nutrition. In this unit we trace the connections between food, drink and historical change as we explore the meaning of banquets to civic life in ancient Greece and Rome, the politics of introducing New World foods to European tables, the impact of colonialism on the diets of indigenous peoples, the changing significance of gender in eating and drinking customs and the transformation in household food, work and community with industrialisation and immigration.

Prerequisite: 30 credit points of first year history or equivalent.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One 2500-word essay (40%), two 45-minute class tests (30%), one class presentation, and tutorial exercises (1000-words equivalent) (30%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Dare, R. (Ed) *Food, power, and community* Wakefield Press 1999

Flandrin, L. (Ed) *Food: a culinary history* English edn. Columbia UP 1999

HIS2FHN FILM, HISTORY AND NARRATIVE (20 CPs Sem. TE-SEM-2 BU.)

Dr Diane Kirkby

This unit is offered at third year level also.

Not available in 2008

HIS2FLS FROM LENIN TO STALIN: THE FIRST DECADES OF SOVIET SOCIETY (20 CPs Sem. TE-SEM-2 BU.) *Dr Adrian Jones*

This unit is offered at third year level also.

What is Stalinism? How did it happen? In this unit students trace the social, intellectual, and political history of the Soviet Union in the first decades after 1917. The focus is on politics, film, and literature in their social and economic contexts. Reasons for, and consequences of, the degeneration of the democratic socialism of 1917 are considered.

Prerequisite: 30 credit points of first year history or equivalent.

Incompatible unit: HIS21RUC, HIS31RUC

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word class paper (40%), either one 2000-word research essay or one 2-hour exam (40%), tutorial exercises (1000 words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Fitzpatrick, S. *Everyday Stalinism* Oxford 1999

Recommended Reading:

Ward, C. *Stalin's Russia*, 2nd edn. Edward Arnold 1999

Litvin, A. and Keep, J. *Stalinism: Russian and Western views at the turn of the millennium*, Routledge 2005

HIS2GAH GENOCIDES AND THE HOLOCAUST: EUROPE, ASIA, AFRICA (20. CPs Sem. TE-SEM-2 AW, BU.) *Dr Shannon Woodcock*

This unit is offered at third year level also.

In this unit, students examine the origins, course, and consequences of the Nazi Holocaust in Europe, together with genocidal conflicts in Asia (Cambodia), Europe (former Yugoslavia), and Africa (Rwanda 1959 to 1997). Questions discussed include – In what ways was the Nazi Holocaust unique? Are genocides and holocausts different phenomena? How does gender influence genocide? In the Holocaust and genocides who were the victims and who were the perpetrators? Were perpetrators significantly different from 'ordinary' citizens?

How are genocides remembered in film, testimonies and in public monuments? We will draw on case studies of concentration camp life, autobiographical and testimonial literature and pictorial and cinematic representations.

Prerequisite: 30 credit points of first year History.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Weekly short blog (total 1000 words) (20%), one exercise in representation (1500-word equivalent) (30%), one 2500-word research essay (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Browning, C. *Ordinary men* Harper Perennial, 1993.

HIS2GRA GENDER RELATIONS IN AUSTRALIAN SOCIETY (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

This unit is offered at third year level also.

Not available in 2008

HIS2HSL HERITAGE SITES AND LANDSCAPES IN AUSTRALIA (20 CPs Sem. TE-SEM-1 BU.) *Dr Richard Broome*

This unit is offered at third year level also.

Not available in 2008

HIS2IJN ISRAEL, JEWS AND THE NATIONS (20 CPs Sem. TE-SEM-2 BU.)

Dr Anne Gardner

This unit is offered at third year level also.

Not available in 2008

HIS2IRL IRELAND IN THE NINETEENTH CENTURY (20. CPs Sem. TE-SEM-2 BU.) *Dr Philip Bull, Dr Jennifer Ridden*

This unit is offered at third year level also.

Not available in 2008

HIS2IRR IRISH REVOLUTION 1890-1925 (20 CPs Sem. TE-SEM-2 BU.) *Dr Philip Bull*

Philip Bull

This unit is offered at third year level also.

Not available in 2008

HIS2JFF JESUS: FACT OR FICTION? (20 CPs Sem. TE-SEM-1 BU.) *Dr Anne Gardner*

This unit is offered at third year level also.

In this unit students explore issues such as, Are the Gospels, the gospel truth? Is the Virgin birth story fact or fiction? Did Jesus really die on the cross? Is the Turin Shroud, the shroud of Jesus? Was Jesus the wicked priest, as some scholars suggest or the teacher of righteousness as others claim? These questions and many more will be explored in their historical context through the medium of modern scientific techniques, archaeological data, biblical and extra-biblical literature.

Prerequisite: 30 credit points of first year history or a unit counting towards a religious study major.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word tutorial paper (30%), one 2500-word essay (50%), one 1-hour examination (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Theissen, G. and Metz, A. *The historical Jesus*, Fortress 1998

Sanders, E.P. *The historical figure of Jesus* Penguin 1993

HIS2LFP LATIN AMERICA THROUGH FILM AND POPULAR CULTURE 1820-2000 (20 CPs Sem. TE-SEM-1 BU.) *Dr Barry Carr*

This unit is offered at third year level also.

Not available in 2008

HIS2LIR LATE-IMPERIAL RUSSIA: 1812-1917 (20 CPs Sem. TE-SEM-2 BU.)

Dr Adrian Jones

This unit is offered at third year level also.

Not available in 2008

HIS2LWC LIVING WITH COLONIALISM: RESISTANCE AND ACCOMMODATION (20 CPs Sem. TE-SEM-2 AW, BU.) *Dr Tracey*

Banivanua-Mar

This unit is offered at third year level also.

In this unit, students will examine the nature of resistance and accommodation in the late colonial era. With a concentration on movements in Australia, New Zealand and the islands of the Pacific during the twentieth century, we look at such ambiguously resistant cultural movements as 'cargo-cults' and millenarian movements; expressions of protest in music, sport, theatre, or dance; the emergence of nationalism and other local and transnational social movements; and the impact of civil wars. We will span a period from the beginning of the twentieth century and the post-war decline of colonialism, to the long era of decolonisation, neo-colonialism, and the entrenchment of international relations of dependency. Students will critique the meanings of 'resistance', 'accommodation', and 'decolonisation'. They will gain access to perspectives of Indigenous peoples, and will examine the philosophies and theories that accompanied the rise of local and global indigenous rights movements.

Prerequisite: 30 credit points of first year history.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word critical essay (30%), one 3000-word research essay (50%), tutorial and/or WebCT-based exercises (500 words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Denoon, D., Mein Smith, P., Wyndham, M. *A history of Australia, New Zealand, and the Pacific* Blackwell 2000

HIS2MAM MAKING AMERICA: FROM POCAHONTAS TO JAZZ AND PROHIBITION (20 CPs Sem. TE-SEM-2 BU.) *Dr Diane Kirkby*

This unit is offered at third year level also.

How did the US produce such memorable figures as gangster Al Capone, movie-mogul Walt Disney, and blues singer Billie Holiday? In this unit, we examine the intersection of art, politics, and social history. Starting with the republican culture of the post-Revolutionary era, we ask what place did women; wilderness and Indians have in the 'New World' vision and manifest destiny of the new republic? How did slavery create new arts forms, lead to the Civil War, and connect with feminist politics? In the wealth and power generated by industrialisation, immigration, and urbanisation there existed conflict, oppression, and political resistance that was the source of a uniquely dynamic modern culture shaped by race and gender.

Prerequisite: 30 credit points of first year History and/or 30 credit points of first year Art History.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2500-word essay (40%), one short answer test (25%), one 1-hour exam (35%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Woloch, N. *Women and American experience* 3rd edn. McGraw Hill 2000

HIS2MMH MEMORY, MYTH AND HISTORY (20 CPs Sem. TE-SEM-1 BU.) *Dr*

Bart Ziino

This unit is offered at third year level also.

In this unit, students will look at the relationship between history and individual and collective memory in the context of Australian history. We will explore the debates around 'oral history': is it a form of history or historical evidence? In addition, will consider the impact of Aboriginal memory on the writing of Australian history – with a particular focus on Captain Cook stories and the experience of the 'Stolen Generations'. Does history repress some memories while enshrining others? The role of monuments and memorials in making the experience of pioneers and soldiers central to national memory and history will also be investigated.

Prerequisite: 30 credit points of first year history.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 2000-word research essay (40%), one 1000-word class presentation (20%), and one 500-word test (10%). Third year students will be expected to show a greater achievement of discipline-specific skills than second year students.

Recommended Reading:

Gillis, J. (Ed) *Commemorations: the politics of national identity* Princeton University Press 1994

Darian-Smith, K. & Hamilton, P. (Eds) *Memory and history in twentieth century Australia* Oxford University Press 1994

Inglis, K. *Sacred places: war, survivals, and the Australia landscape* Miegunyah Press 1998

Attwood, B. & Markus, A. (Eds) *Telling stories indigenous history and memory in Australia and New Zealand* Allen & Unwin 2001

HIS2MMI MAKING OF MODERN ITALY (20 CPs Sem. TE-SEM-1 BU.) *Mr*

Antonio Pagliaro

This unit is offered at third year level also.

In this unit, students will study the history of modern Italy from the creation of the modern nation state in the nineteenth century to the country's turbulent twentieth century. Italy will be studied as an example of how far a sense of common national identity can infuse populations that previously lacked it. Texts studied will include historical, literary and film sources. Students completing the unit should develop an understanding both of Italy's internal development and of how Italian experiences related to and were influenced by wider European developments. Students undertaking a major in Italian Studies will read materials and receive tutorials in Italian.

Prerequisite: 30 credit points of first year history or 30 credit points of first year Italian or 30 credit points of first year European Studies.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1000-word written paper (20%), one 1500-word essay (30%), one 2-hour final exam (40%), one 500-word bibliographical exercise (10%). Third year students will be expected to show a greater achievement of discipline-specific skills than second year students.

Preliminary Reading:

Absalom, R. *Italy since 1800* Longman 1995

Prescribed Reading:

Tomasi di Lampedusa, G. *The Leopard/Il gattopardo*, Any English or Italian edition

Beales, D & Biagini, E (Eds) *The Risorgimento and the unification of Italy* Longman 2002.

Recommended Reading:

Woolf, S *History of Italy, 1700-1860* Routledge 1979.

Davis, J A *Italy in the nineteenth century, 1796-1900* OUP 2000.

Clark, M *Modern Italy (1871-1995)* Longman 1996.

HIS2MTA MIGRATION TO AUSTRALIA IN THE 19TH AND 20TH CENTURIES (20 CPs Sem. TE-SEM-1 BU.) *Dr Richard Broome*

This unit is offered at third year level also.

Not available in 2008

HIS2NAE NATIVE AMERICAN ENDURANCE (20 CPs Sem. TE-SEM-2 BU.)

Dr Claudia Haake

This unit is offered at third year level also.

In this unit, students will examine Native Americans in the United States of the 20th century. Contrary to all (white) expectations, American Indians did not disappear or vanish, which was dramatised in the 1960s and 70s, when Native American activism became prominent. This ethnic revival was even more astonishing since many Native nations had been exposed to termination and relocation programs in the 1950s. The continued existence of Native Americans will be contrasted with the stereotype of the Vanishing American, which is rooted in historical expectations but manifests itself in literature and film. Thus, Native Americans continue to combat the stereotype and its effects. Students will be required to work with a number of primary sources, including photographs, treaties, legal texts, (auto) biographies and film, especially Hollywood movies.

Prerequisite: 30 credit-points of first year history.

Class requirements: One 2-hour lecture and one 1-hour workshop per week.

Assessment: One 2500-word essay (50%), one 2000-word reflective essay (40%), one class presentation (500 words equivalent) (10%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Iverson, P. *We are still here. American Indians in the twentieth century* Harlan Davidson 1998

HIS2NGE NAZI GERMANY AND EUROPE (20. CPs Sem. TE-SEM-1 BU.) *Dr Shannon Woodcock*

This unit is offered at third year level also.

Students examine the rise to power of Adolf Hitler and the creation and destruction of the Third Reich. Nazi ideas and policies are analysed in detail as they relate to the origins and course of the Second World War. We also examine other European governments in the context of interwar fascist movements.

Prerequisite: 30 credit points of first year history.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 1-hour exam (20%), one 2500-word essay (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Any general history of the Third Reich. Prescribed Reading:

Barta, A. *Nazi Germany: understanding the Third Reich* La Trobe University School of History, 1995.

HIS2OTT THE OTTOMAN EMPIRE: FOURTEENTH TO TWENTIETH CENTURIES (20 CPs Sem. TE-SEM-5 BU.) *Dr Adrian Jones*

This unit is offered at third year level also.

Initial classes in this unit will take place in December 2007 and travel to Turkey will occur in January 2008

In this travel and study unit, offered in association with Australians Studying Abroad and Monash University, students assess the cultural, social, architectural, and political history of the Ottoman Empire to the First World War. On location at historic sites in Turkey in Bursa, Edirne and Istanbul, the three Ottoman capitals, students examine six key periods of Ottoman history: the early Ottomans, the conquest of Constantinople, the 'classical' era of Suleyman the Magnificent and his successors, the eighteenth-century 'Tulip Age', nineteenth-century Europeanization and reform, and the Gallipoli campaign. Note: availability of this unit may be subject to Department of Foreign Affairs and Trade recommendations on travel to Turkey.

Prerequisite: Normally 30 credit points of first year history.

Class requirements: Three-week intensive study tour in Turkey; two 2-hour seminars in Melbourne.

This unit is not available for Study Abroad students.

Assessment: one 1000-word travel journal (12 entries) written in Turkey (20%), one 500-word tutorial presentation prepared in Melbourne in advance for oral delivery in Turkey (10%), one 1000-word paper written just after visiting the site of the informal tutorial presentation (20%), one 2500-word research essay submitted within 4 weeks of return (50%). Third year students are to show greater levels of achievement of discipline-specific skills than second year students.

Preliminary Reading:

Mansel, P. *Constantinople: city of the world's desire* John Murray 1995

Itzkowitz, N. *Ottoman Empire and Islamic tradition* Phoenix 1980

Prescribed Reading:

McCarthy, J. *The Ottoman Turks* Longman 1997

Recommended Reading:

Necipoglu, N. *Architecture, ceremonial and power* MIT Press 1991

Imber, C. *The Ottoman Empire* Palgrave 2002

Inalcik, H. *The Ottoman Empire: the classical age* Phoenix 1994

HIS2PPL PEASANTS AND POLITICS IN LATIN AMERICA (20. CPs Sem. TE-SEM-1 BU.) *Dr Barry Carr*

This unit is offered at third year level also.

Why and how do peasants act politically? In this unit, we will consider the many ways in which Latin American peasants and

agricultural workers have intervened politically in the 20th century. First we examine how peasant societies function culturally and economically, paying particular attention to the ways in which peasant movements have been viewed by historians, sociologists, anthropologists and political scientists. We then examine the circumstances under which peasants act together, in social banditry, land occupations and unionisation and then discuss peasant responses to revolutionary movements and the limits on the scope of such activity imposed by the economic and socio-cultural settings in which peasants live. Case studies from Mexico, Chile, Bolivia, Nicaragua, El Salvador, and Peru are examined. We will draw on novels, testimonial accounts, and materials in which 'peasants speak'.

Prerequisite: 30 credit points of first year history.

Class requirements: Two 1-hour lectures and one 1-hour workshop per week.

Assessment: One 2000-word essay (40%), one 2500-word essay (50%), one reading control test (10%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Hobsbawm, E. *Bandits*, Penguin

HIS2PPP PEOPLE, POWER AND PROTEST: TRANSFORMING MODERN AUSTRALIA (20 CPs Sem. TE-SEM-2 BU.) *Dr Bart Ziino*

This unit is offered at third year level also.

In this unit students examine people's protests and power in modern Australia. What was the White Australia policy? Who fought for and against conscription? What were the Freedom Rides? How did environmental activists save the Franklin River? We explore Australia's hidden histories: how people survived the 1930s depression, why communists, homosexuals, and working mothers were defined as threats to the Australian way of life, how strikes and protest movements by workers, indigenous people, women, and peace activists transformed modern Australia. We consider the role that popular culture, sexual revolution and youth rebellion played and study international influences on Australia's social movements.

Prerequisite: 30 credit points of first year history.

Incompatible unit: HIS1PPP

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2500-word research essay (45%), one 1500-word essay (30%), two 30-minute tests (25%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Macintyre, S. *A concise history of Australia* 2nd edn. Cambridge University Press 2004

HIS2RAR RIOTS AND REBELLIONS (20 CPs Sem. TE-SEM-2 BE, BU.) *BU:*

Dr Jennifer Ridden, BE: Dr Yolande Collins

This unit is offered at third year level also.

Students will be introduced to the study of riots and rebellions, and will explore what these movements can tell us about the transformation of pre-modern societies in the eighteenth century into modern societies in the nineteenth century. Examples include the 1798 Irish rebellion, the Scottish Jacobites, the Welsh Rebecca riots, and English machine-breaking protests, as well as the American War of Independence and the 1857 Indian rebellion. We will examine their changing aims and methods, their impacts on socio-economic and cultural relations, on political structures within domestic Britain, and on the development of a 'British world' overseas. Students will critically consider three common assumptions: that Britain's status as a pre-eminent industrial world power was unchallenged; that domestic Britain was both peaceful and secure; and the development of a 'British world' involved the reproduction of a relatively settled and homogenous society 'at home'.

Prerequisite: 30 credit points of first year history.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word essay (25%), ten 100-word written discussion notes on WebCT (25%), one 3000-word essay (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Archer, J. E. *Social unrest and popular protest in England 1780-1840* Cambridge University Press 2000

Recommended Reading:

Black, J., and MacRaild, D. *Nineteenth-Century Britain* Palgrave 2003

HIS2SAS SLAVES AND SLAVERY: FROM AFRICA TO THE AMERICAS (20

CPs Sem. TE-SEM-2 BU.) *Dr Diane Kirkby*

This unit is offered at third year level also.

Not available in 2008

HIS2UCR U.S. CIVIL RIGHTS MOVEMENT 1954-1968 (20 CPs Sem. TE-SEM-2 BU, MI.) *Dr Tim Minchin*

This unit is offered at third year level also.

In this unit students examine what is probably the most significant social movement in United States history. The central protests and demonstrations of this major movement are explored in detail in this unit. Drawing on both a substantial secondary literature and published primary sources, students identify the circumstances under which non-violent direct action protest was successful. Particular attention is given to the role of Dr Martin Luther King, Jr, and his role is assessed in relation to the ongoing 'man v. movement' debate.

Prerequisite: 30 credit points of first year history or majoring in the North American area of study.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2500-word research essay (50%), one 2500-word research essay (50%)

Recommended Reading:

Carson, C. et al. (Eds) *Eyes on the prize civil rights reader: documents, speeches, and firsthand accounts from the black freedom struggle* 2nd edn. Penguin 1988

Williams, J. *Eyes on the prize: America's civil rights years* Penguin 1988

Fairclough, A. *To redeem the soul of America: the Southern Christian Leadership Conference and Martin Luther King Jr* University of Georgia Press 1987

Hampton, H., and Fayer, S. *Voices of freedom: an oral history of the civil rights movement*, Bantam 1990

HIS2WOR THE WORLD SINCE 1945 (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Claudia Haake

This unit is offered at third year level also.

In this unit, students will study the political, cultural, and economic forces that have shaped much of the world since the great Depression of the 1930s and World War II. Although it is primarily focused upon the Western nations, it also covers major changes in the third world, especially as they interact with the major Western nations. Special emphasis is paid to the lessons decision makers thought they learned from World War II and the emergence of what has been called 'historical justice'. Finally, some aspects of the globalisation of recent decades are highlighted.

Prerequisite: 30 credit points of first year history.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2500-word essay (50%), one 2000-word reflective essay (40%), class presentation (10%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Hobsbawm, E. *Aged extremas* Abacus 1995

HIS3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*

Individual reading units may occasionally be organised by arrangement with an appropriate member of staff and subject to approval of the History Program Coordinator (or, in the case of an area of study, the chairperson of the area) Approval is normally given to students in the third year of their course for a study program which follows up some aspect of a unit already studied, with a member of staff prepared to support the proposed reading unit and to supervise and assess the work done in it. After consultation with the appropriate

member of staff, students wishing to take this option should submit details of their proposed program, including a bibliography and details of assessment, to the appropriate person for approval.

HIS3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

See HIS31RCA for description.

HIS3RHB REFLECTIVE AND NARRATIVE HISTORY (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

The History Program offers an exciting unit for students who are in the final year of their History major and who have demonstrated a high level of proficiency throughout their History major. This unit provides a unique experience for students to conclude and enhance their History major, and begin on the pathway to an Honours year in History. The unit is a writing workshop and focuses on the dimension of narrative in history. Students in tutorials discuss some unusual and some classic narrative histories. Students will write two essays, always working from unpublished documents, always conceiving and writing their own narratives. Writers' drafts are shared in class. The unit aims to hone students' capacities for independent research and for collaborative inquiry. Students can expect to explore, share and frame a variety of narrative styles.

Prerequisite: Honours coordinator's approval.

Assessment: One 3000-word essay (50%), one 1000-word essay (30%) and one take-home examination (20%)

HIS3AAH AUSTRALIAN ABORIGINAL HISTORY (20 CPs Sem. TE-SEM-2 BU.) *Dr Richard Broome*

See HIS2AAH for full unit description.

Not available in 2008

HIS3AAW AUSTRALIANS AT WAR: GENDERED PERSPECTIVES (20 CPs

Sem. TE-SEM-2 BU.) *Dr Katie Holmes*

See HIS2AAW for full unit description.

HIS3AGR ANTIQUITY, GENDER AND RELIGION (20 CPs Sem. TE-SEM-1 BU.) *Dr Anne Gardner*

See HIS2AGR for full unit description.

HIS3AIA ANCIENT ISRAEL A (20 CPs Sem. TE-SEM-1 BU.) *Dr Anne Gardner*

See HIS2AIA for full unit description.

Not available in 2008

HIS3AWA AMERICA SINCE 1945: POP ART, POLITICS AND POPULAR CULTURE (20 CPs Sem. TE-SEM-1 BU.) *Dr Diane Kirkby*

See HIS2AWA for full unit description.

Not available in 2008

HIS3AWV AMERICA'S WAR IN VIETNAM: CULTURE AND POLITICS (20

CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

See HIS2AWV for full unit description.

Not available in 2008

HIS3CCP CHARTING THE COLONIAL PACIFIC (20 CPs Sem. TE-SEM-1 BU.)

Dr Tracey Banivanua-Mar

See HIS2CCP for full unit description.

HIS3CWU CIVIL WAR TO CIVIL RIGHTS IN THE USA (20 CPs Sem. TE-SEM-1 BU.) *Dr Glenn Moore*

See HIS2CWU for full unit description.

HIS3EIR EARLY IMPERIAL RUSSIA: 15TH TO 18TH CENTURIES (20 CPs Sem. TE-SEM-2 BU.) *Dr Adrian Jones*

See HIS2EIR for full unit description.

Not available in 2008

HIS3EUT EUROPE TRANSFORMED (20 CPs Sem. TE-SEM-1 BU.) *Dr Adrian Jones*

See HIS2EUT for full unit description.

HIS3EUU THE EUROPEAN UNION (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.)

BU: Dr Stefan Auer, BU: Dr Philip Bull, BU: Dr Anthony Jarvis

See HIS2EUU for full unit description.

HIS3FDA FOOD, DRINK AND WORLD HISTORY: ANCIENT WORLD TO MODERN AUSTRALIA (20. CPs Sem. TE-SEM-1 BU.) *Dr Diane Kirkby*
See *HIS2FDA* for full unit description.

HIS3FHN FILM, HISTORY AND NARRATIVE (20 CPs Sem. TE-SEM-2 BU.)
Dr Diane Kirkby
See *HIS2FHN* for full unit description.
Not available in 2008

HIS3FLS FROM LENIN TO STALIN: THE FIRST DECADES OF SOVIET SOCIETY (20 CPs Sem. TE-SEM-2 BU.) *Dr Adrian Jones*
See *HIS2FLS* for full unit description.

HIS3GAH GENOCIDES AND THE HOLOCAUST: EUROPE, ASIA, AFRICA (20. CPs Sem. TE-SEM-2 AW, BU.) *Dr Shannon Woodcock*
See *HIS2GAH* for full unit description.

HIS3GRA GENDER RELATIONS IN AUSTRALIAN SOCIETY (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*
See *HIS2GRA* for full unit description. Not available in 2008

HIS3HSL HERITAGE SITES AND LANDSCAPES IN AUSTRALIA (20 CPs Sem. TE-SEM-1 BU.) *Dr Richard Broome*
See *HIS2HSL* for full unit description.
Not available in 2008

HIS3IJN ISRAEL, JEWS AND THE NATIONS (20 CPs Sem. TE-SEM-2 BU.)
Dr Anne Gardner
See *HIS2IJN* for full unit description.
Not available in 2008

HIS3IRL IRELAND IN THE NINETEENTH CENTURY (20. CPs Sem. TE-SEM-2 BU.) *Dr Philip Bull, Dr Jennifer Ridden*
See *HIS2IRL* for full unit description.
Not available in 2008

HIS3IRR IRISH REVOLUTION 1890-1925 (20 CPs Sem. TE-SEM-2 BU.) *Dr Philip Bull*
See *HIS2IRR* for full unit description.
Not available in 2008

HIS3JFF JESUS: FACT OR FICTION? (20 CPs Sem. TE-SEM-1 BU.) *Dr Anne Gardner*
See *HIS2JFF* for full unit description.

HIS3LFP LATIN AMERICA THROUGH FILM AND POPULAR CULTURE 1820-2000 (20 CPs Sem. TE-SEM-1 BU.) *Dr Barry Carr*
See *HIS2LFP* for full unit description.
Not available in 2008

HIS3LIR LATE-IMPERIAL RUSSIA: 1812-1917 (20 CPs Sem. TE-SEM-2 BU.)
Dr Adrian Jones
See *HIS2LIR* for full unit description.
Not available in 2008

HIS3LWC LIVING WITH COLONIALISM: RESISTANCE AND ACCOMMODATION (20 CPs Sem. TE-SEM-2 AW, BU.) *Dr Tracey Banivanua-Mar*
See *HIS2LWC* for full unit description.

HIS3MAM MAKING AMERICA: FROM POCAHONTAS TO JAZZ AND PROHIBITION (20 CPs Sem. TE-SEM-2 BU.) *Dr Diane Kirkby*
See *HIS2MAM* for full unit description.

HIS3MMH MEMORY, MYTH AND HISTORY (20 CPs Sem. TE-SEM-1 BU.) *Dr Bart Ziino*
See *HIS2MMH* for full unit description.

HIS3MMI MAKING OF MODERN ITALY (20 CPs Sem. TE-SEM-1 BU.) *Mr Antonio Pagliaro*
See *HIS2MMI* for full unit description.

HIS3MTA MIGRATION TO AUSTRALIA IN THE 19TH AND 20TH CENTURIES (20 CPs Sem. TE-SEM-1 BU.) *Dr Richard Broome*
See *HIS2MTA* for full unit description.
Not available in 2008

HIS3NAE NATIVE AMERICAN ENDURANCE (20 CPs Sem. TE-SEM-2 BU.)

Dr Claudia Haake
See *HIS2NAE* for full unit description.

HIS3NGE NAZI GERMANY AND EUROPE (20. CPs Sem. TE-SEM-1 BU.) *Dr Shannon Woodcock*
See *HIS2NGE* for full unit description.

HIS3OTT THE OTTOMAN EMPIRE: FOURTEENTH TO TWENTIETH CENTURIES (20 CPs Sem. TE-SEM-S BU.) *Dr Adrian Jones*
See *HIS2OTT* for full unit description.

HIS3PPL PEASANTS AND POLITICS IN LATIN AMERICA (20. CPs Sem. TE-SEM-1 BU.) *Dr Barry Carr*
See *HIS2PPL* for full unit description.

HIS3PPP PEOPLE, POWER AND PROTEST: TRANSFORMING MODERN AUSTRALIA (20 CPs Sem. TE-SEM-2 BU.) *Dr Bart Ziino*
See *HIS2PPP* for full unit description.

HIS3RAR RIOTS AND REBELLIONS (20 CPs Sem. TE-SEM-2 BE, BU.) *BU:*
Dr Jennifer Ridden, BE: Dr Yolande Collins
See *HIS2RAR* for full unit description.

HIS3SAS SLAVES AND SLAVERY: FROM AFRICA TO THE AMERICAS (20 CPs Sem. TE-SEM-2 BU.) *Dr Diane Kirkby*
See *HIS2SAS* for full unit description.
Not available in 2008

HIS3UCR U.S. CIVIL RIGHTS MOVEMENT 1954-1968 (20 CPs Sem. TE-SEM-2 BU, MI.) *Dr Tim Minchin*
See *HIS2UCR* for full unit description.

HIS3WOR THE WORLD SINCE 1945 (20. CPs Sem. TE-SEM-2 BU.) *Dr Claudia Haake*
See *HIS2WOR* for full unit description.

Indonesian

Program Coordinator: Dr Novi Djenar.

Indonesian is the national language of the world's fourth most populous country and Australia's important neighbour. The study of Indonesian has two major objectives. One is to equip students with appropriate knowledge and skills to communicate effectively in this language. The other is to develop a sympathetic understanding of the complex and diverse cultures of Indonesia and the Malay world: Indonesia, Malaysia, Brunei, and Singapore.

In-country study

Students have the further opportunity, through formal classes and fieldwork, to develop practical language skills and to study the life, culture, and institutions of a South-East Asian country where Indonesian is used in everyday life. This work is normally undertaken within the framework of a course in Indonesian for foreign speakers, provided by one of the major Indonesian or Malaysian universities. Completion of a four-week course will be credited as 20 credit points, while completion of a six-week course will be credited as 40 credit points. Students are responsible for their own expenses. Students may take a maximum of 80 credit points of in-country study units towards their degree.

Students must seek permission from the Asian Studies Convenor in advance if they wish to take up this option.

Programs of study

To qualify for a degree with a major in Indonesian, a student must normally complete 110 credit points of Indonesian 1, 2 and 3, as well as 20 credit points of INM3TDA, INM3TDB or a relevant unit from another discipline such as linguistics, politics or sociology. Students are advised to note the prerequisites for the linguistics, politics, and sociology units that they wish to be included in the major. Students wishing to qualify as language teachers in schools are required to complete the third year advanced level of the language, in order to be able to take Indonesian as a teaching method towards the Diploma of Education.

Teaching period	Unit title	Unit code
First year units / core language units (15 credit points)		
TE-SEM-1	Indonesian Advanced 1A	INM1ADA
TE-SEM-1	Indonesian Beginners 1A	INM1BEA
TE-SEM-2	Indonesian Advanced 1B	INM1ADB
TE-SEM-2	Indonesian Beginners 1B	INM1BEB
Second year units (20 credit points)		
TE-SEM-1	Indonesian Advanced 2A	INM2ADA
TE-SEM-1	Indonesian Beginners 2A	INM2BEA
TE-SEM-2	Indonesian Advanced 2B	INM2ADB
TE-SEM-2	Indonesian Beginners 2B	INM2BEB
Second or third year units (20 credit points)		
TE-SEM-1	Cross-cultural Communication	LIN2CCC/LIN3CCC
TE-SEM-1	Development, Globalisation and Culture	ANT2DGC/ANT3DGC
TE-SEM-1	Goddesses, Sexuality and Liberation: India and beyond	AST2GSL/AST3GSL
TE-SEM-1	Introduction to Buddhism	AST2INB/AST3INB
TE-SEM-1	Love and Eroticism in Asian Literature ¹	AST2LEA/AST3LEA
TE-SEM-1	Translation and Discussion A	INM2TDA/INM3TDA
TE-SEM-2	Australian Foreign Policy	POL2AAW/POL3AAW
TE-SEM-2	Bilingualism and Second Language Acquisition ¹	LIN2BSA/LIN3BSA
TE-SEM-2	Introduction to Ethnographic Research	ANT2MQA/ANT3MQA
TE-SEM-2	Introduction to Hinduism ¹	AST2INH/AST3INH
TE-SEM-2	Language in Asia ¹	LIN2LIA/LIN3LIA
TE-SEM-2	South-East Asian Politics: change and conflict	POL2SEA/POL3SEA
TE-SEM-2	Translation and Discussion B	INM2TDB/INM3TDB
Third year units (20 credit points)		
TE-SEM-1	Indonesian Advanced 3A	INM3ADA
TE-SEM-1	Indonesian Beginners 3A	INM3BEA
TE-SEM-2	Indonesian Advanced 3B	INM3ADB
TE-SEM-2	Indonesian Beginners 3B	INM3BEB

Key: ¹ Not available in 2008.

Prescribed reading

All students taking language units more advanced than INM1BEA Indonesian Beginners 1A should acquire the following texts:

- Echols, J. M., and Shadily, H. An Indonesian-English dictionary. Gramedia 1989
- Echols, J. M., and Shadily, H. Kamus Inggris-Indonesia. Gramedia 1989
- Either Mintz, M. A student's grammar of Malay and Indonesian. EPB Publishers 1994 or Sneddon, J. Indonesian reference grammar. Allen & Unwin 1996.

Honours

Students wishing to enter the fourth year honours program in Indonesian should have a consistently high level of performance in Indonesian at the second and third year levels (normally at a level of B or above) and have satisfied requirements for the Bachelor of Arts pass degree. Indonesian 4 comprises a combination of coursework (50%) and a minor thesis (50%).

Coursework

Students must complete 60 credit points of coursework in their honours year. Students may be able to undertake some coursework components in Indonesia, Malaysia, Singapore, or Brunei. They will be required to return to the university by the beginning of the second semester in order to prepare and submit their minor thesis. Details of overseas study opportunities are available from the Honours Coordinator.

Thesis

Students must prepare, under supervision, a minor thesis of 12000 to 15000 words. The topic must be agreed upon by the student and their supervisor(s) at the beginning of the course and should be written in English.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of INM units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

INM1ADA INDONESIAN ADVANCED 1A (15. CPs Sem. TE-SEM-1 BU.) Dr Novi Djenar

In this unit, students will consolidate language skills acquired in VCE Indonesian (Second Language) and extend them by reading, writing, and discussing current issues on Indonesian society and culture. On the completion of the unit, students should have consolidated their knowledge of Indonesian grammar and have acquired sufficient vocabulary to be able to describe and discuss some issues related to employment, gender, religion, and Indonesian cultural traditions.

Prerequisite: VCE Indonesian (second language) or equivalent.

Incompatible unit: INM2BEA

Class requirements: Two 2-hour combined lectures/tutorials per week.

Assessment: Two 600-word essays (30%), one oral test (20%), one 2-hour written test (30%), two oral presentations (20%)

Prescribed Reading:

Djenar, D. *A student's guide to Indonesian grammar* Oxford University Press 2003

INM1ADB INDONESIAN ADVANCED 1B (15. CPs Sem. TE-SEM-2 BU.) Dr Novi Djenar

In this unit students continue to develop their confidence in writing, reading, and discussing current issues on Indonesian society and culture. By the end of this unit students should have acquired a sound knowledge of Indonesian grammar and sufficient vocabulary to be able to read, describe and discuss some issues related to employment, gender, religion, and Indonesian cultural traditions.

Prerequisite: INM1ADA.

Incompatible unit: INM2BEB

Class requirements: Two 2-hour combined lectures/tutorials per week.

Assessment: Two 600-word essays (30%), one oral test (20%), one 2-hour written test (30%), oral presentation (20%)

Prescribed Reading:

Djenar, D. *A student's guide to Indonesian grammar*, Oxford UP 2003

INM1BEA INDONESIAN BEGINNERS 1A (15. CPs Sem. TE-SEM-1 BU.) Dr Novi Djenar

This is a unit for beginners, introducing students to basic Indonesian vocabulary and simple sentence patterns to enable them to engage in simple everyday communication. Students will learn to speak, write, and comprehend short texts and hold simple conversations in Indonesian on topics concerned with self, family, friends, and common everyday activities.

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: Two 400-word essays (30%), one oral test (20%), one 2-hour written test (30%), two oral presentations (20%)

Prescribed Reading:

Rafferty, E, Burns, M & Argazali, S R *Beginners Indonesian* Pre-publication edn., University of Wisconsin

INM1BEB INDONESIAN BEGINNERS 1B (15. CPs Sem. TE-SEM-2 BU.) Dr Novi Djenar

In this unit, students are provided with further instruction in basic Indonesian, with a continuing emphasis on developing skills in speaking, writing, and reading on topics related to self, family, friends, and common everyday activities. By the end of the unit, students should have a sound knowledge of basic Indonesian grammar and adequate vocabulary for further study in Indonesian.

Prerequisite: INM1BEA.

Class requirements: Two 2-hour combined lectures/tutorials per week.

Assessment: Two 400-word essays (30%), one oral test (20%), one 2-hour written test (30%), two oral presentations (20%)

Prescribed Reading:

Rafferty, E, Burns, M & Argazali, S R *Beginners Indonesian* Pre-publication edn., University of Wisconsin

INM2ADA INDONESIAN ADVANCED 2A (20. CPs Sem. TE-SEM-1 BU.) Dr Novi Djenar

In this unit students learn to read, write and discuss issues concerned with political and social developments in Indonesia through the study

of a range of authentic, unedited materials in Indonesian, which includes recent articles from newspapers and news magazines, and literary texts. Students are introduced to the history of contemporary Indonesian literature up to 1950s through the reading of short stories.

Prerequisite: INM1ADB or equivalent.

Incompatible unit: INM3BEA

Class requirements: Two 2-hour lecture/tutorials per week.

Assessment: Two 750-word essays (30%), one oral test (20%), one 2-hour written test (30%), two oral presentations (20%)

Prescribed Reading:

Aveling, H, and Sujatna, D (Eds) *Cermin: Indonesian Short Stories* 3rd edn. Black Swan, 2004

Firdaus *Diskusi*, Airlangga UP 2000

INM2ADB INDONESIAN ADVANCED 2B (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Novi Djenar

In this unit students consolidate and expand their knowledge on social, cultural, and political developments in Indonesia through the study of authentic materials from newspapers and news magazines, and literary texts. On the completion of this unit students should have acquired a sophisticated understanding of some issues related to social and political developments in Indonesia and develop confidence in describing and discussing these issues in Indonesian.

Prerequisite: INM2ADA.

Incompatible unit: INM3BEB

Class requirements: Two 2-hour lecture/tutorials per week.

Assessment: Two 750-word essays (30%), one oral test (20%), one 2-hour written test (30%), two oral presentations (20%)

Prescribed Reading:

Aveling, H, and Sujatna, D (Eds) *Cermin: Indonesian Short Stories* 3rd edn. Black Swan 2004

Firdaus *Diskusi*, Airlangga UP 2000

INM2BEA INDONESIAN BEGINNERS 2A (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Novi Djenar

In this unit students consolidate the language skills acquired in their first year of Indonesian. Students develop their knowledge of Indonesian society and culture through the study of a variety of written and audio-visual texts. By the end of the unit, students should be able to describe and discuss some current issues on employment, environment, gender, religion, and Indonesian cultural traditions.

Prerequisite: INM1BEB.

Incompatible unit: INM1ADA

Class requirements: Two 2-hour lecture/tutorials per week.

Assessment: Two 500-word essays (30%), one oral test (20%), one 2-hour written test (30%), two oral presentations (20%)

Prescribed Reading:

Djenar, D *A student's guide to Indonesian grammar*, Oxford UP 2003

INM2BEB INDONESIAN BEGINNERS 2B (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Novi Djenar

Students continue to develop and expand the language skills necessary to write, read, and discuss current issues on Indonesian society and culture. On completion of the unit, students should have consolidated their knowledge of Indonesian grammar and acquired sufficient vocabulary to be able to describe and discuss some issues related to employment, gender, religion, and Indonesian cultural traditions.

Prerequisite: INM2BEA.

Incompatible unit: INM1ADB

Class requirements: Two 2-hour combined lectures/tutorials per week.

Assessment: Two 600-word essays (30%), one oral test (20%), one 2-hour written test (30%), two oral presentations (20%)

Prescribed Reading:

Djenar, D *A student's guide to Indonesian grammar* Oxford UP 2003

INM2TDA TRANSLATION AND DISCUSSION A (20 CPs Sem. TE-SEM-1

BU.) *Dr Novi Djenar*

This unit is offered at third year level also.

In this unit, students are introduced to the process of translation. Students will read and discuss critically a range of representative

Indonesian writings and develop skills for translating them into English. On completion of the unit, students should be able to identify some issues related to Indonesian/English translation and develop confidence in solving them in their written work.

Prerequisite: For INM2TDA: INM1BEB or INM1ADB

For INM3TDA: INM2BEB or INM2ADB.

Co-requisite: For INM2TDA: INM2BEA or INM2ADA

For INM3TDA: INM3BEA or INM3ADA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Five 500-word translations (50%), one 2500-word essay in English (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

INM2TDB TRANSLATION AND DISCUSSION B (20 CPs Sem. TE-SEM-2

BU.) *Dr Novi Djenar*

This unit is offered at third year level also.

In this unit students learn the skills of translation from Indonesian into English. Some theories of translation will be introduced and discussed. Students will critically read a range of representative writings in Indonesian and learn to develop confidence in translating them into English.

Prerequisite: For INM2TDB: INM2BEA or INM2ADA

For INM3TDB: INM3BEA or INM3ADA.

Co-requisite: For INM2TDB: INM2BEB or INM2ADB

For INM3TDB: INM3BEB or INM3ADB.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Five 500-word translations (50%), one 2500-word essay in English (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

INM3ADA INDONESIAN ADVANCED 3A (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Novi Djenar

In this unit students learn to understand different styles and registers of Indonesian through the study of authentic, unedited articles and major literary texts related to socio-cultural, political, scientific, and legal issues. Students will strengthen their knowledge and appreciation of the Indonesian society by engaging in sophisticated discussions and writing critical essays on these issues.

Prerequisite: INM2ADB.

Class requirements: Two 2-hour lecture/tutorials per week.

Assessment: Two 1000-word essays (30%), one 2-hour written test (30%), one oral test (20%), two oral presentations (20%)

INM3ADB INDONESIAN ADVANCED 3B (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Novi Djenar

In this unit students consolidate their learning about Indonesian language and society by continuing to read and discuss critically written and audio-visual texts concerned with cultural, socio-political, scientific, and legal issues in Indonesia. On the completion of the unit, students should be able to identify some key issues in present-day Indonesia and be able to articulate their views in writing and speech. Students should also acquire a sound knowledge of the history of contemporary Indonesian literature and be able to relate key issues within it to contemporary Indonesian society.

Prerequisite: INM3ADA.

Class requirements: Two 2-hour lecture/tutorials per week.

Assessment: Two 1000-word essays (30%), one 2-hour written test (30%), one oral test (20%), two oral presentations (20%)

INM3BEA INDONESIAN BEGINNERS 3A (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Novi Djenar

In this unit student, learn to read, write, and discuss issues concerned with political and social developments in Indonesia. This is achieved through the study of a range of authentic unedited materials in Indonesian, which includes articles from newspapers and news magazines, and literary texts. Students are introduced to contemporary Indonesian literature up to the 1950's.

Prerequisite: INM2BEB or equivalent.

Incompatible unit: INM2ADA

Class requirements: Two 2-hour lecture/tutorials per week.

Assessment: Two 750-word essays (30%), one 2-hour written test (30%), one oral test (20%), two oral presentations (20%)

Prescribed Reading:

Aveling, H. and Sujatna, D (Eds) *Cermin: Indonesian Short Stories* 3rd edn. Black Swan 2004

Firdaus *Diskusi*, Airlangga UP 2000

INM3BEB INDONESIAN BEGINNERS 3B (20 CPs Sem. TE-SEM-2 BU.) *Dr*

Novi Djenar

In this unit students consolidate and expand their knowledge on political and social developments in Indonesian through the study of authentic materials from newspapers and news magazines, and literary texts. On completion of this unit, students should have some familiarity with a number of landmark works in modern Indonesian literature and develop confidence in describing and discussing some political and social issues in Indonesian.

Prerequisite: INM3BEA.

Incompatible unit: INM2ADB

Class requirements: Two 2-hour lecture/tutorials per week.

Assessment: Two oral presentations (20%), two 750-word essays (30%), one 2-hour written test (30%), one oral test (20%)

Prescribed Reading:

Aveling, H. and Sujatna, D (Eds) *Cermin: Indonesian Short Stories* 3rd edn. Black Swan 2004

Firdaus *Diskusi*, Airlangga UP 2000

INM3TDA TRANSLATION AND DISCUSSION A (20 CPs Sem. TE-SEM-1

BU.) *Dr* Novi Djenar

See INM2TDA for full unit description.

INM3TDB TRANSLATION AND DISCUSSION B (20 CPs Sem. TE-SEM-2

BU.) *Dr* Novi Djenar

See INM2TDB for full unit description.

Italian studies

Program Coordinator: Mr Antonio Pagliaro.

Italian studies combines Italian language study and language skills with the study of Italy and its literature, history and civilisation. The first year units for students who have VCE Italian or equivalent are Italian Advanced 1A and 1B.

Two units for beginners (Italian Beginners 1A and 1B) are offered in first year and sequels to these are available at second and third year levels.

The unit ITA1PCI People of Contemporary Italy—which has no language prerequisite—is strongly recommended for all students who wish to broaden their knowledge of modern Italy.

Latin Beginners 1A and 1B are coordinated and taught by Italian studies. The European studies units EST2RJS/EST3RJS *Romeo and Juliet: Fact, Fiction, Film* and EST2REI/EST3REI *Renaissance Italy*, and the history unit HIS2MMI/HIS3MMI *The Making of Modern Italy* is also coordinated and largely taught by Italian studies and may be taken as part of the Italian studies major. EST2REI/EST3REI *Renaissance Italy* is taught in Prato (Italy) in January 2008.

Programs of study

Students will be assigned to language units according to their prior knowledge of Italian. The language streams will merge and be taught and assessed as follows.

There will be a three-year sequence of components for post-VCE students with an initial enrolment in Italian Advanced 1A.

Beginner students will take Italian Beginners 1A and 1B in first year. The continuations are Italian Beginners 2A and 2B, 3A and 3B.

Students shall not be deemed to have fulfilled the requirements of Italian Advanced 1A and 1B unless they pass both the language and non-language components of these units.

Assessment

Unless otherwise stipulated in individual unit descriptions, assessment is by coursework—including such tests as may be prescribed by the tutor as part of the unit—and by examination. Coursework consists of written and oral assignments. Most culture units involve the writing of a major essay and the presentation of at least one seminar paper per semester. Precise details are given by each tutor at the beginning of the unit. Language units involve regular weekly assignments and regular participation in oral work. Language work is also assessed by oral and written examination.

Assessment is based on judgements of the student's performance, aptitude, and ability. Students are encouraged to discuss their progress with their tutors and with the coordinator, who will be very happy to help them with any problems they may encounter in the course of their studies.

Major in Italian studies

Students who wish to satisfy the degree requirements by taking a major in Italian studies must undertake at least 130 points of Italian studies units, 60 credit points of which must be taken at third year level. Students who wish to proceed to honours are encouraged to take at least 150 credit points of Italian studies units.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Italian Advanced 1A	ITA1ADA
TE-SEM-1	Italian Beginners 1A	ITA1BEA
TE-SEM-2	Italian Advanced 1B	ITA1ADB
TE-SEM-2	Italian Beginners 1B	ITA1BEB
TE-SEM-2	People of Contemporary Italy ¹	ITA1PCI
Second year units (20 credit points)		
TE-SEM-1	Italian Advanced 2A	ITA2ADA
TE-SEM-1	Italian Beginners 2A	ITA2BEA
TE-SEM-2	Italian Advanced 2B	ITA2ADB
TE-SEM-2	Italian Beginners 2B	ITA2BEB
TE-SEM-2	Italian Translation (on-line unit) ¹	ITA2ITT
Second or third year units (20 credit points)		
TE-SEM-1	Romeo and Juliet: fact, fiction, film ¹	EST2RJS/EST3RJS
TE-SEM-1	The Making of Modern Italy ²	HIS2MMI/HIS3MMI
WK 1 – 15	Renaissance Italy (offered in Italy in summer)	EST2REI/EST3REI
TE-SEM-2	Medieval Italy ¹	ITA2MEI/ITA3MEI
TE-SEM-2	Renaissance Italy ¹	EST2REI/EST3REI
Third year units (20 credit points)		
TE-SEM-1	Italian Advanced 3A	ITA3ADA
TE-SEM-1	Italian Beginners 3A	ITA3BEA
TE-SEM-1	Reading Course A	ITA3RCA
TE-SEM-2	Italian Advanced 3B	ITA3ADB
TE-SEM-2	Italian Beginners 3B	ITA3BEB
TE-SEM-2	Reading Course B	ITA3RCB

Key: ¹ Not available in 2008.

² Students majoring in Italian will have tutorials and texts in Italian.

Note: reading course A and B are only made available to third year students in special circumstances and with the permission of the program coordinator.

Other units recommended for students of Italian

Not all of the units listed below will be available every year.

Unit title	Unit code
Second or third year units (20 credit points)	
Bilingualism and Second Language Acquisition	LIN2BSA/LIN3BSA
Contemporary Italian Cinema	CST2CIC/CST3CIC
Cross-cultural Communication	LIN2CCC/LIN3CCC

Honours

Students majoring in Italian studies who achieve an average mark of at least 70% in second and third years may apply to undertake a fourth, honours year.

The honours year consists of:

- a coursework component of three semester units, and
- a 12000 to 15000 word minor thesis on a topic agreed upon between the student and the supervisor.

Honours students who have not completed the language units ITA3ADA and ITA3ADB will undertake these to count jointly as one fourth year unit and will complete all assessment items, including examinations in the unit.

Assessment is 50% coursework and 50% dissertation. Queries may be directed to the Honours Coordinator.

Study abroad

Students who undertake a three-month course at Perugia University for foreigners subsequent to completing their second year at La Trobe may obtain a maximum of 20 credit points of language at third year level. It is required, however, that the course undertaken be at least of level 4 or above and also that the students present the official university students' examination booklet certifying that they have obtained a satisfactory result at the official examination for that unit. Study at other tertiary institutions in Italy may also be credited on a similar basis, at the discretion of the program coordinator.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of ITA units appears below. For the most recent descriptions of all units students, should access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

ITA1ADA ITALIAN ADVANCED 1A (15. CPs Sem. TE-SEM-1 BU.) *Mr*

Antonio Pagliaro

In this unit students develop oral and written proficiency in Italian and are given an introduction to the culture and society of modern Italy. Audio-visual material, newspaper articles, and texts on contemporary Italian society are used to develop students' competence in speaking, reading, and writing and to broaden their knowledge of Italian culture and society. Students are also strongly advised to enrol in ITA1PCI.

Prerequisite: VCE Italian or equivalent.

Class requirements: One 1-hour language lecture, two 1-hour language workshops, and one 1-hour seminar per week.

Assessment: Language: continuous assessment based on oral participation in class and written exercises at home (25%), one 1-hour written class test (25%), Non-language: continuous assessment (at least one written class paper and class participation) (20%), one 1000-word essay. (30%)

Prescribed Reading:

Branciforte, S. and Grassi, A. *Parliamo italiano!* 3rd edn. Houghton Mifflin 2006

Branciforte, S. and O'Connor, B. *Parliamo italiano!*

Workbook/laboratory and video manual 3rd edn. Houghton Mifflin 2006

ITA1ADB ITALIAN ADVANCED 1B (15. CPs Sem. TE-SEM-2 BU.) *Mr*

Antonio Pagliaro

In this unit students continue to develop oral and written Italian language skills and knowledge of Italian culture and society using audio-visual material and written texts. Particular emphasis is placed on modern writers in order to give a better understanding of present-day Italian culture.

Prerequisite: ITA1ADA or equivalent or coordinator's approval.

Class requirements: One 1-hour language lecture, two 1-hour language workshops, and one 1-hour seminar per week.

Assessment: Non-language: continuous assessment (at least one written class paper and class participation) (20%), one 1000-word essay. (30%), Language: continuous assessment based on oral participation in class and written exercises at home (25%), one 1-hour written class test (25%)

Prescribed Reading:

Comencini, C. *Due partite*, Feltrinelli 2006

Branciforte, S. and Grassi, A. *Parliamo italiano* 3rd edn. Houghton Mifflin, 2006

Branciforte, S. and O'Connor, B. *Parliamo italiano!*

Workbook/laboratory and video manual 3rd edn. Houghton Mifflin 2006

ITA1BEA ITALIAN BEGINNERS 1A (15. CPs Sem. TE-SEM-1 BU.) *Dr Nicole*

Prunster

In this unit students develop competence in basic communicative and comprehension skills. Teaching and group work is carried out in

Italian and audio-visual materials are used. Students are strongly advised to also enrol in ITA1PCI.

Incompatible unit: ITA1BEA and ITA1BEB are not normally available to students qualified to enrol in ITA1ADA or ITA1ADB.

Class requirements: One 1-hour language lecture, two 1-hour language workshops, and one 1-hour conversation class per week.

Assessment: Two 1-hour written language tests (50%), weekly written work and class tests (25%), conversation tasks in class (25%)

Prescribed Reading:

Branciforte, S. and Grassi, A. *Parliamo italiano* 3rd edn. Houghton Mifflin 2006

ITA1BEB ITALIAN BEGINNERS 1B (15. CPs Sem. TE-SEM-2 BU.) *Dr Nicole*

Prunster

In this unit students build on their work in Italian Beginners 1A by extending their oral and written skills. It completes the introduction to basic grammatical structures and utilises both conversational workshops and creative writing. In this unit the audio-visual programs are integrated with the study of a literary text.

Prerequisite: ITA1BEA or coordinator's approval.

Incompatible unit: ITA1BEA and ITA1BEB are not available to students qualified to enrol in ITA1ADA or ITA1ADB

Class requirements: One 1-hour language lecture, two 1-hour language workshops, and one 1-hour conversation class per week.

Assessment: Two 1-hour written language tests (50%), weekly written work and class tests (25%), oral tasks in class (25%)

Prescribed Reading:

Branciforte, S. and Grassi, A. *Parliamo italiano* 3rd edn. Houghton Mifflin 2006

ITA1PCI PEOPLE OF CONTEMPORARY ITALY (15. CPs Sem. TE-SEM-2 BU.)

Mr Antonio Pagliaro

In this unit, authentic Italian materials, including text and film, are used to study the evolution of contemporary Italian society. Geographical and social differences, population movements within, out of, and into Italy and the relationships of individuals and families to one another and to the State are among the topics considered. A prior knowledge of Italian is not required for the unit. Linguistic skills of comprehension and expression are developed in the tutorial classes. This unit is strongly recommended to all first year Italian students.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (30%), one 2-hour final test (40%), one 1000-word assignment (30%)

Preliminary Reading:

Ginsborg, P. *Italy and its discontents: family, civil society, state 1980-2001*, Penguin 2003

ITA2ADA ITALIAN ADVANCED 2A (20. CPs Sem. TE-SEM-1 BU.) *Dr Nicole*

Prunster

In this unit students extend their knowledge of the structures and vocabulary of the Italian language by the use of graduated material including written texts and web sites, which also serve to enhance the students' understanding of many of the foremost issues in Italian society today.

Prerequisite: ITA1ADB or coordinator's approval.

Incompatible unit: ITA3BEA

Class requirements: One 1-hour lecture and two 1-hour seminars per week.

Assessment: Continuous assessment (based on oral participation in class and written exercises) (35%), one 1-hour written test (15%), one oral class test (15%), one 2-hour final examination (35%)

Prescribed Reading:

Lazzarino, G. and Moneti, A. *Da capo* 5th edn. Thomson Heinle 2003

Students should possess a good Italian/English dictionary

ITA2ADB ITALIAN ADVANCED 2B (20. CPs Sem. TE-SEM-2 BU.) *Dr Nicole*

Prunster

In this unit students continue as in Italian Advanced 2A to advance their understanding of Italian society and the structures and usage of the language.

Prerequisite: ITA2ADA or coordinator's approval.

Incompatible unit: ITA3BEB

Class requirements: One 1-hour lecture and two 1-hour seminars per week.

Assessment: Continuous assessment (based on oral participation in class and written exercises) (35%), one 1-hour written test (15%), one oral class test (15%), one 2-hour final examination (35%)

Prescribed Reading:

Lazzarino, G. and Moneti, A. *Da capo* 5th edn. Thomson Heinle 2003
Students should possess a good Italian/English dictionary

ITA2BEA ITALIAN BEGINNERS 2A (20. CPs Sem. TE-SEM-1 BU.) *Mr*

Antonio Pagliaro

In this unit students develop oral and written proficiency in Italian and introduce the student to the culture of modern Italy. Audio-visual material, newspaper articles, and texts on contemporary Italian society are used to develop students' competence in speaking, reading, and writing and to broaden their knowledge of Italian culture and society.

Prerequisite: ITA1BEB.

Class requirements: One 1-hour lecture, two 1-hour language workshops, one 1-hour conversation class, and one 1-hour seminar per week.

Assessment: Language: class participation and regular written assignments, (20%), one 1-hour written test, (20%), one 1-hour final examination (20%), Non-language: class participation (including a class presentation) (20%), one 1000-word essay, (20%)

Prescribed Reading:

Branciforte, S. and Grassi, A. *Parliamo italiano!* 3rd edn. Houghton Mifflin 2006
Branciforte, S. and O'Connor, B. *Parliamo italiano!*
Workbook/laboratory and video manual 3rd edn. Houghton Mifflin 2006

ITA2BEB ITALIAN BEGINNERS 2B (20. CPs Sem. TE-SEM-2 BU.) *Mr*

Antonio Pagliaro

Students build on the work commenced in Italian Beginners 2A to achieve a firm grounding in the language and an overview of Italy through its literature. Students will thus be equipped for more specialised study at third year level.

Prerequisite: IT2BEA or coordinator's approval.

Class requirements: One 1-hour lecture, two 1-hour language workshops, one 1-hour conversation class, and one 1-hour seminar per week.

Assessment: Language: class participation and regular written assignments (20%), one 1-hour written test (20%), one 1-hour final examination (20%), Non-language: class participation (including a class presentation) (20%), one 1000-word essay (20%)

Prescribed Reading:

Comencini, C. *Due partite*, Feltrinelli 2006
Branciforte, S. and Grassi, A. *Parliamo italiano* 3rd edn. Houghton Mifflin 2006
Branciforte, S. and O'Connor, B. *Parliamo italiano!*
Workbook/laboratory and video manual 3rd edn. Houghton Mifflin 2006

ITA2ITT ITALIAN TRANSLATION (20 CPs Sem. TE-SEM-2 BU.) *Mr Antonio*

Pagliaro

This is intended as a practical introduction to translating, principally from Italian to English, but also vice versa. Students study examples of translation from a number of fields including literature, bureaucracy, and advertising. They undertake shorter translation tasks as well as a longer translation in a field of their choice. The unit also includes an introduction to the theory of translation.

Prerequisite: ITA12ADB or ITA22BEB.

Class requirements: The distance-learning package (Web CT) is divided into 13 sessions, each the equivalent of a three-hour classroom session including on-line tutorials. .

Assessment: One 2-hour test (40%), eight translation exercises (equivalent 3000-words) (60%)

Prescribed Reading:

Baker, M. *In other words, a course book on translation* Routledge 1992

ITA2MEI MEDIEVAL ITALY (20. CPs Sem. TE-SEM-2 BU.) *Mr Antonio*

Pagliaro, Dr Nicole Prunster

This unit is offered at third year level also.

Not available in 2008

ITA2SAP STUDY ABROAD ITALY (20 CPs Sem. TE-SEM-S BU.) *Mr Antonio*

Pagliaro

This unit is offered at third year level also.

Not available in 2008

ITA3ADA ITALIAN ADVANCED 3A (20. CPs Sem. TE-SEM-1 BU.) *Mr*

Antonio Pagliaro

In this unit students develop advanced communicative skills. The purpose of the unit is to raise students to the threshold of language professionalism in spoken and written communication, understanding of contemporary Italy, discrimination between varieties of discourse and communicative situations. Students are provided with an introduction to specific skills, including reporting and summarising. The student's range of vocabulary, idiom, and syntactic resources is systematically extended using a wide variety of audio, video, and print materials. Each student pursues a thematic language project in Italian, maximising use of developing language resources around a topic or issue of personal interest. This unit is compulsory for students undertaking any subject in Italian at third year level in the A-stream.

Prerequisite: ITA2ADB or ITA3BEB.

Class requirements: Three hours of practical language per week.

Assessment: Eight 250-word assignments (20%), two 50-minute tests (40%), two 10-minute oral tasks (25%), and one 10-minute oral examination (15%)

Preliminary Reading:

De Rome, D. *Soluzioni!* – A practical guide to Italian grammar Arnold 2003

Prescribed Reading:

All students are required to possess their own Italian dictionary. Calvino, I.

Se una notte d'inverno un viaggiatore Einaudi

ITA3ADB ITALIAN ADVANCED 3B (20. CPs Sem. TE-SEM-2 BU.) *Mr*

Antonio Pagliaro

In this unit students develop bilingual skills in Italian and English. The unit is compulsory for students undertaking any subject in Italian at third year level in the A-stream. We aim to raise students to the threshold of language professionalism in terms of bilingual skills such as translating, interpreting and cross lingual information gathering. Students also pursue their own thematic language project.

Prerequisite: ITA3ADA.

Class requirements: three hours of practical language per week.

Assessment: eight 250-word assignments (20%), two 50-minute tests (40%), two 10-minute oral tasks (25%), one 10-minute oral examination (15%)

Preliminary Reading:

Hervey, S., Higgins, I., Cragie, S. and Gambarotta, P. *Thinking Italian translation* Routledge 2000

Prescribed Reading:

All students are required to possess an adequate Italian-English and English-Italian dictionary of their own. Calvino, I.

Se una notte d'inverno un viaggiatore Einaudi

ITA3BEA ITALIAN BEGINNERS 3A (20. CPs Sem. TE-SEM-1 BU.) *Dr Nicole*

Prunster

This unit is available to students who have already attained basic competence in spoken and written Italian. In the unit, students will broaden their knowledge of the structures and vocabulary of the Italian language by the use of graduated material including written texts and web sites, which serve to enhance the students' understanding of many of the foremost issues in Italian society today.

Prerequisite: ITA2BEB or coordinator's approval.

Incompatible unit: ITA2ADA

Class requirements: three 1-hour language classes and one 1-hour conversation class per week.

Assessment: continuous assessment (based on oral participation in class and written exercises) (35%), one oral class test (15%), one 1-hour written test (15%), one 2-hour final examination (35%)

Prescribed Reading:

Lazzarino, G. and Moneti, A. *Da capo* 5th edn. Thomson Heinle 2003
Students should possess a good Italian/English dictionary

ITA3BEB ITALIAN BEGINNERS 3B (20. CPs Sem. TE-SEM-2 BU.) *Dr Nicole Prunster*

This unit is available to students who have already attained basic competence in spoken and written Italian and builds on the work commenced in Italian Beginners 3A.

Prerequisite: ITA3BEA or coordinator's approval.

Incompatible unit: ITA2ADB

Class requirements: three 1-hour language classes and one 1-hour conversation class per week.

Assessment: continuous assessment (based on oral participation in class and written exercises) (35%), one oral class test (15%), one 1-hour written test (15%), one 2-hour final examination (35%)

Prescribed Reading:

Lazzarino, G. and Moneti, A. *Da capo* 5th edn. Thomson Heinle 2002
Students should possess a good Italian/English dictionary

ITA3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Mr Antonio Pagliaro*

In special circumstances, an individual reading subject is available. Students must obtain the prior approval of the Italian Studies program coordinator.

Prerequisite: program coordinator's approval.

Incompatible unit: ITA3RCB

Class requirements: Details for each specific program are available from the staff member concerned.

Assessment: one or two 10-minute class presentations (30%), one or more essays totalling 2000-words (35%), one or more essays totalling 2000-words. (35%)

ITA3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Mr Antonio Pagliaro*

In special circumstances, an individual reading unit is available. Students must obtain the prior approval of the Italian Studies program coordinator.

Prerequisite: program coordinator's approval.

Incompatible unit: ITA3RCA

Class requirements: Details for each specific program are available from the staff member concerned.

Assessment: one or two 10-minute class presentations (30%), one or more essays totalling 2000-words. (35%), one or more essays totalling 2000-words. (35%)

ITA3MEI MEDIEVAL ITALY (20. CPs Sem. TE-SEM-2 BU.) *Mr Antonio Pagliaro, Dr Nicole Prunster*

See ITA2MEI for full unit description.
Not available in 2008

ITA3SAP STUDY ABROAD ITALY (20 CPs Sem. TE-SEM-S BU.) *Mr Antonio Pagliaro*

See ITA2SAP for full unit description.
Not available in 2008

Japanese

Program Coordinator: Dr Lidia Tanaka.

The Japanese Program offers undergraduate studies from beginner to honours level and postgraduate studies. Two entry-level units are available to cater for students with differing levels of language proficiency: the beginners' stream and post-VCE stream. A placement test and interview may be used to determine a student's suitability for entry into one of these streams.

The primary aim of the program is to enable students to gain a high level of language competence in modern Japanese and to develop an interest in a specific area of Japanese studies. La Trobe University has staff who specialise in Japanese literature, sociolinguistics, sociology and anthropology, cinema studies and politics. Students are

encouraged to take Japan-related units offered by these experts (and listed below) towards their Japanese major.

Students who wish to prepare for honours and/or postgraduate studies are strongly encouraged to complete some units in another discipline (e.g., literature or sociology) as well as their language studies.

Students can participate in an in-country study program (six or eleven months) as part of their degree through La Trobe's exchange agreements with the following institutions: Kyoto Tachibana University, Hiroshima University, Kumamoto Gakuen University, Saga University, Soka University, Ritsumeikan Asia-Pacific University, Akita International University and Momoyama University. Students who have studied Japanese at La Trobe for at least one year and have obtained at least a B average in their Japanese units are eligible to apply to participate in these programs.

Students must seek permission from the Asian Studies Convenor in advance if they wish to take up this option.

Programs of study

To qualify for a degree with a major in Japanese, a student must normally complete 110 credit points of Japanese 1, Japanese 2 and Japanese 3 and at least another 20 credit points at third year level from the units listed below.

Students wishing to qualify as language teachers in schools are required to complete the third year advanced level of the language. It is a requirement to take the language as a method in the Diploma of Education.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Japanese Advanced 1A	JPN1ADA
TE-SEM-1	Japanese Beginners 1A	JPN1BEA
TE-SEM-2	Japanese Advanced 1B	JPN1ADB
TE-SEM-2	Japanese Beginners 1B	JPN1BEB
Second year units (20 credit points)		
TE-SEM-1	Japanese Advanced 2A	JPN2ADA
TE-SEM-1	Japanese Beginners 2A	JPN2BEA
TE-SEM-2	Japanese Advanced 2B	JPN2ADB
TE-SEM-2	Japanese Beginners 2B	JPN2BEB
TE-SEM-2	Translation and Discussion A	JPN2TDA
Second or third year units (20 credit points)		
TE-SEM-1	Childhood and Culture ¹	ANT2CAC/ANT3CAC
TE-SEM-1	Cross-cultural Communication	LIN2CCC/LIN3CCC
TE-SEM-1	Love and Eroticism in Asian Literature ¹	AST2LEA/AST3LEA
TE-SEM-2	Intercultural Performance ¹	DRA2IPF/DRA3IPF
TE-SEM-2	Language in Asia ¹	LIN2LIA/LIN3LIA
TE-SEM-2	Popular Asian Cinema ¹	AST2PAC/AST3PAC
TE-SEM-2	Society and state in Japan and China	AST2EAS/AST3EAS
Third year units (20 credit points)		
TE-SEM-1	Japanese Advanced 3A	JPN3ADA
TE-SEM-1	Japanese Beginners 3A	JPN3BEA
TE-SEM-2	Japanese Advanced 3B	JPN3ADB
TE-SEM-2	Japanese Beginners 3B	JPN3BEB
TE-SEM-2	Translation and Discussion B	JPN3TDB

Key: ¹ Not available in 2008.

Honours

Students wishing to undertake an honours year in Japanese should normally have completed a 130-credit point Japanese major, including 60 credit points at third year level, of which 20 credit points must be JPN3TDB Translation and Discussion B. Students are expected to attain at least a B average in the units that make up their Japanese major in the second and third years if they wish to qualify for entry to honours. Students wishing to do honours must consult with the Honours Coordinator at the end of their second year. The honours course has two components:

- coursework: students complete 60 credit points of coursework in their honours year,
- thesis: a 12000 to 15000 word minor thesis, in English, which must be written on a topic agreed upon between the student and their supervisor. The thesis must be based on original research which extensively uses materials—primary and secondary texts and/or other forms of data—in the Japanese language.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each

discipline entry. A full description of JPN units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

JPN1ADA JAPANESE ADVANCED 1A (15. CPs Sem. TE-SEM-1 BU.) Dr

Lidia Tanaka

In this unit students aim to consolidate and develop basic knowledge of Japanese. It is designed to build up the student's intermediate competence in speaking, reading, and writing and brings the total number of characters learnt to approximately 250.

Prerequisite: VCE Japanese or coordinator's approval.

Incompatible unit: JPN2BEA

Class requirements: four 1-hour workshops.

Assessment: tutorial exercises (5%), one 1.5-hour written test (30%), one 15-minute oral and one aural test (25%), homework exercises (10%), one 1.5-hour written test (30%)

Preliminary Reading:

Makino, S. and Tsutsui, M. *A dictionary of basic Japanese grammar* The Japan Times 1986.

Nelson, A. N. *Japanese-English character dictionary* Tuttle 1997.

Progressive Japanese English dictionary Shogakukan 1986.

Prescribed Reading:

Banno, E. et al. *Genki Vol. 2* The Japan Times 1999

JPN1ADB JAPANESE ADVANCED 1B (15. CPs Sem. TE-SEM-2 BU.) Dr

Lidia Tanaka

In this unit students aim to consolidate and develop basic knowledge of Japanese. It is designed to build up the students' intermediate competence in speaking, reading, and writing. Building on the knowledge gained in JPN1ADA, this unit brings the total number of characters learnt to approximately 450.

Prerequisite: JPN1ADA or coordinator's approval.

Incompatible unit: JPN2BEB

Class requirements: four 1-hour workshops.

Assessment: tutorial exercises (5%), one 1.5-hour written test (30%), one 15-minute oral and one 40-minute aural test (25%), homework exercises (10%), one 1.5-hour written test (30%)

Preliminary Reading:

Makino, S. and Tsutsui, M. *A dictionary of basic Japanese grammar* The Japan Times 1986.

Nelson, A. N. *Japanese-English character dictionary* Tuttle 1997.

Progressive Japanese English dictionary Shogakukan 1986.

Prescribed Reading:

Banno, E. et al. *Genki Vol. 2* The Japan Times 1999

JPN1BEA JAPANESE BEGINNERS 1A (15. CPs Sem. TE-SEM-1 BU.) Dr

Lidia Tanaka

This is an introductory level language unit focusing on contemporary spoken and written Japanese. Students are provided with the ability to communicate in Japanese in various situations that they can encounter in Australia and Japan and to read and write at an elementary level. The hiragana and katakana syllabic scripts are taught, along with approximately 40 kanji characters.

Class requirements: one 1-hour lecture and three 1-hour workshops per week.

Assessment: two 1-hour written tests (50%), one 10-minute oral and one 30-min aural test (20%), tutorial exercises (5%), weekly 5-minute quiz (10%), homework exercises (15%)

Prescribed Reading:

Banno, E. et al. *Genki Vol. 1* The Japan Times 1999

JPN1BEB JAPANESE BEGINNERS 1B (15. CPs Sem. TE-SEM-2 BU.) Dr

Lidia Tanaka

In this introductory level language unit, students focus on contemporary spoken and written Japanese. They are provided with the ability to communicate in Japanese in various situations that they can encounter in Australia and Japan and to read and write at an elementary level. Building on the knowledge gained in JPN1BEA,

this unit brings the total number of kanji learnt to approximately 115.

Prerequisite: JPN1BEA or coordinator's approval.

Class requirements: one 1-hour lecture and three 1-hour workshops per week.

Assessment: two 1-hour written tests (50%), one 10-minute oral and one 30-min aural test (20%), tutorial exercises (5%), weekly 5-minute quiz (10%), homework exercises (15%)

Prescribed Reading:

Banno, E. et al. *Genki Vol. 1* The Japan Times 1999

JPN2ADA JAPANESE ADVANCED 2A (20 CPs Sem. TE-SEM-1 BU.) Dr

Kaori Okano

In this unit students consolidate the knowledge of Japanese acquired at the intermediate level and develops it to an advanced level. The total number of characters studied by the end of the course is approximately 600. The unit includes further study of grammar, the reading, writing and translation of advanced Japanese prose, and a further development of conversation skills.

Prerequisite: JPN1ADB or coordinator's approval.

Incompatible unit: JPN3BEA

Class requirements: four 1-hour workshops per week.

Assessment: one 2-hour mid-semester test (40%), three 5-minute oral and one 20-minute aural test (20%), one 2-hour end of semester test (40%)

Prescribed Reading:

Toki, S. et al. *Intermediate Japanese, J301*, 3A Corporation 1999

JPN2ADB JAPANESE ADVANCED 2B (20 CPs Sem. TE-SEM-2 BU.) Dr

Kaori Okano

In this unit students consolidate the knowledge of Japanese acquired at the intermediate level and develop it to an advanced level. The total number of characters studied by the end of the course is approximately 900. The unit includes further study of grammar, the reading, writing and translation of advanced Japanese prose, and a further development of conversation skills.

Prerequisite: JPN2ADA or coordinator's approval.

Incompatible unit: JPN3BEB

Class requirements: four 1-hour workshops per week.

Assessment: one 2-hour mid-semester test (40%), three 5-minute oral and one 30-minute aural test (20%), one 2-hour end of semester test (40%)

Prescribed Reading:

Toki, S. et al. *Intermediate Japanese J301*, 3A Corporation 1999

JPN2BEA JAPANESE BEGINNERS 2A (20 CPs Sem. TE-SEM-1 BU.) Dr Lidia

Tanaka

In this unit, students will aim to consolidate and develop basic knowledge of Japanese acquired at the first year level. The unit is designed to help students build up intermediate competence in speaking, reading, and writing. Building on the knowledge gained in Japanese Beginners 1B, this unit brings the total number of characters learnt to approximately 250.

Prerequisite: JPN1BEB or coordinator's approval.

Incompatible unit: JPN1ADA

Class requirements: four 1-hour workshops per week.

Assessment: one 1.5-hour mid-semester test (30%), one 10-minute oral and one 30-minute aural test (20%), weekly 10-minute test (equivalent 500-words) (10%), one 2-hour end of semester test (40%)

Prescribed Reading:

Banno, E. et al. *Genki Vol. 2* The Japan Times 1999.

Recommended Reading:

Makino, S. and Tsutsui, M. *A dictionary of basic Japanese grammar* The Japan Times 1986.

Nelson, A. N. *Japanese-English character dictionary* Tuttle 1985.

Progressive Japanese-English dictionary Shogakukan 1986.

JPN2BEB JAPANESE BEGINNERS 2B (20 CPs Sem. TE-SEM-2 BU.) Dr Lidia

Tanaka

In this unit students consolidate and develop the basic knowledge of Japanese acquired at the first year level. The unit allows students to build towards intermediate competence in speaking, reading, and

writing. Building on the knowledge gained in Japanese Beginners 2A, this unit brings the total number of characters learnt to approximately 450.

Prerequisite: JPN2BEA or coordinator's approval.

Incompatible unit: JPN1ADB

Class requirements: four 1-hour workshops per week.

Assessment: one 1.5-hour mid-semester test (30%), one 10-minute oral and one 30-minute aural test (20%), weekly 10-minute test (equivalent 500-words) (10%), one 2-hour end of semester test (40%)

Prescribed Reading:

Banno, E. et. al. *Genki Vol. 2* The Japan Times 1999.

Recommended Reading:

Makino, S. and Tsutsui, M. *A dictionary of basic Japanese grammar* The Japan Times 1986.

Nelson, A. N. *Japanese-English character dictionary* Tuttle 1985.

Progressive Japanese-English dictionary Shogakukan 1986.

JPN2TDA TRANSLATION AND DISCUSSION A (20 CPs Sem. TE-SEM-2 BU.) *Dr Lidia Tanaka*

This is a lower intermediate unit in Japanese in which students are expected to read, translate, and critically discuss a range of representative writings in Japanese. These include short stories, newspaper articles and readings in Japanese history, sociology, and politics, and so on.

Prerequisite: JPN2BEA or JPN2ADA.

Class requirements: one 3-hour workshop per week.

Assessment: one 2-hour written examination (30%), group discussion and written assignment (25%), weekly quiz (15%), one 2-hour written examination (30%)

Recommended Reading:

Makino, S. and Tsutsui, M. *A dictionary of basic Japanese grammar* The Japan Times 1986.

Nelson, A. N. *Japanese-English character dictionary* Tuttle 1997.

Progressive Japanese English dictionary Shogakukan 1986.

JPN3ADA JAPANESE ADVANCED 3A (20 CPs Sem. TE-SEM-1 BU.) *Dr Lidia Tanaka*

In this unit students further develop language competence and are offered an introduction to modern Japanese society and culture through reading selections from novels, short stories, essays and newspapers. Building on previous knowledge, this unit brings the total number of characters studied to approximately 1,300.

Prerequisite: JPN2ADB, JPN3BEB, or coordinator's approval.

Class requirements: four 1-hour workshops per week.

Assessment: two in-class assignments (30%), one 2-hour end-of-semester test (30%), three 7-minute oral tests (30%), weekly 10-minute quiz (500 words equivalent) (10%)

Prescribed Reading:

Toki, S. et al. *Intermediate Japanese J501*, 3A Corporation 1999

Nelson, A. N. *Japanese-English character dictionary* Tuttle 1985.

Progressive Japanese-English dictionary Shogakukan 1986.

JPN3ADB JAPANESE ADVANCED 3B (20 CPs Sem. TE-SEM-2 BU.) *Dr Lidia Tanaka*

In this unit students further develop language competence and are offered an introduction to modern Japanese society and culture through reading selections from novels, short stories, essays and newspapers. Building on previous knowledge, this unit brings the total number of characters studied to approximately 1,800.

Prerequisite: JPN3ADA or coordinator's approval.

Class requirements: four 1-hour workshops per week.

Assessment: two in-class assignments (30%), one 2-hour end-of-semester test (30%), three 7-minute oral tests (30%), weekly 10-minute quiz (500 words equivalent) (10%)

Prescribed Reading:

Toki, S. et al. *Intermediate Japanese J501*, 3A Corporation 1999

Progressive Japanese-English dictionary Shogakukan 1986.

Recommended Reading:

Nelson, A. N. *Japanese-English character dictionary* Tuttle 1985.

JPN3BEA JAPANESE BEGINNERS 3A (20 CPs Sem. TE-SEM-1 BU.) *Dr*

Kaori Okano

In this unit students consolidate the knowledge of Japanese acquired at the intermediate level and develop it to an advanced level. The total number of characters studied by the end of the unit is approximately 600. The unit includes the reading, writing, and translation of advanced Japanese prose, lectures on Japanese culture and society, and a further development of conversation skills.

Prerequisite: JPN2BEB or coordinator's approval.

Incompatible unit: JPN2ADA

Class requirements: four 1-hour workshops per week.

Assessment: one 2-hour mid-semester test (40%), three 5-minute oral and one 30-minute aural test (20%), one 2-hour end of semester test (40%)

Prescribed Reading:

Toki, S. et al. *Intermediate Japanese J301*, 3A Corporation 1999

JPN3BEB JAPANESE BEGINNERS 3B (20 CPs Sem. TE-SEM-2 BU.) *Dr*

Kaori Okano

In this unit students consolidate the knowledge of Japanese acquired at the intermediate level and develop it to an advanced level. The total number of characters studied by the end of the unit is approximately 900. The unit includes the reading, writing, and translation of advanced Japanese prose, and a further development of conversation skills.

Prerequisite: JPN3BEA or coordinator's approval.

Incompatible unit: JPN2ADB

Class requirements: four 1-hour workshops per week.

Assessment: one 2-hour mid-semester test (40%), three 5-minute oral and one 30-minute aural test (20%), one 2-hour end of semester test (40%)

Prescribed Reading:

Toki, S. et al. *Intermediate Japanese J301*, 3A Corporation 1999

JPN3TDB TRANSLATION AND DISCUSSION B (20 CPs Sem. TE-SEM-2 BU.) *Dr Lidia Tanaka*

This is an advanced course in Japanese in which students are expected to read, translate, and critically discuss a range of representative writings in Japanese literature, newspaper articles, readings in Japanese history, sociology, politics, etc.

Prerequisite: JPN3BEA or JPN3ADA.

Class requirements: one 3-hour workshop per week.

Assessment: one 2-hour written test (40%), two 1000-word translation assignments (30%), two 10-minute oral tests (20%), tutorial exercises (10%)

Prescribed Reading:

Japanese 3TD text Department of Asian Studies, La Trobe University.

Latin

Program Coordinator: Mr Antonio Pagliaro (Italian Program).

Latin is basic to the evolution of Romance languages and to the development of linguistic theories about grammar. Many disciplines, especially for research purposes, may require a reading knowledge of Latin. It is often necessary in art history, European history, music, and religious studies to be able to read documents, inscriptions and so on in Latin.

The aim of this discipline is to introduce the classical language and to develop reading skills in a wide variety of texts, from the classical through to the Renaissance periods. Presently only first year Latin is available, taught co-operatively by staff from Italian and other programs.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Latin Beginners 1A ¹	LAT1BEA
TE-SEM-2	Latin Beginners 1B ¹	LAT1BEB

Key: ¹ Not available in 2008.

A description of these units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

LAT1BEA LATIN BEGINNERS 1A (15. CPs Sem. TE-SEM-1 BU.) *Mr Antonio Pagliaro*
Not available in 2008

LAT1BEB LATIN BEGINNERS 1B (15. CPs Sem. TE-SEM-2 BU.) *Mr Antonio Pagliaro*
Not available in 2008

Latin American studies

Program Coordinator: Dr Barry Carr.

Latin American studies cover the study of the countries of South America, their sociology, politics and culture. The study of Spain and its culture and language may also be combined with Latin American studies.

Teaching period	Unit title	Unit code
Second and third year units (20 credit points)		
TE-SEM-1	Post-Colonial Identities ¹	LAS2PCI/LAS3PCI
TE-SEM-2	Cuba: the Special Period ¹	LAS2CSP/LAS3CSP

Latin American studies in the Bachelor of Arts

To qualify for a degree by taking a major in the study area of Latin American studies, students must complete 130 credit points from the units below, including 30 credit points at first year, 40 credit points at second year and 60 credit points at third year levels. At least one semester-length unit in Spanish or Portuguese must be included, but no more than 40 credit points of the marked language units may be counted towards the major.

Important notice: Not all of the units listed below will be available every year.

Programs of study

Unit title	Unit code
First year units	
Conquest of the Americas: Aztecs, Incas, Mayans, Spaniards	HIS1CAM
Globalisation: the rise of the modern world	HIS1DEV
Spanish Advanced 1A	SPA1ADA
Spanish Advanced 1B	SPA1ADB
Spanish Beginners 1A	SPA1BEA
Spanish Beginners 1B	SPA1BEB
Spanish Intermediate 1A	SPA1INA
Spanish Intermediate 1B	SPA1INB
Second year units (20 credit points)	
Spanish Advanced 2A	SPA2ADA
Spanish Advanced 2B	SPA2ADB
Spanish Beginners 2A	SPA2BEA
Spanish Beginners 2B	SPA2BEB
Spanish Intermediate 2A	SPA2INA
Spanish Intermediate 2B	SPA2INB
Second or third year units (20 credit points)	
Ancient Maya Civilisation of Guatemala and Mexico	ARC2ANM/ARC3ANM
Comparative Social Movements	SOC2CSM/SOC3CSM
Cuba: the Special Period	LAS2CSP/LAS3CSP
Development, Globalisation and Culture	ANT2DGC/ANT3DGC
Genocides and the Holocaust: Europe, Asia, Africa	HIS2GAH/HIS3GAH
Latin America through Film and Popular Culture	HIS2LFP/HIS3LFP
Latin America Today	SPA2LAT/SPA3LAT
Maya Hieroglyphic Writing	ARC2MHW/ARC3MHW
Peasants and Politics in Latin America	HIS2PPL/HIS3PPL
Portuguese Beginners 2A	PTG2BEA/PTG3BEA
Portuguese Beginners 2B	PTG2BEB/PTG3BEB
Portuguese Advanced 2A	PTG2ADA/PTG3ADA
Portuguese Advanced 2B	PTG2ADB/PTG3ADB
Post-Colonial Identities	LAS2PCI/LAS3PCI
The World since 1945	HIS2WOR/HIS3WOR
Third year units (20 credit points)	
Contemporary Hispanic Literature	SPA3SCL
Hispanic Women's Writing	SPA3SWW
Spanish Advanced 3A	SPA3ADA
Spanish Beginners 3A	SPA3BEA
Spanish Beginners 3B	SPA3BEB

Important notice: Only 40 credit points in language may be counted towards the major.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of LAS unit appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

LAS2CSP CUBA: THE SPECIAL PERIOD (20 CPs Sem. TE-SEM-2 BU.) *Mr Carlos Uxo*
This unit is offered at third year level also.
Not available in 2008

LAS2PCI POSTCOLONIAL IDENTITIES: NEW WORLDS (20 CPs Sem. TE-SEM-1 BU.) *Dr Isabel Moutinho*
This unit is offered at third year level also.
Not available in 2008

LAS3CSP CUBA: THE SPECIAL PERIOD (20 CPs Sem. TE-SEM-2 BU.) *Mr Carlos Uxo*
See LAS2CSP for full unit description.
Not available in 2008

LAS3PCI POSTCOLONIAL IDENTITIES: NEW WORLDS (20 CPs Sem. TE-SEM-1 BU.) *Dr Isabel Moutinho*
See LAS2PCI for full unit description.
Not available in 2008

Legal studies

Legal studies is an interdisciplinary field of enquiry that focuses on contextualising, exploring, and critiquing law, its nature, operation, and effects. By utilising the insights of various disciplines (including criminology, sociology and cultural studies), legal studies offers students an opportunity to study how law's existence and operation involves the constant negotiation of complex and competing perspectives and demands. Legal studies equips students with the knowledge and skills needed to analyse law's place and role within broader economic, social and political contexts, and enables contemporary questions relating to law, social justice, crime and criminal justice to be pursued in a distinctive and rigorous way. The faculty offers legal studies in both the Bachelor of Legal Studies and as a major with the Bachelor of Arts degree.

Legal studies units, except those specifically offered only to students enrolled in the Bachelor of Legal Studies, are available to students enrolled in any faculty. The number of units that may be taken depends on the rules of the degree for which a student is enrolled.

Programs of study

Students who wish to satisfy the Bachelor of Arts degree requirements by taking a major in legal studies must take 130 credit points of legal studies: 30 credit points at first year level, 40 credit points at second year level and 60 credit points at third year level. Units that count towards a major in legal studies are listed below.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Law and Society	LST1LAS
TE-SEM-1	Legal Practices ²	LST1LEP
TE-SEM-2	Crime and Criminology	LST1CCR
Second or third year units (20 credit points)		
TE-SEM-1	Aborigines and Law in Australia	LST2ALA/LST3ALA
TE-SEM-1	Civil War to Civil Rights in the USA	HIS2CWU/HIS3CWU
TE-SEM-1	Crime, Law and Culture	LST2CLC/LST3CLC
TE-SEM-1	Critical Social Policy ¹	SOC2CSP/SOC3CSP
TE-SEM-1	Deviance, Criminality and Social Control ¹	SOC2DCS/SOC3DCS
TE-SEM-1	Discrimination and the Law	LST2DAL/LST3DAL
TE-SEM-1	The European Union	HIS2EUU/HIS3EUU
TE-SEM-1	International Law and International Organisation	POL2ILO/POL3ILO

TE-SEM-1	Introduction to American Politics	POL2IAP/POL3IAP
TE-SEM-1	Introduction to Social Research Methods	SOC2MSR/SOC3MSR
TE-SEM-1	Reconciliation	POL2REC/POL3REC
TE-SEM-2	Australian Aboriginal History ¹	HIS2AAH/HIS3AAH
TE-SEM-2	Crime and Psychology	LST2CAP/LST3CAP
TE-SEM-2	Law, Rights and Social Justice	LST2LSJ/LST3LSJ
TE-SEM-2	Peace and Change	POL2PAC/POL3PAC
TE-SEM-2	Punishment in Context	LST2PIC/LST3PIC
TE-SEM-2	Social Policy, Welfare and the State	SOC2SWS/SOC3SWS
TE-SEM-2	Social Theories of Deviance	SOC2STD/SOC3STD
TE-SEM-2	Violence and the Cinema ¹	CST2VAC/CST3VAC

Third year units (20 credit points)

Wk 02-07	Legal Studies Workplace Practice ²	LST3LSW
TE-SEM-1	Reading Course A	LST3RCA
TE-SEM-2	Reading Course B	LST3RCB

Key: ¹ Not available in 2008.

² Only available to students enrolled in the Bachelor of Legal Studies.

Honours

This is a full-year program available to students who wish to have the opportunity to pursue their interests more deeply through fourth year units and a research thesis. To be eligible for honours students should normally have completed a three-year pass degree with achievement of at least a B average in undergraduate legal studies units.

The course comprises a research thesis and two fourth year honours units. Students complete a 12000-word research thesis. Research extends throughout the honours year and requires each student to produce a thesis on the chosen topic under supervision. Prospective candidates are strongly advised to identify a thesis topic and arrange for supervision prior to the end of their third year in the bachelor program.

The units will be selected with the advice and consent of the Legal Studies Honours Coordinator.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of LST units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS**LST1CCR CRIME AND CRIMINOLOGY** (15 CPs Sem. TE-SEM-2 BU.) *Dr Sue Davies*

A critical introduction to the study of criminology is offered. The emergence of different criminological perspectives and methods are traced and the effects and implications of these for defining, explaining, and responding to crime are explored. The relationship between criminology, criminal justice systems, social policy, and social order are explored through reference to contemporary issues, debates and practice relating to crime and criminals, and 'law and order'.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (50%), one 2-hour examination (50%)

Prescribed Reading:

CCR materials book available from bookshop **Recommended Reading:**

White, R. and Haines, F. *Crime and Criminology* Oxford University Press, 2001

LST1LAS LAW AND SOCIETY (15. CPs Sem. TE-SEM-1 BU.) *Dr Sue Davies*

Through the analysis of a number of case studies, students will develop an understanding of the operation of common law systems. Students also will be provided with the skills to assist them in commenting on law in its social context. Students will consider key concepts such as the 'rule of law' in the light of current national and international issues and the trend towards globalisation.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word essay (50%), one 2-hour examination (50%)

Prescribed Reading:

Horrigan, B. *Adventures in law and justice*, University of NSW Press 2003

LST1LEP LEGAL PRACTICES (15 CPs Sem. TE-SEM-1 BU.) *Dr Nicola Henry*

Only available to students in the Bachelor of Legal Studies.

In this subject, students will be introduced to basic legal concepts and skills relating to law making, judicial process, statutory interpretation, and legal research. Students will explore ways in which legal knowledge and practices are applied in different practical contexts, including courts and tribunals, law firms and community legal centres, community organisations, and government departments and agencies. The varied ways in which the law and legal knowledge contributes to the resolution of disputes, the investigation of social problems, and the formulation and evaluation of policy will be explored, as will the ethical dimensions of practicing law. A range of practitioners and professionals will offer insights into how legal knowledge and skills relate to the work that they do.

Incompatible unit: LAW11LIM

Class requirements: One 3-hour seminar per week.

Assessment: One 1500-word court report (40%), one 2-hour take-home exam (50%), one 30-minute multiple-choice examination (10%)

Prescribed Reading:

LST1LEP: Legal Practices Material book (to be purchased at bookshop)

LST2ALA ABORIGINES AND LAW IN AUSTRALIA (20. CPs Sem. TE-SEM-1 BU.) *To be advised*

This unit is offered at third year level also.

Issues relevant to the involvement and interaction of indigenous Australians with the law are addressed in this unit, with content reflecting the most topical and challenging legal issues relevant to indigenous Australians. The focus may vary from issues particularly relevant to criminal law (issues of evidence, the recognition of Aboriginal customary law), to property law (the questions raised by the 'Mabo' and 'Wik' decisions, the Native Title Act 1993 and their implications for resource and planning law). In addition to these main areas of study, we may consider issues relevant to domestic constitutional treaty law and its relevance for indigenous people in Australia, along with the operation of human rights and cultural heritage legislation.

Prerequisite: 30 credit points of first year legal studies.

Class requirements: One 2-hour seminar and one 1-hour lecture or workshop per week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

McRae, H., Nettheim, G. and Beacroft, L. *Indigenous legal issues* LBC Information Services 1997

LST2CAP CRIME AND PSYCHOLOGY (20. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

This unit is offered at third year level also.

Selected psychological aspects of criminal behaviour (for example the relationship between mental disorder and crime, or offending and antisocial personality disorder) are examined. Arson, homicide (including serial killings and mass murder), and the profiling of offenders are examined in order to investigate the utility of psychological approaches to understanding criminal behaviour and crime investigation.

Prerequisite: 30 credit points of first year legal studies.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2500-word essay (50%), one 2.5-hour open-book examination (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Hollin, C. *Psychology and crime: an introduction to criminological psychology*, Routledge and Kegan Paul 1989

Feldman, P. *Psychology of crime*, Cambridge UP 1993

LST2CLC CRIME, LAW AND CULTURE (20 CPs Sem. TE-SEM-1 BU.) *Dr Sue Davies*

This unit is offered at third year level also.

In this unit, interdisciplinary scholarship and critical theory are used to examine the dynamic and complex relationship that exists between crime, law, and culture. We examine a diverse range of offences and their representation in legal, criminological, and popular domains. We explore how the manner in which crime is defined, enacted, dealt with, and interpreted relates to ever changing cultural, political, and economic contexts. We explore the significance of the representation of crime and law to broader issues of social order and power relations and the usefulness of critical interdisciplinary perspectives for understanding and responding to crime today.

Prerequisite: 30 credit points of first year legal studies.

Incompatible unit: LST22CSP, LST32CSP

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 2500-word research essay (50%), written tutorial exercises (1000-words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

CLC Materials book available from La Trobe Bookshop

LST2DAL DISCRIMINATION AND THE LAW (20. CPs Sem. TE-SEM-1 BU.)

Dr Nicola Henry

This unit is offered at third year level also.

Intersecting social and cultural forces in Australian society categorise citizens, often in ways that form the basis of, or legitimate, inequality. The nature of discrimination will be examined in the context of historical analysis and on ongoing attitudes or theories about identity, citizenship and the role of the legal system. Students gain an understanding of how social ordering, political imperatives and discrimination shape law and begin to think critically about prejudice and unequal treatment, the possibilities and limits of anti-discrimination measures, the concepts of formal and substantive equality and the pros and cons of affirmative action. We will focus on a number of topics: race, immigration, gender, disability, sexuality, and age.

Prerequisite: 30 credit points of first year legal studies or gender, sexuality and diversity studies or coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Written tutorial exercises (1000-words equivalent) (15%), one 1,200-word essay (25%), one 3000-word research essay (60%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

DAL Course Materials available from the La Trobe Bookshop

Recommended Reading:

Thornton, M. *The liberal promise: anti-discrimination legislation in Australia* Oxford UP, 1990.

LST2LSJ LAW, RIGHTS AND SOCIAL JUSTICE (20. CPs Sem. TE-SEM-2 BU.)

Dr Nicola Henry

This unit is offered at third year level also.

In this unit students examine the relationships between law, human rights, and social justice. An overview of both national and international legal systems for the protection of human rights is offered. The topics include: the rights of the child, employment and income rights, asylum seekers and refugees, counter-terrorism, globalisation, armed conflict and genocide. Specific current issues in social justice are examined with a focus on both current and proposed strategies for ameliorating injustice and the difficulties inherent in this process. There is a strong focus on relating the material to everyday societal behaviours and prejudices, equipping students with the knowledge to involve themselves in the relevant activities or organisations active in the social justice arena.

Prerequisite: 30 credit points of first year legal studies.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 3000-word research essay (60%), one 2000-word take-home examination (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

LST2PIC PUNISHMENT IN CONTEXT (20 CPs Sem. TE-SEM-2 BU.) *Dr Sue Davies*

This unit is offered at third year level also.

In this unit, we explore legally sanctioned punishment as both a concept and a practice. We examine the philosophical, legal, and social significance attached to punishment as a response to crime and disorder, as well as tracing the different ways in which punishment has historically been understood, manifested, and analysed. Major shifts in practices of punishment are considered, with particular attention being paid to the emergence, nature, and role of the modern prison. The relationship between formal modes of punishment and everyday social practices is also explored.

Prerequisite: 30 credit points of first year legal studies.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 2500-word research essay (50%), written tutorial exercises (1000-words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

PIC materials book available from La Trobe Bookshop

Recommended Reading:

Garland, D. *Punishment and modern society* OUP, 1990

LST3LSW LEGAL STUDIES WORKPLACE PRACTICE (20 CPs Sem. TE-W02-07 BU.) *Dr Sue Davies*

Only available to students enrolled in the Bachelor of Legal Studies

In this unit, students completing the Bachelor of Legal Studies are provided with an overview of vocational pathways and applied practices in government and community sectors. Topics covered include: the structure and functions of government departments, statutory and community organizations; the interface between these and the legal system, in particular the criminal justice system and community corrections; the types of positions and programs that exist within these sectors; an overview of relevant terms, concepts and processes, such as research and policy development, community consultation, case-management, mentoring, advocacy, evaluation and tendering; the composition of client groups and the range of experiences, issues, and problems commonly presented; and the experiences of practitioners working in these sectors and their ethical and legal responsibilities.

Prerequisite: Completion of second year of the Bachelor of Legal Studies degree.

Class requirements: 39 contact hours over the period of a 5-day summer school.

This unit is not available for Study Abroad students.

Assessment: One 2000-word essay (40%), one 3-hour examination (60%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

LST3RCA READING COURSE A (20 CPs Sem. TE-SEM-1 BU.) *Dr Sue Davies*

A limited number of students may be permitted to take an individual reading subject. After consultation with an appropriate member of staff who agrees to act as a supervisor, students wishing to take this unit must submit an outline of the proposed topic and a preliminary bibliography to the unit coordinators for approval. Students may normally enrol in this unit only if they have already completed all other optional subjects available.

Prerequisite: Requires coordinator's approval.

Incompatible unit: LST3RCB

Class requirements: Regular meetings with nominated supervisor.

Assessment: One 5000-word essay (100%)

LST3RCB READING COURSE B (20 CPs Sem. TE-SEM-2 BU.) *Dr Sue Davies*

A limited number of students may be permitted to take an individual reading subject. After consultation with an appropriate member of

staff who agrees to act as a supervisor, students wishing to take this unit must submit an outline of the proposed topic and a preliminary bibliography to the unit coordinators for approval. Students may normally enrol in this unit only if they have already completed all other optional subjects available.

Prerequisite: Requires coordinator's approval.

Incompatible unit: LST3RCA

Class requirements: Regular meetings with nominated supervisor.

Assessment: One 5000-word essay (100%)

LST3ALA ABORIGINES AND LAW IN AUSTRALIA (20. CPs Sem. TE-SEM-1 BU.) *To be advised*
See LST2ALA for full unit description.

LST3CAP CRIME AND PSYCHOLOGY (20. CPs Sem. TE-SEM-2 BU.)
Coordinator to be advised
See LST2CAP for full unit description.

LST3CLC CRIME, LAW AND CULTURE (20 CPs Sem. TE-SEM-1 BU.) *Dr Sue Davies*
See LST2CLC for full unit description.

LST3DAL DISCRIMINATION AND THE LAW (20. CPs Sem. TE-SEM-1 BU.)
Dr Nicola Henry
See LST2DAL for full unit description.

LST3LSJ LAW, RIGHTS AND SOCIAL JUSTICE (20. CPs Sem. TE-SEM-2 BU.)
Dr Nicola Henry
See LST2LSJ for full unit description.

LST3PIC PUNISHMENT IN CONTEXT (20 CPs Sem. TE-SEM-2 BU.) *Dr Sue Davies*
See LST2PIC for full unit description.

Linguistics

Program Coordinator: Professor Randy J. LaPolla.

Linguistics, broadly defined, is the analytical study of language and communication. It is concerned with human language in general, as well as with the structure of individual languages. As a discipline, it examines the design of language, how language relates to thought, how it functions in communication, how it functions in society, how it develops and changes, and how it is acquired and learned.

The main branches of study include applied (the application of linguistics to other domains such as teaching), historical (the study of language change), morphology (the study of word formation), phonetics (the study of sounds), phonology (the study of sound systems and syllable structure), psycholinguistics (the study of child language acquisition and processing), semantics (the study of meaning), sociolinguistics (the sociology of language and the study of variation in language related to social function), syntax (the study of sentence formation), and discourse analysis (the study of the organisation of language in communication).

The Linguistics Program emphasises basic techniques of description and analysis, empirically based inductive theoretical linguistics and applications of linguistics. The staff has expertise in a wide range of language areas. These include Australian Aboriginal languages; English (including Australian and other varieties of English); European languages; and the languages of China, South East Asia, and Papua New Guinea.

Linguistics is of interest to students of languages, archaeology, history, cognitive science, computer science, English, philosophy, politics, psychology, anthropology, gender studies, and sociology. Knowledge of linguistics is particularly useful for students interested in foreign and native language teaching. Students who are qualifying for a degree with a major in Aboriginal studies, Ancient Greek, archaeology, Asian studies, Australian studies, Chinese, cognitive science, Italian studies, Japanese, logic, or philosophy should note that some linguistics units might be credited to such majors. Students who would find a knowledge of English grammar of use in careers such as teaching should consider taking LIN1NLA The Nature of Language and Communication A, LIN1NLB The Nature of Language and Communication B and LIN2EUG/LIN3EUG English: a user's guide. The Linguistics Program welcomes part-time students and offers lectures and tutorials after 5pm in the first year units.

Programs of study

To qualify for a major in linguistics, a student must take 130 credit points in the discipline: 30 at first year level, 40 at second year level, and 60 at third year level. The 130 credit points must normally include the two first year units LIN1NLA The Nature of Language and Communication A and LIN1NLB The Nature of Language and Communication B, and the second or third year units LIN2LIS/LIN3LIS Language in Society, LIN2PHP/LIN3PHP Phonetics and Phonology, LIN2SEM/LIN3SEM Semantics and Pragmatics, and LIN2SYN/LIN3SYN Syntax. The first year units serve as prerequisites for most higher level linguistics units. The third year version involves a more demanding set of assignments and essay topics.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	The Nature of Language and Communication A ³	LIN1NLA
TE-SEM-2	The Nature of Language and Communication B ³	LIN1NLB
Second or third year units (20 credit points)		
TE-SEM-1	Cross-cultural Communication	LIN2CCC/LIN3CCC
TE-SEM-1	Language Across Time	LIN2LAT/LIN3LAT
TE-SEM-1	Phonetics & Phonology: the sounds of language ³	LIN2PHP/LIN3PHP
TE-SEM-1	Syntax: the relationship between meaning and structure ³	LIN2SYN/LIN3SYN
TE-SEM-2	Advanced Phonetics	LIN2ADP/LIN3ADP
TE-SEM-2	Advanced Phonology ¹	LIN2APH/LIN3APH
TE-SEM-2	Bilingualism and Second Language Acquisition ¹	LIN2BSA/LIN3BSA
TE-SEM-2	English: a user's guide	LIN2EUG/LIN3EUG
TE-SEM-2	Language in Asia ¹	LIN2LIA/LIN3LIA
TE-SEM-2	Language in Society ³	LIN2LIS/LIN3LIS
TE-SEM-2	Semantics and Pragmatics: the relationship between meaning and use ³	LIN2SEM/LIN3SEM
Third year units (20 credit points)		
TE-SEM-1	Discourse Analysis	LIN3DAS
TE-SEM-1	Reading Course A ²	LIN3RCA
TE-SEM-2	Reading Course B ²	LIN3RCB

Key: ¹ Not available in 2008.

² Special prerequisites apply.

³ Core units.

Honours

The Linguistics Program welcomes applications from suitably qualified students for honours and postgraduate study in linguistics. Students wishing to enter the fourth year honours course in linguistics should normally have completed at least a 130-credit point major with a B average. Students who have not fulfilled this requirement should see the Honours Year Coordinator.

The Linguistics Honours Program consists of two coursework components and a thesis of 15000 words. A leaflet giving details of the honours program is available from the program office.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

LIN1NLA THE NATURE OF LANGUAGE AND COMMUNICATION A (15. CPs Sem. TE-SEM-1 BU.) *Dr Marija Tabain*

In this unit, students are introduced to the formal study of language. We begin with a description of the sounds of speech, and move through basic grammatical concepts to a consideration of how language may be represented in the human mind. Although the emphasis is on English in certain parts of the unit, in others, it is on the diversity of human languages, and much time will be spent comparing and contrasting English with other languages of the world. The unit is therefore particularly suited to students of foreign languages as well as to students who wish to further their knowledge of English. The unit is also suited to students of psychology and computer science who wish to become acquainted with the nature of human language and with its role in human cognition.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One assignment (400-words equivalent) (10%), two assignments (800-words equivalent each) (40%), one 2-hour examination (50%)

LIN1NLB THE NATURE OF LANGUAGE AND COMMUNICATION B (15 CPs Sem. TE-SEM-2 BU.) *Professor Randy J. La Polla*

In this unit students continue their introduction to the nature of language commenced in LIN1NLA, moving on to the grammatical structure of words, clauses (simple sentences) and larger structures of discourse, and also discussing how the meaning of words and utterances is determined by how they are used, and how language develops and changes over time. These concepts are illustrated by examples taken from a wide range of languages.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Three assignments (1500-words equivalent) (45%), one 2-hour examination (40%), tutorial exercises (500-words equivalent) (15%)

LIN2ADP ADVANCED PHONETICS (20 CPs Sem. TE-SEM-2 BU.) *Dr Marija Tabain*

This unit is offered at third year level also.

In this unit, we will provide an introduction to the theory and practice of acoustic phonetics, as well as an introduction to important articulatory phonetics techniques such as electro-palatography (EPG) and electro-magnetic articulography (EMA). Students will also be provided with grounding in the analysis of intonation, with particularly emphasis on the ToBI (Tones and Break Indices) model. Theoretical background and practical analysis skills will be equally emphasised.

Prerequisite: LIN2/3PHP or LIN2/3PHT.

Class requirements: One 3-hour lecture/practical per week.

Assessment: One practical assignment on acoustic phonetics (2000-words equivalent) (40%), one practical assignment on articulatory phonetics (2000-words equivalent) (40%), one practical assignment on intonation (1000-words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Johnson, K. *Acoustic and auditory phonetics* Blackwell 2003

Recommended Reading:

Ladefoged, P *Phonetic data analysis: an introduction to fieldwork and instrumental techniques* Blackwell, 2003

LIN2APH ADVANCED PHONOLOGY (20 CPs Sem. TE-SEM-2 BU.) *Dr Marija Tabain*

This unit is offered at third year level also.

Not available in 2008

LIN2BSA BILINGUALISM AND SECOND LANGUAGE ACQUISITION (20 CPs Sem. TE-SEM-2 BU.) *Dr Tonya Stebbins*

This unit is offered at third year level also.

Not available in 2008

LIN2CCC CROSSCULTURAL COMMUNICATION (20 CPs Sem. TE-SEM-1 BU.) *Dr Tonya Stebbins*

This unit is offered at third year level also.

In this unit students consider how key cultural values are embedded in language use and the consequent problems in cross cultural communication that may arise. Areas such as non-verbal communication, discourse organisation, key words, politeness, greetings, requests, and attitudes to emotion are looked at across cultures to determine how these relate to greater cultural values of collectivism versus individualism or preserving social harmony versus open confrontation. Greater understanding of such inter-ethnic differences minimises cross cultural miscommunication, and strategies to deal with these differences are suggested. Cultures studied include Anglo Australian and American, Aboriginal Australian, Native American as well as several Asian and European cultures.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (20%), one 2000-word essay (40%), two 1000-word assignments (40%). Third year students will be expected to show a greater achievement of discipline skills in their written work.

Recommended Reading:

Holliday, A., Hyde, M. and Kullman, J. *Intercultural communication: an advanced resource book*, Routledge 2004

LIN2EUG ENGLISH: A USER'S GUIDE (20 CPs Sem. TE-SEM-2 BU.) *Dr Tonya Stebbins*

This unit is offered at third year level also.

In this unit, the grammatical structure of English is explained and students will have the opportunity to develop skills in grammatical analysis. The grammatical and stylistic conventions associated with standard written English are discussed and the institutional and social foundations of current conventions are examined. A better understanding of these areas should allow students to write with greater clarity and confidence.

Prerequisite: 15 credit points of first year linguistics or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Three 1000-word written assignments (60%), one 2000-word essay (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Collins, P *English grammar* Longman 1998

Recommended Reading:

Truss, L. *Eats, shoots and leaves* Profile Books 2003

Crystal, D *Cambridge encyclopaedia of the English language* Cambridge 2003

LIN2LAT LANGUAGE ACROSS TIME (20 CPs Sem. TE-SEM-1 BU.) *Dr David Bradley*

This unit is offered at third year level also.

All languages are constantly changing just as other aspects of human society are also constantly changing. How and why do these changes begin? How and why do they take hold and spread? How can we explain them? This unit is an introduction to the study of language over time. We will examine changes at all linguistic levels: vocabulary, meaning, sounds, and grammar. Examples are drawn from the history of a wide range of languages: European, Pacific, and Asian. Part of the unit also gives students practice in reconstructing lost stages of languages, using the internal and comparative methods of reconstruction.

Prerequisite: Any first year linguistics subject or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Three assignment (500-words equivalent each) (30%), one major assignment (1500-words equiv) (30%), one 2-hour test (40%). Third year students are to show greater levels of achievement of discipline-specific skills than second year students.

Prescribed Reading:

Crowley, T. *An introduction to historical linguistics* 3rd edn. OUP 1997

Aitchison, J. *Language change: progress or decay?* 3rd edn. Cambridge UP 2001

LIN2LIA LANGUAGE IN ASIA (20 CPs Sem. TE-SEM-2 BU.) *Dr David Bradley*

This unit is offered at third year level also.

Not available in 2008

LIN2LIS LANGUAGE IN SOCIETY (20 CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

This unit is offered at third year level also.

This unit deals with the nature and function of speech variation within communities: social, ethnic, and gender and age differences; non-standard speech forms and their social functions; bilingualism and language contact; language shift and language death. Variation across communities is also considered in terms of different speech patterns used in different cultures.

Prerequisite: Any linguistics unit. Students who do not have the prerequisite for this unit, but who wish to take it, are encouraged to consult the coordinator to seek possible approval for enrolment.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word research assignment (40%), one 1000-word assignment (20%), two 1-hour tests (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Wardhaugh, R *An introduction to sociolinguistics* 4th edn, Blackwell 2002

LIN2PHP PHONETICS AND PHONOLOGY: THE SOUNDS OF LANGUAGE (20 CPs Sem. TE-SEM-1 BU.) *Dr Marija Tabain*

This unit is offered at third year level also.

In this unit, we will introduce the theory and practice of phonetics (the study of the production and perception of the sounds of human languages). Theoretical background and practical analysis skills will be equally emphasised. In the unit, we will cover both segmental and prosodic aspects of speech, and special emphasis will be on the analysis of sound patterns within and across languages.

Prerequisite: 15 credit points of first year linguistics or coordinator's approval.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour laboratory session per week.

Assessment: One project assignment (2000 words equivalent) (40%), one auditory test (750 words equivalent) (15%), one production test (750 words equivalent) (15%), one segmental transcription assignment (750 words equivalent) (15%), one prosody transcription assignment (750 words equivalent) (15%). Third year students are expected to show higher levels of achievement of discipline-specific skills than second year students.

Prescribed Reading:

Ladefoged, P. *A course in phonetics* 4th edn, Heinle & Heinle/Thomson Learning 2001

Recommended Reading:

International Phonetic Association *The handbook of the International Phonetic Association: a guide to the use of the International Phonetic Alphabet* Cambridge UP 1999

Ladefoged, P. & Maddieson, I. *The sounds of the world's languages* Blackwell 1996

LIN2SEM SEMANTICS AND PRAGMATICS: THE RELATIONSHIP

BETWEEN MEANING AND USE (20. CPs Sem. TE-SEM-2 BU.) *Professor*

Randy La Polla

This unit is offered at third year level also.

In this unit we focus on how we understand what someone is trying to communicate to us when they say or write something to us, especially how the particular words and structures are used for the purpose of getting us to understand just what the speaker intends. As what a word or structure means depends on how it is used, we will look at the physical and cultural contexts within which communication occurs, and the role they play in the communication of meaning.

Prerequisite: 15 credit points of Linguistics, or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two exercises (1,800-words equivalent) (36%), one 1-hour mid-term exam (20%), tutorial exercises (1,200 words) (24%), one 1-hour final exam (20%). Third year students will be expected to show a greater achievement of discipline skills in their written work

Prescribed Reading:

Green, G. M. *Pragmatics and natural language understanding*, 2nd edn, Lawrence Erlbaum Assoc 1996

LIN2SYN SYNTAX: THE RELATIONSHIP BETWEEN MEANING AND

STRUCTURE (20. CPs Sem. TE-SEM-1 BU.) *Professor Randy J. La Polla*

This unit is offered at third year level also.

Through readings, lecture material, tutorial practice and discussion, and hands-on assignments, students are introduced to the relationship between syntactic (sentence and phrase) structure and the expression of meaning, that is, how speakers use different structures when attempting to express different meanings. The focus is on an analysis

of English structure using M. A. K. Halliday's Systemic Functional Grammar, but it is hoped the students will be able to apply what they have learned about constituency, structural relations, and semantic relations when thinking about other languages and other theories of structure.

Prerequisite: Any first year Linguistics unit. Students who do not have the prerequisite for this unit, but who wish to take it, are encouraged to consult the coordinator to seek possible approval for enrolment.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1.5-hour mid-term exam (30%), analysis of self-selected text (1000-words equivalent) (20%), one 2.5-hour final exam (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work.

Prescribed Reading:

Halliday, M.A.K. *An introduction to functional grammar*, 2nd edn. Arnold 1994

LIN3DAS DISCOURSE ANALYSIS (20 CPs Sem. TE-SEM-1 BU.) *Dr Tonya*

Stebbins

In this unit, we will focus on the analysis of language above the sentence level and will explore the core concepts and methods of Discourse Analysis. Particular themes include discourse organisation, ethnography of communication, identity and subjectivity, and power and ideology. By the completion of the unit, students will be able to conduct discourse analysis on a text with reference to its linguistic structures and make the theoretical stance informing the analysis explicit in the discussion. Students will develop skills in a range of techniques associated with different approaches to discourse analysis. Each seminar session will involve discussion and practical analysis using materials such as newspaper articles, legal documents, and transcripts of conversations, interviews and narratives, novels, advertising, government forms.

Prerequisite: LIN2/3SYN and LIN2/3SEM.

Class requirements: One 3-hour seminar per week.

Assessment: Two 1000-word seminar papers (40%), one 1000-word practical assignment (20%), one 2000-word essay (40%)

Prescribed Reading:

Jaworski, A. & Coupland, N *The discourse reader* 2nd edn., Routledge 2006.

LIN3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Coordinator*

to be advised

A limited number of students may be permitted by the Program Coordinator to undertake an individual reading course by arrangement with an appropriate member of staff. Approval is normally given only if there is no substantial overlap between the proposed topic and the content of an existing subject. A program of reading, discussion, and written work should be formulated in consultation with the appropriate member of staff and submitted to the Program Coordinator for approval.

Prerequisite: Any linguistics subject passed at second year level and Program Coordinator's approval.

Class requirements: Regular supervision sessions as arranged for each individual student.

Assessment: Assignments totalling 5000-words (100%)

LIN3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Coordinator*

to be advised

A limited number of students may be permitted by the Program Coordinator to undertake an individual reading course by arrangement with an appropriate member of staff. Approval is normally given only if there is no substantial overlap between the proposed topic and the content of an existing subject. A program of reading, discussion, and written work should be formulated in consultation with the appropriate member of staff and submitted to the Program Coordinator for approval.

Prerequisite: Any linguistics subject passed at second year level and Program Coordinator's approval.

Class requirements: Regular supervision sessions as arranged for each individual student.

Assessment: Assignments totalling 5000-words (100%)

LIN3ADP ADVANCED PHONETICS (20 CPs Sem. TE-SEM-2 BU.) *Dr Marija**Tabain**See LIN2ADP for full unit description.***LIN3APH ADVANCED PHONOLOGY** (20 CPs Sem. TE-SEM-2 BU.) *Dr**Marija Tabain**See LIN2APH for full unit description.**Not available in 2008***LIN3BSA BILINGUALISM AND SECOND LANGUAGE ACQUISITION** (20.CPs Sem. TE-SEM-2 BU.) *Dr Tonya Stebbins**See LIN2BSA for full unit description.**Not available in 2008***LIN3CCC CROSSCULTURAL COMMUNICATION** (20. CPs Sem. TE-SEM-1BU.) *Dr Tonya Stebbins**See LIN2CCC for full unit description.***LIN3EUG ENGLISH: A USER'S GUIDE** (20 CPs Sem. TE-SEM-2 BU.) *Dr**Tonya Stebbins**See LIN2EUG for full unit description.***LIN3LAT LANGUAGE ACROSS TIME** (20 CPs Sem. TE-SEM-1 BU.) *Dr David**Bradley**See LIN2LAT for full unit description.***LIN3LIA LANGUAGE IN ASIA** (20. CPs Sem. TE-SEM-2 BU.) *Dr David**Bradley**See LIN2LIA for full unit description.**Not available in 2008***LIN3LIS LANGUAGE IN SOCIETY** (20 CPs Sem. TE-SEM-2 BU.) *Coordinator**to be advised**See LIN2LIS for full unit description.***LIN3PHP PHONETICS AND PHONOLOGY: THE SOUNDS OF****LANGUAGE** (20 CPs Sem. TE-SEM-1 BU.) *Dr Marija Tabain**See LIN2PHP for full unit description.***LIN3SEM SEMANTICS AND PRAGMATICS: THE RELATIONSHIP****BETWEEN MEANING AND USE** (20. CPs Sem. TE-SEM-2 BU.) *Professor**Randy La Polla**See LIN2SEM for full unit description.***LIN3SYN SYNTAX: THE RELATIONSHIP BETWEEN MEANING AND****STRUCTURE** (20. CPs Sem. TE-SEM-1 BU.) *Professor Randy J. La Polla**See LIN2SYN for full unit description.***Logic**

Program Coordinator: Dr Ross Brady (Philosophy).

Logic is the study of valid patterns of argument. As such, it has wide applications ranging from everyday reasoning to disciplines such as computing and mathematics, which employ profoundly complex reasoning. Introductory units in logic (for example LOG1BEL Beginning Logic and LOG2DLO/LOG3DLO Deductive Logic) enable students to assess many everyday arguments for validity using straightforward techniques and hence are invaluable in any area of human endeavour. The unit PHI1CRT/PHI1CRT Critical Thinking is designed to introduce students to the application of informal logical techniques to the critical analysis of discursive writing. We also offer the computationally oriented unit LOG2AUR/LOG3AUR Automated Reasoning that is quite valuable for students who are combining logic with computer science units and LOG2FOL/LOG3FOL Frontiers of Logic which gives students an account of recent logical developments since the 1960s.

As a discipline, logic has significant links with philosophy, mathematics, computer science, and linguistics. Some units in each of these disciplines are approved for credit towards a sequence in logic, and logic provides a useful adjunct to studies in any of these disciplines.

Programs of study

Students who wish to satisfy their degree requirements by a major in logic are required to take 130 credit points: 30 credit points at first year level, 40 credit points at second year level and 60 credit points at

third year level, and including at least 90 credit points of logic units. The balance can be selected from the list of units below.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Critical Thinking	PHI1CRT
TE-SEM-2	Beginning Logic	LOG1BEL
TE-SEM-2	Critical Thinking ²	PHI1CRT
Second or third year units (20 credit points)		
TE-SEM-1	Automated Reasoning ¹	LOG2AUR/LOG3AUR
TE-SEM-1	The Ways of Paradox	PHI2TWP/PHI3TWP
TE-SEM-2	Deductive Logic	LOG2DLO/LOG3DLO
TE-SEM-2	Frontiers of Logic ¹	LOG2FOL/LOG3FOL
Third year units (20 credit points)		
TE-SEM-1	Reading Course A	LOG3RCA
TE-SEM-2	Reading Course B	LOG3RCB

Key: ¹ Not available in 2008.² Online unit.

Important notice: Not all of the units listed below will be available every year. See the unit descriptions for availability and semester of offer.

Other units approved for a logic major

Students should note that no more than 40 credit points from all units listed below might be credited towards a logic major without the specific approval of the Logic Coordinator.

Unit title	Unit code
Computer science units	
Pure mathematics units	
Second or third year units	
Language, Meaning and Understanding	PHI2LMU/PHI3LMU
Philosophy of Science A	PHI2PSA/PHI3PSA
Semantics and Pragmatics:	
the relationship between meaning and use	LIN2SEM/LIN3SEM
Syntax: the relationship between meaning and structure	LIN2SYN/LIN3SYN
Third year units	
Computer science units	
Pure mathematics units	
Statistics units	

Honours

Students contemplating admission to the honours program, Logic 4, should consult the Logic Program Coordinator as soon as possible after the completion of second year, to plan a suitable third year reading course.

To be admitted to Logic 4, students are normally required to have taken at least a 130-credit point major in logic, with a minimum B average; to have taken units in their second and third years that enable them to fulfil the prerequisites of all the honours components to be taken; and have at least a B in LOG2FOL/LOG3FOL Frontiers of Logic or LOG2DLO/LOG3DLO Deductive Logic.

Logic 4 normally consists of a 12000 to 15000 word minor thesis (50%) plus three units. Approved units should be selected in consultation with the Logic Program Coordinator from the honours units offered by philosophy, mathematics, engineering, linguistics, and statistical sciences.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of LOG units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS**LOG1BEL BEGINNING LOGIC** (15. CPs Sem. TE-SEM-2 BU.) *Dr Ross**Brady*

In this unit, students are introduced to logic, which includes basic concepts (arguments, deduction, validity) categorical propositions and syllogisms and the symbols of propositional and predicate logic. We use truth tables to determine the validity of arguments in propositional logic and the finite universe method to test for invalidity in predicate logic. Students will also be introduced to some elementary natural deduction for propositional logic.

Class requirements: One 2-hour lecture and one 1-hour practice class per week.

Assessment: One 2-hour examination (50%), three assignments (2000-words equivalent) (50%)

Preliminary Reading:

Phillips, R. and Oakley, T. *Reason and argument* Revised edn. Monash Distance Education Centre 2001

Prescribed Reading:

Hurley, P. J. *A concise introduction to logic* 9th edn. Wadsworth 2006

LOG2AUR AUTOMATED REASONING (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Ross Brady

This unit is offered at third year level also.

Not available in 2008

LOG2DLO DEDUCTIVE LOGIC (20 CPs Sem. TE-SEM-2 BU.) *Dr Ross Brady*

This unit is offered at third year level also.

In this unit, students will be introduced to the syntax and semantics of classical propositional and predicate logic. The principal validity/determining techniques to be used are truth trees and formal natural deduction. Students will also learn how to write informal but rigorous proofs using a natural deduction style. Students will be introduced to relevant logic, in particular to the strong relevant logic R and its natural deduction system, which is based on the Use Criterion (each hypothesis is used when deriving the conclusion). We will also introduce the relevant logic MC of meaning containment and its natural deduction system.

Prerequisite: PHI1CRT.

Incompatible unit: LOG12IDL

Class requirements: Two 2-hour lecture/seminars per week.

Assessment: Four 500-word assignments (40%), one 3-hour examination (60%). Third year students will be expected to show a greater achievement of discipline skills in their written work

Preliminary Reading:

Priest, G. *Logic: A very short introduction* Oxford UP 2000

Prescribed Reading:

Jacquette, D *Symbolic logic* Wadsworth 2001

Recommended Reading:

Jeffrey, R. *Formal logic: its scope and limits* McGraw-Hill 1967 or later edn

LOG2FOL FRONTIERS OF LOGIC (20 CPs Sem. TE-SEM-2 BU.) *Dr Ross*

Brady

This unit is offered at third year level also.

Not available in 2008

LOG3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Dr Ross*

Brady

A limited number of students may be permitted by the Logic Coordinator to undertake a reading subject under the supervision of a staff member. Such students must have the approval of a staff member who is willing to supervise the student's reading course on a subject, which has been mutually agreed on. The student should submit details of the proposed program, including a bibliography and details of assessment to the Logic Coordinator, for approval. Specifically, a reading course in Modal and Temporal Logic may be made available.

Prerequisite: Approval of the Logic Coordinator. Students should have at least a B grade in LOG12IDL or LOG22/32DLO or LOG21/31FOL or equivalent.

Class requirements: Supervised reading course with regular contact with supervisor (on average, weekly).

Assessment: A combination of examinations, essays, assignments, or projects, to total 5000-words equivalent. (100%)

Prescribed Reading:

Hughes, G. E. and Cresswell, M. J. *A new introduction to modal logic* Routledge, 1996.

McArthur, R. P. *Tense logic* Reidel (Kluwer) 1976.

LOG3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Dr Ross*

Brady

See LOG31RCA for full unit details.

Prerequisite: Approval of the Coordinator of Logic. Students should have at least a B grade in LOG12IDL; LOG22DLO or LOG32DLO; and LOG21FOL or LOG31FOL.

Class requirements: Supervised reading course with regular contact with supervisor (on average, weekly).

Assessment: A combination of examinations, essays, assignments, or projects, to total 5000 words equivalent (100%)

Prescribed Reading:

Hughes, G.E. and Cresswell, M.J. *A new introduction to modal logic* Routledge, 1996

McArthur, R.P. *Tense logic* Reidel (Kluwer) 1976

LOG3AUR AUTOMATED REASONING (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Ross Brady

See LOG2AUR for full unit description.

Not available in 2008

LOG3DLO DEDUCTIVE LOGIC (20 CPs Sem. TE-SEM-2 BU.) *Dr Ross Brady*

See LOG2DLO for full unit description.

LOG3FOL FRONTIERS OF LOGIC (20 CPs Sem. TE-SEM-2 BU.) *Dr Ross*

Brady

See LOG2FOL for full unit description.

Not available in 2008

Media studies

Program Coordinator: Associate Professor Sue Turnbull.

The Media Studies Program has developed a unique approach to media education, combining the study of various media with the development of practical media skills. Consequently, the program offers a wide range of units that explore the historical, political, and cultural aspects of media and are linked to units that allow students to develop a range of media production skills. Media studies units are available in both the Bachelor of Media Studies and the Bachelor of Journalism degrees and as a major in the Bachelor of Arts degree.

Full details of the course structure for the Bachelor of Media Studies and the Bachelor of Journalism are available at the beginning of the Faculty of Humanities and Social Sciences chapter of this *Handbook*.

Media studies in the Bachelor of Arts

A media studies major in a Bachelor of Arts degree combines the study of media and media production with a wide range of other units, including politics, history, English, sociology, cinema studies, and drama.

Students taking a major in media studies must complete at least 130 credit points from the units listed below, including the core first year units MST1CCO Constructing Communication and MST1AAC Audiences and Communication, 40 credit points at second year level and 60 credit points at third year level. No more than 60 credit points of production units can be included in the major.

The unit listings below illustrate those units other than media studies units can be credited towards a media studies major.

Available units

The following units are available to students studying media studies in the Bachelor of Arts, Bachelor of Media Studies, and Bachelor of Journalism.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Constructing Communication	MST1CCO
TE-SEM-2	Audiences and Communication	MST1AAC
Second and third year units (20 credit points)		
TE-SEM-1	Australian Cinema	CST2CAC/CST3CAC
TE-SEM-1	Cinema and Sexuality	CST2CAS/CST3CAS
TE-SEM-1	Image and Industry: Australian television	MST2IAI/MST3IAI
TE-SEM-1	New Media and Society	MST2NMS/MST3NMS
TE-SEM-1	Press and Society	MST2PAS/MST3PAS
TE-SEM-1	Radio Sound Production	MST2RSP/MST3RSP
TE-SEM-1	Radio Theory and History	MST2RTH/MST3RTH
TE-SEM-1	Researching the Media	MST2RTM/MST3RTM
TE-SEM-1	Single Camera Video	MST2SCV/MST3SCV
TE-SEM-2	Writing for Video – non-fiction	MST2WV/MST3WV
TE-SEM-2	Digital Media Cultures	MST2DMC/MST3DMC

TE-SEM-2	Hollywood Cinema	CST2CLH/CST3CLH
TE-SEM-2	Media and the Spectacular	MST2MAS/MST3MAS
TE-SEM-2	Popular Culture and the Media ¹	MST2PCM/MST3PCM
TE-SEM-2	Researching Media Audiences	MST2RMA/MST3RMA
TE-SEM-2	Screen Criticism	CST2FCR/CST3FCR
TE-SEM-2	Sex and the Media	MST2SAM/MST3SAM
TE-SEM-2	Violence and the Cinema ¹	CST2VAC/CST3VAC
TE-SEM-2	Writing for Radio	MST2WFR/MST3WFR

Third year units (20 credit points)

TE-SEM-1	Publishing and Editing	MST3PAE
TE-SEM-1	Reading Course A	MST3RCA
TE-SEM-2	Reading Course B	MST3RCB
TE-SEM-2	Advanced Media Production – Radio	MST3MPR
TE-SEM-2	Writing and Editing for Multimedia ²	MST3WEM

Key: ¹ Not available 2008.² Available only to Bachelor of Arts students.**Units with restricted availability**

The following units are only available to students in the Bachelor of Media Studies or Bachelor of Journalism.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Making the News	MST1MTN
TE-SEM-2	Writing for the Media	MST1WFM
Second and third year units (20 credit points)		
TE-SEM-1	Computer Assisted Journalism	MST2CAJ/MST3CAJ
TE-SEM-2	Journalism Production Workshop	MST2JPW/MST3JPW
Third year units (20 credit points)		
TE-SEM-1	Broadcast and Electronic Journalism	MST3BEJ
TE-SEM-1	Media Industries	MST3MIN
TE-SEM-1	Media Internship	MST3INT
TE-SEM-2	Advanced Journalism and Design	MST3AJD
TE-SEM-2	Advanced Journalism Practice ²	MST3AJP
TE-SEM-2	Advanced Media Production – Television	MST3MPT
TE-SEM-2	Dilemmas in Journalism: legal and ethical issues	MST3DIJ
TE-SEM-2	Media Internship	MST3INT
TE-SEM-2	Media Project Development	MST3MPD

Key: ² Available only to Bachelor of Journalism students.**Honours in the Bachelor of Arts**

Students are selected into honours at the end of their third year. Prospective students should make their interest known to the Media Studies Honours Coordinator by early July or November so that a decision can be made and the student notified in time for re-enrolment in December. Mid-year enrolment is also available.

The principal requirement for selection is consistently high performance (normally at least a B average) in a media studies major and, in particular, distinction in third year level media units. Successful completion of more than the major of 130 credit points would be an advantage.

To complete the course a student must complete 60 credit points of coursework units at fourth year level and either a 12000 to 15000 word thesis or a media production with supporting analysis.

For full details of the fourth year offerings please see the *Postgraduate Handbook*.

Graduate Diploma in Journalism (AGJ), Graduate Certificate in Journalism (ACJ)

A Graduate Diploma in Journalism and a Graduate Certificate in Journalism are offered by the faculty. See the *Postgraduate Handbook*.

Graduate Diploma in Media Studies (AGMS), Graduate Certificate in Media Studies (ACMS)

A Graduate Diploma in Media Studies and a Graduate Certificate in Media Studies are offered by the faculty. See the *Postgraduate Handbook*.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of MST units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS**MSTIAC AUDIENCES AND COMMUNICATION** (15. CPs Sem. TE-SEM-2 BU.) *Dr Sue Turnbull, Dr Lawrie Zion*

In this unit, students will examine the concept of 'audience' from a number of perspectives. Issues to be considered include, the 'creation' of audiences by the media, media audiences for popular culture, and the role of the media in the lives of individuals and groups. A component of this unit will include radio production experience.

Quota: 150. Selection is based on ENTER score or equivalent and an interview. Preference is given to students who plan to complete a major in media studies.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One media audio production (50%), two 1000-word assignments (50%). Attendance at and participation in 80% of tutorials is required for students to pass the subject.

Preliminary Reading:

Cunningham, S. and Turner, G. (Eds) *The media in Australia: industries, texts, audiences* Allen and Unwin 1997.

Recommended Reading:

McQuail, D. *Audience analysis* Sage 1997.

Jenkins, H. *Textual poachers: television fans and participating culture* Routledge 1992

Lewis, L. (Ed) *The adoring audience: fan culture and popular media* Routledge 1992

MSTICO CONSTRUCTING COMMUNICATION (15. CPs Sem. TE-SEM-1 BU.) *Dr Terrie Waddell*

In this introductory unit students explore theories of communication and media studies in order to provide the basic theoretical framework for all undergraduate courses within the Media Studies Program. We begin by looking at the concept of a media text and from there, discuss the ways in which audience's experience, and interact with various forms of media – radio, print music, internet, and television. Over the semester, we will examine and critique the media using central concepts in media theory including ideology, intertextuality, semiotics, gender, and ethnic representation, theories of audience, globalisation, fandom, and genre studies.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One reading presentation (20%), one 1500-word assignment (40%), one 2000-word essay (40%). Attendance at and participation in 80% of tutorials is required for students to pass the subject.

Preliminary Reading:

McKee, A. *Textual analysis: a beginner's guide*. Sage 2003

Recommended Reading:

O'Shaughnessy, M. *Media and society: an introduction* Oxford UP 2005

Hughes, P. and Bertrand, I. *Media research methods: audiences, institutions, texts*. Palgrave 2005

Bignell, J. *Media semiotics: an introduction* Manchester University Press 2002

Rayner, P., Wall, P., and Kruger, S. *Media studies: the essential resource* Routledge 2004

Jenkins, H. *Textual poachers: television fans and participatory culture* Routledge 1992

Cunningham, S. and Turner, G. *The media and communications in Australia* Allen and Unwin 2002

MST1MTN MAKING THE NEWS (15. CPs Sem. TE-SEM-1 BU.) *Mr John Benson*

Only available to students enrolled in the Bachelor of Media Studies and the Bachelor of Journalism.

In this unit students examine the nature of news and how events become 'newsworthy,' as well as analyse the news as a commercial and cultural institution. Issues covered include the news media and public agenda setting, the ethics of journalism, and the news production process. Students work in teams to produce a television news program both on location and in the studio. They also analyse their news production experience from the perspectives of media research and media theory. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Class requirements: One 1-hour lecture and one 2-hour studio workshop per week.

Assessment: One 1,250-word assignment (30%), collaborative media production including an 800-word account of their production experience (40%), including an 800-word account of their production experience. To be credited with production component students must attend 80% of the workshop tutorials, one 1,250-word assignment (30%)

Recommended Reading:

Barker, C. *Global television: an introduction* Blackwell 1997.

Tiffen, R. *News and power* Allen and Unwin 1989.

Cunningham, S. and Turner, G. (Eds) *The media in Australia*. 2nd edn. Allen and Unwin 1997.

MST1WFM WRITING FOR THE MEDIA (15. CPs Sem. TE-SEM-2 BU.) *Dr*

Rachel Buchanan

Only available to students enrolled in the Bachelor of Media Studies and the Bachelor of Journalism.

In this unit, students will examine the fundamental skills of news writing and information gathering for the media, including press releases, daily news stories, and feature articles. The process of identifying and writing stories within these formats will be discussed and analysed. Students will write a range of short pieces for appraisal in weekly workshops.

Class requirements: One 1-hour lecture, one 2-hour workshop/tutorial per week.

Assessment: One 2000-word feature story (50%), two 500-word news stories (25%), and one 1000-word class exercise (25%). Attendance and participation in 80% of workshop tutorials is required.

Recommended Reading:

Conley, D., and Lambie, S. *The daily miracle: an introduction to journalism*, 3rd edn. Oxford UP 2006

Ricketson, M. *Writing feature stories: how to research and write newspaper and magazine articles*, Allen and Unwin 2004

MST2CAJ COMPUTER-ASSISTED JOURNALISM (20 CPs Sem. TE-SEM-1

BU.) *Dr Rachel Buchanan*

This unit is offered at third year level also.

Only available to students enrolled in the Bachelor of Media Studies and the Bachelor of Journalism.

In this unit students are taught to research news and feature stories online and to think critically about how the internet and associated web technologies – such as wikis, social networking sites, audio and video sharing and blogs – changing the way news is gathered, written and read. Students learn to evaluate the information on the net, sorting the reliable from the unreliable. They will learn about search engines and search strategies, obtain public records and use databases and spreadsheets to research and write stories.

Prerequisite: MST2CAJ: 60 credit points of first year media studies or coordinator's approval. MST3CAJ: 20 credit points of second year media studies or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 1000-word research report (20%), one 2000-word feature article (40%), one 1000-word story proposal (20%), two 500-word news stories (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Kaplan, B. *Editing made easy* Penguin 2003

Lockwood, K. (Ed) *Style: the essential guide for journalists and professional writers*, News Limited 2005

Conley, D., and Lambie, S. *The daily miracle: an introduction to journalism*, 3rd edn. Oxford UP 2006

MST2DMC DIGITAL MEDIA CULTURES (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Peter Hughes

This unit is offered at third year level also.

In this unit, students will be introduced to the range of new digital media; to cultural debates including those to do with technology, the production of meaning, and audience, raised by digital media cultures; and to some basic production techniques relevant to the production of new digital media. Topics will be chosen from

production of meaning in digital media cultures, interactions between new digital media forms and users, institutional contexts for construction of meaning in new digital media, and new understandings of the self and the body, time and space, and the domain of art. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST11CCO and MST12AAC or 30 credit points of first year cinema studies, together with basic computer skills.

Class requirements: One 3-hour seminar per week.

Assessment: One 2500-word essay (50%), one 2500-word assignment (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Burnett, R., and Marshall, D. *Web theory: an introduction* Routledge 2003

MST2IAI IMAGE AND INDUSTRY: AUSTRALIAN TELEVISION (20. CPs

Sem. TE-SEM-1 BU.) *Dr Sue Turnbull*

This unit is offered at third year level also.

Students will consider the history and forms of Australian television in relation to questions of national identity and institutional contexts. A range of different television examples will be studied possibly including the lifestyle- infotainment show, soaps and drama, the crime series, comedy and Reality TV. The relationship of Australian television to new patterns in global television will also be considered.

Prerequisite: MST2IAI: 30 credit points of first year media studies or cinema studies, MST3IAI: 20 credit points of second year media studies.

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: Two 2000-word essays (80%) and one 1-hour class test (20%) or one 2000-word essay (40%) and one 3000-word journal (60%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Cunningham, S. and Jacka, E. *Australian television and international mediascapes* Cambridge UP 1996

McKee, A. *Australian television: a genealogy of great moments*, Oxford UP 2001

Turner, G., and Cunningham, S. *The Australian TV book* Allen & Unwin 2000

MST2JPW JOURNALISM PRODUCTION WORKSHOP (20. CPs Sem. TE-

SEM-2 BU.) *Coordinator TBA*

This unit is offered at third year level also.

Only available to students enrolled in the Bachelor of Media Studies and the Bachelor of Journalism.

In this unit students edit develop a website-based magazine. Management and production standards including style and formatting techniques for new media are covered in seminars. Seminars include discussions about common online writing styles, presentation of stories, basic technical aspects of web production and the role of the editor in both a traditional and digital environment. Attendance at and participation in 80% of tutorials is required for students to pass this unit. Students taking this unit as an Elective will only be enrolled subject to availability of places.

Prerequisite: MST2JPW: 30 credit points of first year media studies or coordinator's approval. MST3JPW: 20 credit points of second year media studies or coordinator's approval.

Quota: 80. Priority will be given to Bachelor of Journalism students or Bachelor of Media Studies students in the journalism stream.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 1000-word web publication proposal (20%), one 2500-word prototype web site-based magazine (50%), articles for web publication (1500-words) (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Whittaker, J. *Web production for writers and journalists*, Routledge 2002

MST2MAS MEDIA AND THE SPECTACULAR (20. CPs Sem. TE-SEM-2 BU.)

Dr Terrie Waddell

This unit is offered at third year level also.

In this unit students explore global media spectacles such as the coverage of sex scandals, wars and the behaviour of celebrities. Through an examination of the psychological (Jungian/post-Jungian) properties of the more 'sensational' aspects of the media, students consider whether these spectacles are passing fads or recurring events rich in mythical symbolism. The broadcast and print media's preoccupation with ecstasy, the carnivalesque, grotesqueries, conspiracy, self disclosure and physical/verbal excess is discussed from a number of theoretical perspectives, but primarily through the lens of analytical psychology. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST2MAS: 30 credit points of first year media studies or cinema studies or coordinator's approval. MST3MAS: 20 credit points of second year media studies or coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week. 80% attendance at tutorials/workshops is required to pass the unit.

Assessment: Two 2000-word assignments (80%), one Final Test (1000-words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:Kellner, D. *Media spectacle* Routledge 2003Lull, J. and Hinerman, S. *Media spectacles: morality and desire in the popular marketplace* Columbia University Press 1997Waddell, T. *Mistakes: archetype, myth, and identity in screen fiction*, Routledge 2006Izod, J. *Myth, mind and the screen: understanding the heroes of our times* Cambridge University Press 2001Langer, J. *Tabloid television: popular journalism and the other news* Routledge 1998**MST2NMS NEW MEDIA AND SOCIETY** (20. CPs Sem. TE-SEM-1 BU.) Dr

Peter White

This unit is offered at third year level also.

Students explore current research and thinking about the future of new media such as the Internet and online services. With the growth of the Internet communication, information and entertainment industries are evolving. In this unit we examine how new media services are being integrated into social, political, and economic life. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST2NMS: 30 credit points of first year media studies or cinema studies or coordinator's approval. MST3NMS: 20 credit points of second year media studies or cinema studies or coordinator's approval.

Class requirements: One 3-hour seminar per week.

Assessment: One 1000-word annotated bibliography (20%), seminar presentation (1000-words equivalent) (20%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:Fischer, C. *America calling: a social history of the telephone to 1940* University of California Press 1992.Katz, J. *Connections: social and cultural studies of the telephone in American life* Transaction 1999.Flew, T. *New media: an introduction* Oxford 2005**MST2PAS PRESS AND SOCIETY** (20. CPs Sem. TE-SEM-1 BU.) Coordinator TBA*This unit is offered at third year level also.*

In this unit students examine selected aspects of newspapers and magazines from three perspectives. The first perspective allows for the examination of news by journalists and editors. The second perspective considers the role of newspapers and magazines in the lives of individuals, geographic communities, and communities of interest. The final perspective examines the Australian news media as an industry and considers issues such as patterns of ownership, government regulatory debates and the changing nature of newspaper

and magazine publishing brought about by new technologies and the growth of the electronic media. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: 30 credit points of first year media studies or coordinator's approval.

Quota: 50. Preference given to third year media studies students.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One 1000-word annotated bibliography (20%), one 20-minute seminar presentation (30%), and one 2500-word essay (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:Henningham, J. *Issues in Australian journalism* Cheshire 1990**MST2PCM POPULAR CULTURE AND THE MEDIA** (20. CPs Sem. TE-SEM-2 BU.) Mr John Benson*This unit is offered at third year level also.**Not available in 2008***MST2RMA RESEARCHING MEDIA AUDIENCES** (20. CPs Sem. TE-SEM-2 BU.) Dr Sue Turnbull*This unit is offered at third year level also.*

Compulsory for all second year Bachelor of Media Studies students.

In this unit students cover the major approaches to media research involving audiences in different social and cultural contexts. Experimental, quantitative, and qualitative methodologies are explored. Students are required to reflect on their own research practices and to refine these as they critically examine a range of diverse approaches and examples. Students are provided with research methods and skills, which can then be applied in other media subjects, particularly journalism, and will be of use to those intending to proceed to honours. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST2RMA: 30 credit points of first year media studies or coordinator's approval. MST3RMA: 20 credit points of second year media studies or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One 1500-word literature review (30%), one 2500-word project outline (50%), one 1-hour quiz (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:Hansen, A. et. al. *Mass communication research methods* Macmillan 1998.Booth, W. C. et al. *The craft of research* University of Chicago Press 1995.**MST2RSP RADIO/SOUND PRODUCTION** (20. CPs Sem. TE-SEM-1 BU.) Dr John Tebbutt*This unit is offered at third year level also.*

In this unit students are introduced to a range of program making and production skills including digital editing and mixing. Students produce a radio documentary feature suitable for broadcast on community radio or material for use in other situations such as the school classroom or museum displays. Students are assessed on the programs they make and on their written evaluation of the production process. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST2RSP: 30 credit points of first year media studies or cinema studies or coordinator's approval. MST3RSP: 20 credit points of second year media studies or cinema studies or coordinator's approval.

Quota: 40. B. Media Studies students given first preference, then to third year B. Arts (media major) students.

Class requirements: One 3-hour seminar per week.

Assessment: One 20-minute documentary (40%), one 1000-word essay (20%), one 5-minute interview, and log sheet (20%), one 8-minute multi track production (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Beaman, J. *Interviewing for radio* Routledge 2000
 Ahearn, S. *Making radio* AFTV School 1999.
 Crisell, A. *Understanding radio* 2nd edn. Methuen 1994.

MST2RTH RADIO THEORY AND HISTORY (20. CPs Sem. TE-SEM-1 BU.) *Dr*

John Tebbutt

This unit is offered at third year level also.

Students gain the opportunity to study the history of radio with a specific emphasis on the influence of the medium on Australian culture. Theories of communication and history are considered in the context of the social use of the medium. Students are introduced to documentary research resources for radio through site visits to archival holdings and demonstration of websites and databases. Students are encouraged to work on projects that contribute to a critical history of Australian radio. Research and presentation skills are developed through class assignments and discussions. Attendance at and participation in 80% of tutorials is required for students to pass this unit.

Prerequisite: MST2RTH: 30 credit points of first year media studies or cinema studies or coordinator's approval. MST3RTH: 20 credit points of second year media studies or cinema studies or coordinator's approval.

Class requirements: One 3-hour seminar per week.

Assessment: One 1500-word research report (30%), one 2500-word essay (50%), and one bibliographic research exercise (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Brugger and Kolstrup (Eds) *Media history: theories, methods, analysis* Aarhus University Press 2002
 Johnson, L. *The unseen voice* Routledge 1988.
 Marrin, C. *When old technologies were new* Oxford University Press 1988

MST2RTM RESEARCHING THE MEDIA (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Peter Hughes

This unit is offered at third year level also.

Compulsory for all second year Bachelor of Media Studies students. In this unit, students will cover the major approaches to the institutional and textual aspects of media research. Quantitative and qualitative methods are considered, as well as different models of textual analysis. Students will engage in their own research projects, implementing the methods and approaches they have considered. This unit provides students with a range of research skills, which will be useful in other media subjects and is particularly appropriate for those intending to proceed to honours. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST2RTM: 30 credit points of first year media studies or coordinator's approval. MST3RTM: 20 credit points of second year media studies or coordinator's approval.

Class requirements: One 2-hour lecture and one 2-hour tutorial.

Assessment: One 2500-word research project (50%), one 2500-word research project (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

MST2SAM SEX AND THE MEDIA (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Terrie Waddell

This unit is offered at third year level also.

In this unit students consider how gender and sexuality have been represented in the media and how these representations have been theorised. Attention is paid to feminist interventions in media debates about gender and sexuality, as well as emerging developments in the theorisation of masculinity and representation. Some of the issues addressed include advertising and consumerism, the representation of the body, and the gendered appeal of popular culture, including wrestling, the action film, TV heroes, comedy, and pornography. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST2SAM: 30 credit points of first year Media Studies or coordinator's approval. MST3SAM: 20 credit points of second year Media Studies or coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: Two 2000-word essays (80%), one final test (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Carter, C., and Steiner, L. (Eds) *Critical readings: media and gender* Open University press 2004
 Van Zoonen, L. *Feminist media studies* Sage 1994.
 Connell, R. W. *Gender Polity* Press 2002

MST2SCV SINGLE CAMERA VIDEO (20. CPs Sem. TE-SEM-1 BU.) *Ms*

Angie Black

This unit is offered at third year level also.

In this unit, students are introduced to single camera video production and will be provided with the opportunity to explore the production forms examined in theoretical media subjects. The major practical exercise involves working in small production teams, where students will be assessed in the areas of direction, camera, and editing or production management. Attendance at and participation in 80% of workshops is required for a pass in this unit.

Prerequisite: MST2SCV: 60 credit points of first year media studies for B.Media and 30 credit points of first year media studies for BA students or coordinator's approval. MST3SCV: 20 credit points of second year media studies or coordinator's approval.

Quota: 40. B. Media Studies students given first preference. Any places remaining are available to third year B. Arts (media major) students.

Class requirements: One 3-hour workshop per week.

Assessment: One 1500-word screenplay (30%), one major group practical production exercise (50%). Details of the assessment criteria used to assess the group production will be supplied in class., one 1000-word critical review (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Mollison, M. *Producing videos: a complete guide* AFTRS 1987.

MST2WFR WRITING FOR RADIO (20. CPs Sem. TE-SEM-2 BU.) *Dr*

John Tebbutt

This unit is offered at third year level also.

In this unit, students will study audio texts including radio plays, advertisements, and 'soundscapes'. Issues of production and performance will be critically related to the dramatic impact of sound and voices. Various radio genres will be explored with an emphasis on experimental forms and the relations between radio and performance art. Students will be introduced to studio recording, microphone techniques, performance and the work of professional writers and producers. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST2WFR: 30 credit points of first year media studies or cinema studies or coordinator's approval. MST3WFR: 20 credit points of second year media studies or cinema studies or coordinator's approval.

Quota: 30. B. Media Studies students given first preference then third year B. Arts (media major) students.

Class requirements: One 3-hour seminar per week.

Assessment: Two short production scripts (1500-words equivalent) (30%), one 10-minute script (equivalent to 2000-word assignment) (40%), one 1500-word class presentation (30%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Lewis, P. (Ed) *Radio drama* Longmans 1986
 Crook, T. *Radio drama theory and practice* Routledge 1999
 Kahn, D. and Whitehead, G. *Wireless imagination: sound, radio and the avant-garde* MIT Press 1992.

MST2WVF WRITING FOR VIDEO NON FICTION (20. CPs Sem. TE-SEM-2

BU.) *Dr*

Peter Hughes

This unit is offered at third year level also.

In this unit students examine the writing of 'documentary' and 'non

fiction' forms of contemporary Australian television and video. Students will develop a familiarity with the history and conventions of various non-fiction television forms. The unit will also cover the various processes of script development for non-fiction. In addition to the writing of an essay, students are required to produce video scripts based on industry conventions. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST2WFV: 30 credit points of first year media studies or coordinator's approval. MST3WFV: 20 credit points of second year media studies or coordinator's approval.

Quota: 35. Priority will be given to B. Media students in the video stream. Any places remaining will be available to third year B. Arts (media major) students.

Class requirements: One 3-hour seminar/workshop per week.

Assessment: Industry research (1000 words equivalent) (20%), one 1500-word essay (30%), one 2500-word screenplay (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

MST3AJD ADVANCED JOURNALISM AND DESIGN (20. CPs Sem. TE-SEM-2 BU.) *Coordinator TBA*

Only available to students enrolled in the Bachelor of Media Studies and the Bachelor of Journalism.

In this unit, students are introduced to the practical aspects of print journalism production: the business of writing in a range of formats, the editorial decision making process and the layout of text. Students are shown how editorial goals direct the process of selecting, writing, and the editing of text. Topics covered include research, writing, legal, and ethical consideration, editing and sub-editing, layout, print production and publishing. Attendance at and participation in 80% of tutorials is required for students to pass this subject. Students taking this unit as an Elective will only be enrolled subject to availability of places.

Prerequisite: MST2/3CAJ or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 1000-word publishing proposal (20%), one 1500-word writing exercise (30%), development and production of a magazine prototype (2500-word equivalent) (50%)

Recommended Reading:

Wheildon, C. *Communicating or just making pretty shapes*
Newspaper Advertising Bureau of Australia Ltd 1996.

MST3AJP ADVANCED JOURNALISM PRACTICE (20 CPs Sem. TE-SEM-2 BU.) *Dr Lawrie Zion*

Available only to Bachelor of Journalism students

In this unit, journalism students will receive final preparation in professional media story creation and editing techniques. Students will examine and practice the research, analysis, and writing skills applied in the field of journalism. Students will be expected to multi-task in the workplace by being able to develop stories from original concept through to final production. In this unit, we will apply current industry methodology for the identification, design, research, and production of media stories across print and electronic platforms. By the conclusion of the unit, students should be able to demonstrate: an understanding of the publishing process; highly developed research skills; advanced interviewing skills; an appreciation of the communication process and the expected outcomes.

Prerequisite: MST1WFM and MST2/3CAJ.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 1000-word film review (20%), one 1000-word publishing proposal (20%), one 3000-word feature presentation & analysis (60%)

Prescribed Reading:

Adams, S. *Interviewing for journalists*, Routledge 2001
Ricketson, M. *Writing feature stories: how to research and write newspaper and magazine articles*, Allen and Unwin 2004

Recommended Reading:

Flew, T. *New media – an introduction* Oxford University Press 2004
Conley, D. *The daily miracle: an introduction to journalism* Oxford University Press 2002
Strunk, W. *The elements of style* Allyn & Bacon 2000

MST3BEJ BROADCAST AND ELECTRONIC JOURNALISM (20 CPs Sem. TE-SEM-1 BU.) *Dr Lawrie Zion*

Only available to students enrolled in the Bachelor of Media Studies and the Bachelor of Journalism.

Students will explore the reporter's role in factual production across broadcast and electronic media. Topics covered will include research for audiovisual media, writing for radio, television and the World Wide Web, interviewing techniques, script editing, and principles of presenting for radio and television. As part of the process, students will be expected to undertake story design and conception, research, script editing, review and analysis. The role of this unit is to give students an appreciation of the multi-skilling required by convergence of television, radio, press, and internet in the current media environment. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: 80 credit points of second year media studies.

Incompatible unit: MST31WAM

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One news script written for TV and the web (1500-words equivalent) (30%), two radio scripts (1500-words equivalent) (30%), one program proposal for radio 2000-word equivalent (40%)

Prescribed Reading:

Phillips, G. and Lindgren, M. *The Australian broadcast journalism manual*, OUP 2006
Thompson, R. *Writing for broadcast journalists*, Routledge 2005

MST3DIJ DILEMMAS IN JOURNALISM: LEGAL AND ETHICAL ISSUES (20 CPs Sem. TE-SEM-2 BU.) *Dr Lawrie Zion*

Only available to students enrolled in Bachelor of Media Studies and Bachelor of Journalism degrees and Graduate Diplomas of Media Studies or Journalism

In this unit, students will investigate the ethical and legal questions that confront journalists on an everyday basis, and the new dilemmas forged by rapidly evolving media technologies. To what extent have the ground rules changed with the explosion of new kinds of media content and platforms? Students explore how privacy, freedom of information, professional liability, conflict of interest, copyright and fair dealing, defamation, and confidentiality are dealt with by the law, through journalist codes of practice, and by media institutions. In this unit, we will draw on the expertise of legal experts and media professionals.

Prerequisite: Completion of first and second year of the Bachelor of Media Studies or Bachelor of Journalism or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: One 2000-word essay (40%), one 2000-word essay (40%), one seminar presentation (1000-words equivalent) (20%)

Recommended Reading:

Beattie, P. and Beal, E. *Connect + converge: Australian media and communications law* OUP 2007
Hirst, M. and Patching, R. *Journalism ethics: arguments and cases* OUP 2005
Pearson, M. *The journalist's guide to media law: dealing with legal and ethical issues* 2nd edn. Allen and Unwin 2007

MST3INT MEDIA INTERNSHIP (20. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Mr John Benson, Dr Lawrie Zion

Only available to students enrolled in the Bachelor of Media Studies and the Bachelor of Journalism.

In this unit, students will develop contacts with, and work in, a media organisation. Students will develop an understanding of issues internal to the organisation such as its goals, structure, management, and work practices. In addition, they will be expected to develop an understanding of the organisation's relationship to its clients, audience, and other parts of the media industry.

Prerequisite: completion of second year requirements for the Bachelor of Media Studies or Bachelor of Journalism completion of second year requirements for the Bachelor of Media Studies.

Quota: 60. Selection is based on academic merit.

Class requirements: Three 3-hour workshops and 120 hours attendance at an approved workplace.

This unit is not available for Study Abroad students.

Assessment: One 750-word work plan (15%), one 1500-word report (35%), one 3000-word essay (50%)

Recommended Reading:

Jurek, K. *Careers in communications* Focal Press 1998.

MST3MIN MEDIA INDUSTRIES (20. CPs Sem. TE-SEM-1 BU.) *Dr Mary Debre*

Only available to students enrolled in the Bachelor of Media Studies and the Bachelor of Journalism.

In this students are provided with an overview of existing and emerging media and communications industries. Attention will be paid to the implications of technological and organisational convergence for the evolving structure of those industries. Topics covered include: the internationalisation and regionalisation of the media and communication industries; multi-mode media content delivery; narrowcasting and the future of the mass audience; changing forms of news delivery; the implications of structural change within the media industries for employment and the creation of content; the role of governments in protecting national production industries, and the use of media by non-media organisations. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST2RTM and MST2RMA.

Class requirements: One 1-hour lecture and one 2-hour tutorial.

Assessment: One 1000-word annotated bibliography (20%), one 1000-word issues/tutorial paper (20%), and one 3000-word essay (60%)

Recommended Reading:

Given, J. *Turning off the television: broadcasting's uncertain future* UNSW Press 2003.

MST3MPD MEDIA PROJECT DEVELOPMENT (20. CPs Sem. TE-SEM-2 BU.)

Dr Mary Debre

Available only to Bachelor of Media Studies students.

Students acquire skills in the development of linear and non-linear media project proposals. Topics covered include concept development, program research, funding options scheduling, budgeting, and marketing. Students develop a project proposal, budget and production schedule and work in self-managing project teams.

Prerequisite: MST2RTM and MST2RMA.

Class requirements: One 1-hour lecture and one 2-hour workshop per week. Attendance at 80% of workshops is compulsory.

Assessment: One 4000-word project proposal (80%), one 1000-word group web-site production assignment (20%)

Recommended Reading:

Rabiger, M. *Directing the documentary* Focal Press 1998.
Winston, B. *Lies, damn lies, and documentary* BFI 2000

MST3MPR ADVANCED MEDIA PRODUCTION – RADIO (20. CPs Sem. TE-SEM-2 BU.) *Dr John Tebbutt*

In this unit, students are provided with an opportunity to develop their work on radio and sound production and to undertake industry research at an advanced level. Students will be encouraged to engage with the radio industry in the course of their projects by exploring distribution avenues for completed projects including broadcasts and/or conducting research on current industry issues in radio. The unit will include regular presentations from professionals working in the medium. A program of production and research will be negotiated with the coordinator. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: MST2RSP or 30 credit points of first year cinema studies.

Quota: 20. B. Media Studies students in the Radio stream given first preference then third year B.Arts (media major) students.

Class requirements: One 3-hour seminar/workshop per week.

Assessment: One 1500-word written proposal and presentation (30%), one 1000-word project report (20%), a 25-minute radio production or a 2500-word research project (50%)

MST3MPT ADVANCED MEDIA PRODUCTION – TELEVISION (20. CPs Sem. TE-SEM-2 BU.) *Ms Angie Black*

Only available to Bachelor of Media Studies and Bachelor of Journalism students.

In this unit students build on their theoretical and practical understanding of production practices. In a series of participatory class demonstrations, screenings and seminars students explore a range of aesthetic approaches and production techniques relevant to documentary and factual programme production. Drawing on treatments prepared in MST2WFV students work in small crews on a factual production of their own choosing – a documentary and a pilot for a studio/magazine programme.

Prerequisite: 80 credit points of second year level media studies including MST2WFV and MST2SCV.

Quota: 40. Selection based on achievement in MST2SCV.

Class requirements: One 3-hour workshop per week. Attendance at 80% of workshops is required.

Assessment: Practical field exercises (1000-word equivalent) (20%), one 1000-word essay on the creative visualisation of the television production (20%), one 10-minute documentary production (2000-word equivalent) (40%), participation in one 30-minute television production of broadcast quality (20%)

Recommended Reading:

Rabiger, M. *Directing the documentary* Focal Press 1998.

Rabiger, M. *Directing, film techniques and aesthetics* Focal Press 1997.

Douglass, J. and Harnden, G. *The art of technique: an aesthetic approach to and video production* Allyn and Bacon, Boston 1996.

Wayne, M. *Theorising video practice* Lawrence and Wishart, London 1997

MST3PAE PUBLISHING AND EDITING (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Lawrie Zion

In this unit, the Australian publishing industry is described; the creative and commercial relationships between the author, publisher, and editor are explored; the composition and operation of the book-publishing firm are explained, and a practical introduction to copy-editing is provided. We closely examine both established and new sectors of the publishing industry, including multimedia and the internet, and different fields of publishing, including children's books, general, educational, scholarly and reference books. The roles and skills of the publisher, commissioning editor and copy-editor are examined in detail. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: 40 credit points of English or Media Studies at 2nd Year level OR admission to the Graduate Certificate or Graduate Diploma of Creative Writing.

Incompatible unit: HUS31PAE

Class requirements: One 2-hour seminar and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), two 1000-word assignments (40%), one 1-hour take-home examination (20%)

Prescribed Reading:

Flann, E. and Hill, B. *The Australian editing handbook*, Common Ground 2000

MST3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Dr Peter*

Hughes, Dr Sue Turnbull

A limited number of students may be permitted to undertake an individual program of reading, discussion, and written work by arrangement with the coordinator.

Prerequisite: Approval of the coordinator.

Class requirements: Determined on an individual basis.

Assessment: Determined on an individual basis.

MST3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Dr Peter*

Hughes, Dr Sue Turnbull

A limited number of students may be permitted to undertake an individual program of reading, discussion, and written work by arrangement with the coordinator.

Prerequisite: Approval of the coordinator.

Class requirements: Determined on an individual basis.

Assessment: Determined on an individual basis.

MST3WEM WRITING AND EDITING FOR MULTIMEDIA (20. CPs Sem. TE-SEM-2 BU.) *Dr Lawrie Zion*

This subject is not available to Bachelor of Media Studies students.

In this unit, the scope and techniques of writing for multimedia are described and explained, both generally and with special reference to business, educational and reference publications. The roles and skills of the writer and editor in the new publishing media are examined, and the differences between the writing and copy-editorial styles and methods traditionally employed in print publications and those styles that are now developing for electronic publications are identified and closely studied. The interactive capabilities of the new media are considered with the expectations and needs of the end-user in mind. Case studies are analysed, focusing on Australian products and industry initiatives. Attendance at and participation in 80% of tutorials is required for students to pass this subject.

Prerequisite: 80 credit points of Media Studies subjects or enrolment in one of the following: Graduate Diploma in Media Studies – Graduate Certificate or Graduate Diploma in Creative Writing.

Quota: 20. Places will be allocated according to academic merit, on lecturer's approval and subject to confirmation.

Class requirements: One 2-hour seminar and one 1-hour tutorial each week.

Assessment: One 2000-word essay (40%), two 1000-word assignments (40%), one 1-hour take-home examination (20%)

Prescribed Reading:

Garrand, T *Writing for multimedia and the web* 2nd edn, Focal Press 2001

MST3CAJ COMPUTER-ASSISTED JOURNALISM (20 CPs Sem. TE-SEM-1 BU.) *Dr Rachel Buchanan*

See *MST2CAJ* for full unit description.

MST3DMC DIGITAL MEDIA CULTURES (20. CPs Sem. TE-SEM-2 BU.) *Dr Peter Hughes*

See *MST2DMC* for full unit description.

MST3IAI IMAGE AND INDUSTRY: AUSTRALIAN TELEVISION (20. CPs Sem. TE-SEM-1 BU.) *Dr Sue Turnbull*

See *MST2IAI* for full unit description.

MST3JPW JOURNALISM PRODUCTION WORKSHOP (20. CPs Sem. TE-SEM-2 BU.) *Mr Rob Burgess*

See *MST2JPW* for full unit description.

MST3MAS MEDIA AND THE SPECTACULAR (20. CPs Sem. TE-SEM-2 BU.)

Dr Terrie Waddell

See *MST2MAS* for full unit description.

MST3NMS NEW MEDIA AND SOCIETY (20. CPs Sem. TE-SEM-1 BU.) *Dr Peter White*

Peter White

See *MST2NMS* for full unit description.

MST3PAS PRESS AND SOCIETY (20. CPs Sem. TE-SEM-1 BU.) *Mr Rob Burgess*

Burgess

See *MST2PAS* for full unit description.

MST3PCM POPULAR CULTURE AND THE MEDIA (20. CPs Sem. TE-SEM-2 BU.) *Mr John Benson*

See *MST2PCM* for full unit description.

Not available in 2008

MST3RMA RESEARCHING MEDIA AUDIENCES (20. CPs Sem. TE-SEM-2 BU.) *Dr Sue Turnbull*

See *MST2RMA* for full unit description.

MST3RSP RADIO/SOUND PRODUCTION (20. CPs Sem. TE-SEM-1 BU.) *Dr John Tebbutt*

John Tebbutt

See *MST2RSP* for full unit description.

MST3RTH RADIO THEORY AND HISTORY (20. CPs Sem. TE-SEM-1 BU.) *Dr John Tebbutt*

John Tebbutt

See *MST2RTH* for full unit description.

MST3RTM RESEARCHING THE MEDIA (20. CPs Sem. TE-SEM-1 BU.) *Dr Peter Hughes*

Peter Hughes

See *MST2RTM* for full unit description.

MST3SAM SEX AND THE MEDIA (20. CPs Sem. TE-SEM-2 BU.) *Dr Terrie Waddell*

See *MST2SAM* for full unit description.

MST3SCV SINGLE CAMERA VIDEO (20. CPs Sem. TE-SEM-1 BU.) *Ms Angie Black*

See *MST2SCV* for full unit description.

MST3WFR WRITING FOR RADIO (20. CPs Sem. TE-SEM-2 BU.) *Dr John Tebbutt*

See *MST2WFR* for full unit description.

MST3WVW WRITING FOR VIDEO NON FICTION (20. CPs Sem. TE-SEM-2 BU.) *Dr Peter Hughes*

See *MST2WVW* for full unit description.

North American studies

Program Coordinator: Dr Diane Kirkby.

Students may qualify for a degree with a major in North American studies by completing at least 130 credit points, including 30 credit points at first year level, 40 credit points at second year level and 60 credit points at third year level, from the units listed below. A major is made up of approved combinations of units from the disciplines of art history, cinema studies, English, history, anthropology, sociology, and politics.

Important notice: Not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

Programs of study

Unit title	Unit code
First year units (15 credit points)	
Art from Rembrandt to Warhol: constructing the modern	ARH1ARW
Conquest of the Americas	HIS1CAM
Culture and Globalisation: introduction to anthropology	ANT1CAG
Economy, Environment and Human Rights: world in transition	POL1EEH
States, Nations and Security: world in transition	POL1SNS
Second or third year units (20 credit points)	
America since 1945: pop art, politics and popular culture	HIS2AWA/HIS3AWA
American Literature of the Twentieth Century	ENG2ALT/ENG3ALT
America's War in Vietnam	HIS2AWV/HIS3AWV
Civil War to Civil Rights in the USA	HIS2CWU/HIS3CWU
Hollywood Cinema	CST2CLH/CST3CLH
Contemporary World Cinema	CST2CFI/CST3CFI
Film Noir: alienation and darkness in the cinema	CST2FNO/CST3FNO
Genre Studies: the western film	CST2GES/CST3GES
International Relations: the Cold War and the great powers	POL2INR/POL3INR
Introduction to American Politics	POL2IAP/POL3IAP
Making America: from Pocahontas to Jazz and Prohibition	HIS2MAM/HIS3MAM
Melodrama and Morality	CST2MEM/CST3MEM
Native American Endurance	HIS2NAE/HIS3NAE
US Civil Rights Movement 1954-1968	HIS2UCR/HIS3UCR

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

Peace studies

Program Coordinator: Dr Thomas Weber (Politics).

Students may qualify for a degree with a major in peace studies by taking approved combinations of units. These units focus on the study of peace and violence, causes of conflict and conflict resolution. Students intending to enrol for a major in peace studies should consult the coordinator of the area.

Programs of study

Students who wish to qualify for a degree by taking a major in peace studies must normally complete 130 credit points from those listed below, including the core unit POL2PAC/POL3PAC Peace and Change. Units other than those listed may be available for the major, by agreement with the coordinator of the area. At least 40 credit points of the 130 credit points must be at second year level and at least 60 credit points must be at third year level.

Important notice: Not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

First year units

Students are advised to take POL1SNS States, Nations, and Security: World in Transition and POL1EEH Economy, Environment and Human Rights: World in Transition (see Politics entry) although any other first year units in politics, legal studies, sociology, history, or philosophy are acceptable. In choosing first year units, students should note the prerequisites for units which they plan to take at second and third year levels.

Second or third year units (20 credit points)

Unit title	Unit code
America's War in Vietnam: culture and politics	HIS2AW/HIS3AWV
Political Change and Development in the Third World	POL2DDA/POL3DDA
Development, Globalisation and Culture	ANT2DGC/ANT3DGC
Ecological Philosophies	PHI2ECP/PHI3ECP
Ethnic and Civil Conflict in Southern Europe and Cyprus	EST2ECC/EST3ECC
Genocides and the Holocaust: Europe, Asia, Africa	HIS2GAH/HIS3GAH
Human Rights Law	LAW2HRL
International Law and International Organisations	POL2ILO/POL3ILO
International Relations of the Middle East	POL2IME/POL3IME
International Relations: the Cold War and the great powers	POL2INR/POL3INR
Peace and Change ²	POL2PAC/POL3PAC
Peasants and Politics in Latin America	HIS2PPL/HIS3PPL
Philosophy of War and Peace	PHI2WAP/PHI3WAP
Politics of Non-violent Activism	POL2PNV/POL3PNV
Public International Law	LAW2PIL
Reconciliation	POL2REC/POL3REC
South-East Asian Politics: change and conflict	POL2SEA/POL3SEA
Theories of World Politics	POL2TWP/POL3TWP
Other units may be available, by agreement with the Program Coordinator.	

Key: ² Core unit.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

Philosophy

Program Coordinator: Professor Andrew Brennan.

Philosophy is fun, useful, and as unavoidable as falling in love. It explores the fundamental questions that everyone asks some time or other. If you have ever been puzzled about why some actions are right and others are wrong, or about what makes belief in gravity more sensible than belief in Santa Claus, then you have already asked philosophical questions. Because complex and big questions often have more than one answer, philosophy is helpful to you no matter what your main area of study is. Whether your interests lie in history, psychology, biology, politics, literature, drama, computing, religion, media studies, or health sciences, you will find something in philosophy that is relevant, useful, and challenging.

By taking philosophy, you learn to think rationally, creatively and fairly about the problems that face human beings and the contemporary world. If you think your writing and analytical skills need to be improved, then there are units in critical thinking and logic that will develop your abilities in these areas. If you are interested in how the modern scientific worldview emerged, you can take introductory units in astronomy, biology, and philosophy. If you want to learn about human freedom, values, and God, then there are comprehensive introductory units on these topics. All these areas are also studies in detail at second and third year levels.

Programs of study

Students in the Faculty of Humanities and Social Sciences and in the disciplines of biological sciences and mathematical and statistical sciences may take a major in philosophy. In humanities and social sciences, philosophy units totalling up to 205 credit points may be taken. Students in other faculties should consult their own faculty's entry requirements, or their advisers of studies, to discover which units are available to them and in what degree combinations. It is possible to take some philosophy units in the third year of a course

without having taken any in the second year. Students qualifying for a degree by taking a major in philosophy must take at least 130 credit points, 40 credit points of which must be at second year level and 60 credit points of which must be at third year level or creditable as such. Up to 60 credit points of logic, units can be credited towards such a major. Certain other non-philosophy units, listed at the end of this section, may be credited up to a total of 40 credit points in a major. Enquiries concerning the crediting of such units should be made to the Philosophy Program Coordinator.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Astronomy and Philosophy	PHI1AAP
TE-SEM-1	Critical Thinking	PHI1CRT
TE-SEM-1	Freedom, Mind and Human Nature	PHI1FMV
TE-SEM-2	Biology and Philosophy	PHI1BAP
TE-SEM-2	Critical Thinking ²	PHI1CRT
TE-SEM-2	Existence, Value and God	PHI1TAS
Second year units (20 credit points)		
Only available to students not enrolled in a BA.		
TE-SEM-1	History and Philosophy of Science A	PHI2HPA
TE-SEM-2	History and Philosophy of Science B	PHI2HPB
Second or third year units (20 credit points)		
TE-SEM-1	Being and World ¹	PHI2BAW/PHI3BAW
TE-SEM-1	Freud ¹	PHI2FRD/PHI3FRD
TE-SEM-1	Human Rights: fundamental issues	PHI2HUR/PHI3HUR
TE-SEM-1	Language, Meaning and Understanding	PHI2LMU/PHI3LMU
TE-SEM-1	Love, Desire and the Master-Slave Dialectic	PHI2LDM/PHI3LDM
TE-SEM-1	Making of the Modern Worldview ¹	PHI2MMW/PHI3MMW
TE-SEM-1	Philosophy of Science A	PHI2PSA/PHI3PSA
TE-SEM-1	Professional Ethics ¹	PHI2PET/PHI3PET
TE-SEM-1	The Ways of Paradox ¹	PHI2TWP/PHI3TWP
TE-SEM-2	Certainty and Subjectivity ¹	PHI2CAS/PHI3CAS
TE-SEM-2	Discourse, Body, Knowledge ¹	PHI2DBK/PHI3DBK
TE-SEM-2	Ecological Philosophies	PHI2ECP/PHI3ECP
TE-SEM-2	Ecology, Democracy and Utopia ¹	PHI2EDU/PHI3EDU
TE-SEM-2	Ethics ¹	PHI2ETH/PHI3ETH
TE-SEM-2	Media Ethics ¹	PHI2MET/PHI3MET
TE-SEM-2	Plato and the Meaning of Being	PHI2PAM/PHI3PAM
TE-SEM-2	Post-Modernism: metaphysics, politics	PHI2PMP/PHI3PMP
TE-SEM-2	Values and Meaning of Life ¹	PHI2VML/PHI3VML
TE-SEM-2	War and Peace	PHI2WAP/PHI3WAP
Third year units (20 credit points)		
TE-SEM-1	Reading Course A	PHI3RCA
TE-SEM-2	Reading Course B	PHI3RCB

Key: ¹ Not available in 2008.

² Online unit.

Other units approved for a major in Philosophy

Students qualifying for a degree by taking a major in philosophy should note that no more than 60 credit points of logic units might be credited towards a philosophy major without the specific approval of the Philosophy Program Coordinator.

Teaching period	Unit title	Unit code
First year unit (15 credit points)		
TE-SEM-2	Beginning Logic	LOG1BEL
Second or third year units (20 credit points)		
TE-SEM-1	Automated Reasoning ¹	LOG2AUR/LOG3AUR
TE-SEM-2	Deductive Logic	LOG2DLO/LOG3DLO
TE-SEM-2	Frontiers of Logic ¹	LOG2FOL/LOG3FOL
Third year units (20 credit points)		
TE-SEM-1	Reading Course A	LOG3RCA
TE-SEM-2	Reading Course B	LOG3RCB

Key: ¹ Not available in 2008.

Important notice: Students qualifying for a degree by taking a major in philosophy should note that no more than 40 credit points from the units listed below might be credited towards a major without the specific approval of the Philosophy Program Coordinator. Not all of the units listed below will be available every year. See the unit descriptions for availability and semester of offer.

Unit title

Second or third year units (20 credit points)

Contemporary Feminist Thought
Introduction to Buddhism
Semantics
Syntax

Unit code

ENG2CFT/ENG3CFT
AST2INB/AST3INB
LIN2SEM/LIN3SEM
LIN2SYN/LIN3SYN

Honours

Enquiries regarding the honours program are welcome from students at any time after completion of their first year. Students considering honours are strongly advised to consult the coordinator to plan a suitable major. Information about honours is available from the program office and the program website.

To be admitted to the honours year in philosophy, students are normally required to have taken at least a 130-credit point major in philosophy, have obtained at least a B average in their philosophy units (students who do not have a B average should consult the Honours Coordinator and may still be considered for admission) and have taken such units in their second and third years as will enable them to fulfil the prerequisites of at least three of the honours components offered. In addition to these requirements, students are strongly advised to have included in their second and third year units at least 20 credit points in each of the following areas: logic, ethics or political philosophy, epistemology and metaphysics, and philosophy of science. Any difficulties or queries should be referred to the Honours Coordinator.

Philosophy 4

Honours students enrol in Philosophy 4, which consists of three of the fourth year components plus an honours seminar and a research essay on an approved topic.

Information about the fourth year components is available from the Honours Coordinator. Students who are especially keen to take a given component and who have not fulfilled the prerequisites should consult the lecturer who may in certain circumstances waive the prerequisite, possibly setting additional vacation work in its place.

Class requirements

Classes in each component run as two hour weekly semester-length seminars.

Assessment

In general, students have the option of being assessed by examination, by essays and/or exercises, or by a combination of these. Compulsory examinations may sometimes be introduced and students concerned about this should consult the Honours Coordinator at the time of enrolment.

Research essay

An honours student is required to write a research essay on an approved topic. Students are encouraged to commence work on this topic during the long vacation. The research essay must be of 12500 to 15000 words and it is worth 50% of the final assessment. Full details regarding final deadlines for submission, presentation requirements, etc. are available from the Honours Coordinator.

Honours seminar

Honours students are required to attend a regular honours seminar to discuss questions related to long essay topics and articles and papers of general philosophical interest.

Selection of components and approval of thesis topic

Students enrolling for fourth year must see the Honours Coordinator to arrange the selection of their course components, to have their thesis topic approved, and to be assigned to a supervisor. The coordinator is available as an adviser of studies to honours (and potential honours) students. Any student at any level who is considering an honours course will find it useful to consult with the Honours Coordinator.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings) appears at the end of each discipline entry. A full description of PHI units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS**PHI1AAP ASTRONOMY AND PHILOSOPHY** (15. CPs Sem. TE-SEM-1 BU.)

Mr John Fox

Science and technology are essential parts of contemporary human existence. No matter what your political or ethical perspective, your religion or worldview, it seems that nobody wants to be labelled as 'un-scientific'. Yet, few of us understand exactly what it is to be scientific. For example, what makes astronomy different from astrology? In this unit, we examine the development, and identify the essential characteristics, of the much valued but taken for granted modern scientific approach. We will look at a large range of ideas about the stars and the planets, and trace the advance to Newtonian physics from pre-scientific myths about the universe. When you take this unit, you will also get a chance to use astronomical instruments to observe 'heavenly bodies'! This unit forms a solid introduction to philosophy in general and to the history and philosophy of science in particular. No prior scientific study is presupposed.

Incompatible unit: PHI2HPA

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1,200-word essay (30%), one 1-hour test (20%), one 1-hour examination (30%), weekly short answer exercises (800 words equivalent) (20%)

Prescribed Reading:

Kuhn, T. *The Copernican revolution* Harvard 1978

PHI1BAP BIOLOGY AND PHILOSOPHY (15. CPs Sem. TE-SEM-2 BU.)

Mr John Fox

Over most of history, nothing could be seen of what happened between sex and childbirth. Does all reproduction involve two sexes? How did knowledge about all this develop? In this unit we study these and connected questions, from early myths to the time of Darwin. We also consider what counts as science, through the ideas of Karl Popper, Imre Lakatos, and Thomas Kuhn. We study how over a long time what we now see as sound scientific theory, argument, and methodology developed together, and how fallible are the best guesses of any given epoch. This unit forms a solid introduction to philosophy in general and to the history and philosophy of science in particular. No prior scientific study is presupposed.

Incompatible unit: PHI2HPB

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Six short answer assignments (25%), one 2000-word essay (50%), one 1-hour examination (25%)

Prescribed Reading:

Gasking, E. *Investigations into generation 1651-1828*, Hutchinson 1967

PHI1CRT CRITICAL THINKING (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 AW, BU, ML.)

Dr Norva Y.S. Lo

PHI1CRT semester two is taught entirely on-line. There will be one 90-minute mediated on-line discussion per week plus learning activities as specified on-line (equivalent to 90-minutes attendance per week). For more information contact the unit coordinator or visit www.latrobe.edu.au/philosophy/resources_ug/handout_crt.html.

Thinking and reasoning are essential components of human life. Nevertheless, much of our thinking and reasoning is biased, distorted, and uninformed. Yet the quality of our life and that of what we produce, make, or build depends precisely on the quality of our thoughts and reasons. In this unit, you will learn how to reason well, to think clearly and independently, and to engage fairly with others in discussions and debates. Many students find the experience gained in this unit immensely valuable, both within the university and later in employment whatever their subsequent areas of specialization.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour examination (55%), three short exercises (2000-words equivalent) (45%)

Prescribed Reading:

Phillips, R. and Oakley, T. *Reason and argument* Monash 1996.

PHI1FMV FREEDOM, MIND AND HUMAN NATURE (15 CPs Sem. TE-SEM-1 AW, BU.) *Dr Toulia Nicolacopoulos*

In this unit, we explore three big questions: what am I? Am I free to make choices? How should justice figure in my life? We turn to Rene Descartes whose work is famously linked to the origins of the Enlightenment project. He ascribes to humans very special powers of mind on which we base a scientific understanding of the world. This raises questions about our relationship to deterministic physical reality. Are we as much slaves of physical causes and effects as other things in the universe? Might a genius at physics or a smart computer predict all our behaviours? If so, can we be said to be free? We address this intriguing question in the second part of the unit. The idea that we are self-directing and should live free of others' unjust interferences is central to western liberal democracies. What do we mean by 'justice'? The final part of the unit focuses on some major western thinkers like Mill, Marx, and Foucault to ask whether our human nature makes justice a universal value.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 550-word essay (15%), one 1,200-word essay (30%), one 1-hour essay exam (30%), one 1-hour short answer exam (20%), one 250-word exercise (5%)

Preliminary Reading:

Phillips, R. and Oakley, T. *Reason and argument* 2nd edn Monash Distance Education Centre 1996

Prescribed Reading:

Descartes, R. 'Meditations' in *Discourse on methods and meditations*, Dover Philosophical Classics 2003

PHI1TAS EXISTENCE, VALUE AND GOD (15 CPs Sem. TE-SEM-2 AW, BU.)

Dr Philipa Rothfield

Dostoevsky famously wrote, 'If God does not exist, then everything is permitted'. What are we to make of this? Jean-Paul Sartre stated that we are abandoned in the sense that there is no God to tell us what to do. Humans create their own sense of right and wrong through their actions, through exercising an inherent freedom. Some ethical theories would dispute this, suggesting that notions of right and wrong have an objective status independent of individuals. Upbringing or cultural background. Can we even ask these questions without determining whether there is a God who oversees issues of right and wrong, good and evil? In this unit, we will progress from questions of life and freedom, towards ethical responsibility, and the ultimate issue of whether or not God exists.

Class requirements: Two 2-hour lectures and one 1-hour tutorial per week.

Assessment: One 1,200-word essay (30%), one 800-word essay (20%), one 1-hour examination (30%), one 1-hour short answer exam (20%)

Preliminary Reading:

Feinberg, J. *Social philosophy* Prentice-Hall 1973

PHI2BAW BEING AND WORLD: THE SOURCES OF MODERN

EUROPEAN PHILOSOPHY (20 CPs Sem. TE-SEM-1 BU.) *Dr George*

Vassilacopoulos

This unit is offered at third year level also.

Not available in 2008

PHI2CAS CERTAINTY AND SUBJECTIVITY (20. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

This unit is offered at third year level also.

Not available in 2008

PHI2DBK DISCOURSE, BODY, KNOWLEDGE (20 CPs Sem. TE-SEM-2 BU.)

Dr Philipa Rothfield

This unit is offered at third year level also.

Not available in 2008

PHI2ECP ECOLOGICAL PHILOSOPHIES (20 CPs Sem. TE-SEM-2 BU.) *Dr*

Janna Thompson, Dr Norva Y S Lo

This unit is offered at third year level also.

Students identify the conceptions of nature that underpin modern industrial civilisation and explore their implications for contemporary attitudes to the environment. Ranges of ecological philosophies that

offer biocentric alternatives to the environmental presuppositions of modernity are canvassed. These ecological philosophies – which include deep ecology, ecofeminism, the land ethic, animal ethics, ecophenomenology, and bioregionalism – are compared with the nature philosophies emanating from Aboriginal Australia and the Taoist tradition of ancient China. The discussions are general in scope but also contextualised to the Australian environment. This is a core unit for the Environmental Enquiry major. Prescribed readings are available on the internet.

Prerequisite: 30 credit points of first year philosophy or coordinator's approval.

Class requirements: One 3-hour seminar per week.

Assessment: One 2500-word essay (45%), one 2000-word essay (40%), one forum presentation (15%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Weston, A. (Ed) *An invitation to environmental philosophy* Oxford University Press 1999

Recommended Reading:

Willott, E., and Schmidt, D. (Eds) *Environmental ethics: what really matters, what really works* OUP 2002

PHI2EDU ECOLOGY, DEMOCRACY AND UTOPIA (20 CPs Sem. TE-SEM-2

BU.) *Ms Janna Thompson*

This unit is offered at third year level also.

Not available in 2008

PHI2ETH ETHICS (20. CPs Sem. TE-SEM-2 BU.) *Dr Norva Y.S. Lo*

This unit is offered at third year level also.

Not available in 2008

PHI2FRD FREUD (20. CPs Sem. TE-SEM-1 BU.) *Mr John Fox*

This unit is offered at third year level also.

Not available in 2008

PHI2HPA HISTORY AND PHILOSOPHY OF SCIENCE A (20. CPs Sem. TE-

SEM-1 BU.) *Mr John Fox*

Not available to students enrolled in the Faculty of Humanities and Social Sciences

This unit is designed to provide a second year entry point to philosophical study for students from faculties other than Humanities and Social Sciences. It should be of particular interest to Science students. The lectures and core syllabus are as for PHI1AAP.

Prerequisite: Any two units from any Faculty.

Incompatible unit: PHI1AAP

Class requirements: Two 1-hour lecture and one 1-hour tutorial per week.

Assessment: one 1-hour short answer test (20%), one 1-hour examination (30%), weekly short answer exercises (1000 words equivalent) (20%), one 2000-word essay (30%)

Prescribed Reading:

Kuhn, T.S. *The Copernican revolution*, Harvard UP 1978

PHI2HPB HISTORY AND PHILOSOPHY OF SCIENCE B (20. CPs Sem. TE-

SEM-2 BU.) *Mr John Fox*

Not available to students enrolled in the Faculty of Humanities and Social Sciences.

In this unit we study the development of human ideas about how biological reproduction takes place, up to the time of Darwin and on how ideas of counts as good evidence and good explanation developed too. We will also consider what counts as science, and as rational change of belief; on this we will look at the ideas of e.g., Karl Popper, Imre Lakatos, and Thomas Kuhn. PHI2HPA is not presupposed, but does form with this course a good introduction at second year level to the history and the philosophy of science and to philosophy generally. The lectures and core syllabus are as for PHI1BAP.

Prerequisite: Any two units from any Faculty.

Incompatible unit: PHI1BAP

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Six short answer assignments (1500-words equivalent) (30%), one 2500-word essay (50%), one 1-hour examination (20%)

Prescribed Reading:

Gasking, E. *Investigations into generation 1651-1828*, Hutchinson 1967

PHI2HUR HUMAN RIGHTS: FUNDAMENTAL ISSUES (20 CPs Sem. TE-SEM-1 BU, AW.) *Dr Janna Thompson*

This unit is offered at third year level also.

In this unit, we examine the philosophical issues raised by human rights. In the first part we look at the theory of rights and consider what sort of thing a right is; what it means to claim one's rights and have them protected; whether they should be justified by an appeal to agency, basic needs or human flourishing; and whether they can be adopted by people of non-Western cultures. In the second part of the unit we examine the meaning, justification and application of particular rights claims and consider what rights ought to be regarded as basic and whether some appeals to rights can be dismissed as illegitimate. We will investigate the controversies over the meaning of particular rights such as the right to liberty, free speech, privacy and the right to subsistence. We will discuss communitarian and feminist criticisms of human rights and problems of applying theories of rights to minority or disadvantaged groups.

Prerequisite: Any first year philosophy unit.

Class requirements: One 2-hour lecture/seminar and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 2500-word essay (50%), one 500-word tutorial assignment (10%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Orend, B. *Human Rights: concept and context* Broadview Press 2002
Jones, P *Rights* St Martins 1994.

Recommended Reading:

Shue, H *Basic Rights: subsistence, affluence, and US Foreign Policy* 2nd edn., Princeton University Press 1996.
Nickel, J *Making sense of Human Rights* University of California Press 1987.
Shute, S & Hurley, S (Eds) *On Human Rights* Basic Books 1993.
Waldron, J (Ed) *Theories of rights* Oxford University Press 1984.

PHI2LDM LOVE, DESIRE, AND THE MASTER-SLAVE DIALECTIC (20 CPs Sem. TE-SEM-1 BU.) *Dr Jack Reynolds, Dr George Vassilacopoulos*
This unit is offered at third year level also.

Beginning with Hegel, we will consider the master-slave dialectic and the conflicting account of relations with other people that it describes. We will then consider the Nietzschean adaptation of this position in his account of slave morality and resentment, before tracing the heritage of these two ideas (one ontological, the other 'moral') through their twentieth century developments in psychoanalysis (Lacan), existentialism (Sartre, de Beauvoir, and Merleau-Ponty), and in the (post)phenomenological work of Levinas, Deleuze, and Derrida. Themes to be considered include love, desire, hatred, friendship, shame, Bad Faith, authenticity, sadism, masochism, as well as solipsism (how can we know that other people exist?) and ontology. Ultimately we will seek to establish whether or not Sartre was right to describe love as a 'ruse', and relations with other people as 'hell', or whether we might still find merit in a Hegelian concept of love as the experience of a unity of one with another.

Prerequisite: 30 credit points of humanities and social science units.

Class requirements: One 2-hour seminar and one 1-hour tutorial per week.

Assessment: One 2500-word essay (50%) Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students, one 2500-word essay (50%)

Recommended Reading:

Sinnerbrink, R. *Understanding Hegelianism* Acumen 2007

PHI2LMU LANGUAGE, MEANING AND UNDERSTANDING (20. CPs Sem. TE-SEM-1 BU.) *Professor Andrew Brennan*

This unit is offered at third year level also.

In this unit students explore the nature of meaning and understanding

as well as raising topics of their own intrinsic interest. The study of language in this unit is expected to be of interest to anyone studying other areas of philosophy, especially thought relating to the human mind and its workings, and to the nature of reality. Topics studied include the nature of meaning; the relation of words and ideas; truth; whether language constrains the way we think and even what we believe; Wittgenstein's 'private language argument'; language of social interaction; Quine's indeterminacy of translation thesis; Quine's attack on the concept of meaning and necessity; and metaphor. These issues are central to 20th-century philosophy.

Prerequisite: 15 credit points of philosophy, logic, or linguistics.

Knowledge of linguistics is not presupposed.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 1.5-hour examination.

(35%), one 250-word exercise (5%), one 1,250-word essay (20%).

Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

PHI2MET MEDIA ETHICS (20. CPs Sem. TE-SEM-2 BU.) *Dr Toulia*

Nicolacopoulos, Dr George Vassilacopoulos

This unit is offered at third year level also.

Not available in 2008

PHI2MMW MAKING OF THE MODERN WORLDVIEW (20 CPs Sem. TE-SEM-1 BU.) *To be advised*

This unit is offered at third year level also.

Not available in 2008

PHI2PAM PLATO AND THE MEANING OF BEING (20 CPs Sem. TE-SEM-2 AW, BU.) *Dr George Vassilacopoulos, Dr Toulia Nicolacopoulos*

This unit is offered at third year level also.

It has been said that all western philosophy is a footnote to Plato. In his masterpiece, *The Republic*, Plato addresses some of the most fundamental questions of human existence: what is it to be? What is the place of human beings in the world? What does it mean to know? What is the nature of reality? Surprisingly, Plato's strategy is to invite us to participate, along with his teacher Socrates, in a thought experiment aimed at designing a just society. In the process of asking what justice is we discover answers to the meaning and conditions of our being in the cosmos. In this unit we will follow Plato's philosophical journey and trace some connections between his ideas, contemporary feminist thought and the philosophies of Hegel, Heidegger and Derrida.

Prerequisites: 30 credit points of philosophy

Class Requirements: One 2-hour seminar and one 1-hour tutorial per week.

Assessment: One 2500-word essay (50%), one 2500-word essay or one 2.5-hour examination (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Plato *The republic* Any edition.

PHI2PMP POSTMODERNISM: METAPHYSICS, POLITICS (20 CPs Sem. TE-SEM-2 BU.) *Dr Philipa Rothfield, Dr Jack Reynolds*

This unit is offered at third year level also.

Is reason outdated, a relic of outmoded Enlightenment thinking? Are we now dubious about philosophical claims to universal knowledge, and political promises of emancipation and human progress? Many postmodernists argue that rationality cannot fulfil its initial promise and suggest that we need to rethink our approach towards questions concerning knowledge, subjectivity, and politics. The aim of this unit is to review postmodernism, to acquaint students with the thought of Lyotard, Deleuze, Derrida, and Foucault, on their own terms, and in relation to questions of postcolonial politics. To that end, students will also discuss a selection of writings from R. Radhakrishnan, Homi Bhaba, Gayatri Spivak, Trinh Minh-ha, and Edward Said.

Prerequisite: Any philosophy subject.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2500-word essay (50%), one 2.5-hour examination or one 2500-word essay (50%). Third year students will be expected

to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Cahoon, L. *From modernism to postmodernism, an anthology*, Blackwell 2003
 Malpas, S. *Post-modern debates*, Palgrave 2001
 Lyotard, J. *The post-modern condition*, Manchester University Press 1984
 Afzal-Kahn, F. and Seshardi-Crooks, K. (Eds) *The pre-occupation of postcolonial studies*, Duke UP 2000
 Schmidt, J. *What is enlightenment, 18th century answers and 20th century questions?* UC Press 1996

PHI2PSA PHILOSOPHY OF SCIENCE A (20. CPs Sem. TE-SEM-1 BU.) *Mr John Fox*

This unit is offered at third year level also.

Since the 17th century, thinkers have been impressed with the consensus, progress, and certainty displayed in mathematics and the physical sciences. Many were inspired to study their methods, in the hope of achieving similarly impressive results in all other areas; this 'philosophy of science' was a large part of the humanist vision of the enlightenment. The dominant picture was broadly positivistic, emphasizing the logical and empirical character of mathematical and scientific beliefs. However, developments in science and philosophy have seriously challenged not only the positivist picture but also the enlightenment vision. In this unit, we will study the rise of this philosophy, the reasons for its difficulties, and whether it can be salvaged and improved. Among 20th century figures studied will be Duhem, Hempel, Popper, Kuhn, Lakatos and Feyerabend.

Class requirements: One 3-hour seminar per week.

Assessment: One 2500-word essay (50%), one 2500-word essay or one 2.5-hour examination (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Chalmers, A. R. *What is this thing called science?* 3rd edn. U. of Queensland Press 1999

PHI2TWP THE WAYS OF PARADOX (20 CPs Sem. TE-SEM-1 BU.) *Dr*

Antony Eagle

This unit is offered at third year level also.

Not available in 2008

PHI2VML VALUES AND THE MEANING OF LIFE (20. CPs Sem. TE-SEM-2 BU.) *To be advised*

This unit is offered at third year level also.

Not available in 2008

PHI2WAP PHILOSOPHY OF WAR AND PEACE (20. CPs Sem. TE-SEM-2 BU.) *Mr John Fox*

This unit is offered at third year level also.

In this unit students examine questions of morality as they apply to war and peace. A variety of 'just war theories' will be considered. Are wars of aggression or pre-emption permissible? How certain must the grounds for war be? May civilians ever be targeted? Is collateral damage ever acceptable, and do intentions matter in this regard? Further topics include propaganda, revolutionary wars and wars of national liberation, terrorism, kinds of weapon, threats and deterrence. We will also consider the case for and against pacifism, Gandhi's philosophy of non-violence, and other solutions to problems that war has been used to address.

Prerequisite: Any first year philosophy or politics subject.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2500-word essay (50%), one 2500-word essay or one 2.5-hour examination (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Walzer, M. *Just and unjust wars* 2nd edn. Pelican 1992

Recommended Reading:

Bondurant, J. *Conquest of violence* University of California Press 1988

Elshtain, J. (Ed) *Just war theory* Blackwell 1992

Holmes, R. *On war and morality* Princeton University Press 1989

PHI3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Dr Ross*

Brady

A limited number of students may be permitted by the coordinator to undertake a research project on a subject of their own choosing, provided there is no substantial overlap between that subject and the subject matter of an existing unit. They will work on the project under the supervision of a member of staff throughout the semester. Students may not enrol in this unit without the permission of the coordinator, to whom they should apply in December. Students who are not in the third year of a philosophy sequence or major normally are not considered. Approval of an application depends on the student's past academic record, tutors' reports, the outline of the intended project and the availability of a member of staff to supervise the project.

Incompatible unit: Students may take a maximum of 40 credit points of philosophy reading courses towards their degree.

Class requirements: Supervision sessions and other requirements throughout the semester as arranged for each individual student.

Assessment: Essay (s) or a research report, as arranged for each individual student.

PHI3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Dr Ross*

Brady

A limited number of students may be permitted by the coordinator to undertake a research project on a subject of their own choosing, provided there is no substantial overlap between that subject and the subject matter of an existing unit. They will work on the project under the supervision of a member of staff throughout the semester. Students may not enrol in this unit without the permission of the coordinator, to whom they should apply in December. Students who are not in the third year of a philosophy sequence or major normally are not considered. Approval of an application depends on the student's past academic record, tutors' reports, the outline of the intended project and the availability of a member of staff to supervise the project.

Incompatible unit: Students may take a maximum of 40 credit points of philosophy reading courses towards their degree.

Class requirements: Supervision sessions and other requirements throughout the semester as arranged for each individual student.

Assessment: Essay (s) or research report, as arranged for each individual student. (100%)

PHI3BAW BEING AND WORLD: THE SOURCES OF MODERN

EUROPEAN PHILOSOPHY (20 CPs Sem. TE-SEM-1 BU.) *Dr George*

Vassilacopoulos

See PHI2BAW for full unit description.

Not available in 2008

PHI3CAS CERTAINTY AND SUBJECTIVITY (20. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

See PHI2CAS for full unit description.

Not available in 2008

PHI3DBK DISCOURSE, BODY, KNOWLEDGE (20 CPs Sem. TE-SEM-2 BU.)

Dr Philipa Rothfield

See PHI2DBK for full unit description.

Not available in 2008

PHI3ECP ECOLOGICAL PHILOSOPHIES (20 CPs Sem. TE-SEM-2 BU.) *Dr*

Freya Mathews

See PHI2ECP for full unit description.

PHI3EDU ECOLOGY, DEMOCRACY AND UTOPIA (20 CPs Sem. TE-SEM-2 BU.) *Ms Janna Thompson*

See PHI2EDU for full unit description.

Not available in 2008

PHI3ETH ETHICS (20. CPs Sem. TE-SEM-2 BU.) *Dr Norva Y S Lo*

See PHI2ETH for full unit description.

Not available in 2008

PHI3FRD FREUD (20. CPs Sem. TE-SEM-1 BU.) *Mr John Fox*
See *PHI2FRD* for full unit description.
Not available in 2008

PHI3HUR HUMAN RIGHTS: FUNDAMENTAL ISSUES (20 CPs Sem. TE-SEM-1 BU, AW.) *Dr Janna Thompson*
See *PHI2HUR* for full unit description.

PHI3LDM LOVE, DESIRE, AND THE MASTER-SLAVE DIALECTIC (20 CPs Sem. TE-SEM-1 BU.) *Dr Jack Reynolds, Dr George Vassilacopoulos*
See *PHI2LDM* for full unit description.

PHI3LMU LANGUAGE, MEANING AND UNDERSTANDING (20. CPs Sem. TE-SEM-1 BU.) *Professor Andrew Brennan*
See *PHI2LMU* for full unit description.

PHI3MET MEDIA ETHICS (20. CPs Sem. TE-SEM-2 BU.) *Dr Toulia Nicolacopoulos, Dr George Vassilacopoulos*
See *PHI2MET* for full unit description.
Not available in 2008

PHI3MMW MAKING OF THE MODERN WORLDVIEW (20 CPs Sem. TE-SEM-1 BU.) *To be advised*
See *PHI2MMW* for full unit description.
Not available in 2008

PHI3PAM PLATO AND THE MEANING OF BEING (20 CPs Sem. TE-SEM-2 AW, BU.) *Dr George Vassilacopoulos, Dr Toulia Nicolacopoulos*
See *PHI2PAM* for full unit description.

PHI3PMP POSTMODERNISM: METAPHYSICS, POLITICS (20 CPs Sem. TE-SEM-2 BU.) *Dr Philipa Rothfield, Dr Jack Reynolds*
See *PHI2PMP* for full unit description.

PHI3PSA PHILOSOPHY OF SCIENCE A (20. CPs Sem. TE-SEM-1 BU.) *Mr John Fox*
See *PHI2PSA* for full unit description.

PHI3TWP THE WAYS OF PARADOX (20 CPs Sem. TE-SEM-1 BU.) *Dr Antony Eagle*
See *PHI2TWP* for full unit description.
Not available in 2008

PHI3VML VALUES AND THE MEANING OF LIFE (20. CPs Sem. TE-SEM-2 BU.) *To be advised*
See *PHI2VML* for full unit description.
Not available in 2008

PHI3WAP PHILOSOPHY OF WAR AND PEACE (20. CPs Sem. TE-SEM-2 BU.) *Mr John Fox*
See *PHI2WAP* for full unit description.

Politics

Program Coordinator: Professor Dennis Altman.

By its nature, politics is an argumentative discipline. Students of politics look at how power is used in different systems of government, at the way states relate to one another in the international system and at the relationships between local, national and global institutions.

Politics compares the various institutions, processes, beliefs and cultures that societies have developed for settling conflict, ordering priorities and distributing wealth. Students must weigh up competing accounts of what actually happens as well as competing accounts of what ought to happen. The study of politics may be illuminated by knowledge drawn from other disciplines such as anthropology, economics, history, sociology, law, psychology and philosophy.

Politics units are available to students enrolled in any faculty. The number of units that may be taken depends on the rules of the degree for which a student is enrolled.

Programs of study

Students who wish to satisfy the degree requirements by taking a major in politics must take 130 credit points of politics, of which at least 60 credit points must be at third year level. Potential honours students must include POL3POK Politics of Knowledge and/or

POL3HON Politics of the Twentieth Century and must have passed 130 credit points of politics or other appropriate units. Potential honours students are also strongly encouraged to take POL2HMP/POL3HMP History of Modern Political Thought. All units are offered subject to the availability of appropriate staffing and minimum enrolments.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Australian Politics: government and society	POL1AUP
TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJI
TE-SEM-1	States, Nations and Security: world in transition	POL1SNS
TE-SEM-2	Economy, Environment and Human Rights: world in transition	POL1EEH
TE-SEM-2	Introduction to Asia: China and India	AST1ICI
TE-SEM-2	Representation and Participation in Australian Politics	POL1RAP
Second year units (20 credit points)		
TE-SEM-1	International Public Policy ²	POL2IPP
Second or third year units (20 credit points)		
TE-SEM-1	Contemporary Australian Politics	POL2CAP/POL3CAP
TE-SEM-1	Crises in South Asia: Weapons, Women, Well-being	POL2CSA/POL3CSA
TE-SEM-1	Critical Social Policy ¹	SOC2CSP/SOC3CSP
TE-SEM-1	Discover Australia: current issues and debates	SOC2DAU/SOC3DAU
TE-SEM-1	Ethics and International Relations ¹	POL2EIR/POL3EIR
TE-SEM-1	The European Union	HIS2EUU/HIS3EUU
TE-SEM-1	International Law and International Organisation	POL2ILO/POL3ILO
TE-SEM-1	International Relations: the Cold War and the great powers	POL2INR/POL3INR
TE-SEM-1	Introduction to American Politics	POL2IAP/POL3IAP
TE-SEM-1	Political Change and Development in the Third World	POL2DDA/POL3DDA
TE-SEM-1	Reconciliation	POL2REC/POL3REC
TE-SEM-1	Sociology of the Environment	SOC2SOE/SOC3SOE
TE-SEM-2	Australian Foreign Policy	POL2AAW/POL3AAW
TE-SEM-2	Australian Political Culture	POL2APC/POL3APC
TE-SEM-2	Ethnicity and Identity: social and political approaches	SOC2EAI/SOC3EAI
TE-SEM-2	History of Modern Political Thought	POL2HMP/POL3HMP
TE-SEM-2	International Relations of the Middle East ¹	POL2IME/POL3IME
TE-SEM-2	Liberalism and its Critics ¹	POL2LAC/POL3LAC
TE-SEM-2	Nations and States	POL2NAS/POL3NAS
TE-SEM-2	Peace and Change	POL2PAC/POL3PAC
TE-SEM-2	Politics and the Economy	POL2PAE/POL3PAE
TE-SEM-2	The Politics of Economic Regions	POL2PER/POL3PER
TE-SEM-2	Politics of Non-violent Activism	POL2PNV/POL3PNV
TE-SEM-2	Postcolonial Perspectives	ANT2PCP/ANT3PCP
TE-SEM-2	Quantitative Methods in Social Research	SOC2MTB/SOC3MTB
TE-SEM-2	Revolutions in Central Europe ³	POL2RCE/POL3RCE
TE-SEM-2	Social Policy, Welfare and the State	SOC2SWS/SOC3SWS
TE-SEM-2	Society and State in Japan and China	AST2EAS/AST3EAS
TE-SEM-2	South-East Asian Politics: change and conflict	POL2SEA/POL3SEA
TE-SEM-2	Theories of World Politics	POL2TWP/POL3TWP
Third year units (20 credit points)		
TE-SEM-1	Free Reading A	POL3FRA
TE-SEM-1	Politics of Knowledge ¹	POL3POK
TE-SEM-2	Free Reading B	POL3FRB
TE-SEM-2	Politics of the Twentieth Century	POL3HON
TE-SEM-2	Professional Competence – transition to the workplace ²	POL3PCW

Key: ¹ Not available in 2008.

² Available only to Bachelor of International Relations students.

³ New unit.

Specialised politics streams

Students wishing to construct a major around a particular interest or focus should consider the lists of units in the entries on Australian studies, the Bachelor of International Relations, the Bachelor of Social Sciences and the Bachelor of International Development elsewhere in this *Handbook*.

In choosing from politics units offered at second and third year level, students are recommended to attempt the following units at second year level, before other, more specialised units.

Unit title	Unit code
Australian Political Culture	POL2APC/POL3APC
Introduction to American Politics	POL2IAP/POL3IAP
International Relations: the Cold War and the great powers	POL2INR/POL3INR
Australian Foreign Policy	POL2AAW/POL3AAW
Nations and States	POL2NAS/POL3NAS

Honours

The School welcomes enquiries about honours. These may be directed to the Program Convenor or the Honours Coordinator. Honours students normally take at least 100 credit points in politics at second and third year levels, of which at least 60 credit points must be taken at third year level. In the third year, their enrolment must include POL3POK Politics of Knowledge and/or POL3HON Politics in the Twentieth Century, with admission to these units dependent on the achievement of good results in first and second years. Students who achieve sufficiently high results during their first three years and who have completed the requirements for a pass degree may be admitted to the fourth or honours year. The fourth year is intended to give students the opportunity to pursue their interests more deeply, through both unit work and a research thesis.

A list of fourth year units with full descriptions is available from the Politics Office; not all units are necessarily available every year. It should be noted that while these are semester-length units and taught in first semester, the commitment for honours students is for the full year, with their theses being researched and written throughout the year. Students must take two units from the list supplied or from seminars offered in sociology and anthropology. The fourth year thesis should be 12000 to 15000 words in length. Topics are to be approved after consultation with members of the Politics Program. A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings) appears at the end of each discipline entry. A full description of POL units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

POL1AUP AUSTRALIAN POLITICS: GOVERNMENT AND SOCIETY (15. CPs Sem. TE-SEM-1 BU.) *Dr Gwenda Tavan*

Students are introduced to the major institutions and processes of the Australian political system: the constitutional framework, federalism, the High Court, electoral system, parliament and executive government, and the party system. These are presented within the contexts of the historical development of the institutions of responsible parliamentary government and liberal democratic values and political systems.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word short assignment (25%), one 2000-word essay (50%), one 1-hour examination (25%)

Prescribed Reading:

Parkin, A., Summers, J. and Woodward, D. *Government, politics and power in Australia* 8th edn. Pearson 2006

Recommended Reading:

Maddox, G. *Australian democracy in theory and practice*, 5th edn. Longman 2005
Singleton, G. Aitkin, D. Jinks, B. and Warhurst, J. *Australian political institutions*, 8th edn. Prentice Hall 2006

POL1EEH ECONOMY, ENVIRONMENT AND HUMAN RIGHTS: WORLD IN TRANSITION (15. CPs Sem. TE-SEM-2 BU.) *Professor Joseph Camilleri*

This introduction to politics is set in the context of a rapidly globalising world and covers the effects of technological, economic and political change on international relations, including the organisation of the world economy. The roles of the industrialised West, the newly industrialising economies and the less developed economies are examined. Particular attention is drawn to such issues as economic growth, trade, the debt crisis, the role of transnational corporations and international organisations, environment, human rights and gender.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 400-word exercise (15%), one 1,200-word essay (35%), one 2-hour examination (40%), tutorial exercises (400-words equivalent) (10%)

Recommended Reading:

Synott, J. *Global and international studies: transdisciplinary perspectives* Social Science Press 2004

Baylis, J. and Smith, S. *The globalization of world politics*, 3rd edn. Oxford University Press 2005

Kegley, C. W. and Wittkopf, E. R. *World politics: trend and transformation* 9th edn. St Martins/Macmillan 2003.

POL1RAP REPRESENTATION AND PARTICIPATION IN AUSTRALIAN POLITICS (15 CPs Sem. TE-SEM-2 BU.) *Professor Judith Brett, Dr Gwenda Tavan*

Just how representative are Australia's political institutions? Moreover, what do we mean by representation anyway? Who participates in politics, and why? This subject focuses on the processes of representation and participation in Australian politics. Topics to be covered include the history and current performance of the major and minor political parties; the role of pressure and interest groups and of non-institutional forms of political action such as social movements; reasons for and forms of political activism; the representative functions of leadership; and the emergence of new forms of political participation in e-politics.

Class requirements: Two 1-hour lectures and one 1-hour tutorial.

Assessment: One 800-word assignment (15%), one 2000-word essay (50%), one 1-hour final examination (30%), tutorial assignments and quizzes (5%)

Prescribed Reading:

Parkin, A., Summers, J. & Woodward, D. *Government, politics, power and policy in Australia* 8th edn. Longman 2006

POL1SNS STATES, NATIONS AND SECURITY: WORLD IN TRANSITION (15. CPs Sem. TE-SEM-1 BU.) *Dr Anthony Jarvis*

This introduction to politics is set in the context of a rapidly changing world and covers the concepts of power, authority, legitimacy and political obligations, including the history and nature of the modern state, the theory and practice of state sovereignty and their implications for international society, security, conflict and peace and world society.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word essay (35%), one 1.5-hour examination (40%), one 1000-word essay (25%)

Preliminary Reading:

Hastedt, G and Knickrehm, K *International politics in a changing world* Longman 2003

Nossal, K. *The patterns of world politics* Prentice Hall 1998

Brown, C. and Ainley, K. *Understanding international relations* 3rd edn Palgrave/Macmillan 2005

Hocking, B. and Smith, M. *World politics: an introduction to international relations* 2nd edn. Prentice Hall 1995.

Kegley, C. and Wittkopf, E. R. *World politics: trends and transformation*, 11th edn St Martin's Press/Macmillan 2007

POL2AAW AUSTRALIAN FOREIGN POLICY (20. CPs Sem. TE-SEM-2 BU.)

Dr Michael O'Keefe

This unit is offered at third year level also.

In this unit, we survey the development of Australian foreign policy. We begin with an historical overview of foreign policy, highlighting the core concepts and themes required to interpret and evaluate the conduct of foreign affairs. We then survey the key issues in foreign policy-making and Australia's major foreign relations. Issues include strategic culture, internationalism and dependence on 'great and powerful friends'. Relationships covered include the United States, Indonesia and the South Pacific. We conclude with an appraisal of recent opportunities and challenges, successes and failures, such as interventions in the South Pacific and active participation in the 'war of terror'.

Prerequisite: 30 credit points of first year politics, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 1.5-hour lecture and one 1.5-hour tutorial per week.

Assessment: One 2500-word essay (50%), one 2.5-hour examination (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students

Prescribed Reading:

Cotton, J. and Ravenhill, J. (Eds) *Trading on alliance security: Australia in world affairs*, Oxford UP 2007

POL2APC AUSTRALIAN POLITICAL CULTURE (20 CPs Sem. TE-SEM-2 BU.)

Dr John Hirst, Professor Robert Manne

This unit is offered at third year level also.

In this unit students consider the development and nature of the Australian political culture during the nineteenth and twentieth centuries. They examine the political assumptions of the British settlers on their arrival in Australia; the evolving relations between these settlers and the indigenous peoples; the emergence of colonial self-government; the struggles and eventual success of the federation movement; the creation of a distinctive form of social contract, known as the Australian Settlement; Australia's relationship with Britain and the Empire from the First to the Second World War; and the role of the governments of Menzies, Whitlam, Hawke, Keating and Howard in the evolution of the Australian political culture. During this unit, students will become familiar with some of the central debates about Australian political development and with some of the writings that helped shape national political identity.

Prerequisite: 30 credit points of first year politics or history, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 3000-word essay (60%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Manne, R. (Ed) *The Australian century* Text Publishing 1999

POL2CAP CONTEMPORARY AUSTRALIAN POLITICS AND PUBLIC

POLICY (20 CPs Sem. TE-SEM-1 AW, BU.) *Professor Judith Brett*

This unit is offered at third year level also.

In this unit, we focus on Australian politics and public policy since 1983, in particular the issues arising from changed ideas about the role of government and radical changes to the organisation of the economy. Topics covered will include the restructuring of the Australian economy; employment policy and welfare reform; the varying fates of the parties; the reform of the public sector and the new public management; regional and rural politics; federalism; and environmental politics. Tutorials and assessment focus on the development of skills in the research and analysis of policy issues and conflicts in contemporary Australian politics. While not all students will have done POL1RAP or POL1AUP, prior knowledge of the institutional structure of Australian politics is assumed. This unit is recommended for Honours students intending to research an Australian topic for their Honours thesis.

Prerequisite: 30 credit points from first year politics, AST1IJI, AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word research assignment (30%), one 2000-word research essay (40%), one 1.5-hour examination (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students

Preliminary Reading:

Smyth, P. and Cass, B. (Eds) *Contesting the Australian way: states, markets and civil society* Cambridge University Press 1998
Macfarlane, I. *The search for stability*, Boyer Lectures ABC Books 2006

Prescribed Reading:

Fenna, A. *Introduction to Australian public policy*, 2nd edn, Longman 2004

POL2CSA CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELL-BEING

(20 CPs Sem. TE-SEM-1 BU.) *Dr Damien Bailey*

This unit is offered at third year level also.

In the context of India and Pakistan (South Asia), students are invited to consider three great issues of our time: nuclear weapons and the threat of war, the role of women in building prosperous societies and the effects of disease and environmental degradation on people's well-being.

Prerequisite: 30 credit points from first year politics, AST1IJI, AST1ICI, or unit coordinator's approval.

Class requirements: Two 1-hour lectures each week and one 2-hour workshop each fortnight.

Assessment: One 500-word short assignment (15%), 5 workshop quizzes (15%), one 1500-word essay (35%), one 2-hour examination (35%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Ghosh, A. *Countdown* Ravi Dayal 1999

Roy, A. *The cost of living* HarperCollins 1999

Varma, P. *The great Indian middle class* Penguin 1998

POL2DDA POLITICAL CHANGE AND DEVELOPMENT IN THE THIRD

WORLD (20 CPs Sem. TE-SEM-1 BU.) *Dr Michael Connors*

This unit is offered at third year level also.

In this unit, students are introduced to different approaches to Third World politics. Focusing on the theme of democratisation, students examine how different theorists have attempted to understand the processes of political change and development in the Third World. Topics include the nature of the state in developing countries; the role of culture in political change; the role of the military; how international factors shape political change and development; and the contested nature of democratic transition.

Class requirements: One 2-hour lecture and one 1-hour tutorial/workshop per week.

Assessment: One 1000-word democracy and development indices exercise (20%), one 3000-word research essay (60%), one 1-hour examination (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Alagappah, M *Civil society and political change in Asia* Stanford UP 2004

Haynes, J *Democracy in the developing world: Africa, Asia, Latin America, and the Middle East* Polity Press 2001

Shelley, B *Democratic development in East Asia* Routledge 2005

Abrahamsen, R *Disciplining democracy: development discourse and good governance in Africa* Zed Books 2000

POL2EIR ETHICS AND INTERNATIONAL RELATIONS (20 CPs Sem. TE-

SEM-1 BU.) *To be advised*

This unit is offered at third year level also. Not available in 2008

POL2HMP HISTORY OF MODERN POLITICAL THOUGHT (20 CPs Sem.

TE-SEM-2 BU.) *Dr Damien Bailey*

This unit is offered at third year level also.

In this unit students examine the writings of some important and influential modern political thinkers between the seventeenth and nineteenth centuries. Political theorists to be studied include the social contract theorists (Hobbes, Locke, Rousseau) and the two very different responses to nineteenth-century capitalism and the new era of mass politics embodied in the works of J. S. Mill and Karl Marx. Students are enabled to place some of the canonical texts of the Western tradition in their historical and political context. They also consider some general and thematic questions, to do with women in Western political thought and the notion that natural science should serve as a paradigm for political thinking, among others.

Prerequisite: 30 credit points of first year politics, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour examination (40%), one 1500-word essay (30%), one 1500-word essay (30%). Third year students will be

expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Germino, D. *Machiavelli to Marx* University of Chicago Press 1979.
 Rapaczynski, A. *Nature and politics: liberalism in the philosophies of Hobbes, Locke and Rousseau* Cornell University Press 1987.
 Macpherson, C. B. *The political theory of possessive individualism: from Hobbes to Locke* Clarendon Press 1964.

POL2IAP INTRODUCTION TO AMERICAN POLITICS (20. CPs Sem. TE-SEM-1 BU.) *Professor Dennis Altman*

This unit is offered at third year level also.

In this unit, students are introduced to the government and politics of the United States and engage in discussion of the institutions, political culture and recent history of the country. There is some concentration on recent events and the implications for American politics, and the changing role of the United States in the world. Students are encouraged to link current politics to American films, novels and music.

Prerequisite: 30 credit points of first year Politics or AST1IJI and AST1ICI, or permission of the unit coordinator.

Class requirements: One 1.5-hour lecture and one 1.5-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 1000-word tutorial paper (10%), one 2-hour examination (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Hodgson, G. *More equal than others: America from Nixon to the new century* Princeton University Press 2004

Recommended Reading:

McKay, D. *American politics and society* Blackwell 2005

POL2ILO INTERNATIONAL LAW AND INTERNATIONAL ORGANISATION

(20. CPs Sem. TE-SEM-1 BU.) *Professor Joseph Camilleri, Dr Anthony Jarvis*

This unit is offered at third year level also.

In an increasingly interdependent world, international law and international organisation are playing an important part in regulating human activity, both within and between states. In this unit students examine this trend, and its implications for the theory and practice of state sovereignty. The trend is then considered with reference to developments in international law and organisation since 1945. Special attention is directed to the law of the sea, international environmental law, war and international law, international humanitarian law, migration and refugees, and world trade. In each of these areas, emphasis is placed on the role of multilateral treaties and institutions, notably the United Nations system, although regional organisations, in particular the European Union are also considered.

Prerequisite: 30 credit points from first year politics, legal studies, AST1IJI, AST1ICI or permission of the unit coordinator.

Class requirements: One 1.5-hour lecture and one 1.5-hour seminar per week.

Assessment: One 30-minute class test (15%), one 2-hour examination (35%), one 2000-word essay (40%), class exercises (500-words equivalent) (10%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Shaw, M.N. *International law* 5th edn. Cambridge University Press 2003

Ku, C. and Diehl, P.F. (Eds) *International law: classic and contemporary readings* Lynne Rienner 1998

Archer, C. *International organizations* 3rd edn. Routledge 2001

POL2IME INTERNATIONAL RELATIONS OF THE MIDDLE EAST (20. CPs Sem. TE-SEM-2 BU.) *Dr John Chiddick*

This unit is offered at third year level also.

Not available in 2008

POL2INR INTERNATIONAL RELATIONS: THE COLD WAR AND THE GREAT POWERS (20. CPs Sem. TE-SEM-1 BU.) *Dr John Chiddick*

This unit is offered at third year level also.

In this unit, students are introduced to the history of international politics since 1945, with an emphasis on the relations between the major powers. They examine competing interpretations of the origins, development and outcome of the Cold War, and go on to consider the new pattern of international relations, which has developed since the collapse of the Soviet camp.

Prerequisite: 30 credit points of first year politics, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour examination (50%), one 2000-word essay (40%), one 1000-word assignment (10%). Third year students are expected to show a higher level of discipline-specific skills in their written work than second year students.

Recommended Reading:

Ambrose, S. E. and Brinkley, D. G. *Rise to globalism* 8th Revised edn. Penguin 1997.

McMahon, R. J. *The Cold War: a very short introduction* OUP 2003

Vadney, T. E. *The world since 1945* 3rd edn. Penguin 1998.

POL2IPP INTERNATIONAL PUBLIC POLICY (20 CPs Sem. TE-SEM-1 BU.)

Professor Joseph Camilleri

This subject is available only to students enrolled in the Bachelor of International Relations degree

The focus of our study in this unit is public policy in an international setting, particularly as it has developed since the Second World War. Key areas of policy to be considered may include trade, finance, science and technology, telecommunications, environment, health, migration and refugee flows, peace and security, transnational crime, and human rights. Public policy will be examined from a normative, organizational and political perspective. Particular attention will be given to the objectives, strategies, and functions of a range of actors, including states, transnational firms, knowledge communities, international governmental and non-governmental organizations.

Prerequisite: POL1SNS and POL1EEH.

Class requirements: One 3-hour lecture/seminar per week. Students will be required to write a fortnightly journal.

This unit is not available for Study Abroad students.

Assessment: One 2-hour examination (35%), one 1,750-word essay (35%), one 750-word class presentation (20%), one 30-minute class test (10%)

Recommended Reading:

Aksu, E. and Camilleri, J. A. *Democratizing global governance* Palgrave Macmillan 2002

Shaw, M.N. *International law*, Cambridge UP 2003

Diehl, P. (Ed) *The politics of global governance*, 3rd edn. Lynne Rienner 2005

POL2LAC LIBERALISM AND ITS CRITICS (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Sanjay Seth

This unit is offered at third year level also.

Not available in 2008

POL2NAS NATIONS AND STATES (20. CPs Sem. TE-SEM-2 AW, BU.) *AW: Dr*

David Envall, BU: Professor Judith Brett, BU: Professor John

Fitzgerald, BU: Dr James Leibold, BU: Professor Robert Manne

This unit is offered at third year level also.

Students are introduced to fundamental questions in the study of politics. What is a state? What is a nation? What are the origins of nationalism? Students examine how state building and industrialisation have influenced the formation of national identity and how nationalist movements and international factors have influenced the formation of states. In this unit, we draw on at least two case studies, selected from European, Asian and Australian examples, and link the case studies to theoretical discussion of states and nationhood. This unit is particularly recommended for students in second year.

Prerequisite: 30 credit points from first year politics, AST1IJI, AST1ICI, or approval of the unit coordinator.

Class requirements: Two 1-hour lectures per week and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (20%), one 2000-word research essay (40%), one 1.5-hour sighted examination (30%),

tutorial exercises (10%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Hobsbawm, E. *Nations and Nationalism since 1780* Cambridge University Press 1990.

Mann, M. *The sources of social power, volume 2: the rise of classes and nation-states, 1760-1914* Cambridge University Press 1993.

Recommended Reading:

Anderson, B. *Imagined communities* Revised edn. Verso 1991.

Spencer, P. and Wollman, H. *Nationalism: a critical introduction* Sage 2002.

POL2PAC PEACE AND CHANGE (20. CPs Sem. TE-SEM-2 BU.) *Dr Thomas Weber*

This unit is offered at third year level also.

In this unit, students are provided with an interdisciplinary survey of the major issues regarding peace and its correlates – conflict, violence and exploitation. Students critically review the ways that institutions, organisations and individuals have approached these problems. Topics covered include the causes and legacies of wars; peace actions through the World Court; peacekeeping by the United Nations and by peace groups; environmental security; Gandhian, feminist and religious approaches to war and violence; the impact of peace movements; peace actions by individuals; and conflict resolution.

Prerequisite: 30 credit points of first year politics, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 1.5-hour lecture and one 1.5-hour seminar per week.

Assessment: One 1000-word seminar paper (20%), one 2500-word research essay (50%), one 1.5-hour examination (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Weber, T. *Conflict resolution and Gandhian ethics*, Gandhi Peace Foundation 1991

Fisher, R. and Ury, W. *Getting to yes*, Random House 1999

Carter, A. *Peace movements* Longman 1992.

Dyer, G. *War: the lethal custom*, Carroll and Graf 2004

POL2PAE POLITICS AND THE ECONOMY (20. CPs Sem. TE-SEM-2 BU.) *Dr Leon Glezer*

This unit is offered at third year level also.

In this unit, we focus on the relationship between political processes and economic policy making in developed democratic societies. The discussion is comparative and examines distinctive approaches to the political management of economies in OECD countries, with emphasis on Australia. Topics include recent debates on the role of governments; assessments regarding the impact of markets; consequences of global economic integration; the role of economists; the influence of central banks; and the role of political parties and elections and institutional and ideological influences on economic policy choices. We discuss specific policy issues, such as developments in economic regulation, environmental policy debates, changing patterns of income distribution, taxation policies and, developments in employment and labour market policies.

Prerequisite: 30 credit points of first year politics, sociology, economics or AST1IJI or AST1ICI or permission of the unit coordinator.

Class requirements: One 1.5-hour lecture and one 1.5-hour tutorial per week.

Assessment: One 2-hour examination (45%), one 2000-word essay (40%), one 1000-word class paper (15%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students

Recommended Reading:

Turner, A. *Just capital; the liberal economy*, Macmillan 2001

Stiglitz, J. E. *The roaring nineties*, W.W. Norton 2003

Macfarlane, I. *The search for stability*, ABC Books 2006

Keating, M. *Who rules? – how government retains control of a privatised economy*, Federation Press 2004

POL2PER THE POLITICS OF ECONOMIC REGIONS (20. CPs Sem. TE-SEM-2 BU.) *Dr Anthony Jarvis*

This unit is offered at third year level also.

In this unit, we offer an introduction to political economy and explore the impact of trading blocs, unions, communities or other forms of collective co-operation and the growing importance of the region in world politics. The political, economic and institutional dynamics of the three most significant regions, Europe, Asia-Pacific and North America, are examined. The origins and operation of the major institutional arrangements of these regions – the European Union, the Asia-Pacific Economic Co-operation grouping, and the North America Free Trade Agreement – are explained. The focus is particularly on a number of themes: the differing nature and objectives of these regional organisations; tensions within the regions especially on issues of membership, degree of integration, and objectives; tensions between the regions especially on issues of trade access, subsidy and exclusion; and the likely future development of these organizations in the context of regionalization and globalization.

Prerequisite: 30 credit points of first year politics, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 1.5-hour lecture and one 1.5-hour seminar weekly.

Assessment: One 2000-word essay (40%), one 2-hour examination (40%), one 1000-word tutorial paper (20%). Third year students will be expected to show a greater achievement of discipline specific skill in their written work than second year students

Preliminary Reading:

Cohn, T H *Global political economy* Pearson Longman 2005

Kenwood, A. and Lougheed, A. *The growth of the international economy 1820-2000* 4th edn. Routledge 1999

Prescribed Reading:

Bosworth, B., Collins, S. and Lustig, N. (Eds) *Coming together? Mexico-United States relations* Brookings Institution Press 1997.

Watson, M. *Foundations of international political economy* Palgrave/Macmillan 2005

Phillips, N. Ed. *Globalizing international political economy* Palgrave/Macmillan 2005

Dent, C. *The European economy: the global context* Routledge 1997

POL2PNV POLITICS OF NONVIOLENT ACTIVISM (20 CPs Sem. TE-SEM-2 BU.) *Dr Thomas Weber*

This unit is offered at third year level also.

In this unit students examine the dynamics of political change that has been achieved through non-violent action. Since the non-violent revolutions in the 1980s, non-violence and non-violent action as a method of political change has become increasingly important. Students are introduced to the thought and campaigns of Mahatma Gandhi, and examine the judgement of his critics and consider his legacy. The theory of power on which most non-violent advocates base their actions, as well as the main contemporary arguments concerning the practical use of non-violence in social change activism are tackled. Does non-violent action work against social structures or only against governments and dictators? Does it work if the opponents are extremely ruthless? A critical assessment is made of the employment of non-violence in political activism in Australia and elsewhere in terms of its effectiveness.

Prerequisite: 30 credit points from first year politics or sociology or AST1IJI or AST1ICI.

Class requirements: One 1.5-hour lecture and one 1.5-hour seminar.

Assessment: One 1000-word seminar paper (20%), one 2500-word research essay (50%), one 1.5-hour examination (30%). Third year students are expected to show a higher level of discipline-specific skills in their written work than second year students.

Recommended Reading:

Ackerman, P. and Duvall, J. *A force more powerful: a century of non-violent conflict* St Martin's Press 2000

Gandhi, M.K. *An autobiography: the story of my experiments with truth* Navajivan 1949

Schock, K. *Unarmed insurrections* University of Minnesota Press 2005

Sharp, G. *Waging non-violent struggle* Porter Sargent 2005

POL2RCE REVOLUTIONS IN CENTRAL EUROPE (20 CPs Sem. TE-SEM-2 BU.) *Dr Stefan Auer*

This unit is offered at third year level also.

In this unit, we focus on the turbulent history of Central Europe after 1945. The emergence of communism and its demise both at the level of ideas and as a political system will be studied. While the primary focus will be on Czech, Hungarian, Polish and Slovak societies, the unit is relevant to Europe at large. In fact, Central Europe 'as an idea, a state of mind, a worldview' (Konrad) cannot be reduced to a geographic notion, and is better understood as a cultural and political project. We will study different formulations of this project, and see how the ideals of dissident intellectuals, such as Vaclav Havel, shaped the political development in Central Europe and beyond. The ideas developed in the specific context of peaceful resistance against communism in Central Europe, for example, inspired the protagonists of the Ukrainian 'Orange Revolution' in 2004. In addition to a set of essential reading, students will be encouraged to study literary works, films and TV-documentaries.

Prerequisite: 30 credit points of first year History or Politics.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One 3000-word essay (60%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Johnson, L. *Central Europe: enemies, neighbours, friends* Oxford University Press 1996

Recommended Reading:

Antohi, S. and Tismaneanu, V. (Eds) *Between past and future: the revolutions of 1989 and their aftermath* Central European University Press 2000

Falk, B. *The dilemmas of dissidence in Eastern Europe* CEU Press 2003

Garton Ash, T. *We the people: the revolutions of '89 witnessed in Warsaw, Budapest, Berlin and Prague* Granta Books 1990

POL2REC RECONCILIATION (20 CPs Sem. TE-SEM-1 BU.) *Mr Gary*

Thomas

This unit is offered at third year level also.

Reconciliation is a topic of ongoing debate in Australia. For over 215 years, various institutions and groups have debated and decided how Australia should relate to its Indigenous peoples. Despite a formal reconciliation movement, Australia is still struggling with significant topics, such as Social Justice, Land Rights, Native Title, an Official Treaty and the disadvantages of Indigenous peoples in all levels of life. Lectures, films and readings will stimulate discussion in this unit. By the end of this unit, it is expected students will: be familiar with the key issues identified as important for reconciliation and the way they have been approached in Australia and overseas and how actions might contribute to reconciliation in the future; be able to articulate their personal position within the Australian reconciliation debate.

Prerequisite: 30 credit points from first year politics, sociology, anthropology, AST1IJI, AST1ICI.

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%). Third year students are expected to show a higher level of discipline-specific skills in their written work than second year students.

POL2SEA SOUTHEAST ASIAN POLITICS: CHANGE AND CONFLICT (20.

CPs Sem. TE-SEM-2 BU.) *Dr Angus McIntyre*

This unit is offered at third year level also.

In this unit, we focus on the relationship between economic, social and political change in Indonesia, Malaysia and Thailand. In particular, we examine the connection in these three countries between the capitalist transformation of their previously subsistence economies, the changing character of religious devotion and the emergence of democratic forms of government. These three countries were selected, as they are eminently comparable in terms of these issues. Each has a Chinese minority with disproportionate economic power; each has experienced rapid economic growth in the last thirty

years; each has undergone a religious revival in the same period; and each has developed a democratic or quasi-democratic form of government. In other respects they are different – two were colonised, one was not; two are Islamic, the third Theravada Buddhist – but not so different as to preclude meaningful comparison.

Prerequisite: 30 credit points of first year politics, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Weekly tutorial-based tasks (10%), one 2500-word essay (50%); Country Report and Briefing Notes on a regional issue (20%), one 1-hour examination (20%). Third year students will be expected to show a greater achievement of discipline specific skill in their written work than second year students.

Prescribed Reading:

Bubalo, A. and Fealy, G. *Joining the caravan? The Middle East, Islamism and Indonesia*, Lowy Institute for International Policy 2005

POL2TWP THEORIES OF WORLD POLITICS (20. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

This unit is offered at third year level also.

In this unit students consider some of the recurring themes in the study of world society, in particular the implications of various conceptions of international relations (including realism and idealism), the significance of boundaries, and the role of values, norms, and institutions. We then examine the internationalisation of human affairs, sometimes loosely referred to as 'globalisation', and the various explanatory models that have emerged around such notions as interdependence, integration, world system, world economy and world order. Finally, we focus on recent developments in feminist, normative, critical and constructivist theories of international relations.

Prerequisite: 30 credit points of first year politics or sociology, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 1.5-hour lecture and one 1.5-hour seminar each week.

Assessment: One 3000-word essay (60%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skill in their written work than second year students.

Preliminary Reading:

Brown, C and Ainley, K *Understanding international relations* Palgrave 2005

Recommended Reading:

Knutsen, T. *A history of international relations theory* Manchester UP 1997

Booth, K. and Smith, S. (Eds) *International relations theory today* Polity Press 1995.

Boucher, D *Political theories of international relations* Oxford UP, 1998

POL3AAW AUSTRALIAN FOREIGN POLICY (20. CPs Sem. TE-SEM-2 BU.)

Dr Michael O'Keefe

See POL2AAW for full unit description.

POL3APC AUSTRALIAN POLITICAL CULTURE (20 CPs Sem. TE-SEM-2 BU.)

Dr John Hirst, Professor Robert Manne

See POL2APC for full unit description.

POL3CAP CONTEMPORARY AUSTRALIAN POLITICS AND PUBLIC

POLICY (20. CPs Sem. TE-SEM-1 AW, BU.) *Professor Judith Brett*

See POL2CAP for full unit description.

POL3CSA CRISES IN SOUTH ASIA: WEAPONS, WOMEN, WELL-BEING

(20 CPs Sem. TE-SEM-1 BU.) *Dr Damien Bailey*

See POL2CSA for full unit description.

POL3DDA POLITICAL CHANGE AND DEVELOPMENT IN THE THIRD

WORLD (20 CPs Sem. TE-SEM-1 BU.) *Dr Michael Connors*

See POL2DDA for full unit description.

POL3EIR ETHICS AND INTERNATIONAL RELATIONS (20 CPs Sem. TE-

SEM-1 BU.) *To be advised*

See POL2EIR for full unit description.

Not available in 2008

POL3FRA FREE READING A (20. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*

Available to students taking 160 or more credit points of politics who wish to study an area of the discipline not covered by existing subjects. Prospective students must satisfy the Program convenor that they have a staff member's agreement to supervise the project, at least one B grade or better in a relevant subject, a referee to comment on their capacity for self-directed study and no more than one free reading component in their degree course. In general, free reading subjects are discouraged except where a strong case can be made that there are no other appropriate subjects available.

Prerequisite: Approval of the Head of Program.

Class requirements: Report to supervisor at least once each week.

Assessment: By essays and examination as arranged for each student.

POL3FRB FREE READING B (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

Available to students taking 160 or more credit points of politics who wish to study an area of the discipline not covered by existing subjects. Prospective students must satisfy the Head of Program that they have a staff member's agreement to supervise the project, at least one B grade or better in a relevant subject, a referee to comment on their capacity for self-directed study and no more than one free reading component in their degree course. In general, free reading subjects are discouraged except where a strong case can be made that there are no other appropriate subjects available.

Prerequisite: Approval of the Head of Program.

Class requirements: Report to supervisor at least once each week.

Assessment: By essays and examination as arranged for each student.

POL3HMP HISTORY OF MODERN POLITICAL THOUGHT (20. CPs Sem. TE-SEM-2 BU.) *Dr Damien Bailey*
*See POL2HMP for full unit description.***POL3HON POLITICS IN THE TWENTIETH CENTURY** (20. CPs Sem. TE-SEM-2 BU.) *Professor Robert Manne*

This unit is a prerequisite for students wishing to proceed to an honours degree in politics, but is not restricted to such students. It is designed to introduce students to some of the most important events and ideas which have shaped the course of twentieth century politics (Nazism, Stalinism, liberalism, feminism, anti-racism, globalisation) through the writings of some of the century's most important or influential political writers (Orwell, Koestler, Levi, Hayek, Friedan, Hobsbawm, Havel, Huntington et al).

Prerequisite: By invitation only from Professor Robert Manne, issued to students who have performed at a high level in first and second year politics subjects.

Class requirements: One 3-hour seminar per week.

Assessment: One 2-hour examination (50%), one 3000-word essay (50%)

Recommended Reading:

Hobsbawm, E. *Age of extremes* Michael Joseph 1994

POL3IAP INTRODUCTION TO AMERICAN POLITICS (20. CPs Sem. TE-SEM-1 BU.) *Professor Dennis Altman*
*See POL2IAP for full unit description.***POL3ILO INTERNATIONAL LAW AND INTERNATIONAL ORGANISATION** (20. CPs Sem. TE-SEM-1 BU.) *Professor Joseph Camilleri, Dr Anthony Jarvis*
*See POL2ILO for full unit description.***POL3IME INTERNATIONAL RELATIONS OF THE MIDDLE EAST** (20. CPs Sem. TE-SEM-2 BU.) *Dr John Chiddick*
See POL2IME for full unit description.
*Not available in 2008***POL3INR INTERNATIONAL RELATIONS: THE COLD WAR AND THE GREAT POWERS** (20. CPs Sem. TE-SEM-1 BU.) *Dr John Chiddick*
*See POL2INR for full unit description.***POL3LAC LIBERALISM AND ITS CRITICS** (20. CPs Sem. TE-SEM-2 BU.) *Dr Sanjay Seth*
*See POL2LAC for full unit description. Not available in 2008***POL3NAS NATIONS AND STATES** (20. CPs Sem. TE-SEM-2 AW, BU.) *AW: Dr David Envall, BU: Professor Judith Brett, BU: Professor John Fitzgerald, BU: Dr James Leibold, BU: Professor Robert Manne*
*See POL2NAS for full unit description.***POL3PAC PEACE AND CHANGE** (20. CPs Sem. TE-SEM-2 BU.) *Dr Thomas Weber*
*See POL2PAC for full unit description.***POL3PAE POLITICS AND THE ECONOMY** (20. CPs Sem. TE-SEM-2 BU.) *Dr Leon Glezer*
*See POL2PAE for full unit description.***POL3PCW PROFESSIONAL COMPETENCE – TRANSITION TO THE WORKPLACE** (20 CPs Sem. TE-SEM-2 BU.) *Dr Michael O'Keefe*

Only available to Bachelor of International Relations students.

This unit is to be taken by all Bachelor of International Relations students. Its main purpose is to equip students to work with and for organisations that have a strong interest in international relations. The University will oversee the selection and design of projects and the selection of workplaces. After this process, each student is assigned to an organisation, which has agreed to provide the necessary supervision in the workplace. The selection and development of these projects is guided by a careful consideration of the educational and learning outcomes of each project. Each project is designed to develop research, educational or organisational skills, or some contribution of these. Throughout this unit, there will be regular contact with students and regular input into the conduct of the project and appropriate control of the assessment.

Prerequisite: Enrolment in Bachelor of International Relations and POL2IPP.

Class requirements: 150 hours attendance at an approved workplace plus three 3-hour workshops.

This unit is not available for Study Abroad students.

Assessment: One 750-word work plan (15%), one 1,250-word report (25%), one 3000-word assignment (60%)

Preliminary Reading:

Metzger, M. and Reichenstein, B. (Eds) *Challenges for international organisations in the 21st century: essays in honour of Klaus Hufner* Macmillan 2000

Martin, L.L. and Simmons, B.A. (Eds) *International institutions: an international organization reader* MIT Press 2001

Ronit, K. and Schneider, V. *Private organisations in global politics* Routledge 2000

POL3PER THE POLITICS OF ECONOMIC REGIONS (20. CPs Sem. TE-SEM-2 BU.) *Dr Anthony Jarvis*
*See POL2PER for full unit description.***POL3PNV POLITICS OF NONVIOLENT ACTIVISM** (20 CPs Sem. TE-SEM-2 BU.) *Dr Thomas Weber*
*See POL2PNV for full unit description.***POL3POK POLITICS OF KNOWLEDGE** (20 CPs Sem. TE-SEM-1 BU.) *Dr Sanjay Seth*
*Not available in 2008***POL3RCE REVOLUTIONS IN CENTRAL EUROPE** (20 CPs Sem. TE-SEM-2 BU.) *Dr Stefan Auer*
*See POL2RCE for full unit description.***POL3REC RECONCILIATION** (20 CPs Sem. TE-SEM-1 BU.) *Mr Gary Thomas*
*See POL2REC for full unit description.***POL3SEA SOUTHEAST ASIAN POLITICS: CHANGE AND CONFLICT** (20. CPs Sem. TE-SEM-2 BU.) *Dr Angus McIntyre*
*See POL2SEA for full unit description.***POL3TWP THEORIES OF WORLD POLITICS** (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*
See POL2TWP for full unit description.

Religion and spirituality studies

Program Coordinator: Dr Anne Gardner (History)

Religion and spirituality studies offer an academic study of various religions from two different perspectives. The first provides an understanding of some of the great religious traditions. The second perspective is the study of religions and/or spirituality in the context of various disciplinary approaches: historical, philosophical, sociological, anthropological, literary and linguistic.

The staff who teach the area belong to various programs and their offerings are listed accordingly: i.e., as anthropology, Asian studies, English, history, philosophy or sociology.

Languages

Students wishing to study Christianity may consider taking Ancient Greek. Those wishing to study Indian traditions should consider taking Sanskrit. See the entries under Greek studies and Sanskrit in this *Handbook*. For those wishing to study Judaism or the Tanak/Old Testament in the original language, a complementary course in classical Hebrew can be arranged at another institution. Hebrew units can be counted towards a Religion and Spirituality Studies major.

Programs of study

Students intending to qualify for the degree with a major in Religion and Spirituality Studies are normally required to take 130 credit points from the list below, 60 credit points of which must be taken at third year level. Those intending to proceed to honours level are encouraged to take additional units from the lists below.

Important notice: Not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

Unit title	Unit code
First year units (15 credit points)	
Ancient Civilisations	HIS1ACA
Asian Religions	AST1ASR
Sanskrit Beginners 1A	SAN1BEA
Sanskrit Beginners 1B	SAN1BEB
Sanskrit Beginners 1C	SAN1BEC
Spirituality and Rites of Passage	ENG1SRP
Thought, Action and Society	PHI1TAS
Second or third year units (20 credit points)	Unit code
Ancient Israel Part A	HIS2AIA/HIS3AIA
Antiquity, Gender and Religion	HIS2AGR/HIS3AGR
Body, Mind and Culture	ANT2BMC/ANT3BMC
Goddesses, Sexuality and Liberation: India and beyond	AST2GSL/AST3GSL
Introduction to Buddhism	AST2INB/AST3INB
Introduction to Hinduism	AST2INH/AST3INH
Israel, Jews and the Nations	HIS2IJN/HIS3IJN
Jesus: fact or fiction?	HIS2JFF/HIS3JFF
Jung's Cultural Psychology	ENG2JCP/ENG3JCP
Sanskrit Beginners 2A	SAN2BEA
Sanskrit Beginners 2B	SAN2BEB
Sociology of Culture	SOC2SOC/SOC3SOC
Symbol, Psyche and Society	ANT2SPS/ANT3SPS
Third year units (20 credit points)	Unit code
Reading Course A	RST3RCA
Reading Course B	RST3RCB
Sanskrit Beginners 3A	SAN3BEA
Sanskrit Beginners 3B	SAN3BEB

Other units approved for a religion and spirituality studies major

Without permission from the Program Coordinator, no more than 60 credit points of units from this category may be credited towards the 130-credit point major.

Important notice: Not all of the units listed below will be available every year. See the unit lists for the specific disciplines, where units unavailable in 2008 will be noted.

Unit title	Unit code
First year units (15 credit points)	
Introduction to Pastoral Care	PHE1IPC
Myth, Legend and History	HIS1MLH
Second or third year units (10 credit points)	Unit code
Death, Dying and Grief A	PHE3DDA
Death, Dying and Grief B	PHE3ddb

Second or third year units (15 credit points)

Illness and Spirituality

Second or third year units (20 credit points)

Aboriginal Australia

Being and World

Disintegration and Dread in Modern Society

Freud

Peace and Change

Psychological Anthropology

Unit code

PHE3ISB

Unit code

ANT2ABA/ANT3ABA

PHI2BAW/PHI3BAW

SOC2DDM/SOC3DDM

PHI2FRD/PHI3FRD

POL2PAC/POL3PAC

ANT2PSA/ANT3PSA

Honours

The honours program in religion and spirituality studies requires intensive study in the third and fourth years of the degree. Students intending to do honours should consult the Honours Coordinator about their choice of units. A major in religion and spirituality studies is required of prospective honours students who must demonstrate their ability to cope with the honours program.

Fourth year students are required to write a minor thesis of between 12000 and 15000 words, undertake a special study normally related to the thesis topic and a methodology unit, and attend the honours seminar in the department of their thesis supervisor.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings) appears at the end of each discipline entry. A full description of RST units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

RST3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*

Individual reading subjects may be organised by arrangement with an appropriate member of staff and subject to approval of the coordinator of religion and spirituality studies. Approval is normally given only to students who have reached third year level in their course for a study program, which follows up some aspect of a subject already studied with a member of staff ready to support the proposed reading subject and to supervise and assess the work done in it. After consultation with the appropriate member of staff, students wishing to take this option should submit details of their proposed course, including a bibliography, and details of assessment to the coordinator.

RST3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

See RST31RCA for description.

Sanskrit

Program Coordinator: Dr Greg Bailey

Sanskrit, the language of classical Indian civilisation and religions, is taught by staff of the Asian Studies Program and is available as a major. In first year Sanskrit, the emphasis is on the rapid acquisition of vocabulary and an appreciation of grammatical structures through exposure to straightforward textual material. On completion of the unit, students should be capable of reading Sanskrit with the aid of a dictionary.

Second year Sanskrit builds upon foundations laid in Sanskrit 1. Here the emphasis is on reading a wide range of literature relating to philosophy, religion, mythology, aesthetics and social and moral values.

Third year Sanskrit involves the reading of more advanced Sanskrit texts than those read in previous years and introduces students to composition in Sanskrit.

These units are valuable for students of linguistics, philosophy, religious studies and Asian studies.

Programs of study

To qualify for a degree with a major in Sanskrit, students must complete 110 credit points of Sanskrit 1, Sanskrit 2 and Sanskrit 3, and at least 20 credit points at third year level from the units listed below.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Sanskrit Beginners 1A	SAN1BEA
TE-SEM-2	Sanskrit Beginners 1B ¹	SAN1BEB
Second year units (20 credit points)		
TE-SEM-1	Sanskrit Beginners 2A	SAN2BEA
TE-SEM-2	Sanskrit Beginners 2B ¹	SAN2BEB
Second or third year units (20 credit points)		
TE-SEM-1	Cross-cultural Communication	LIN2CCC/LIN3CCC
TE-SEM-1	Goddesses, Sexuality and Liberation: India and beyond	AST2GSL/AST3GSL
TE-SEM-1	Introduction to Buddhism	AST2INB/AST3INB
TE-SEM-1	Love and Eroticism in Asian Literature ¹	AST2LEA/AST3LEA
TE-SEM-2	Language in Asia	LIN2LIA/LIN3LIA
Third year units (20 credit points)		
TE-SEM-1	Sanskrit Beginners 3A	SAN3BEA
TE-SEM-2	Sanskrit Beginners 3B ¹	SAN3BEB

Key: ¹ Not available in 2008.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings) appears at the end of each discipline entry. A full description of SAN units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

SAN1BEA SANSKRIT BEGINNERS 1A (15. CPs Sem. TE-SEM-1 BU.) Dr Greg Bailey

Students receive a rapid introduction to the Sanskrit language, enabling them to read simple Sanskrit sentences. Although the primary focus is the acquisition of language, there is also an emphasis on interpreting textual material. No prior knowledge of the language is necessary.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: Two 500-word translation tests (40%), one 1500-word translation test (60%)

Prescribed Reading:

Goldman, R. P. and Sutherland, S. *Devavanipravesika: introduction to the Sanskrit language* Berkeley 2000.

SAN1BEB SANSKRIT BEGINNERS 1B (15. CPs Sem. TE-SEM-2 BU.) Dr Greg Bailey

Not available in 2008

SAN2BEA SANSKRIT BEGINNERS 2A (20. CPs Sem. TE-SEM-1 BU.) Dr Greg Bailey

In this unit students who have completed first year Sanskrit work on texts composed in the Sanskrit language. Emphasis centres on the reading and analysis of a specific Sanskrit text. Students who take this unit not only gain further command of the Sanskrit language, but also gain a better grasp of Indian religious and philosophical ideas.

Prerequisites: SAN1BEB or coordinator's approval

Class requirements: Two 2-hour tutorials per week

Assessment: Two 2500-word translation tests (50% each)

Prescribed Reading:

MacDonnell, A *Sanskrit grammar for students* 3rd edn Oxford UP 1982

SAN2BEB SANSKRIT BEGINNERS 2B (20. CPs Sem. TE-SEM-2 BU.) Dr Greg Bailey

Not available in 2008

SAN3BEA SANSKRIT BEGINNERS 3A (20. CPs Sem. TE-SEM-1 BU.) Dr Greg Bailey

In this unit students deal with advanced Sanskrit language and literature. The unit is designed for those who have completed two years of Sanskrit and wish to undertake further work in ancient Indian

culture and religion. Students build on advances in grammar and vocabulary made in SAN2BEA and SAN2BEB. Texts to be read vary from year to year, but they are normally literary or religious texts. There is some translation from English to Sanskrit.

Prerequisites: SAN2BEB or coordinator's approval

Class requirements: Two 2-hour tutorials per week

Assessment: Two 2500-word translation tests (50% each)

Prescribed reading:

Monier-Williams, M A *Sanskrit-English dictionary* Any edition.

SAN3BEB SANSKRIT BEGINNERS 3B (20. CPs Sem. TE-SEM-2 BU.) Dr

Greg Bailey

Not available in 2008

Sociology

Program Coordinator Dr Alberto Gomes.

Sociology is concerned with the study of social life: the structural arrangements and cultural patterns that shape group behaviour at every level of social action whether local, national or global.

Sociologists work from a range of theoretical perspectives and adopt a variety of methodological approaches. The sociology units offered reflect this diversity and provide students with a wide range of choice. The program is structured to provide an understanding of core concepts and basic research methods. The Sociology Program offers a fourth year at honours level and a postgraduate degree by research.

Programs of study

In the first year of study, students are introduced to basic concepts in a range of topic areas and social processes. In the second and third years, students can select from a broad range of units covering topics such as gender, family, social policy, health and medicine, the environment, deviance, multiculturalism, the emotions, culture, everyday life, community studies, social theory, and many others.

A major in sociology consists of 130 credit points of sociology units or cross-listed units designated as being equivalent to sociology units (see list below). A major will consist of at least 30 credit points of sociology (or equivalent) at first year, and at least 60 credit points of sociology (or equivalent) at third year level.

Students taking 130 or more credit points in sociology, or wishing to proceed to honours, must complete at least 20 credit points of units classified as research methods, and SOC2CIS/SOC3CIS Current Issues in Sociology.

Students who have successfully completed a core unit in sociology prior to 1995 will be deemed to have completed the equivalent of SOC2CIS/SOC3CIS Current Issues in Sociology.

Students who wish to proceed to honours must have successfully completed at least 130 credit points in sociology; however, these students are encouraged to take additional sociology units.

Policy studies

Students who wish to pursue an interest in policy studies may consider the following second and third year units to develop a policy focus for their degree.

Unit title	Unit code
Critical Social Policy	SOC2CSP/SOC3CSP
Development, Globalisation and Culture	ANT2DGC/ANT3DGC
Deviance, Criminality and Social Control	SOC2DCS/SOC3DCS
Families and Change	SOC2FAC/SOC3FAC
Sociology of Health and Medicine	SOC2SHM/SOC3SHM
Social Policy, Welfare and the State	SOC2SWS/SOC3SWS
Social Theories of Deviance	SOC2STD/SOC3STD

All units are offered subject to the availability of appropriate staffing and minimum enrolments.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Culture and Globalisation: introduction to anthropology	ANT1CAG
TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJI
TE-SEM-1	Introduction to Aboriginal Australia	ANT1IIA
TE-SEM-1	Self and Community: introduction to sociology	SOC1SAC

TE-SEM-2	Australia and Beyond: introduction to sociology	SOC1AAB
TE-SEM-2	Our Global Village: introduction to anthropology	ANT1FET
TE-SEM-2	Introduction to Asia: China and India	AST1ICI
Second or third year units (20 credit points): research methods units		
TE-SEM-1	Introduction to Social Research Methods	SOC2MSR/SOC3MSR
TE-SEM-2	Introduction to Ethnographic Research	ANT2MQA/ANT3MQA
TE-SEM-2	Introduction to Qualitative Research Methods	SOC2MQB/SOC3MQB
TE-SEM-2	Quantitative Methods in Social Research	SOC2MTB/SOC3MTB
Second or third year units (20 credit points)		
TE-SEM-1	Australian Cities and Regions ¹	SOC2ACR/SOC3ACR
TE-SEM-1	Critical Social Policy ¹	SOC2CSP/SOC3CSP
TE-SEM-1	Community Studies	SOC2CMS/SOC3CMS
TE-SEM-1	Comparative Social Movements	SOC2CSM/SOC3CSM
TE-SEM-1	Current Issues in Sociology ²	SOC2CIS/SOC3CIS
TE-SEM-1	Development in Practice ³	SOC3DIP
TE-SEM-1	Development, Globalisation and Culture	ANT2DGC/ANT3DGC
TE-SEM-1	Deviance, Criminality and Social Control ¹	SOC2DCS/SOC3DCS
TE-SEM-1	Discover Australia: current issues and debates	SOC2DAU/SOC3DAU
TE-SEM-1	Disintegration and Dread in Modern Society ¹	SOC2DDM/SOC3DDM
TE-SEM-1	Free Reading A	SOC3FRA
TE-SEM-1	Gender and Sexuality: contemporary debates	SOC2GES/SOC3GES
TE-SEM-1	New Religious Movements	SOC2NRM/SOC3NRM
TE-SEM-1	Sociology and Everyday Life	SOC2SEL/SOC3SEL
TE-SEM-1	Sociology of the Environment	SOC2SOE/SOC3SOE
TE-SEM-1	Theory, Culture and Society	SOC2TCS/SOC3TCS
TE-SEM-2	Asian-Pacific Cities	SOC2APC/SOC3APC
TE-SEM-2	Culture, Race and Difference	ANT2CRD/ANT3CRD
TE-SEM-2	Ethnicity and Identity: social and political approaches	SOC2EAI/SOC3EAI
TE-SEM-2	Families and Change	SOC2FAC/SOC3FAC
TE-SEM-2	Free Reading B	SOC3FRB
TE-SEM-2	Gender and Development	SOC2GAD
TE-SEM-2	Landscape and the Human World (on-line and block mode delivery)	SOC2LL/SOC3LL
TE-SEM-2	Liberalism and its Critics ¹	POL2LAC/POL3LAC
TE-SEM-2	Peace and Change	POL2PAC/POL3PAC
TE-SEM-2	Politics and the Economy	POL2PAE/POL3PAE
TE-SEM-2	Practising Social Sciences	SOC3PSS
TE-SEM-2	Social Policy, Welfare and the State	SOC2SWS/SOC3SWS
TE-SEM-2	Sociological Theories of Deviance	SOC2STD/SOC3STD
TE-SEM-2	Sociology of Culture	SOC2SOC/SOC3SOC
TE-SEM-2	Sociology of Emotions ¹	SOC2SEM/SOC3SEM
TE-SEM-2	Sociology of Health and Illness	SOC2SHI/SOC3SHI
TE-SEM-2	Sex, Gender and Work ¹	SOC2SGW/SOC3SGW
TE-SEM-2	Sociology of Health and Medicine ¹	SOC2SHM/SOC3SHM
TE-SEM-2	Theories of World Politics	POL2TWP/POL3TWP
TE-SEM-2	Visual Anthropology: documenting cultures ¹	ANT2ASF/ANT3ASF

Key: ¹ Not available in 2008.

² Core unit for Sociology major

³ Only available to Bachelor of Development Studies and Bachelor of International Development students.

Honours

The course comprises a core unit, an Elective or internship, a second-semester research seminar and a research thesis. The length of the honours thesis is between 12000 and 15000 words. Research for the thesis extends through the honours year and is undertaken with the guidance of a supervisor.

The department welcomes enquiries about the structure of the course, the Elective units available, the internship program, and other aspects of the honours course.

Entry into the honours year is by application at the end of the student's third year of study. Students considered for admission will normally have at least a B average in units of sociology or anthropology up to a total of 130 credit points. These units will normally include 20 credit points of units classified as research methods, and SOC2CIS/SOC3CIS Current Issues in Sociology. Prospective honours students are encouraged to take additional sociology units to this minimum requirement, and to include SOC3PSS Practising Social Sciences in their major.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements,

assessment, prerequisites and readings) appears at the end of each discipline entry. A full description of SOC units appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

SOC1AAB AUSTRALIA AND BEYOND: INTRODUCTION TO SOCIOLOGY

(15. CPs Sem. TE-SEM-2 BU, MI.) *Dr Trevor Hogan*

In this unit, students are introduced to the sociology of contemporary society. The focus is on Australia — a nation-state and society subject to global forces and expressions of local culture and power. We rethink social order and divisions in Australian society across place and time. We look at particular cities and regions across Australia and beyond. What are we to make of the way the larger global context impacts upon us? How can sociology help us to answer questions such as this?

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word written assignment (50%), one 1.5-hour multiple-choice examination (30%), one 500-word written assignment (20%)

Prescribed Reading:

Beilharz, P and Hogan, T (Eds) *Relocating sociology: place, time, division* Oxford UP 2006

SOC1SAC SELF AND COMMUNITY: INTRODUCTION TO SOCIOLOGY

(15. CPs Sem. TE-SEM-1 BU.) *Professor Evan Willis*

In this unit students are introduced to the study of contemporary society, how and why we live the way we do in the world today. Students explore the distinctiveness of a sociological way of viewing the world, before turning to examine the notions of self and society. The development and shaping of an individual's sense of self and identity are examined in the context of formative influences such as the family, gender and ethnicity. This is followed by an examination of the nature of modern society, particularly consumer society, work, religion and forms of community.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word written assignment (50%), one 1.5-hour multiple-choice examination (30%), one 500-word written assignment (20%)

Recommended Reading:

Willis, E. *The sociological quest* 4th edn. Allen and Unwin 2004

SOC2ACR AUSTRALIAN CITIES AND REGIONS (20 CPs Sem. TE-SEM-1 BE,

BU.) *BE: Mr Trevor Budge, BE: Mr Andrew Butt, BU: Dr Trevor Hogan*

This unit is offered at third year level also. Not available in 2008

SOC2APC ASIAN-PACIFIC CITIES (20 CPs Sem. TE-SEM-2 BE, BU.) *BE: Mr*

Trevor Budge, BE: Mr Andrew Butt, BU: Dr Trevor Hogan

This unit is offered at third year level also.

In this unit, students are helped to think about urban challenges and innovation in contemporary cities of the Asia-Pacific. For the first time in world history, the majority of humankind now lives in cities, and in cities that are bigger and more complex than any previous historical epoch. The twenty-first century is the Asia-Pacific era and the cities of the region are the urban imaginaries and techno-industrial engines of the world. Our deepest nightmares and our utopian hopes for cities can be found in the cities of this region. Australian cities are closely modelled on North American cities, especially of the Pacific Rim and most of our trade and cultural traffic is with Asian and North American cities. A critical understanding of these cities, from LA to Vancouver, Tokyo to Shanghai, Hong Kong to Singapore, Bangkok to Manila, will help us to think about the spatial, built form, technological and cultural challenges of our own cities for long-term sustainability.

Prerequisite: Bendigo students: 30 credit points of first year sociology and politics or unit coordinator's approval

Bundoora students: 30 credit points of first year sociology, anthropology or AST1IJI or AST1ICI or unit coordinator's approval.

Class requirements: One 2-hour seminar and one hour on WebCT per week.

Assessment: One 1000-word presentation and essay (25%), one 2500-word research essay (45%), one group class presentation (1500-words equivalent) (30%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Davis, M. *Cities of slums* Verso 2006

Hall, P. *Cities of tomorrow: an intellectual history of urban planning and design in the twentieth century* Blackwell 2002

Davis, M. *City of quartz, excavating the future in Los Angeles* Vintage 1992

Seabrook, J. *In the cities of the south: scenes from a developing world* Verso 2000

Frost, L. *The new urban frontier: urbanisation and city building in Australasia and the American West* UNSW Press 1991

Calthorpe, P. *The next American metropolis: ecology, community, and the American Dream* Princeton Architectural Press 1995

Hall, P. and Pfeiffer, U. *Urban future 21* Spoon Press 2000

SOC2CIS CURRENT ISSUES IN SOCIOLOGY (20 CPs Sem. TE-SEM-1 BU.)

Professor Peter Beilharz

This unit is offered at third year level also.

In this unit, we survey some of the critical issues current in sociology. Social division and exclusion have re-emerged as major problems the world around. Globalization accentuates existing patterns of inequality and individualization. These trends raise the issue of social solidarity, or what it is that holds societies or communities together. In this context, we examine problems of polarization, identity, work and consumption. In this unit, we employ some issues to establish something of the scope of sociology and the variety of theories, methods and approaches that constitute it.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Capling, A., Considine, M. and Crozier, M. *Australian politics in the global era* Longman 1988.

Bauman, Z. *Community* Polity 2001.

Bauman, Z. *Globalization* Polity 2000.

Ritzer, G. *McDonaldization of society* Pine Forge 1996.

SOC2CMS COMMUNITY STUDIES (20. CPs Sem. TE-SEM-1 BU, MI.) *Dr*

Anthony Moran

This unit is offered at third year level also.

In this unit the aims are, firstly, to explore the notion of 'community' both in an historical context and how it is used today. Secondly, by examining a range of contemporary communities, we link the study of community to broader theoretical debates within the sociological and anthropological traditions. These include debates around modernity and social change; universalism and particularism; individualism and group identity. Also considered are the impacts of globalisation on personal and social identity. Throughout, our central focus remains on the changing nature of the concept of community and on different forms of community in contemporary society.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 3000-word essay/research report (60%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Delanty, G. *Community* Routledge 2003

SOC2CSM COMPARATIVE SOCIAL MOVEMENTS (20 CPs Sem. TE-SEM-1 BU.) *Dr Wendy Mee*

This unit is offered at third year level also.

Starting with an examination of the workers' movements in several countries, explanations of the genesis of social movements are explored. The new social movements of Australia and 'the North' are compared with movements of the poor in Latin America and 'the South'. Based on the comparisons, competing ideas about how movements work in complex societies and transnationally are tested. Particular attention is given to the role of social movements in development case studies. In workshop sessions, students are guided through research projects in which they evaluate a chosen social movement.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 3-hour lecture/workshop per week.

Assessment: One 2000-word essay (40%), one 3000-word research essay (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

SOC2CSP CRITICAL SOCIAL POLICY (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Kerreen Reiger

This unit is offered at third year level also.

Not available in 2008

SOC2DAU DISCOVER AUSTRALIA: CURRENT ISSUES AND DEBATES (20 CPs Sem. TE-SEM-1 BU.) *Dr Gwenda Tavan*

This unit is offered at third year level also.

In this subject students are introduced to Australian society, its historical development, and the major issues and debates it is grappling with in the early 21st century. Analysis centres on six themes: Indigenous and non-Indigenous relations, settler societies, land and geography, politics and power, culture and nation, Australia in a globalising world. In this unit, we utilise various active learning methods and mediums: lectures, tutorials, fieldwork exercises, excursions, film, and web-based activities. This unit will be of interest to students seeking an introduction to contemporary Australian society.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial exercises (1000-words equivalent) (20%), one 1500-word reflective exercise (30%), one 2500-word research essay (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Macintyre, S *A concise history of Australia* CUP 2004.

Prescribed Reading:

Carter, D *Dispossession, dreams, and diversity* Pearson 2006.

SOC2DCS DEVIANCE, CRIMINALITY AND SOCIAL CONTROL (20. CPs Sem. TE-SEM-1 BU.) *Dr Rosemary Wearing*

This unit is offered at third year level also.

Not available in 2008

SOC2DDM DISINTEGRATION AND DREAD IN MODERN SOCIETY (20.

CPs Sem. TE-SEM-1 BU.) *Professor John Carroll*

This unit is offered at third year level also.

Not available in 2008

SOC2EAI ETHNICITY AND IDENTITY: SOCIAL AND POLITICAL APPROACHES (20. CPs Sem. TE-SEM-2 BU.) *Dr Raelene Wilding*

This unit is offered at third year level also.

In this unit, we examine the social, political and ideological consequences of the emergence of multicultural societies. Immigration has transformed the world, and has certainly transformed Australia. The nineteenth and early twentieth century idea of the state as composed of a homogeneous people with a common heritage has increasingly been challenged by the contemporary reality of an increasing number of plural multicultural societies. How and why has this happened? What social and political forces have driven these changes? What does it mean, today, to have an ethnicity, an identity, a

religion or race? Can nations, or even individuals, have more than one identity? These and other questions are addressed with a focus on Australia, but also including comparisons with other countries.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJ1 and AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (20%), one 2000-word essay (40%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Jupp, J. *From white Australia to Woomera: the story of Australian immigration* Cambridge University Press 2002

SOC2FAC FAMILIES AND CHANGE (20. CPs Sem. TE-SEM-2 BU, MI.) Dr

Kerreen Reiger

This unit is offered at third year level also.

Several change processes in families are explored in this unit. First, we consider the changes in the institution of the family over time – those in collaborating and having children, patterns of divorce and remarriage, paid and unpaid work, gender roles and parenthood. Explanations for and the meaning of these changes will be considered. Second, we also consider changes in Australian families in terms of life stage transitions and emerging family models. Throughout the unit the diversity of family forms and how experiences differ according to age, gender, class and ethnicity are emphasised. Regular attendance at classes is essential to the research emphasis in this unit.

Prerequisite: 30 credit points of first year sociology or anthropology, or gender, sexuality and diversity studies, or AST1IJ1 and AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: One 2000-word research report (40%), one 1500-word essay (30%), one 1500-word literature review (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Poole, M. (Ed) *Families: changing families, changing times*, Allen and Unwin 2004

Weeks, W. and Quinn, M. (Eds) *Issues facing Australian families*, Longman 2000

SOC2GAD GENDER AND DEVELOPMENT (20 CPs Sem. TE-SEM-2 BU.) Dr

Wendy Mee

Students will be introduced to gender and related critiques of development, now central to all contemporary development programs and activities. The unit is organised thematically to cover major gender-related critiques and issues. These may include feminist critiques of development economics; women, gender and sustainable development; gender-based forms of violence and exploitation; women's human rights; and sexuality and reproductive health. Through the consideration of case studies, students should become familiar with gender-related theories and practice in the context of contemporary development approaches.

Prerequisite: 30 credit points of first year anthropology, gender studies or sociology.

Class requirements: One 3-hour lecture/seminar per week.

Assessment: One group project (1000-words equivalent) (20%), one 1500-word literature review (30%), one 2500-word essay (50%)

SOC2GES GENDER AND SEXUALITY: CONTEMPORARY DEBATES (20.

CPs Sem. TE-SEM-1 BU.) Dr Lorraine Mortimer

This unit is offered at third year level also.

In this unit, we trace changes in feminist theory and explore contemporary arguments about masculinity and femininity, mind and body, the personal, and the social in relation to everyday life. Historical debates and political struggles are related to present-day ones, including controversies surrounding maternity, the family and the men's movement. We explore the ways in which social theory has been gendered, often disembodied and removed from a broader

ecological context. We ask questions about democratic alternatives for future relationships between women and men. Along with theoretical writing, we consider literature, discussions in the press, and popular representations in film and on television.

Prerequisite: 30 credit points of first year sociology or anthropology or politics or Asian studies or gender, sexuality and diversity studies, or subject coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: One 3000-word essay (60%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Connell, R.W. *Gender, short introduction* Polity Press 2002

Recommended Reading:

Fenstermaker, C. and West, C. (Eds) *Doing gender, doing difference: social inequality, power and resistance* Routledge 2002

Connell, R. W. *Masculinities* Allen & Unwin 1995.

SOC2LL LANDSCAPE AND THE HUMAN WORLD (20. CPs Sem. TE-SEM-2

BE, BU, SH.) Mr Gerry Gill

This unit is offered at third year level also.

In this unit, our studies are based on the areas of central Victoria, which were the estates of the Jaara and Daung Wurrung clans. Students will examine the contrasting Indigenous and European modes of imagining and shaping this landscape; the violence and clash of values on the frontier; the transformations of the landscape by successive generations of Europeans and the traces of their failed dreams and abandoned traditions. We will focus on specific stories and places, but also undertake aesthetic, ecological and theoretical reflection on the relationship of the human world to the Earth. Students will be introduced to the specific skills of interpreting physical landscapes, totemic landscapes, rituals, archival documents and maps. In addition to academic texts, a range of landscape-inspired art, music, film and poetry will be studied.

Prerequisite: 30 credit points of first year Humanities and Social Science or coordinator's approval.

Class requirements: Bendigo: one 2-hour lecture and one 1-hour tutorial for nine weeks and two 6-hour field trips.

Bundoora and Shepparton: equivalent of fifteen hours of lectures in the form of PowerPoint presentations accessible on the web supported by a DVD of readings, short films, music and images. Two 2-day blocks with 6-hours of lectures and seminars on day one and a six-hour field trip on the following day.

Assessment: One 2000-word essay (40%), one field-trip notebook and skills exercises (1000-words equivalent) (20%), one 2-hour examination (40%). Third year students will be expected to display a higher level of discipline-specific skills than second year students.

SOC2MQB INTRODUCTION TO QUALITATIVE RESEARCH METHODS

(20. CPs Sem. TE-SEM-2 BU.) Dr Raelene Wilding

This unit is offered at third year level also.

A key difference between qualitative and quantitative research is that quantitative research focuses on a few variables and many cases, while qualitative research relies on a few cases and many variables. In this unit, we immerse ourselves in the 'theory' and 'practice' of the qualitative research process. Students engage in the design, data collection, some analysis and report writing, and in so doing learn the necessary skills involved whilst gaining the 'hands on' experience.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1ICI and AST1IJ1, or unit coordinator's approval.

Class requirements: One 2-hour workshop and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (20%), one 2000-word assignment (40%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Liamputtong, P & Ezzy, D *Qualitative research methods*, 2nd edn. OUP 2005

SOC2MSR INTRODUCTION TO SOCIAL RESEARCH METHODS (20. CPsSem. TE-SEM-1 AW, BU.) *Professor Evan Willis**This unit is offered at third year level also.*

Students are introduced to a range of current methods of social inquiry. These include both quantitative and qualitative research methods such as surveys, interviews, observation, content analysis, the analysis of historical and policy documents and records and other unobtrusive methods. The objective is for students to become familiar with these techniques and to gain some understanding of when best to employ particular strategies while being aware of strengths and weaknesses of each approach.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture per week and one 2-hour workshop per fortnight. A portion of the lecture material may be given in block mode.

Assessment: One 1500-word research exercise (25%), one 2000-word research proposal (50%), one 1.5-hour end of semester class test (25%). Third year students are expected to show a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Bryman, A *Social research methods* 2nd edn., OUP 2004.

SOC2MTB QUANTITATIVE METHODS IN SOCIAL RESEARCH (20. CPsSem. TE-SEM-2 BU.) *Coordinator to be advised**This unit is offered at third year level also.*

This is a practical introduction to the use and interpretation of elementary quantitative methods in social research. As such, it provides students with basic skills required to analyse quantitative data and be critical consumers of such research. Students develop skills in key aspects of data analysis, such as univariate analysis, graphical displays, cross-tabulation, measures of association, correlations, group comparisons, inferential statistics and control variables. Students gain valuable experience in basic research design, data preparation, applied statistical analysis, interpretation of results and report writing, together with practical experience in the use of SPSS software on a desktop computer. No prior knowledge of statistics, data analysis or computers is required.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One computer exercise to the equivalent of 2500 words (50%), one 2500-word research assignment (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

De Vaus, D.A. *Analysing social science data* Sage 2002

SOC2NRM NEW RELIGIOUS MOVEMENTS (20. CPs Sem. TE-SEM-1 BU.)*Dr Wendy Mee**This unit is offered at third year level also.*

New religious movements (NRMs) popularly known as 'cults', attract attention because of bizarre events and alleged destructive practices. In this unit students test stereotypes constructed from such events and practices by investigating similarities and differences across the full range of NRMs and other new forms of religious life in multicultural societies. Theories linking the proliferation of new forms of religious life to central processes in modern societies are explored. Questions addressed with case material include: Who is attracted to new forms of religious life? What is involved in becoming a participant? What are the social and personal consequences of participation? Theories and methods in the sociology of religion will be reviewed as these questions are addressed.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 3-hour lecture or seminar per week.

Assessment: One 2000-word essay (40%), one 3000-word research report (60%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

SOC2SEL SOCIOLOGY AND EVERYDAY LIFE (20. CPs Sem. TE-SEM-1 BU.)*Dr Raelene Wilding**This unit is offered at third year level also.*

In this unit we on the routine understandings, rituals and practices through which people construct and are constructed by everyday life. We consider the connections between the daily experience of 'ordinary people' and the social and cultural structures of power that shape everyday life in modern capitalist societies. Attention is given to the ways in which social actors' experience of everyday life is shaped by gender, class and race/ethnicity, and to the collaboration of social actors in the production of meaning in a rationalized, mediated, and commodified social world.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1ICI and AST1IJI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Ewen, S *Captains of consciousness* Basic Books 2001

Hamilton, C. *Growth fetish* Allen and Unwin 2003

Goffman, E. *The presentation of self in everyday life* Penguin, any edn.

SOC2SGW SEX, GENDER AND WORK (20. CPs Sem. TE-SEM-2 BU.)*Professor Kerreen Reiger**This unit is offered at third year level also.**Not available in 2008***SOC2SHI SOCIOLOGY OF HEALTH AND ILLNESS** (20. CPs Sem. TE-SEM-2AW, BU.) *AW: Ms Pauline Savy, BU: Professor Evan Willis**This unit is offered at third year level also.*

In this unit, we aim to familiarise students with the sociological analysis of issues related to health and illness. We argue that health and health behaviour cannot be adequately explained by simply looking at individual, biological or environmental factors. Sociological questions about both mental and bodily health and illness concern not only the broad organisation of society but also how everyday human experience is given local and personal meaning.

Prerequisite: 30 credit points of first year sociology or anthropology or AST1IJI or AST1ICI or unit coordinator's approval.

Class requirements: One 2-hour lecture or equivalent per week and one 2-hour workshop per fortnight. A portion of the lectures may be given in block intensive mode.

Assessment: One 2000-word research essay (40%), one 2-hour examination (40%), one 1000-word tutorial presentation and paper (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Germov, J. *Second opinion: an introduction to health sociology*, Oxford University Press 2004

SOC2SHM SOCIOLOGY OF HEALTH AND MEDICINE (20. CPs Sem. TE-SEM-2 AW, BU.) *Professor Evan Willis**This unit is offered at third year level also.**Not available in 2008***SOC2SOC SOCIOLOGY OF CULTURE** (20. CPs Sem. TE-SEM-2 BU.)*Professor John Carroll**This unit is offered at third year level also.*

What makes a human being? What shapes character? What gives a person direction? Which laws are obeyed, and why? In which way does a society form, or alternatively, deform, its individuals? In this unit, we look at the central role 'culture' plays in all these issues. We consider repression and shame, authority and myth, initiation and psychic balance, transgression and forgiveness and attempts to show how such forces conspire to create culture and what culture therefore means – given the instinctual bog out of which it is born. Drawing upon Western literature, art and film we go on to examine cultural breakdown and its dire consequences for both individual and society. At the same time, we look at the nature of cultural restoration.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 3-hour seminar per week. For a pass in this unit, students must attend at least 10 of the 12 seminars starting with Week 2.

Assessment: One 1500-word essay (30%), one 3500-word essay (70%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Conrad, J. *Heart of darkness* Any edition
Plato *The last days of Socrates* Any edition.

Prescribed Reading:

James, H *Portrait of a lady* Any edition.
Nietzsche, F *The birth of tragedy* Any edition.

SOC2SOE SOCIOLOGY OF THE ENVIRONMENT (20. CPs Sem. TE-SEM-1 AW, BU.) *Dr Brian Furze*

This unit is offered at third year level also.

Students are introduced to the ways sociological knowledge can be used to understand contemporary environmental issues. In this unit, we explore the state of sociological debate about the environment, how it can be used to understand contemporary environmental issues and how it can be used to intervene in existing socio-economic and political relations to develop more socially and ecologically just outcomes. Students are offered a number of specific pathways within the unit to cater for a diversity of interests and applications: environment and development; global political ecology; European environmental issues; Asian environmental issues; environmental problems as social problems.

Prerequisite: 30 credit points of first year sociology, politics or anthropology.

Class requirements: Albury/Wodonga: one 2-hour lecture and one 1-hour tutorial per week. Bundoora: one 4-hour seminar per fortnight and additional classes as arranged within the group.

Assessment: One 1000-word tutorial paper (20%), one 2000-word major essay, (40%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

SOC2STD SOCIAL THEORIES OF DEVIANCE (20. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

This unit is offered at third year level also.

Students discuss sociological theory in the context of traditional areas of deviance including suicide, delinquency, theft, murder, prostitution, drugs and mental illness and some aspects of social control, including prisons and the police. The classical sociologists Durkheim, Merton, Parsons had ideas about deviance and their ideas generated what is called consensus theory or functionalist theory. In addition to these classical sociologists, students also examine labelling theory, which derives from Mead, some Marxist and feminist approaches to deviance and social control, and Foucault's discussions of sexuality and penology. They explore the social construction of deviance through consideration of censure and stereotyping, fear and moral panic, vengeance, and reintegration.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 3000-word written assignment (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

SOC2SWS SOCIAL POLICY, WELFARE AND THE STATE (20. CPs Sem. TE-SEM-2 BU.) *Dr Anthony Moran*

This unit is offered at third year level also.

Contemporary debates about the appropriate role of the state in the lives of its citizens form the focus of this unit. Why has privatisation of government services become so fashionable? When, how and why did welfare states develop in western countries including Australia, and how can we understand these changes in the context of community and the state. A comparative approach is taken to topics

such as poverty, social security (unemployment, disability, old age, etc.), education and the state's responsibilities in relation to society's vulnerable members (i.e., the homeless). The future of welfare states in an era of economic rationalism and globalisation is discussed. How is social policy formulated in Australian society? Who sets the agenda and in whose interests? This unit provides a framework for understanding these questions.

Prerequisite: 30 credit points from first year sociology, anthropology, politics, AST1IJI, AST1ICI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

SOC2TCS THEORY, CULTURE AND SOCIETY (20. CPs Sem. TE-SEM-1 BU.)

Professor Peter Beilharz

This unit is offered at third year level also.

Marx, Weber and Durkheim together generated classical social theory, whose tracks we still follow in the philosophical and sociological discourse of modernity. In this unit, we investigate their work as ways to read the classics and to interpret modernity. The object is both to clarify theoretical traditions and to help make sense of the world we inhabit today.

Prerequisite: 30 credit points from first year sociology, anthropology, AST1IJI, AST1ICI, or unit coordinator's approval.

Class requirements: One 3-hour lecture or seminar per week.

Assessment: One 2000-word review (40%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Giddens, A. *Capitalism and modern social theory, an analysis of the writings of Marx, Durkheim and Max Weber*, Cambridge UP 1971
Beilharz, P. (Ed) *Social theory – a guide to central thinkers*, Allen and Unwin 1982

Prescribed Reading:

Weber, M. *The Protestant ethic and the spirit of capitalism*, Unwin Books, any edn
Marx, K & Engels, F. *The communist manifesto*, Penguin 1967
Durkheim, E. Introduction and chapter 1 in *The elementary forms of the religious life* Allen and Unwin, any edn

SOC3ACR AUSTRALIAN CITIES AND REGIONS (20 CPs Sem. TE-SEM-1 BE, BU.) *BE: Mr Trevor Budge, BE: Mr Andrew Butt, BU: Dr Trevor Hogan*

See SOC2ACR for full unit description.
Not available in 2008

SOC3APC ASIAN-PACIFIC CITIES (20 CPs Sem. TE-SEM-2 BE, BU.) *BE: Mr Trevor Budge, BE: Mr Andrew Butt, BU: Dr Trevor Hogan*

See SOC2APC for full unit description.

SOC3CIS CURRENT ISSUES IN SOCIOLOGY (20 CPs Sem. TE-SEM-1 BU.)

Professor Peter Beilharz
See SOC2CIS for full unit description.

SOC3CMS COMMUNITY STUDIES (20. CPs Sem. TE-SEM-1 BU, MI.) *Dr Anthony Moran*

See SOC2CMS for full unit description.

SOC3CSM COMPARATIVE SOCIAL MOVEMENTS (20 CPs Sem. TE-SEM-1 BU.) *Dr Wendy Mee*

See SOC2CSM for full unit description.

SOC3CSP CRITICAL SOCIAL POLICY (20. CPs Sem. TE-SEM-1 BU.) *Dr Kerreen Reiger*

See SOC2CSP for full unit description.
Not available in 2008

SOC3DAU DISCOVER AUSTRALIA: CURRENT ISSUES AND DEBATES (20

CPs Sem. TE-SEM-1 BU.) *Dr Gwenda Tavan*
See SOC2DAU for full unit description.

SOC3DCS DEVIANCE, CRIMINALITY AND SOCIAL CONTROL (20. CPsSem. TE-SEM-1 BU.) *Dr Rosemary Wearing**See SOC2DCS for full unit description.**Not available in 2008***SOC3DDM DISINTEGRATION AND DREAD IN MODERN SOCIETY** (20.CPs Sem. TE-SEM-1 BU.) *Professor John Carroll**See SOC2DDM for full unit description.**Not available in 2008***SOC3DIP DEVELOPMENT IN PRACTICE** (20 CPs Sem. TE-SEM-1 BU.) *Dr**Michael Connors*

Only available to students enrolled in the Bachelor of Development Studies, Bachelor of International Development or Graduate Diploma in Development Studies

In this unit students focus on the practical skills used in development work. Guest speakers from various agencies share their experiences of the development field, providing students with an opportunity to draw on professional expertise. The unit is organised around the idea of the 'development project'. Students are introduced to key development tools, processes and debates surrounding the implementation of development projects. On completion students will be familiar with grant proposal writing, practical tools used in development intervention, and with debates about the best forms of development intervention.

Prerequisite: Enrolment in the third year of the Bachelor of Development Studies or the Graduate Diploma in Development Studies.

Class requirements: One 3-hour lecture/seminar per week.

This unit is not available for Study Abroad students.

Assessment: One 1500-word briefing report (30%), one 2500-word reflective essay (50%), one development project proposal (group-work equivalent to 1000-words per student) (20%)

SOC3EAI ETHNICITY AND IDENTITY: SOCIAL AND POLITICAL**APPROACHES** (20. CPs Sem. TE-SEM-2 BU.) *Dr Raelene Wilding**See SOC2EAI for full unit description.***SOC3FAC FAMILIES AND CHANGE** (20. CPs Sem. TE-SEM-2 BU, MI.) *Dr**Kerreen Reiger**See SOC2FAC for full unit description.***SOC3FRA FREE READING A** (20. CPs Sem. TE-SEM-1 BU.) *Dr Alberto**Gomes*

A student who wishes to do Free Reading A must fill in an application form available from the Sociology and Anthropology General Office. A 300-word summary of the proposed topic must be submitted with the application form. If a member of staff agrees to act as a supervisor and that the area of study is not covered by other subjects, the application to undertake one free reading unit will generally be approved if the student has obtained 150 credit points of Sociology and has an average of B in second or third year Sociology units. The primary purpose of a free reading unit is to enable a student to undertake a literature review and other written work on a topic which may lead to a fourth year honours thesis.

Prerequisite: 150 credit points of sociology.

Class requirements: As required by the supervisor.

This unit is not available for Study Abroad students.

SOC3FRB FREE READING B (20. CPs Sem. TE-SEM-2 BU.) *Dr Alberto**Gomes*

A student who wishes to do Free Reading B must fill in an application form available from the Sociology and Anthropology General Office. A 300-word summary of the proposed topic must be submitted with the application form. If a member of staff agrees to act as a supervisor and that the area of study is not covered by other subjects, the application to undertake one free reading unit will generally be approved if the student has obtained 150 credit points of Sociology and has an average of B in second or third year Sociology units. The primary purpose of a free reading unit is to enable a student to undertake a literature review and other written work on a topic which may lead to a fourth year honours thesis.

Prerequisite: 150 credit points of sociology.

Class requirements: As required by the supervisor.

This unit is not available for Study Abroad students.

Assessment: Normally written work totalling 5000-words.

SOC3GES GENDER AND SEXUALITY: CONTEMPORARY DEBATES (20.CPs Sem. TE-SEM-1 BU.) *Dr Lorraine Mortimer**See SOC2GES for full unit description.***SOC3LL LANDSCAPE AND THE HUMAN WORLD** (20. CPs Sem. TE-SEM-2BE, BU, SH.) *Mr Gerry Gill**See SOC2LL for full unit description.***SOC3MQB INTRODUCTION TO QUALITATIVE RESEARCH METHODS**(20. CPs Sem. TE-SEM-2 BU.) *Dr Raelene Wilding**See SOC2MQB for full unit description.***SOC3MSR INTRODUCTION TO SOCIAL RESEARCH METHODS** (20. CPsSem. TE-SEM-1 AW, BU.) *Professor Evan Willis**See SOC2MSR for full unit description.***SOC3MTB QUANTITATIVE METHODS IN SOCIAL RESEARCH** (20. CPsSem. TE-SEM-2 BU.) *Coordinator to be advised**See SOC2MTB for full unit description.***SOC3NRM NEW RELIGIOUS MOVEMENTS** (20. CPs Sem. TE-SEM-1 BU.)*Dr Wendy Mee**See SOC2NRM for full unit description.***SOC3PSS PRACTISING SOCIAL SCIENCE** (20 CPs Sem. TE-SEM-2 BU.) *Dr**Anthony Moran*

In this unit, we prepare for fourth year honours in Sociology and Anthropology, but it is not restricted to students intending honours. Students are introduced to some major themes and texts in post-war sociology and anthropology, inquiring into modes and traditions of argument, methods and styles employed. Texts covered may include major works by C.W. Mills, The Chicago School, Sennett, Gilligan, Bauman, Foucault, Said, Strathern and Appadurai, discussing themes such as modernity, culture, and power and how differently we can make sense of them. This unit is strongly recommended for students considering Anthropology or Sociology at 4th year Honours level.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, and 40 credit points of second year sociology or anthropology, or unit coordinator's approval.

Class requirements: One 3-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: One 4000-word essay (80%), one 1000-word book review (20%)

Preliminary Reading:McGrane, B. *Beyond anthropology* California UP 1989**SOC3SEL SOCIOLOGY AND EVERYDAY LIFE** (20. CPs Sem. TE-SEM-1 BU.)*Dr Raelene Wilding**See SOC2SEL for full unit description.***SOC3SGW SEX, GENDER AND WORK** (20. CPs Sem. TE-SEM-2 BU.)*Professor Kerreen Reiger**See SOC2SGW for full unit description.**Not available in 2008***SOC3SHI SOCIOLOGY OF HEALTH AND ILLNESS** (20. CPs Sem. TE-SEM-2AW, BU.) *AW: Ms Pauline Savy, BU: Professor Evan Willis**See SOC2SHI for full unit description.***SOC3SHM SOCIOLOGY OF HEALTH AND MEDICINE** (20. CPs Sem. TE-SEM-2 AW, BU.) *Professor Evan Willis**See SOC2SHM for full unit description.**Not available in 2008***SOC3SOC SOCIOLOGY OF CULTURE** (20. CPs Sem. TE-SEM-2 BU.)*Professor John Carroll**See SOC2SOC for full unit description.***SOC3SOE SOCIOLOGY OF THE ENVIRONMENT** (20. CPs Sem. TE-SEM-1AW, BU.) *Dr Brian Furze**See SOC2SOE for full unit description.*

SOC3STD SOCIAL THEORIES OF DEVIANCE (20. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

See SOC2STD for full unit description.

SOC3SWS SOCIAL POLICY, WELFARE AND THE STATE (20. CPs Sem. TE-SEM-2 BU.) *Dr Anthony Moran*

See SOC2SWS for full unit description.

SOC3TCS THEORY, CULTURE AND SOCIETY (20. CPs Sem. TE-SEM-1 BU.)

Professor Peter Beilharz

See SOC2TCS for full unit description.

Spanish (with Portuguese, Catalan and Galician)

Program Coordinator: Ms Ana Maria Ducasse.

In all-important senses—in terms of demography, the extent of its administrative use, and its cultural impact—Spanish is one of the world's major languages.

It is one of the two main languages of the Latin American countries, the principal one of Spain, and the most widely spoken language after English in the United States. It is used by more than 400 million people. It is the medium of such major works of literature as *Don Quixote* and *One Hundred Years of Solitude*, and such well-known film directors as Pedro Almodóvar and Luis Buñuel.

The Spanish Program provides a comprehensive range of units within the general area of Hispanic and Iberian studies: that is, Spanish language, literature and culture at a number of different levels, Portuguese language in both its forms (those of Portugal and Brazil, spoken by more than 150 million people), Catalan (some seven million speakers), and Galician, one of the three historic languages of Spain. Latin American literature and culture occupy an equally important place in the program's offerings.

Units fall into two types: core Spanish language units, which all students take, and Elective, specialised units, in which students can extend their particular interests.

Spanish language units cater separately for all levels of Spanish: from the complete beginner, to the student from a native-speaking background, to students with an advanced knowledge of Spanish. Catalan is available at the beginner's level while Portuguese is offered for both beginners and for students with an advanced knowledge of the language.

Unless indicated otherwise, the taught language is the principal medium of communication.

All core language units contain elements of general culture and civilisation analysed through the study of written, audio and visual material. A great deal of emphasis is placed on competence in the language (or languages) studied, but linguistic competence is not the sole aim of study.

Students are encouraged to develop an interest in a specific area of Hispanic studies (such as in the fields of literature and/or culture) that fall within the program's ambit, or in related disciplines taught in other programs and disciplines (for example, Latin American studies, European studies and linguistics).

Students may apply to do in-country study programs in Spanish (and in Catalan, Galician and Portuguese) through the university's exchange programs. These are available both in Spain and in various Latin American countries. Competitive La Trobe language study scholarships may be applied for to support such study. Students contemplating honours studies are particularly encouraged to pursue these opportunities.

Unit nomenclature

Throughout this section of the *Handbook*, the nomenclature Spanish Advanced 1 is used to denote the combination of Spanish Advanced 1A and 1B. Spanish Beginners 1 is used to denote the combination of Spanish Beginners 1A and 1B, and so on. When appropriate, the individual semester units are referred to specifically.

References to Spanish 1A, 1B, as incompatible units refer to those units offered in previous years.

Program of study

To meet the requirements for a major in the Spanish Program, students must take 130 credit points within the program, of which 60 credit points must be at third year level. Students undertaking a major

in Spanish are encouraged to include at least one semester of one of Catalan, Galician or Portuguese. Students will normally take one of the following programs of study after consultation with the program's unit coordinators:

Advanced students (those with VCE Spanish or an equivalent qualification): 30 credit points of Spanish Advanced 1, 40 credit points of Spanish Advanced 2, Spanish Advanced 3A (20 credit points) and a further 40 credit points of Spanish program units at third year level.

Beginner students (those who begin first year with no prior knowledge of Spanish): 30 credit points of Spanish Beginners 1, 40 credit points of Spanish Beginners 2 and of Spanish Beginners 3, and a further 20 credit points of Spanish program units at third year level. All students undertaking studies in the Spanish Program at third year level must enrol in Spanish Advanced 3A or Spanish Beginners 3, unless they have the approval of the Program Coordinator to do otherwise.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Spanish Advanced 1A	SPA1ADA
TE-SEM-1	Spanish Beginners 1A	SPA1BEA
TE-SEM-2	Spanish Advanced 1B	SPA1ADB
TE-SEM-2	Spanish Beginners 1A ²	SPA1BEA
TE-SEM-2	Spanish Beginners 1B	SPA1BEB
Second year units (20 credit points)		
TE-SEM-1	Spanish Advanced 2A	SPA2ADA
TE-SEM-1	Spanish Beginners 2A	SPA2BEA
TE-SEM-1	Spanish Intermediate 2A	SPA2INA
TE-SEM-2	Spanish Advanced 2B	SPA2ADB
TE-SEM-2	Spanish Beginners 2B	SPA2BEB
TE-SEM-2	Spanish Intermediate 2B	SPA2INB
Second or third year units (20 credit points)		
TE-SEM-1	Catalan Beginners 2A/3A ²	CAT2BEA/CAT3BEA
TE-SEM-1	European Languages in Context: issues in language	EST2ELC/EST3ELC
TE-SEM-1	Galician Beginners 2A/3A ²	GAL2BEA/GAL3BEA
TE-SEM-1	Portuguese Advanced 2A/3A ²	PTG2ADA/PTG3ADA
TE-SEM-1	Portuguese Beginners 2A/3A ²	PTG2BEA/PTG3BEA
TE-SEM-1	Postcolonial Identities ¹	SPA2PCI/SPA3PCI
TE-SEM-1	Spain Today ¹	SPA2SPT/SPA3SPT
TE-SEM-2	Catalan Beginners 2B/3B ²	CAT2BEB/CAT3BEB
TE-SEM-2	Cuba: The Special Period ¹	SPA2CSP/SPA3CSP
TE-SEM-2	Galician Beginners 2B/3B ²	GAL2BEB/GAL3BEB
TE-SEM-2	Portuguese Advanced 2B/3B ²	PTG2ADB/PTG3ADB
TE-SEM-2	Portuguese Beginners 2B/3B ²	PTG2BEB/PTG3BEB
TE-SEM-2	Latin America Today	SPA2LAT/SPA3LAT
Third year units (20 credit points)		
TE-SEM-1	Reading Course A	SPA3RCA
TE-SEM-1	Contemporary Hispanic Literature ¹	SPA3SCL
TE-SEM-1	Spanish Beginners 3A	SPA3BEA
TE-SEM-2	Reading Course B	SPA3RCB
TE-SEM-2	Spanish Advanced 3A	SPA3ADA
TE-SEM-2	Spanish Beginners 3B	SPA3BEB
TE-SEM-2	Hispanic Women's Writing ¹	SPA3SWW

Key: ¹ Not available in 2008.

² Subject to enrolments, staff and funding availability.

Honours

The Spanish fourth year honours program consists of a research essay of 15000 words on an approved topic and two units at fourth year level. Depending on staff availability and expertise, students may undertake an honours program in aspects of Hispanic, Portuguese, Catalan or Galician literature, language and/or culture.

Students wishing to enter fourth year honours in the Spanish Program will normally have completed a major in Spanish or equivalent and have at least a B-grade average in their Spanish units. Students are encouraged to include additional Spanish units, units that will broaden their knowledge of Spain and/or Latin America, and to consider in-country study during their undergraduate course.

Students considering honours should consult the Honours Coordinator before re-enrolling for their third year, in order to plan a suitable course structure on which to base an honours year. Towards the end of the third year, intending honours students should consult the Honours Coordinator concerning the composition of their honours year, the thesis topic and the supervisor.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings) appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

SPA1ADA SPANISH ADVANCED 1A (15. CPs Sem. TE-SEM-1 BU.) *Mr Carlos Uxo*

In this unit students focus on practical Spanish language and grammar, and are introduced to modern Spanish and Latin American culture. Written texts, radio and TV material, films and literary texts will be used to sharpen and develop performance in speaking, listening, reading and writing, and to broaden the student's knowledge of Hispanic culture.

Prerequisite: VCE Spanish (or approved equivalent) or coordinator's approval.

Class requirements: Three hours of practical classes per week.

Assessment: One 1-hour end of semester test (30%), written work (2500-words equivalent) (55%), oral work (15%)

SPA1ADB SPANISH ADVANCED 1B (15. CPs Sem. TE-SEM-2 BU.) *Ms Ana Maria Ducasse*

This unit is a continuation of the program of language skills acquisition developed in SPA1ADA. Aspects of Hispanic culture are studied primarily through written and audio-visual material.

Prerequisite: SPA1ADA.

Class requirements: Three hours of practical classes per week.

Assessment: Written work (2500-words equivalent) (55%), one 1-hour end of semester test (30%), oral work (15%)

SPA1BEA SPANISH BEGINNERS 1A (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Carlos Uxo*

Students receive a practical introduction to the Spanish language. They acquire the language largely in simulated real-life situations (a communicative approach to language learning) rather than through translation. Throughout the semester, cultural aspects of the Hispanic world are introduced through language classes.

Class requirements: Two 1.5-hour practical language classes and one 1-hour grammar class per week.

Assessment: Oral/aural work – short tests, exercises (1500-word equivalent) (40%), written work – short tests, exercises (1500-word equivalent) (40%), one 1-hour end of semester written test (20%), one 45-minute listening test (15%)

Prescribed Reading:

Corpas, J., Garmendia, A., Soriano, C. *Aula 1 Libro del alumno* Difusion, Barcelona

SPA1BEB SPANISH BEGINNERS 1B (15 CPs Sem. TE-SEM-2 BU.) *Mr Carlos Uxo*

Students continue to acquire Spanish through a communicative approach to language learning but on a more advanced level than SPA1BEA. Throughout the semester, cultural aspects of the Hispanic world continue to be incorporated into the language classes.

Prerequisite: SPA1BEA

Class requirements: Two 1.5-hour practical language classes and one 1-hour grammar class per week.

Assessment: Oral/aural work – short tests, exercises (1500-word equivalent) (40%), written work – short tests, exercises (1500-word equivalent) (40%), one 1-hour end of semester test (20%)

Prescribed Reading:

Corpas, J., Garmendia, A., Soriano, C. *Aula 2 Libro del alumno* Difusion, Barcelona

SPA2ADA SPANISH ADVANCED 2A (20. CPs Sem. TE-SEM-1 BU.) *Dr Isabel Moutinho*

In this unit, emphasis is placed on further developing the student's written, aural and oral skills, while more advanced aspects of grammar and vocabulary are also studied. Hispanic culture and

literature are examined and discussed, primarily through audiovisual and written material.

Prerequisite: A C grade pass in one of SPA1ADB or SPA1INB, or coordinator's approval.

Class requirements: One 1.5-hour practical language class and one 1.5-hour seminar per week.

Assessment: Written work (2500-words equivalent) (55%), one 1.5-hour end of semester test (30%), regular oral/aural exercises (15%)

SPA2ADB SPANISH ADVANCED 2B (20. CPs Sem. TE-SEM-2 BU.) *Mr Carlos Uxo*

In this unit, we combine emphasis on further development of reading, writing, listening, speaking and grammar skills with further study of Hispanic culture and literary texts. The latter are examined within their socio-historical context.

Prerequisite: SPA2ADA or coordinator's approval.

Class requirements: one 1.5-hour practical language class and one 1.5-hour seminar per week.

Assessment: written work (2500-words equivalent) (55%), regular oral/aural exercises (15%), one 1.5-hour end of semester test (30%)

SPA2BEA SPANISH BEGINNERS 2A (20. CPs Sem. TE-SEM-1 BU.) *Ms Ana Maria Ducasse*

This unit is a continuation of first year beginners Spanish. While emphasising the skills of speaking and listening, we attend to the development of reading and writing skills. The student is involved in a wide range of language acquisition activities and is exposed to the Spanish language and Hispanic culture.

Prerequisite: A C grade pass in SPA1BEB or coordinator's approval.

Incompatible unit: SPA1INA

Class requirements: Two 1.5-hour practical language classes and one 1-hour grammar class per week.

Assessment: Written work (2000-words equivalent) (40%), regular aural exercises (20%), one 1.5-hour end of semester test (30%), one 10-minute oral test (10%)

Prescribed Reading:

Corpas, J., Garmendia, A., Soriano, C. *Aula 3 Libro del alumno* Difusion, Barcelona

SPA2BEB SPANISH BEGINNERS 2B (20. CPs Sem. TE-SEM-2 BU.) *Ms Ana Maria Ducasse*

In this unit, we continue to emphasise performance in the skills of speaking, listening, reading and writing, but on a more advanced level than SPA2BEA. The unit contains elements relating to practical language acquisition and the study of Spanish and Latin American culture.

Prerequisite: SPA2BEA or coordinator's approval.

Incompatible unit: SPA1INB

Class requirements: Two 1.5-hour practical classes and one 1-hour grammar class per week.

Assessment: Written work (2000-word equivalent) (40%), regular oral/aural exercises (30%), one 1.5-hour end of semester written test (30%)

Prescribed Reading:

Borobio, V & Palencia, R *Curso de Espanol para extranjeros. Nuevo ele avanzado* Libro del Alumno, 2003.

SPA2INA SPANISH INTERMEDIATE 2A (20. CPs Sem. TE-SEM-1 BU.) *Dr Isabel Moutinho*

In this unit students combine the further development of language skills through a variety of activities, with the study of aspects of Spanish and Latin American culture and literary texts. Grammatical study is complemented by advanced practical oral work.

Prerequisite: A C grade pass in SPA1INB or coordinator's approval.

Incompatible unit: SPA3BEA

Class requirements: One 2-hour practical language class and one 2-hour seminar per week.

Assessment: Written work (2000-words equivalent) (40%), regular oral/aural exercises (20%), one 1.5-hour end of semester written test (30%), one 15-minute oral exam (10%)

Prescribed Reading:

Corpas, J., Garmendia, A., Soriano, C. *Aula 4 Libro del alumno*
Difusion, Barcelona

SPA2INB SPANISH INTERMEDIATE 2B (20. CPs Sem. TE-SEM-2 BU.) *Dr Isabel Moutinho*

In this unit students combine the further development of language skills through a variety of activities with further study of Spanish and Latin American culture and literary texts. Grammatical study is complemented by advanced practical oral work.

Prerequisite: SPA2INA or coordinator's approval.

Incompatible unit: SPA3BEB

Class requirements: One 2-hour practical language class and one 2-hour seminar per week.

Assessment: Written work (2000-word equivalent) (40%), one 10-minute oral presentation (15%), one 1-hour end of semester written test (30%), one 15-minute oral exam (15%)

SPA2LAT LATIN AMERICA TODAY (20. CPs Sem. TE-SEM-2 BU.) *Dr Isabel Moutinho*

This unit is offered at third year level also.

This unit is an introduction to the historical, political and cultural realities of Latin America through a number of case studies. Attention focuses on such topics as relations between Latin American countries and zones, the United States, Europe and other relevant areas and class, race and gender issues. In relation to these facets of Latin America, a range of written and audio-visual material is studied.

Prerequisite: A C grade pass in SPA1ADB or SPA1INB 1 or SPA2BEB or coordinator's approval.

Class requirements: One 1.5-hour lecture and one 1.5-hour seminar per week.

Assessment: Written work (4000-word equivalent) (80%), one 15-minute oral presentation (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

SPA2SPT SPAIN TODAY (20. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*

This unit is offered at third year level also. Not available in 2008

SPA3ADA SPANISH ADVANCED 3A (20. CPs Sem. TE-SEM-2 BU.) *Dr Isabel Moutinho*

This is an advanced language unit, which focuses on: (i) aural, oral and written language skills at an advanced level; (ii) aspects of diverse registers of Spanish language and regional variations; (iii) aspects of Spanish and Latin American culture. Students work with a range of audio, audio-visual and written materials, drawn primarily from cinema, television, literature and press.

Prerequisite: A C grade pass in one of SPA2ADB, SPA2INB or coordinator's approval.

Class requirements: One 1.5-hour seminar and one 1.5-hour practical language class per week.

Assessment: Written work (2500-words equivalent) (50%), one 1.5-hour end of semester written test (35%) and one 15-minute oral presentation (15%)

SPA3BEA SPANISH BEGINNERS 3A (20. CPs Sem. TE-SEM-1 BU.) *Dr Isabel Moutinho*

In this unit students combine the further development of language skills through a variety of activities, with the study of aspects of Spanish and Latin American cultural texts. Grammatical study is complemented by advanced practical oral work.

Prerequisite: A C grade pass in SPA2BEB or coordinator's approval.

Incompatible unit: SPA2INA

Class requirements: One 2-hour practical language class and one 2-hour seminar per week.

Assessment: Written work (2000-word equivalent) (40%), regular oral/aural exercises (20%), one 1.5-hour end of semester written test (30%), one 15-minute oral exam (10%)

Prescribed Reading:

Corpas, J., Garmendia, A., Soriano, C. *Aula 4 Libro del alumno*
Difusion, Barcelona

SPA3BEB SPANISH BEGINNERS 3B (20. CPs Sem. TE-SEM-2 BU.) *Dr Isabel Moutinho*

In this unit students combine the further development of language skills through a variety of activities, with the study of aspects of Spanish and Latin American cultural and literary texts. Grammatical study is complemented by advanced practical oral work.

Prerequisite: SPA3BEA or coordinator's approval.

Incompatible unit: SPA2INB

Class requirements: one 2-hour practical language class and one 2-hour seminar per week.

Assessment: written work (2000-word equivalent) (40%), one 10-minute oral presentation (15%), one 1.5-hour end of semester written test (30%), one 15-minute oral exam (15%)

SPA3RCA READING COURSE A (20. CPs Sem. TE-SEM-1 BU.) *Dr Isabel Moutinho*

A limited number of students studying Spanish may be permitted to take an individual reading subject. After consultation with an appropriate member of staff who agrees to act as a supervisor, students wishing to take this unit must submit an outline of the proposed topic and a preliminary bibliography to the unit coordinator for approval. Students may normally enrol in this unit only if they have already completed all other optional subjects available. Students may normally take no more than one Spanish reading course towards their Spanish major.

Prerequisite: Coordinator's approval.

Class requirements: Regular meetings with supervisor.

Assessment: Essay(s) or a research report as arranged for each individual student (5000-words equivalent) (100%)

SPA3RCB READING COURSE B (20. CPs Sem. TE-SEM-2 BU.) *Dr Isabel Moutinho*

A limited number of students studying Spanish may be permitted to take an individual reading subject. After consultation with the appropriate member of staff who agrees to act as a supervisor, students wishing to take this unit must submit an outline of the proposed topic and a preliminary bibliography to the unit coordinator for approval. Students may normally enrol in this unit only if they have already completed all other optional units available. Students may normally take no more than one Spanish reading course towards their Spanish major.

Prerequisite: Coordinator's approval.

Class requirements: Regular meetings with supervisor.

Assessment: Essay(s) or a research report as arranged for each individual student (5000-words equivalent) (100%)

SPA3SCL CONTEMPORARY HISPANIC LITERATURE (20. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*
Not available in 2008
SPA3SWW HISPANIC WOMEN'S WRITING (20. CPs Sem. TE-SEM-2 BU.)

To be advised

Not available in 2008

CAT2BEA CATALAN BEGINNERS 2A (20. CPs Sem. TE-SEM-1 BU.)

Coordinator to be advised

This unit is offered at third year level also.

Subject to availability of a Catalan lector and funding.

This is an introduction to the Catalan language and to the culture of that part of Spain in which Catalan is spoken. Regular work with video and audio tapes, written exercises and reading preparation are set. A wide spectrum of audio, video and written materials are available direct from Catalonia, which help to reinforce the everyday use of the language. Various aspects of Catalan civilisation are introduced and the problematic co-existence of Catalan alongside Spanish, especially in relation to Barcelona, is explored.

Prerequisite: Available to students who have passed another Romance language unit, such as first year Spanish or an approved equivalent, and coordinator's approval required.

Class requirements: Three hours of practical classes per week.

Students will be expected to do one hour of self-access language laboratory work per week.

This unit is not available for Study Abroad students.

Assessment: Written exercises (1500-words equivalent) (35%), regular written and oral tests (3500-words equivalent) (65%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

CAT2BEB CATALAN BEGINNERS 2B (20. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

This unit is offered at third year level also.

Subject to availability of Catalan lector and funding

In this unit, we continue to emphasise performance in the skills of speaking, listening, reading and writing, but on a more advanced level than CAT2BEA/CAT3BEA. The rich literary and cultural tradition, valued in Catalan society, is discussed and studied.

Prerequisite: CAT2BEA/CAT3BEA or coordinator's approval.

Class requirements: Three hours of practical classes per week. Students will be expected to do one hour of self-access language laboratory work per week.

This unit is not available for Study Abroad students.

Assessment: Written work (1500-words equivalent (30%), one 10-minute oral presentation (10%), regular written and oral tests (3000-words equivalent (60%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

GAL2BEA GALICIAN BEGINNERS 2A (20 CPs Sem. TE-SEM-1 BU.)

Coordinator to be advised

This unit is offered at third year level also.

Subject to sufficient enrolments, staff and funding

This is an introduction to the Galician language and to the culture of that part of Spain in which Galician is spoken. Regular work with video and audio tapes, written exercises and reading preparation are set. A wide spectrum of audio, video and written materials available from Galicia, help to reinforce the everyday use of the language. Various aspects of Galician culture are introduced and the problematic co-existence of Galician alongside Spanish is explored.

Prerequisite: available to students who have passed another Romance language unit, such as first year Spanish or an approved equivalent, and coordinator's approval.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour practical class per week. Students will be expected to do one hour of self-access language laboratory work per week.

This unit is not available for Study Abroad students.

Assessment: One 1000-word essay (20%), weekly written exercises (1500-words equivalent) (30%), one 10-minute oral presentation (10%), one 2-hour final test (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

GAL2BEB GALICIAN BEGINNERS 2B (20 CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

This unit is offered at third year level also.

Subject to sufficient enrolments, staff and funding

In this unit we continue to emphasise performance in the skills of speaking, listening, reading and writing, but on a more advanced level than GAL2BEA. The rich literary and cultural tradition of Galicia will be discussed and studied.

Prerequisite: GAL2BEA.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour practical class per week. Students will be expected to do one hour of self-access language laboratory work per week.

This unit is not available for Study Abroad students.

Assessment: one 1000-word essay (20%), weekly written exercises (2000-words equivalent) (40%), two 10-minute oral presentations (1000-words equivalent) (20%), one 1-hour final test (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

PTG2ADA PORTUGUESE ADVANCED 2A (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Isabel Moutinho

This unit is offered at third year level also.

Offered subject to enrolment numbers, staff and funding availability

In this unit, we aim to consolidate the skills learned in Portuguese Beginners or VCE Portuguese. Students continue to acquire and perfect knowledge of the language through a range of activities involving language laboratory and computer-aided exercises, practical work in small groups and pairs and through the study of Luso-Brazilian culture and society as represented in the news media, in cinema and in selected examples of Luso-Brazilian literature.

Prerequisite: For PTG2ADA: VCE Portuguese.

For PTG3ADA: VCE Portuguese, PTG2BEB or coordinator's approval.

Class requirements: One 1-hour seminar and two hours of practical language classes per week.

This unit is not available for Study Abroad students.

Assessment: 2500-words of written work (50%), regular oral/aural exercises (20%), one 1.5-hour examination (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

PTG2ADB PORTUGUESE ADVANCED 2B (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Isabel Moutinho

This unit is offered at third year level also.

Offered subject to enrolment numbers, staff and funding availability

This unit is set at a higher level than first semester advanced Portuguese and aims at consolidating spoken and written skills by placing a greater emphasis on the socio-historical and cultural context of the Portuguese language in its Brazilian, Portuguese, African and Asian varieties. A wide range of materials will be studied, drawn from cinema, the news media, representative writings on Luso-Brazilian history and society and representative examples of literature from Portuguese-speaking countries.

Prerequisite: PTG2ADA/PTG3ADA or coordinator's approval.

Class requirements: One 1-hour seminar and two hours of practical language classes per week.

This unit is not available for Study Abroad students.

Assessment: 2500-words of written work (50%), regular oral/aural exercises (20%), one 1.5-hour examination (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

PTG2BEA PORTUGUESE BEGINNERS 2A (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Isabel Moutinho

This unit is offered at third year level also.

Offered subject to enrolment numbers, staff and funding availability

This is a practical introduction to the Portuguese language and is particularly recommended to students who have a prior knowledge of another Romance language. It is an intensive unit in which the beginning student acquires the skills of speaking and listening, while developing abilities in reading and writing. Students acquire the language through participation in a range of activities (through language laboratory exercises, computer-aided tasks, role-play in pairs and small groups) and through the study of a wide spectrum of audio, video and written materials. Various aspects of Luso-Brazilian culture are studied throughout. Students may enrol in this unit at either second year level or third year level but not both.

Prerequisite: A C-level pass in first year French, Italian or Spanish and coordinator's approval.

Class requirements: One 1-hour seminar and two hours of practical language classes per week.

This unit is not available for Study Abroad students.

Assessment: One 1.5-hour written examination (20%), 2500 words of written exercises (50%), regular oral/aural exercises (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

PTG2BEB PORTUGUESE BEGINNERS 2B (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Isabel Moutinho

This unit is offered at third year level also.

Offered subject to enrolment numbers, staff and funding availability

In this unit, we continue to emphasise performance in the skills of speaking, listening, reading and writing, but on a more advanced level than PTG2BEA/PTG3BEA. The unit contains elements related to

practical language acquisition and the study of Luso-Brazilian culture through film and text.

Prerequisite: PTG2BEA/PTG3BEA or coordinator's approval.

Class requirements: One 1-hour seminar and two hours of practical language classes per week.

This unit is not available for Study Abroad students.

Assessment: One 1.5-hour examination (20%), 2500-words of written work (50%), regular oral/aural exercises (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

CAT3BEA CATALAN BEGINNERS 2A (20. CPs Sem. TE-SEM-1 BU.)

Coordinator to be advised

See CAT2BEA for full unit description.

CAT3BEB CATALAN BEGINNERS 2B (20. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

See CAT2BEB for full unit description.

GAL3BEA GALICIAN BEGINNERS 2A (20 CPs Sem. TE-SEM-1 BU.)

Coordinator to be advised

See GAL2BEA for full unit description.

GAL3BEB GALICIAN BEGINNERS 2B (20 CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

See GAL2BEB for full unit description.

PTG3ADA PORTUGUESE ADVANCED 2A (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Isabel Moutinho

See PTG2ADA for full unit description.

PTG3ADB PORTUGUESE ADVANCED 2B (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Isabel Moutinho

See PTG2ADB for full unit description.

PTG3BEA PORTUGUESE BEGINNERS 2A (20. CPs Sem. TE-SEM-1 BU.) *Dr*

Isabel Moutinho

See PTG2BEA for full unit description.

PTG3BEB PORTUGUESE BEGINNERS 2B (20. CPs Sem. TE-SEM-2 BU.) *Dr*

Isabel Moutinho

See PTG2BEB for full unit description.

SPA3LAT LATIN AMERICA TODAY (20. CPs Sem. TE-SEM-2 BU.) *Dr Isabel*

Moutinho.

See SPA2LAT for full unit description.

SPA3SPT SPAIN TODAY (20. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*

See SPA2SPT for full unit description.

Not available in 2008

Theatre and drama

Program Coordinator: Mr Geoffrey Milne.

The Theatre and Drama Program offers two introductory first year units and a range of second- and third year units.

Theatre and drama units include a variety of disciplinary approaches, some of which are theatre theory, performance, theatre history, dramatic literature, genre studies, public speaking and criticism. There is some opportunity for performance making and theatre production.

While the program's offerings are not intended as theatre arts training, many of its units include a substantial component of practical work.

Play going is an important part of all drama units and reviews of performances seen are part of the required written work. Intending students should note that some additional expenditure is required for some four to five stipulated performances during the year.

Block bookings are sometimes arranged and accordingly prices are as low as possible. Further information about all aspects of theatre and drama units is available in theatre and drama course brochures obtainable from the program office.

Selection of students into the first year drama unit DRA1PBP

There is a quota on enrolments in the first year drama unit DRA1PBP with three basic criteria for selection. These are academic

competence, proven interest in and/or aptitude for theatre studies and commitment to the unit. Students are asked to complete a questionnaire at the time of enrolment. Final selection is based on tertiary entrance rank, the questionnaire and a short interview.

Applicants will be informed of their status as soon as possible after selection is completed. Unsuccessful applicants must formally vary their enrolment to delete the unit.

Although there is no quota on the other first year drama unit, students are asked to speak to a member of the drama staff to sign up for their seminar sessions.

Quotas in later year units

All enrolments are subject to quota. Unless otherwise stated in the unit descriptions, quota places are determined in consultation with students in late October each year, with preference being given to students completing their degrees in the year of enrolment.

Presentations

In DRA1PBP Process Based Performance and several other units, students are required to prepare, in small groups, selected scenes from plays or group-devised scripts for performance to, and subsequent discussion with, other students taking the unit. These non-public performances are called presentations and students can contribute to them in non-performing capacities if they wish, but the presentations are a required part of the class work. Owing to timetabling difficulties, it is normally necessary for students to attend on one or more evenings or weekend days during the semester for the presentations. Precise information will be given at the beginning of each unit.

Assessment

Assessment in drama maintains a balance between the reflective and practical aspects of the discipline. In all drama units, students must pass the written work component in order to pass the unit.

The balance between a range of assessment tasks varies from one unit to another. In seminar/workshop units written tasks will normally occupy a greater proportion of the assessment tasks than workshop presentations and exercises, while in production and performance units this is reversed.

Attendance at workshops and seminars is obligatory. Repeated absences without acceptable reasons will result in failure. There is always provision for special consideration and for consultation over the assessment of individual students.

Programs of study

Students who wish to satisfy the requirements for the degree with a major in drama must complete 130 credit points, with at least 60 credit points at third year level, as follows: DRA1TKP (15 credit points) and DRA1PBP (15 credit points) or approved equivalent, plus a minimum of 100 credit points from second/third year drama units. Students majoring in theatre and drama will normally need to take a combination of reflective academic and practical units.

Teaching period	Unit title	Unit code
First year units (15 credit points)		
TE-SEM-1	Theatre Knowledges and Practice	DRA1TKP
TE-SEM-2	Process Based Performance	DRA1PBP
Second year unit (20 credit points)		
TE-SEM-2	Performance Making	DRA2PEM
Second or third year units (20 credit points)		
TE-SEM-1	Australian Drama from 1955 to the Present Day	DRA2AUD/DRA3AUD
TE-SEM-1	Modern Drama and Acting Identity	DRA2MOA/DRA3MOA
TE-SEM-1	Persuasion and Public Speech	DRA2PPS/DRA3PPS
TE-SEM-1	Theatre Production ¹	DRA2TPR/DRA3TPR
TE-SEM-1	Theatre Spaces and Stages: architecture, production and community	DRA2TSS/DRA3TSS
TE-SEM-2	Intercultural Performance ¹	DRA2IPF/DRA3IPF
TE-SEM-2	Shakespeare in Performance	DRA2SIP/DRA3SIP
TE-SEM-2	Theatre and Theory ¹	DRA2TAT/DRA3TAT
TE-SEM-2	Writing, Internet, Performance	DRA2WIP/DRA3WIP
Third year units (20 credit points)		
TE-SEM-2	Advanced Performance Making	DRA3APM
TE-SEM-2	Drama Project: group production or individual research	DRA3PRO

Key: ¹ Not available in 2008.

Honours

Students are admitted into the honours program based on the completion of requirements for a major in Theatre and Drama. There are two options in the honours program:

- two coursework units and a dissertation of 12000 to 15000 words, and
- two coursework units and a studio performance/dissertation of 8000 words.

Interested students are encouraged to consult the coordinator. A pamphlet offering a detailed description of the honours course is available from the program office.

A full description of these units (including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings) appears below. For the most recent descriptions of all units, please access the unit database at www.latrobe.edu.au/udb_public.

DRA1PBP PROCESS BASED PERFORMANCE (15. CPs Sem. TE-SEM-2 AW, BU.) *Ms Meredith Rogers*

Students will engage in theatre practice and performance processes. These will involve the development of group presentations in a range of models, including group-devised performance and play script interpretation, leading to studio performance for an invited audience. This introduces foundation skills in performance, theatre production, performance- audience interactions, group-devised scripts, design and technical operation. Students will be expected to analyse and write about the elements of professional theatre productions that correspond with their own production work through theatre reviewing.

Recommended Prior Studies: DRA1TKP.

Quota: 100. Implementation based on assessment in DRA1TKP

Class requirements: Two 2-hour workshops.

Assessment: One group-devised performance (20 minutes) and two performed studio exercises (each 15 minutes) (80%), one 800-word review of professional productions (20%)

Preliminary Reading:

Oddey, A. *Devising theatre* Routledge 1994.

DRA1TKP THEATRE KNOWLEDGES AND PRACTICE (15. CPs Sem. TE-SEM-1 AW, BU.) *Professor Peta Tait*

In this unit, students are introduced to theatre and its knowledges, acting theory, theatre history and dramatic criticism. Studies of the actor, director, playwright, and critic and their work in theatre companies, will be approached using well-known examples from twentieth century theatre history and practice. Knowledges of theatre involve understanding its dynamic and interactive processes and the considerable changes in professional roles over time. While the focus is on the dominant forms of modern western theatre, consideration will be given to challenges from the innovative work of contemporary Australian and overseas practitioners.

Class requirements: One 1-hour lecture and one 2-hour seminar/workshop.

Assessment: One short written exercise (10%), one 2000-word essay (50%), contribution to practical class work (20%), one group research presentation (800-words equivalent) (20%)

Preliminary Reading:

Hodge, A. *Twentieth century actor training* Routledge 1999.

DRA2AUD AUSTRALIAN DRAMA FROM 1955 TO THE PRESENT DAY

(20. CPs Sem. TE-SEM-1 AW, BU.) *Mr Geoffrey Milne*

This unit is offered at third year level also.

This is a study of the development of Australian drama and theatre over the last 50 years, in the context of past and current policy and practice in the professional theatre. Students are engaged upon course-work based on a representative selection of texts from the period and Australian plays in performance.

Prerequisite: 30 credit points of first year drama.

Quota: 30. Places are allocated on academic merit, with preference being given to third year students majoring in Drama.

Class requirements: One 2-hour lecture or seminar and one 3-hour workshop per week. Students are expected to attend a number of theatre performances in Melbourne during the year.

Assessment: One 1500-word performance review exercise (30%), one

seminar presentation (2000-words equivalent) (40%), practical class work contributions (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Carroll, D. *Australian contemporary drama* (Revised edn) Currency 1995.

Holloway, P. (Ed) *Contemporary Australian drama* Currency 1987.

Radic, L. *The state of play* Penguin 1991.

Prescribed Reading:

Brisbane, K. (Ed) *Australia plays: new Australian drama* Nick Hern Books 1989 (for Travelling north, No sugar, The rivers of China and The golden age

Tait, P. and Schafer, E. (eds) *Australian women's drama* Currency 1997.

Brisbane, K. (Ed) *Plays of the 70s* Currency 1998.

Rayson, H. *Room to move* Yackandandah 1985.

Lawler, R. *Summer of the seventeenth doll* Currency 1978.

Sewell, S. *Traitors* Currency 1997.

DRA2IPF INTERCULTURAL PERFORMANCE (20 CPs Sem. TE-SEM-2 BU.)

Ms Meredith Rogers

This unit is offered at third year level also.

Not available in 2008

DRA2MOA MODERN DRAMA AND ACTING IDENTITY (20. CPs Sem. TE-SEM-1 BU.) *Professor Peta Tait*

This unit is offered at third year level also.

An introduction to the modern drama of realism, which dominated twentieth-century theatre. The plays of Ibsen and Chekhov dominated by emotions of love and fear are considered and their interpretation in Stanislavski's styles of acting. The theatrical realism of these two styles is compared with Brecht's plays and his ideas of acting in epic theatre. The unit is taught through a combination of theatre history, dramatic literature and some exercises in acting and staging. It investigates the social meanings of different approaches to emotions, realism, acting and staging identity.

Prerequisite: 30 credit points in first year.

Class requirements: One 3-hour lecture or seminar each week.

Assessment: One 2500-word essay (50%), one 1000-word exercise (20%), contributions to practical class work (10%), one 1000-word exercise or creative equivalent (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Garner, S *Bodied spaces* Cornell University Press 1994.

Styan, J L *Modern drama in theory and practice, Vol. 1* Cambridge UP 1983.

Prescribed Reading:

Brecht, B *Brecht on theatre* trans. J. Willett, Eyre Methuen 1964.

Chekhov, A. *Five plays* trans. Hingley, OUP 1998.

Ibsen, H *Four major plays* trans. Macfarlane and Arup, OUP 1981.

Brecht, B *Mother Courage and her children* Methuen student editions 1983.

Brecht, B *The good person of Szechwan* Methuen.

DRA2PEM PERFORMANCE MAKING (20. CPs Sem. TE-SEM-2 AW, BU.) *Ms Meredith Rogers*

Ms Meredith Rogers

In this unit students develop and enhance skills in performance and performance making. Class-work covers aspects of voice, movement and improvisation. Students generate performance text based on some of the following: music-theatre, visual and design-based performance work, physical transformational performance techniques and the study of a range of performance languages. There are public performances at the end of semester.

Prerequisite: 30 credit points of first year drama.

Quota: 20. Places will be allocated based on lecturers' recommendations and audition and interview in first semester.

Class requirements: Two 3-hour practical workshops per week.

Assessment: Logbook and 1500-word exercise (33%), Workshop and rehearsal toward group public performance (50 minutes maximum) (67%). The criteria used in assessing practical work are set out in the unit study guide

DRA2PPS PERSUASION AND PUBLIC SPEECH (20. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*

This unit is offered at third year level also.

This is a workshop-based unit with three aims. Firstly we provide training in public speaking and for other situations, such as debate and discussion, which call for confident, organised, informed and persuasive speech. The techniques and principles are taught and the skills of critical listening developed. Students analyse examples of public speech, live, recorded and written. Material for analysis is drawn from a variety of discourses and periods and is chosen to engage with the particular disciplinary interests of the group. The third aim is to introduce some theoretical reflections on persuasive speech. There is a brief outline of classical rhetoric and some attention to recent theorists of what has been called 'the new rhetoric'.

Quota: 24. Places are allocated on academic merit, with preference being given to third year students majoring in Drama.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 5 to 10-minute formal speech (20%), one 1500-word written exercise (25%), practical class exercises (15%), two 5 to 10-minute formal speeches (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

MacArthur, B. (Ed) *The Penguin book of twentieth-century speeches* Penguin 1993.

DRA2SIP SHAKESPEARE PERFORMANCE (20. CPs Sem. TE-SEM-1 AW. TE-SEM-2 BU.) *Coordinator to be advised*

This unit is offered at third year level also.

It is intended that students develop both a critical and a practical understanding of Shakespeare in different performance contexts through intensive analysis of five Shakespeare plays and two plays by his contemporaries Marlowe and Webster. A range of special issues bearing on the performance of Shakespeare in different cultures are addressed. These include issues of actor-training (voice-cultivation, movement, use of stage) verse speaking, character building and issues of historical, cultural and intercultural contextualisation.

Prerequisite: 30 credit points of first year drama.

Quota: 30. Places are distributed evenly over the re-enrolment period, with preference on each day being given to students completing their degrees in the year of enrolment.

Class requirements: One 2-hour lecture/seminar and one 3-hour workshop per week.

Assessment: One 1500-word essay (30%), one 2500-word essay (40%), contributions to practical workshops (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Shakespeare W. *A midsummer night's dream* New Penguin Shakespeare.

Shakespeare W. *Hamlet* New Penguin Shakespeare 1980.

Shakespeare W. *Macbeth* New Cambridge 1989.

Shakespeare W. *Romeo and Juliet* New Penguin 1970.

Webster, J. *The Duchess of Malfi* Manchester UP 1976.

Marlowe, C. *The complete plays* John Russell Brown (ed), Penguin 1969 (for Dr Faustus).

Shakespeare W. *The tempest* New Penguin Shakespeare 1968.

Shakespeare, W. *Twelfth night* New Penguin Shakespeare 1980.

DRA2TAT THEORY AND THEATRE (20. CPs Sem. TE-SEM-2 BU.) *Professor*

Peta Tait

This unit is offered at third year level also.

Not available in 2008

DRA2TPR THEATRE PRODUCTION (20 CPs Sem. TE-SEM-1 BU.) *Ms*

Meredith Rogers

This unit is offered at third year level also.

Not available in 2008

DRA2TSS THEATRE SPACES AND STAGES: ARCHITECTURE, PRODUCTION AND COMMUNITY (20 CPs Sem. TE-SEM-1 BU.) *Ms*

Meredith Rogers

This unit is offered at third year level also.

Western theatre began outdoors at the foot of the Acropolis. The management of exterior and interior spaces has been a major theme in the changing shapes of its performance places ever since. In this unit students will investigate theatre architectures; the ways in which theatre spaces interact with the kinds of performance produced in them and the spatial practices of the communities they embody and reflect. Stage and lighting design and the mechanics of theatre operation will also be examined.

Prerequisite: 30 credit points of first year drama.

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: One group presentation (1,250-words equivalent) (25%), one 1,250-word exercise (25%), one 2000-word essay (40%), class exercises and quizzes (500-words equivalent) (10%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Wiles, D. *A short history of Western performance space* Cambridge University Press 2003

Recommended Reading:

Carlson, M. *Places of performance: the semiotics of theatre architecture* Cornell University Press 1989

McAuley, G. *Space in performance: making meaning in the theatre* University of Michigan Press 2000

DRA2WIP WRITING, INTERNET, PERFORMANCE (20 CPs Sem. TE-SEM-2 BU.) *Professor Peta Tait*

This unit is offered at third year level also.

Students are introduced to creative writing in the diverse styles used in spoken word performances. Students research the politics of cyberspace and electronic arts and investigate internet sites, which deliver on-line performances. Original writing will be interpreted for delivery as performance and some work chosen to be developed for broadcast on the internet towards the end of the semester. The creative writing styles could be dialogues or character monologues, fiction or non-fiction, poetic word assemblages or realism. The work of contemporary Australian writers involved in performance making over twenty-five years will be studied. These texts will be contextualised with an introduction to post-modern theories (Baudrillard, Lyotard, Jameson) and emphasis given to continuities with modernism.

Prerequisite: 120 credit points of first year units.

Class requirements: One 3-hour seminar/lecture per week.

Assessment: One 500-word assignment in a specified style (15%), one 1500-word assignment in an open style (30%), one 2500-word written text or development of performance text for the internet (40%), research and group demonstration (500-words equivalent) (15%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students

Prescribed Reading:

Jordan, T. *Cyber power: the culture and politics of cyberspace and the internet* Routledge 1999

Allen, R & Pearlman, K (eds) *Performing the unnameable* Currency/Realtime 1999

DRA3APM ADVANCED PERFORMANCE MAKING (20. CPs Sem. TE-SEM-2 AW, BU.) *Ms Meredith Rogers*

This unit is aimed specifically at students interested in directing for the theatre and is intended to develop and extend the skills in performance making acquired through DRA2PEM by giving students the opportunity for individual, self-directed work. In this sense it is similar to an independent studies program. Students undertaking the unit research devise and present solo or small group performance pieces. Students wishing to take this unit must have demonstrated a capacity for independent creative work. A project proposal must be submitted in the last week of semester one and a contract negotiated with the coordinator before the commencement of the second

semester. There will be public performances at the end of semester.

Prerequisite: DRA2PEM or DRA2IPF or equivalent.

Quota: 10. Places will be allocated based on lecturers' recommendations and interview.

Class requirements: Three 2-hour practical workshops per week, plus weekly consultations with the coordinator.

Assessment: Log book and 1500-word exercise (33%), Workshop and rehearsal toward group public performance (30 minutes maximum) (67%). The criteria used in assessing practical and performance work are set out in the unit study guide.

DRA3PRO DRAMA PROJECT: GROUP PRODUCTION OR INDIVIDUAL RESEARCH (20 CPs Sem. TE-SEM-2 AW, BU.) *Mr Geoffrey Milne*

In this unit, students develop and complete a full-length group production based on an existing contemporary Australian drama script and assume the roles associated with the professional theatre industry. Students will perform for a public audience either on campus or in the community. Alternatively, students may undertake a research project into the work of one or more Australian dramatists.

Prerequisite: DRA2/3AUD.

Quota: 24. Selection based on academic merit and interview.

Class requirements: Two 3-hour workshops per week plus regular meetings with staff and public performances.

Assessment: Consistent, inventive and co-operative effort towards rehearsals and production tasks (35%), one 1500-word log-book and project report (30%), clarity, consistency and expressiveness in performance (35%). The criteria used in assessing the production work are outlined in the subject's handout.

DRA3AUD AUSTRALIAN DRAMA FROM 1955 TO THE PRESENT DAY

(20. CPs Sem. TE-SEM-1 AW, BU.) *Mr Geoffrey Milne*

See DRA2AUD for full unit description.

DRA3IPF INTERCULTURAL PERFORMANCE (20 CPs Sem. TE-SEM-2 BU.)

Ms Meredith Rogers

See DRA2IPF for full unit description.

Not available in 2008

DRA3MOA MODERN DRAMA AND ACTING IDENTITY (20. CPs Sem. TE-SEM-1 BU.) *Professor Peta Tait*

See DRA2MOA for full unit description.

DRA3PPS PERSUASION AND PUBLIC SPEECH (20. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*

See DRA2PPS for full unit description.

DRA3SIP SHAKESPEARE PERFORMANCE (20. CPs Sem. TE-SEM-1 AW, TE-SEM-2 BU.) *Coordinator to be advised*

See DRA2SIP for full unit description.

DRA3TAT THEORY AND THEATRE (20. CPs Sem. TE-SEM-2 BU.) *Professor Peta Tait*

See DRA2TAT for full unit description.

Not available in 2008

DRA3TPR THEATRE PRODUCTION (20 CPs Sem. TE-SEM-1 BU.) *Ms*

Meredith Rogers

See DRA2TPR for full unit description.

Not available in 2008

DRA3TSS THEATRE SPACES AND STAGES: ARCHITECTURE, PRODUCTION AND COMMUNITY (20 CPs Sem. TE-SEM-1 BU.) *Ms*

Meredith Rogers

See DRA2TSS for full unit description.

DRA3WIP WRITING, INTERNET, PERFORMANCE (20 CPs Sem. TE-SEM-2 BU.) *Professor Peta Tait*

See DRA2WIP for full unit description.

Faculty of Law and Management

Faculty directory

Melbourne (Bundoora) Campus:

Faculty Office
Level 3, Martin Building
Tel: (03) 9479 1979
Fax: (03) 9479 1484
Email for general enquiries: lmcourses@latrobe.edu.au
Email for prospective international student enquiries:
flminternational@latrobe.edu.au

Albury-Wodonga Campus:

Faculty of Law and Management
Building 4, Room 4218A
University Drive, Wodonga VIC 3690
Tel (02) 6024 9850
Fax: (02) 6024 9833
Email: business.aw@latrobe.edu.au or tourism.aw@latrobe.edu.au

Bendigo Campus:

Faculty office
Level 1, Business Building
Tel: (03) 5444 7350
Fax: (03) 5444 7998
Email: bendigo.lm@latrobe.edu.au

Mildura Campus:

School of Business
Benetook Avenue, Mildura VIC 3502
Tel: (03) 5051 4000
Fax: (03) 5022 0043
Email: mildura@latrobe.edu.au

Shepparton Campus:

School of Business,
127 Welsford Street, Shepparton VIC 3632
Tel: (03) 5821 8450
Fax: (03) 5821 8176

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Faculty of Law and Management

Introduction to the Faculty

The Faculty of Law and Management was established in 1997. The Faculty aims to perform at a world class level in teaching and research, supporting this vision through a commitment to continued improvement in quality and effectiveness.

The Faculty of Law and Management has an international perspective and actively encourages international exchanges for staff and students, cooperative arrangements with overseas universities and involvement in international research projects. The Faculty also has strong links with professions, industry, schools, community groups and local government.

With a staff of over 200, the Faculty's four schools: Law, Business, the Graduate School of Management, and Sport, Tourism and Hospitality Management offer a broad range of courses supported by comprehensive specialist subjects across the disciplines of law, business law, economics, accounting, marketing, finance, management, tourism and hospitality.

The Faculty currently has an enrolment of over 6000 undergraduate and 1400 post graduate students, across 5 metropolitan and regional campuses and a number of external sites. Approximately 35 per cent of these students are international from over 40 different countries.

Faculty Academic Services Office – enquiries

Location: Martin Building, Level 3, Room 349

The Faculty Academic Services Office provides overall coordination of academic services, in liaison with University and school offices.

Academic progress

The Faculty Board is responsible for reviewing the academic progress of students and ensures that students' academic progress is in accordance with the requirements of the degree. Students who do not maintain a satisfactory rate of academic progress will be required to 'show cause' (explain why their re-enrolment should be permitted) to the Faculty Academic Progress Committee (APC). The APC will take into account problems or circumstances which may have affected a student's performance throughout the year.

A student's academic progress is assessed after each progression period in line with the conditions set out in the University's Academic Progress Policy. All students should familiarise themselves with the policy, which can be found at www.latrobe.edu.au/policies/

Language and Academic Skills Unit (LASU)

Location: Martin Building Room 370

Tel: (03) 9479 2665

Email: r.thomas@latrobe.edu.au

The Faculty believes it is important to develop the language and academic skills (LAS) of all students early in their studies. The Language and Academic Skills Unit (LASU) in the Faculty of Law and Management assists undergraduate and postgraduate students to present university-standard work. Individual LASU support for undergraduate students is also provided at the school level; and honours and postgraduate students may make an appointment with the LASU coordinator. Non-native English-speakers should contact the Academic Skills (ESL) Unit on Level 4 of the Humanities 3 Building.

Courses and programs offered

Double degree courses

Double degrees allow students to undertake two courses at the same time, giving them a dual qualification after four or five years. By exploring two separate fields of study students enrich and widen their educational, personal and social experiences and may significantly enhance their employment prospects. The double degrees available through the Faculty are described under each school.

Double degree courses administered by other faculties

Faculty of Health Sciences

- Bachelor of Health Sciences/Bachelor of Business
- Bachelor of Health Science/Bachelor of Commerce
- Bachelor of Health Science/Bachelor of Economics

See the Faculty of Health Sciences chapter for full course details.

Faculty of Science, Technology and Engineering

- Bachelor of Agricultural Science/Bachelor of Business
- Bachelor of Information Technology /Bachelor of Business
- Bachelor of Civil Engineering/Bachelor of Business
- Bachelor of Commerce/Bachelor of Information Technology
- Bachelor of Computer Science/Bachelor of Commerce
- Bachelor of Finance/Bachelor of Science
- Bachelor of Information Systems/Bachelor of Business
- Bachelor of Science/Bachelor of Commerce

See the Faculty of Science, Technology and Engineering chapter for full course details.

External and offshore programs

The Faculty offers its Bachelor of Business degree through a number of external and offshore locations. These include Malaysia, Hanoi, and Sydney.

Offshore programs

Malaysia: Nilai International College

The University works closely with Nilai International College, in the heart of Malaysia's multi-media super corridor, 45 kilometres south of the capital, Kuala Lumpur.

La Trobe University offers a Bachelor of Business degree, as well as the La Trobe Pre-University Foundation Year. Students may complete a Bachelor of Business degree with a single or double major in any of the following:

- management
- marketing
- accounting
- human resource management, or
- financial management.

For complete course structures and admission requirements for each degree, please see the School of Business section of this chapter.

La Trobe University lecturers regularly visit the College to teach program units and to ensure quality.

For further information contact:

Nilai International College

Bandar Baru Nilai, Negri Sembilan
Malaysia

Tel: +60 6 850 2338

Email: enquiry@nilai.edu.my

Website: www.nilai.edu.my

Hanoi: Hanoi University

The University works closely with the Hanoi University (HANU) where it offers a Bachelor of Business degree as well as the La Trobe University Diploma of Business Administration.

Students wishing to undertake the Bachelor of Business program initially undertake the Diploma of Business Administration and, upon satisfactory completion of the program, may enter the second year of the Bachelor of Business. Students may complete a Bachelor of Business degree with a single or double major in any of the following:

- Financial management
- Management
- Marketing

La Trobe University staff regularly visit the University to teach program units and to ensure quality. The University follows the same teaching period schedule as that of La Trobe campuses in Victoria.

For further information contact:

Hanoi University
Tel: +84 4 8544 338
Email: hufs@netnam.vn
Website: www.hufs.edu.vn

External programs

Australian Campus Network (ACN)

In conjunction with the Australian Campus Network (ACN), La Trobe University offers the Bachelor of Business and the Bachelor of International Business in Sydney. These programs are open to international and Australian students.

Degree requirements

- Students must complete a course of units accumulating a minimum total of 360 credit points (24 units) including 7 first year core units, one or two eight unit majors, and elective units. These courses are designed to be completed within two or three years of full-time study, although part-time study is possible.
- Students may not take a second year or third year unit unless they have completed either their first year, or at least four first year units and are concurrently completing the remainder.
- Students should undertake 120 credit points at each year level.

For further information contact:

Australian Campus Network (ACN)
Tel: +61 2 9397 7600
Email: info@auscampus.net
Website: www.auscampus.net

William Blue International Hotel Management School

La Trobe University has entered into an agreement with the William Blue International Hotel Management School to offer the final year of the Bachelor of Business (Tourism and Hospitality) at the Sydney campus of the William Blue International Hotel Management School. This program is open to Australian and international students and is offered on a fee-paying basis only.

For further information contact:

William Blue International Hotel Management School
Tel: +61 2 9955 1122
Website: www.billyblue.com.au

Offshore and external students wishing to transfer to a La Trobe University Victorian campus

Students admitted to a Faculty of Law and Management course at an offshore or external location are able to apply to transfer to courses conducted at the Melbourne (Bundoora), Bendigo and Albury-Wodonga campuses of La Trobe University for part of their studies.

Academic requirements

When evaluating requests for transfer, the following information will be taken into account:

- Academic results:** To be considered for a transfer it is expected that students applying for a course within the Faculty of Law and Management will have a C+ average in their current course of study. Students applying to transfer to the Bachelor of Laws will require a B+ average to be considered.
- Length of time studying:** Students applying for transfer will normally have completed the equivalent of one full-time year of study before being considered.

In addition, international students must meet the following requirements:

- A minimum English language requirement of an IELTS (or equivalent) score of 6, with no band falling below 6. For entry into the Bachelor of Laws students must have met the minimum English language requirements of an IELTS (or equivalent) score of 6.5, with no band falling below 6.
- Students who wish to apply for transfer to a course in another faculty must contact that faculty directly for information on transfer conditions.

Additional information for international students

International students who transfer to a course conducted at a La Trobe University Victorian campus will be liable for the fees payable for that course in the year that they transfer.

For further information regarding visa requirements, fees and Australian government legislative requirements contact:

International Programs Office

Tel: +61 3 9479 1199

Email: international@latrobe.edu.au

Web: www.latrobe.edu.au/international/

Units offered by the Faculty

A full description of Law and Management units appears at the end of each section of this chapter, in alphabetical order by unit code.

Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the Unit Database for up-to-date information (www.latrobe.edu.au/udb_public).

School of Business

Enquiries:

Melbourne (Bundoora) Campus:
Donald Whitehead Building, Room 208
Head of School: Professor Malcolm Rimmer
Email: business@latrobe.edu.au
Tel: (03) 9479 1667
Albury-Wodonga Campus:
Tel: (02) 6024 9850
Bendigo Campus:
Tel: (03) 5444 7912
Mildura Campus:
Tel: (03) 5051 4007
Shepparton Campus:
Tel: (03) 5821 8450

Department of Accounting:

Head of Department: Professor Kamran Ahmed

Department of Economics and Finance:

Head of Department: Professor Gary Magee

Department of Management and Marketing:

Head of Department: Professor David Brown

The School of Business provides high quality education and training across a broad range of disciplines including:

- accounting
- business
- economics
- electronic commerce
- finance
- human resource management
- international business
- management
- marketing.

The programs blend theoretical and applied knowledge and skills consistent with international best practice to prepare students for professional careers as accountants, bankers, economists, stockbrokers, and managers able to work in Australia or overseas. Graduates are expected to work effectively in a multidisciplinary team environment and be skilled communicators. They will learn independently, have sound problem-solving and decision-making skills, and have an understanding of ethical and social responsibilities.

Upon completion of professionally accredited courses and unit sequences, students may qualify for membership of CPA Australia, the Institute of Chartered Accountants in Australia, the Economic Society of Australia, the Financial Services Institute of Australasia, or the Australian Marketing Institute.

Students are responsible for meeting all unit and course requirements and may be refused admission to a final examination if all requirements have not been completed.

A unit of study includes attendance at lectures and tutorials, completion of assignments, essays, and demonstration of learning on the final examination. Performance on all assessments will be judged both on content and presentation.

Students may seek advice from course advisers in the school to resolve questions on these matters.

In addition to the regular teaching periods, the school conducts a Summer School each year over the January/February period. Information regarding Summer School is normally available by the beginning of teaching period 2.

Courses offered by the School of Business

Melbourne (Bundoora)

- Bachelor of Business
- Bachelor of Commerce
- Bachelor of Economics
- Bachelor of Finance
- Bachelor of International Business
- Bachelor of Arts/Bachelor of Commerce
- Bachelor of Arts/Bachelor of Economics
- Bachelor of Business/Bachelor of Asian Studies
- Bachelor of Commerce/Bachelor of Economics

Postgraduate programs¹

- Graduate Diploma in Accounting
- Graduate Diploma in Business Studies
- Graduate Diploma in Econometrics
- Graduate Diploma in Economics
- Graduate Diploma in Information Systems Management
- Postgraduate Diploma in Accounting
- Postgraduate Diploma in Economics
- Postgraduate Diploma in Human Resource Management
- Postgraduate Diploma in Marketing
- Master of Professional Accounting (Coursework)
- Master of Accounting and Financial Management (Coursework)
- Master of Financial Analysis (Coursework)
- Master of Financial Analysis/Master of Professional Accounting (Coursework)
- Master of Information Systems Management (Coursework)
- Master of Business Information Management and Systems
- Master of Business by Research
- Master of Commerce by Research
- Master of Economics by Research
- Doctor of Philosophy

Key: ¹ For full course descriptions, refer to the Postgraduate Handbook.

Albury-Wodonga

- Bachelor of Business¹
- Bachelor of Commerce¹
- Graduate Diploma in Accounting²
- Graduate Certificate in Management²
- Graduate Diploma in Management²
- Master of Business (Management)²

Key: ¹ For full course descriptions, refer to the Albury-Wodonga chapter in this Handbook.

² For full course descriptions, refer to the Albury-Wodonga chapter in the Postgraduate Handbook.

Bendigo

- Bachelor of Business¹
- Bachelor of Commerce¹
- Graduate Diploma in Accounting²
- Graduate Diploma in Business Studies²

Key: ¹ For full course descriptions, refer to the Bendigo chapter in this Handbook.

² For full course descriptions, refer to the Bendigo chapter in the Postgraduate Handbook.

Mildura

- Bachelor of Business¹
- Bachelor of Commerce¹
- Graduate Diploma in Accounting²

Key: ¹ For full course descriptions, refer to the Mildura chapter in this Handbook.

² For full course descriptions, refer to the Mildura chapter in the Postgraduate Handbook.

Shepparton

- Bachelor of Business¹
- Bachelor of Commerce¹
- Graduate Diploma in Accounting²
- Graduate Diploma in Business Studies²

Key: ¹ For full course descriptions, refer to the Shepparton chapter in this Handbook.

² For full course descriptions, refer to the Shepparton chapter in the Postgraduate Handbook.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Business (LBB)

Admission requirements

Admission requirements are completion of VCE units 3 and 4 of English (any) with a minimum study score of 20 and completion of units 1 and 2 of General Mathematics or Mathematical Methods. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Course structure

The Bachelor of Business is offered at five of the Victorian campuses of La Trobe University: Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura, and Shepparton. This course is also offered in association with partner organisations at other sites in Australia and overseas. In Australia, the Bachelor of Business is offered by the Australian Campus Network in Sydney. It is also offered in France, Malaysia and Vietnam (see below).

The structure of the 24-unit degree program enables students to complete a core of seven first year foundation units, followed by one or two eight-unit majors in subsequent years. The units that comprise the first year core and majors may vary slightly across sites. These minor variations reflect differences in specialised interests and expertise and the particular needs of students at different sites. Details of the specific units offered at the five Victorian campuses are listed in this *Handbook* under the respective campus entries. Details of programs offered at associated tertiary institutions are published separately by each institution.

Majors offered by campus

Majors/Campuses	BU	AW	BE	MI	SH
Accounting	BCom	BCom	BCom	BCom	BCom
Business Law			✓		
Economics/Business Economics	✓		✓		
Electronic Commerce		✓			
Financial Management	✓				
Human Resource Management	✓		✓		✓
Information Technology			✓		
International Business	B.IntBus		✓		
Management	✓	✓		✓	✓
Marketing	✓	✓	✓		✓

Majors/External provider:	ACN	HANU	NILAI
Accounting	✓		✓
Financial Management	✓	✓	✓
Human Resource Management	✓		✓
International Business	B.IntBus		
Management	✓	✓	✓
Marketing	✓	✓	✓

Notes: Accounting at Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura and Shepparton is offered as a separate degree: Bachelor of Commerce. International Business is offered at Melbourne (Bundoora) and ACN as a separate degree: Bachelor of International Business.

External programs are offered at the following campuses: Australian Campus Network; Sydney, Hanoi University, Vietnam (HANU); Nilai International College, Malaysia (Nilai).

Degree requirements

Students must complete a course of units accumulating a minimum total of 360 credit points, of which at least 255 must be units offered in the School of Business. The course is designed to be completed within three years of full-time study, although part-time study is possible. Maximum course duration is 10 years.

Students should undertake 120 credit points at each year level, and must undertake at least 120 credit points at third year level including 90 credit points at third year level from the School of Business. Variations to this structure are subject to approval by a School of Business course adviser.

The degree is designed to allow completion of two majors or one major and elective units. At least one major must be in a business discipline. A business major will consist of eight units. Outside majors may include a language specialisation or other pre-approved sequences. Details can be obtained from the School of Business.

Melbourne (Bundoora) Campus program

Students must pass compulsory and elective units listed below. All units are worth 15 credit points.

First year

Teaching Period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD
TE-SEM-1 or TE-SEM-2	Business Law	LST1BSL
TE-SEM-1 or TE-SEM-2	Compulsory unit in chosen major	
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI

Second year

Teaching period	Unit title
TE-SEM-1 or TE-SEM-2	Three second year School of Business units according to chosen major
TE-SEM-1 or TE-SEM-2	Five second year elective units

Third year

Teaching period	Unit title
TE-SEM-1 or TE-SEM-2	Four third year School of Business units according to chosen major
TE-SEM-1 or TE-SEM-2	Two third year School of Business elective units
TE-SEM-1 or TE-SEM-2	Two third year elective units

Majors

Students can major in one or two of the following:

Human Resource Management

Unit title	Unit code
Human Resource Development	MGT2HRD
Human Resource Information Systems	MGT3HRI
Human Resource Management	MGT2HRM
Industrial Relations	ECO3IRE
Interpersonal Skills and Conflict Management	MGT2ISC
Organisational Behaviour	MGT2OBE
Organisational Change and Development	MGT3OCD
<i>plus one of:</i>	
Employment and Labour Relations Law	LAW3ELR
International Human Resource Management	MGT3IHR

Business Economics

Unit title	Unit code
Finance	FIN2FIN
Intermediate Statistics for Business	ECO2ISB
Introduction to Quantitative Analysis	ECO1IQA
Managerial Economics	ECO2MEC
<i>plus four of:</i>	
Business Analysis and Simulation	ECO3BAS
Corporate Finance	FIN3CFI
Cost-Benefit Analysis	ECO3CBA
Decision Analysis with Spreadsheets	ECO3DAS
Economics of Sport	ECO3EOS
Economics of the Internet	ECO3INT
Financial Risk Management	FIN3FRM
Industrial Organisation	ECO3IND
Industrial Relations	ECO3IRE
International Trade	ECO3ITR
Marketing Economics	ECO3MKE
Mergers and Acquisitions	FIN3MAQ

Management

Unit title	Unit code
Business Ethics	MGT2BET
Finance	FIN2FIN
Human Resource Management	MGT2HRM
International Management	MGT3IMG
Organisational Behaviour	MGT2OBE
Organisational Change and Development	MGT3OCD
Organisational Structure and Design	MGT3OSD
Strategic Management	MGT3SMG

Marketing

Unit title	Unit code
Consumer Behaviour	MKT2CBE
Marketing Communication	MKT3MCO
Marketing Law	LST2MAL

Marketing Principles and Practice	MKT2MPP
Marketing Research	MKT3MRE
Services Marketing	MKT2SMA
Strategic Marketing	MKT3SMK
<i>plus one of:</i>	
Electronic Marketing*	MKT3ELM
International Marketing	MKT3IMK

Key: * Offered online from the Albury-Wodonga Campus.

Financial Management

Unit title	Unit code
Corporate Finance	FIN3CFI
Finance	FIN2FIN
Financial Instruments	FIN2FII
International Financial Management	FIN3IFM
Introduction to Quantitative Analysis	ECO1IQA
Investment and Portfolio Management	FIN3IPM
<i>plus one of:</i>	
Intermediate Statistics for Business	ECO2ISB
Managerial Economics	ECO2MEC
<i>plus one of:</i>	
Financial Institutions Management	FIN3FIM
Financial Planning	FIN3FPL
Financial Risk Management	FIN3FRM
Security Valuation	FIN3SEV

Professional recognition

By successfully completing approved marketing units, graduates may apply for membership of the Australian Marketing Institute.

A full description of these units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Business Honours (LHB)**Admission requirements**

The entry requirements are successful completion of a bachelor degree with a major in marketing, management, human resource management, business economics, or financial management and a B (70%) or better average result in at least four third year core units from the designated major. Students must complete all requirements of their undergraduate degree before taking up honours.

Degree requirements

The honours program requires a year of full-time study or two years of part-time study following completion of the Bachelor degree.

Honours in business is not available at Shepparton, Mildura, or Albury-Wodonga campuses, but eligible students may apply to undertake honours at the Melbourne (Bundoora) Campus.

There is no mid-year intake available for this course.

Course structure

Students will be required to complete either:

- four coursework units and a thesis of 20,000 words, or
- five coursework units and a thesis of 15000 words.

The thesis will be completed under the direct supervision of an academic staff member. Approval of a research topic is subject to the availability of a supervisor in the designated discipline area. The major the student is studying will dictate the core units required.

Business Economics

Teaching period	Unit title	Unit code
TE-SEM-1	Business Honours Thesis Option A	BUS4HTA
TE-SEM-1	Macroeconomics	ECO4MAE
TE-SEM-1	Microeconomics	ECO4MIE
TE-SEM-2	Business Honours Thesis Option B	BUS4HTB
TE-SEM-1 or TE-SEM-2	Three approved fourth year units	

Financial Management

Teaching period	Unit title	Unit code
TE-SEM-1	Business Honours Thesis Option A	BUS4HTA
TE-SEM-1	Financial Management	FIN4FMA
TE-SEM-1	International Financial Management	FIN4IFM
TE-SEM-2	Business Honours Thesis Option B	BUS4HTB
TE-SEM-1 or TE-SEM-2	Three approved fourth year units	

Human Resource Management

Teaching period	Unit title	Unit code
TE-SEM-1	Leadership in Organisations	MGT4LED
TE-SEM-1	Remuneration and Performance Management	MGT4RPM
TE-SEM-1	Research Methodology	MGT4RMA
TE-SEM-1	One approved fourth year unit	
TE-SEM-2	20,000-word thesis	BUS4HTC

Management

Teaching period	Unit title	Unit code
TE-SEM-1	Contemporary Issues in Management	MGT4CIM
TE-SEM-1	Research Methodology	MGT4RMA
TE-SEM-1	Two approved fourth year units	
TE-SEM-2	20,000-word thesis	BUS4HTC

Marketing

Teaching period	Unit title	Unit code
TE-SEM-1	Relationships in Marketing or Social and Environmental Marketing	MKT4REM/MKT4SEM
TE-SEM-1	Research Methodology	MGT4RMA
TE-SEM-1	Theory in Marketing	MKT4TIM
TE-SEM-1	One approved fourth year unit	
TE-SEM-2	20,000-word thesis	BUS4HTC

A full description of these units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Commerce (LBC)**Admission requirements**

Admission requirements are VCE units 3 and 4 of English (any) and mathematics (any) with a minimum study score of at least 20 in each. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

Students must complete a course of units accumulating a minimum of 360 credit points, at least 285 of which must be units offered by the school. The course is designed to be completed within three years of full-time study, although part-time study is possible. Maximum course duration is 10 years.

Students should undertake 120 credit points at each year level and must complete 120 credit points at third year level, including at least 90 credit points at third year level from the School of Business. Variations to this structure are subject to approval by a School of Business course adviser.

Course structure

Students completing the course structure listed below graduate with a major in accounting. The course is designed to allow for an optional second major in either Management or Financial Management (see Bachelor of Business course structure for a list of units required for these majors). Students who wish to undertake either the Management or Financial Management major must see a course adviser at the time of enrolment for advice regarding the scheduling of first year units to meet prerequisites for completion of a second major.

All units are worth 15 credit points.

First year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD
TE-SEM-1 or TE-SEM-2	Business Law	LST1BSL
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-1 or TE-SEM-2	Introductory Financial Accounting	ACC1IFA
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI

Second year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Corporate Reporting	ACC2CRE
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN

TE-SEM-1 or TE-SEM-2	Intermediate Management Accounting	ACC2IMB
TE-SEM-1 or TE-SEM-2	Introductory Management Accounting	ACC2IMA
TE-SEM-2	Law of Business Association	LST2LBA
TE-SEM-1 or TE-SEM-2	Three second year elective units	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Advanced Financial Accounting	ACC3AFA
TE-SEM-1 or TE-SEM-2	Three third year accounting units*	
TE-SEM-1 or TE-SEM-2	Two third year School of Business elective units	
TE-SEM-1 or TE-SEM-2	Two third year elective units	

Key: * Taxation ACC3TAX and Auditing ACC3AUD are highly recommended.

Professional recognition

Taxation and Auditing are no longer part of the accreditation requirements for CPA Australia although both are required for membership of the Institute of Chartered Accountants (ICAA). Students who do not complete the Taxation and Auditing units as part of their degree will be admitted to membership of CPA Australia, but will be required to complete studies in both areas as part of their ongoing CPA training.

Majors offered**Financial Management**

The major in Financial Management addresses all issues concerning the different financial decisions made by individuals, corporations and governments, spanning decision-making relating to investments, financial structure and assets, treasury and risk management. Real-world focus is given to this decision-making process and the various activities associated with the management and functioning of both small and large business enterprises. These issues and others are evaluated using both theoretical and practical frameworks.

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN
TE-SEM-1	Corporate Finance	FIN3CFI
TE-SEM-1	International Financial Management	FIN3IFM
TE-SEM-2	Financial Instruments	FIN2FII
TE-SEM-2	Introduction to Quantitative Analysis	ECO1IQA
TE-SEM-2	Investment and Portfolio Management	FIN3IPM
plus one of:		
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB
TE-SEM-2	Managerial Economics	ECO2MEC
plus one of:		
TE-SEM-1	Financial Planning	FIN3FPL
TE-SEM-1	Financial Institutions Management	FIN3FIM
TE-SEM-1	Security Valuation	FIN3SEV
TE-SEM-2	Financial Risk Management	FIN3FRM

Management

The Management major aims to equip people with a range of knowledge and skills that are important in managing an organisation in today's increasingly dynamic world. Areas studied include the core units of organisational behaviour, organisational structure and design, and business ethics.

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN
TE-SEM-1 or TE-SEM-2	Human Resource Management	MGT2HRM
TE-SEM-1 or TE-SEM-2	Organisational Behaviour	MGT2OBE
TE-SEM-1	International Management	MGT3IMG
TE-SEM-1	Strategic Management	MGT3SMG
TE-SEM-2	Business Ethics	MGT2BET
TE-SEM-2	Organisational Change and Development	MGT3OCD
TE-SEM-2	Organisational Structure and Design	MGT3OSD

A full description of these units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Commerce Honours (LHC)**Admission requirements**

The entry requirements are successful completion of a bachelor degree with a major in accounting and a B (70%) or better average result in at least four third year core units in accounting. Students

must complete all requirements of their undergraduate degree before taking up honours.

Degree requirements

The honours program requires a further year of full-time study or two years of part-time study following completion of the Bachelor degree. Honours in commerce is not available at the Mildura, Shepparton or Albury-Wodonga campuses, but Mildura, Shepparton and Albury-Wodonga students may apply to undertake honours at the Melbourne (Bundoora) Campus.

Course structure

Students will be required to complete four coursework units and a thesis of 20,000 words. Students are required to complete the thesis in an accounting topic under the direct supervision of an academic staff member. Approval of a research topic is subject to the availability of a supervisor in the designated discipline area.

Teaching period	Unit title	Unit code
TE-SEM-1	Issues in Financial Reporting*	ACC4IFR
TE-SEM-1	Issues in Management Accounting*	ACC4IMA
TE-SEM-1	Research Methodology	MGT4RMA
TE-SEM-1	One approved fourth year unit	
TE-SEM-2	20,000-word thesis	ACC4HTC

Key: * Another accounting unit at fourth year level may be substituted for ACC4IFR Issues in Financial Reporting or ACC4IMA Management Accounting with permission from the School of Business.

A full description of these units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Economics (LBE)

Admission requirements

Admission requirements are VCE units 3 and 4 of English (any) and mathematics (any) with a study score of at least 20 in each. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

Students must complete a course of units accumulating at least 360 credit points, including units offered in business disciplines which total at least 270 credit points. The course is designed to be completed within three years of full-time study, although part-time study is possible. Maximum course duration is 10 years.

Students should undertake 120 credit points at each year level and must undertake at least 120 credit points at third year level including 90 credit points at third year level from the School of Business. Variations to this structure are subject to approval by a School of Business course advisor.

Course structure

Students must pass the compulsory and elective units listed below. All units are worth 15 credit points.

First year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI
TE-SEM-1 or TE-SEM-2	Three first year elective units	
plus one of:		
TE-SEM-2	Introduction to Quantitative Analysis*	ECO1IQA
TE-SEM-1	Calculus and Functions for Economics*	MAT1CFE

Key: * Students with a strong background in mathematics, including VCE Mathematical Methods or Specialist Mathematics, are urged to consider taking MAT1CFE instead of ECO1IQA and to take MAT1CLA as a first year elective.

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB

TE-SEM-1	Microeconomic Theory	ECO2MIT
TE-SEM-2	Macroeconomic Theory	ECO2MAT
TE-SEM-1 or TE-SEM-2	Three second or third year economics units*	
TE-SEM-1 or TE-SEM-2	One second year School of Business elective unit	
TE-SEM-1 or TE-SEM-2	One second year elective unit	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Microeconomic Analysis	ECO3MIA
TE-SEM-2	Macroeconomic Analysis	ECO3MAA
TE-SEM-1 or TE-SEM-2	Three third year economics units*	
TE-SEM-1 or TE-SEM-2	One third year School of Business elective unit	
TE-SEM-1 or TE-SEM-2	Two third year elective units	

Key: * Economics units include any units required for the economics specialisations listed below.

Economics areas of specialisation

(See School of Business for details of units required for specialisations.)

- Macroeconomic Analysis and Policy
- Microeconomic Analysis and Policy
- Business Economics
- International Trade and Finance
- Business Models and Forecasting
- Resource and Environmental Economics

Students intending to undertake honours are advised to take either Time Series Econometrics ECO3ITE or Econometric Methods ECO3EME in their third year.

Professional recognition

By completing approved units, graduates may satisfy the educational requirements of the Financial Services Institute of Australasia (FINSIA). See School of Business for details.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Economics Honours (LHE)

Admission requirements

The entry requirements are successful completion of a bachelor degree with a major economics and a B (70%) or better average result in at least four third year core units in economics. Students must complete all requirements of their undergraduate degree before taking up honours.

Degree requirements

The honours program requires a further year of full-time study or two years of part-time study following completion of the Bachelor degree.

Course structure

Students will be required to complete five coursework units and a thesis of 15000 words. The thesis will be completed under the direct supervision of an academic staff member. Approval of a research topic is subject to the availability of a supervisor in the designated discipline area.

Teaching period	Unit title	Unit code
TE-SEM-1	Macroeconomics	ECO4MAE
TE-SEM-1	Microeconomics	ECO4MIE
TE-SEM-1 one of	Micro econometrics	ECO4MES
	Advanced Time-Series Econometrics	ECO4ATE
	Financial Management	FIN4FMA
	International Financial Management	FIN4IFM
TE-SEM-1	Economics Honours Thesis Option A	ECO4HTA
TE-SEM-2	Economics Honours Thesis Option B	ECO4HTB
TE-SEM-1 or TE-SEM-2	Two approved fourth year units	

A full description of these units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Finance (LBF)

Admission requirements

Admission requirements are VCE units 3 and 4 of English (any) and mathematics (any) with a study score of at least 20 in each. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

Students must complete a course of units accumulating at least 360 credit points, at least 300 of which must be units offered by the School of Business. The course is designed to be completed within three years of full-time study, although part-time study is possible. Maximum course duration is 10 years. Students should undertake 120 credit points at each year level and must undertake at least 120 credit points at third year level including 90 credit points at third year level from the School of Business. Variations to this structure are subject to approval by a School of Business course adviser.

Course structure

Students must pass the compulsory and elective units listed below. All units are worth 15 credit points.

First year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD
TE-SEM-1 or TE-SEM-2	Introductory Financial Accounting	ACC1IFA
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI
TE-SEM-1 or TE-SEM-2	Two first year elective units**	
<i>plus one of:</i>		
TE-SEM-2	Introduction to Quantitative Analysis*	ECO1IQA
TE-SEM-1	Calculus and Functions for Economics*	MAT1CFE

Key: * Students with a strong background in mathematics, including VCE Mathematical Methods or Specialist Mathematics, are urged to consider taking MAT1CFE instead of ECO1IQA and to take MAT1CLA as a first year elective.

** See section on Professional Recognition below.

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB
TE-SEM-1	Microeconomic Theory	ECO2MIT
TE-SEM-2	Macroeconomic Theory	ECO2MAT
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN
TE-SEM-2	Financial Instruments	FIN2FII
TE-SEM-2	Banking and Finance Law***	LAW2BFL
TE-SEM-1 or TE-SEM-2	Two second year elective units	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Corporate Finance	FIN3CFI
TE-SEM-1	International Financial Management	FIN3IFM
TE-SEM-2	Financial Risk Management	FIN3FRM
TE-SEM-2	Investment and Portfolio Management	FIN3IPM
<i>plus four of:</i>		
TE-SEM-1	Derivatives	FIN3DER
TE-SEM-1	Econometric Methods	ECO3EME
TE-SEM-1	Financial Institutions Management	FIN3FIM
TE-SEM-1	Financial Planning	FIN3FPL
TE-SEM-1	Microeconomic Analysis	ECO3MIA
TE-SEM-1 or TE-SEM-2	Taxation	ACC3TAX
TE-SEM-2	Case Studies in Finance	FIN3CSF
TE-SEM-2	Case Studies in Financial Planning	FIN3CFP
TE-SEM-2	Computational Finance	FIN3CLF
TE-SEM-2	Financial History	FIN3FHY
TE-SEM-2	Introduction to time series econometrics	ECO3ITE
TE-SEM-2	Macroeconomic Analysis	ECO3MAA
TE-SEM-2	Mergers and Acquisitions	FIN3MAQ
TE-SEM-2	Retirement and Estate Planning	FIN3REP
TE-SEM-2	Security Valuation	FIN3SEV

Key: *** Bachelor of Finance students are not required to complete the prerequisite, Business Law LST1BSL, but are encouraged to do so.

Professional recognition

In order to satisfy the educational requirements of Financial Services Institute of Australasia (FINSIA), Foundations of Management MGT1FOM and Marketing Principles and Practice MKT2MPP must be taken as elective units.

Students seeking employment in the finance industry or in a position which requires them to provide advice to retail clients about financial planning or financial products must complete an Australian Securities and Investment Commission (ASIC PS146) compliant course of study. This includes: ECO1IMA, FIN2FII, FIN3FPL, and FIN3CFP. NB: FIN3REP is a co-requisite for FIN3CFP

A full description of these units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Finance Honours (LHF)

Admission requirements

The entry requirements are successful completion of a bachelor degree with a major in finance and a B (70%) or better average result in at least four third year core units in finance. Students must complete all requirements of their undergraduate degree before taking up honours.

Degree requirements

The honours program requires a further year of full-time study or two years of part-time study following completion of the Bachelor degree.

Course structure

Students will be required to complete five coursework units and a thesis of 15000 words. The thesis will be completed under the direct supervision of an academic staff member. Approval of a research topic is subject to the availability of a supervisor in the designated discipline area.

Teaching period	Unit title	Unit code
TE-SEM-1	Financial Management	FIN4FMA
TE-SEM-1	International Financial Management	FIN4IFM
TE-SEM-1 one of	Micro econometrics	ECO4MEC
	Advanced Time-Series Econometrics	ECO4ATE
	Macroeconomics	ECO4MAE
	Microeconomics	ECO4MIE
TE-SEM-1	Finance Honours Thesis Option A	FIN4HTA
TE-SEM-2	Finance Honours Thesis Option B	FIN4HTB
TE-SEM-1 or TE-SEM-2	Two approved fourth year units	

A full description of these units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of International Business – LBIB

Admission requirements

Admission requirements are completion of VCE units 3 and 4 of English (any) with a minimum study score of 20 and completion of units 1 and 2 of General Mathematics or Mathematical Methods. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

Students must complete a course of units accumulating a minimum of 360 credit points, at least 255 of which must be units offered by the School of Business. The course is designed to be completed within a minimum of three years full-time study, although part-time study is possible. Maximum course duration is 10 years. Students should undertake 120 credit points at each year level and must undertake at least 120 credit points at third year level including 90 credit points at third year level from the School of Business. Variations to this structure are subject to approval by a School of Business course adviser. Students in their second year of study may be eligible to undertake an exchange program for a semester.

Course structure

Students must pass the compulsory and elective units listed below. All units are worth 15 credit points.

First year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD
TE-SEM-1 or TE-SEM-2	Business Law	LST1BSL
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI
TE-SEM-1 or TE-SEM-2	One first year elective unit*	

Second year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN
TE-SEM-1 or TE-SEM-2	Marketing Principles and Practice	MKT2MPP
TE-SEM-1	Business Models	BUS2BMO
TE-SEM-1	International Business Environment	ECO2IBE
TE-SEM-1 or TE-SEM-2	Four second year elective units*	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	International Financial Management	FIN3IFM
TE-SEM-1	International Management	MGT3IMG
TE-SEM-2	Financial Risk Management	FIN3FRM
TE-SEM-2	International Marketing	MKT3IMK
TE-SEM-1 or TE-SEM-2	Two third year School of Business electives*	
TE-SEM-1 or TE-SEM-2	Two third year elective units*	

Key: * Students must seek advice from a course adviser regarding choice of elective units.

A full description of these units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of International Business Honours (LHIB)

Admission requirements

The entry requirements are a successful completion of a bachelor degree with a major in international business and a B (70%) or better average result in at least four third year core units in international business. Students must complete all requirements of their undergraduate degree before taking up honours.

Degree requirements

The honours program requires a further year of full-time study or two years of part-time study following completion of the Bachelor degree.

Course structure

Students will be required to complete five coursework units and a thesis of 15000 words. The thesis will be completed under the direct supervision of an academic staff member. Approval of a research topic is subject to the availability of a supervisor in the designated discipline area.

Teaching period	Unit title	Unit code
TE-SEM-1	International Business Honours Thesis Option A	BUS4HTA
TE-SEM-2	International Business Honours Thesis Option B	BUS4HTB
TE-SEM-1 or TE-SEM-2	Six approved fourth year units	

A full description of these units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Arts/Bachelor of Commerce (LZAC)

Admission requirements

Admission requirements are VCE units 3 and 4 of English (any) and mathematics (any) with a study score of at least 25 in English and 20

in maths. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

Students must complete units having a minimum value of 540 credit points. 300 credit points must be accumulated from units offered in the School of Business and 240 credit points from arts disciplines offered by the Faculty of Humanities and Social Sciences.

At least one major must be taken in an arts discipline where a major is 30 credit points at first year, 40 credit points at second year and 60 credit points at third year level. The course is designed to be completed in four years of full-time study, although part-time study is possible. Maximum course duration is 10 years.

Course structure

Students must pass the compulsory and elective units listed below. Business units are worth 15 credit points while arts units may be 15 or 20 credit points.

First year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI
TE-SEM-1 or TE-SEM-2	Four first year arts units	

Second year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Business Law	LST1BSL
TE-SEM-1 or TE-SEM-2	Introductory Financial Accounting	ACC1IFA
TE-SEM-1 or TE-SEM-2	Introductory Management Accounting	ACC2IMA
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Law of Business Association	LST2LBA
TE-SEM-1 or TE-SEM-2	Three second year arts units (20cps each)	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Corporate Reporting	ACC2CRE
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN
TE-SEM-1 or TE-SEM-2	Intermediate Management Accounting	ACC2IMB
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS
TE-SEM-1 or TE-SEM-2	One second year School of Business elective unit	
TE-SEM-1 or TE-SEM-2	One second year and two third year arts units (20cps each)	

Fourth year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Advanced Financial Accounting	ACC3AFA
TE-SEM-1 or TE-SEM-2	Three third year accounting units*	
TE-SEM-1 or TE-SEM-2	One third year School of Business elective unit	
TE-SEM-1 or TE-SEM-2	Three third year arts units (20cps each)	

plus:

TE-SEM-1 or TE-SEM-2 One third year School of Business elective unit which may be taken in any year

Key: * Taxation ACC3TAX and Auditing ACC3AUD are highly recommended. These two units are no longer part of the accreditation requirements for CPA Australia although both are required for membership of ICAA.

Arts Disciplines

Arts units must be chosen from disciplines taught at the Bundoora campus. Please seek advice from the Faculty of Humanities and Social Sciences.

Professional recognition

This course is structured to meet the accreditation requirements of CPA Australia. In order to meet the accreditation requirements of the Institute of Chartered Accountants in Australia (ICAA), Taxation and Auditing must be completed.

Honours

The honours program requires a further year of full-time study or two years part-time study. Entry is by invitation only. Honours may be undertaken in either arts or commerce, or both with two years of additional study. As a guide, the usual minimum requirement is a B (70%) average result in at least four third year commerce or arts units, although a student's entire academic record is taken into account. Students must complete all requirements of their undergraduate degree before being invited to take up honours. For more information

on the Commerce Honours course see entry under the Bachelor of Commerce.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Arts/Bachelor of Economics (LZAE)

Admission requirements

Admission requirements are VCE units 3 and 4 of English (any) and mathematics (any) with a study score of at least 25 in English and 20 in maths. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

Students must complete units having a minimum value of 540 credit points. A minimum of 270 credit points must be accumulated from units offered in the School of Business and a minimum of 255 credit points from units offered by the Faculty of Humanities and Social Sciences. The remaining 15 credit points may be taken from either discipline. At least one major must be taken in an arts discipline where a major is 30 credit points at first year, 40 credit points at second year and 60 credit points at third year level. The course is designed to be completed in four years of full-time study, although part-time study is possible. Maximum course duration is 10 years.

Course structure

Students must pass the compulsory and elective units listed below. Business units are worth 15 credit points while arts units may be 15 or 20 credit points.

First year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI
TE-SEM-1 or TE-SEM-2	Four first year arts units	
plus one of:		
TE-SEM-1	Calculus and Functions for Economics*	MAT1CFE
TE-SEM-2	Introduction to Quantitative Analysis*	ECO1IQA

Key: * Students with a strong background in mathematics, including VCE Mathematical Methods or Specialist Mathematics, are urged to consider taking MAT1CFE instead of ECO1IQA.

Second year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS
TE-SEM-1	Microeconomic Theory	ECO2MIT
TE-SEM-2	Macroeconomic Theory	ECO2MAT
TE-SEM-1 or TE-SEM-2	One first year School of Business elective unit	
TE-SEM-1 or TE-SEM-2	One first year arts unit	
TE-SEM-1 or TE-SEM-2	Three second year arts units (20cps each)	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB
TE-SEM-1 or TE-SEM-2	Three second or third year economics units*	
TE-SEM-1 or TE-SEM-2	One third year School of Business elective unit	
TE-SEM-1 or TE-SEM-2	One second year and two third year arts units (20cps each)	

Fourth year

Teaching period	Unit title	Unit code
TE-SEM-2	Macroeconomic Analysis	ECO3MAA
TE-SEM-1	Microeconomic Analysis	ECO3MIA
TE-SEM-1 or TE-SEM-2	Three third year economics units*	
TE-SEM-1 or TE-SEM-2	Three third year arts units (20cps each)	

plus:
TE-SEM-1 or TE-SEM-2 One 15-credit point unit which may be selected from either discipline and taken in any year

Key: * Finance units may be used for economics units in order to meet the requirements of an economics specialisation.

Economics areas of specialisation

- Macroeconomic Analysis and Policy
- Microeconomic Analysis and Policy
- Business Economics
- International Trade and Finance
- Business Models and Forecasting
- Resource and Environmental Economics

Arts Disciplines

Arts units must be chosen from disciplines taught at the Bundoora campus. Please seek advice from the Faculty of Humanities and Social Sciences.

Professional recognition

The appropriate choice of elective units may lead to professional accreditation with the Australasian Institute of Banking and Finance. See School of Business for details.

Honours

The honours program requires a further year of full-time study or two years part-time study. Entry is by invitation only. Honours may be undertaken in either Arts or Economics, or both with two years of additional study. As a guide, the usual minimum requirement is a B (70%) average result in at least four third year economics or arts units although a student's entire academic record is taken into account. Students must complete all requirements of their undergraduate degree before being invited to take up honours. For more information on the Economics Honours program see the entry under the Bachelor of Economics course.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Business/Bachelor of Asian Studies (LZBAS)

Admission requirements

Admission requirements are VCE units 3 and 4 of English (any) with a study score of at least 20 and VCE units 1 and 2 General Maths or Maths Methods. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

Students must complete units having a minimum value of 540 credit points. A minimum of 270 credit points must be accumulated from units offered in the School of Business and a minimum of 255 credit points in an Asian language and Asian studies. The remaining 15 credit points may be selected from either discipline at second or third year level. Students must complete in sequence the compulsory business units, including one business major, and the compulsory Asian language and Asian studies units. Students must also satisfy the requirements of the Bachelor of Asian Studies including:

- a minimum of 165 credit points in one of the following Asian languages: Chinese, Japanese or Indonesian/Malay, consisting of 45 credit points at first year, 60 credit points at second year and 60 credit points at third year level
- a minimum of 30 credit points at first year level in core Asian studies
- a minimum of 60 credit points in approved Asian studies elective units, comprising 20 credit points at second year and 40 credit points at third year level
- a selection of elective units from the list of interdisciplinary Asian studies electives.

This course is structured to be completed in four years of full-time study, although part-time study is possible. Maximum course duration is 10 years.

Course structure

Students must pass the compulsory and elective units listed below. Business units are worth 15 credit points while Asian studies units may be 15 or 20 credit points.

First year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI
TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJ
TE-SEM-2	Introduction to Asia: China and India	AST1ICI
TE-SEM-1 or TE-SEM-2	Two first year Asian language units	

Second year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Business Law	LST1BSL
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS
TE-SEM-1 or TE-SEM-2	One first or second year School of Business unit (major study)	
TE-SEM-1	Intro to Asian Culture and Tradition	AST1BCE
TE-SEM-1 or TE-SEM-2	Three second year Asian language units (20cps each)	

Third year

Teaching period	Unit title
TE-SEM-1 or TE-SEM-2	Four second year and one third year School of Business units (major study)
TE-SEM-1 or TE-SEM-2	One second year Asian studies unit (20cps)
TE-SEM-1 or TE-SEM-2	Two third year Asian language units (20cps each)

Fourth year

Teaching period	Unit title
TE-SEM-1 or TE-SEM-2	Three third year School of Business units (major study)
TE-SEM-1 or TE-SEM-2	Two third year School of Business elective units
TE-SEM-1 or TE-SEM-2	One third year Asian language unit (20cps)
TE-SEM-1 or TE-SEM-2	Two third year Asian studies elective units (20cps each)
plus TE-SEM-1 or TE-SEM-2	One second or third first year 5-credit point unit from either discipline to be taken in any year

Asian Studies elective units

For further information please contact the Asian Studies Department in the Faculty of Humanities and Social Sciences.

Business majors

(See Bachelor of Business entry for details of required units.)

- Business Economics
- Financial Management
- Human Resource Management
- Management
- Marketing

Honours

The honours program requires a further year of full-time study or two years part-time study. Entry is by invitation only. Honours may be undertaken in either business or Asian studies, or both with two years of additional study. As a guide, the usual minimum requirement is a B (70%) average result in at least four third year business or Asian studies units, although a student's entire academic record is taken into account. Students must complete all requirements of their undergraduate degree before being invited to take up honours. For more information on the Business Honours program see the entry under the Bachelor of Business.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

Bachelor of Commerce/Bachelor of Economics (LZCE)**Admission requirements**

Admission requirements are VCE units 3 and 4 of English (any) and mathematics (any) with a study score of at least 20 in English and 20 in maths. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

Students must complete units having a minimum value of 540 credit points. A minimum of 450 credit points must be accumulated from units offered in the School of Business, plus six elective units of which three must be at third year level. No more than 150 credit points may be from first year level units. The course is designed to be completed in four years of full-time study, although part-time study is possible. Maximum course duration is 10 years.

Course structure

All compulsory units and School of Business elective units are worth 15 credit points. Students completing the course structure listed below graduate with majors in accounting and economics. The course is designed to allow for an optional third major in financial management. See Bachelor of Business entry for details of units required for the major.

First year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-1 or TE-SEM-2	Introductory Financial Accounting	ACC1IFA
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI
TE-SEM-1 or TE-SEM-2	One first year elective	

plus one of:

TE-SEM-2	Introduction to Quantitative Analysis*	ECO1IQA
TE-SEM-1	Calculus and Functions for Economics*	MAT1CFE

Key: * Students with a strong background in mathematics, including VCE Mathematical Methods or Specialist Mathematics, are urged to consider taking MAT1CFE instead of ECO1IQA.

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB
TE-SEM-1 or TE-SEM-2	Business Law	LST1BSL
TE-SEM-1 or TE-SEM-2	Corporate Reporting	ACC2CRE
TE-SEM-1 or TE-SEM-2	Intermediate Management Accounting	ACC2IMB
TE-SEM-1 or TE-SEM-2	Introductory Management Accounting	ACC2IMA
TE-SEM-2	Law of Business Association	LST2LBA
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN
TE-SEM-1 or TE-SEM-2	One second year School of Business elective unit	
TE-SEM-1 or TE-SEM-2	One second year elective unit**	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Microeconomic Theory	ECO2MIT
TE-SEM-1 or TE-SEM-2	Advanced Financial Accounting	ACC3AFA
TE-SEM-2	Macroeconomic Theory	ECO2MAT
TE-SEM-1 or TE-SEM-2	Two second year economics units**	
TE-SEM-1 or TE-SEM-2	Two second year elective units	
TE-SEM-1 or TE-SEM-2	Two third year elective units	

Fourth year

Teaching period	Unit title	Unit code
TE-SEM-2	Macroeconomic Analysis	ECO3MAA
TE-SEM-1	Microeconomic Analysis	ECO3MIA
TE-SEM-1 or TE-SEM-2	Three third year accounting units*	
TE-SEM-1 or TE-SEM-2	Three third year economics units**	
TE-SEM-1 or TE-SEM-2	One third year elective unit	

Key: * Taxation ACC3TAX and Auditing ACC3AUD are highly recommended. These two units are required for membership of the Institute of Chartered Accountants in Australia (ICAA).

** Economics units include any units required for the economics specialisations listed below

Economics areas of specialisation

(See School of Business for details of units required for each specialisation.)

- Business Economics
- Business Models and Forecasting
- International Trade and Finance
- Macroeconomic Analysis and Policy
- Microeconomic Analysis and Policy
- Resource and Environmental Economics

Professional recognition

This course is structured to meet the accreditation requirements of CPA Australia. In order to meet the accreditation requirements of the Institute of Chartered Accountants in Australia (ICAA), Taxation and Auditing must be completed.

By completing approved units, graduates may satisfy the educational requirements of the Financial Services Institute of Australasia (FINSIA). See School of Business for details.

Honours

The honours program requires a further year of full-time study or two years part-time study. Entry is by invitation only. Honours may be undertaken in either commerce or economics or both, with two years of additional study. As a guide, the usual minimum requirement is a B (70%) average result in at least four third year commerce or economics units, although a student's entire academic record is taken into account. Students must complete all requirements of their undergraduate degree before being invited to take up honours. For more information on either the Economics Honours or Commerce Honours programs see the entries under the single degrees.

Bachelor of Commerce/Bachelor of Finance

(This course has not had final approval – please contact the school for further information).

Admission requirements

Admission requirements are VCE Units 3 and 4: a study score of at least 20 in English and in mathematics (any). Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

Students must complete units having a minimum value of 540 credit points. A minimum of 450 credit points must be accumulated from units offered in the School of Business, plus six electives, three of which must be at third year level. Students are restricted to a maximum of 150 credit points at first year level. The course is designed to be completed in four years of full-time study, although part-time study is possible. Maximum course duration is 10 years.

Course structure

Students must pass the compulsory and elective units listed below. Business units are worth 15 credit points while arts units may be 15 or 20 credit points.

First year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-1 or TE-SEM-2	Introductory Financial Accounting	ACC1IFA
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS
TE-SEM-1 or TE-SEM-2	Business Law	LST1BSL
<i>plus one of:</i>		
TE-SEM-2	Introduction to Quantitative Analysis*	ECO1IQA
TE-SEM-1	Calculus and Functions for Economics*	MAT1CFE

Key: * Students with a strong background in mathematics, including VCE Mathematical Methods or Specialist Mathematics, are urged to consider taking MAT1CFE instead of ECO1IQA and to take MAT1CLA as a first year elective.

Second year

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-2	Corporate Reporting	ACC2CRE
TE-SEM-1 or TE-SEM-2	Introductory Management Accounting	ACC2IMA
TE-SEM-1 or TE-SEM-2	Intermediate Management Accounting	ACC2IMB
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB
TE-SEM-2	Financial Instruments	FIN2FII
TE-SEM-2	Law of Business Association	LST2LBA
TE-SEM-1 or TE-SEM-2	One first or second year level elective unit	
TE-SEM-1 or TE-SEM-2	One second year level elective unit	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Microeconomic Theory	ECO2MIT
TE-SEM-2	Macroeconomic Theory	ECO2MAT
TE-SEM-1	Corporate Finance	FIN3CFI
TE-SEM-1 or TE-SEM-2	Advanced Financial Accounting	ACC3AFA
TE-SEM-2	Banking and Finance Law*	LAW2BFL
TE-SEM-1 or TE-SEM-2	One second year School of Business elective unit	
TE-SEM-1 or TE-SEM-2	Two second year level and one third year level elective units	

Fourth year

Teaching period	Unit title	Unit code
TE-SEM-1	International Financial Management	FIN3IFM
TE-SEM-2	Investment and Portfolio Management	FIN3IPM
TE-SEM-2	Financial Risk Management	FIN3FRM
TE-SEM-1 or TE-SEM-2	Three third year accounting units*	
TE-SEM-1 or TE-SEM-2	One third year School of Business elective unit	
TE-SEM-1 or TE-SEM-2	Two third year Finance units	

Key: * Taxation ACC3TAX and Auditing ACC3AUD are highly recommended. These two units are no longer part of the accreditation requirements for CPA Australia although both are required for membership of ICAA.

Professional recognition

In order to satisfy the educational requirements of Financial Services Institute of Australasia (FINSIA), Foundations of Management MGT1FOM and Marketing Principles and Practice MKT2MPP must be taken as elective units.

Students seeking employment in the finance industry or in a position which requires you to provide advice to retail clients about financial planning or financial products must complete an Australian Securities and Investment Commission (**ASIC PS146**) compliant course of study. This includes: ECO1IMA, FIN2FII, FIN3FPL, and FIN3CFP.

NB: FIN3REP is a co-requisite for FIN3CFP

Taxation and Auditing are no longer part of the accreditation requirements for CPA Australia although both are required for membership of the Institute of Chartered Accountants (ICAA). Students who do not complete the Taxation and Auditing units as part of their degree will be admitted to membership of CPA Australia, but will be required to complete studies in both areas as part of their ongoing CPA training.

Honours

The honours program requires a further year of full-time study or two years part-time study. Honours may be undertaken in either commerce or finance, or both with two years of additional study. . See single course descriptions for honours year details.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

UNIT DESCRIPTIONS

ACC1AMD ACCOUNTING FOR MANAGEMENT DECISIONS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BU. TE-SEM-S BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Mrs Selina Lim, Ms Kathie Stirling, Mr Petrus Usmanij, Mrs Susan Nalder*

This unit is designed to introduce under-graduate students from all disciplines to the nature of accounting and its role in business. Topics covered provide an overview of key financial and managerial accounting concepts and include: the recording of business transactions; the calculation and measurement of profit; the preparation of financial statements; the analysis and interpretation of financial statement data; cost accounting and reporting systems; and cost analysis for planning, control and decision making.

Class requirements: two 1-hour lecture and one 1-hour tutorial per week.

Assessment: tutorial assessment (10%), mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, Major assignment (30%). A-W: Comprising practical problem and report – 1000-word (equivalent), one 3-hour final examination (70%). A-W: Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass this unit.

Prescribed Reading:

Greg Boland A-W: *Accounting – Study Guide* Birt Chambers;
A-W: *Accounting Business Reporting for Decision Making*

ACC1AME ACCOUNTING AND MANAGEMENT FOR ENTREPRENEURS (15. CPs Sem. TE-SEM-1 BU, TE-SEM-2 BE, BU.) BE: Ms Diane Harvey, BU:

Ms Sarah Yang Spencer

Not available to students in the Bachelor of Commerce.

This unit is designed to give students a solid understanding of the important basics of starting and managing business ventures, especially the accounting theory and practice relating to entrepreneurs in managing a small business. The aim is to provide students with a guide to the fundamentals of good management in running their future business and to give students the ability to apply financial information and generate financial reports, which will enable them to control small business operations, make business decisions and apply problem-solving techniques. Attention will be directed to both short-term and long-term decision making including cost and financial control, pricing and current asset management.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One business planning project (30%) equivalent to 1500 words, one 3-hour final examination (70%)

Prescribed Reading:

BE: Jopling, R., Lucas, P. and Norton, G. *Accounting for business – a non accountant's guide* McGraw-Hill, 2nd edn
BE: Schaper, M. and Thiery, V. *Entrepreneurship and small business – a Pacific Rim perspective (special print)* Wiley

ACC1IFA INTRODUCTORY FINANCIAL ACCOUNTING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BU, TE-SEM-2 BE, BU, MI, SH. TE-W13-26 NI. TE-W31-46 NI.) Mr Greg Ellis, Mr Glenn Hill, Ms Sue Nalder

This unit introduces students to accounting information systems which record financial events and provide information to management. The unit begins with the accounting equation, accounting cycle, accrual accounting concepts and the preparation of financial statements. Attention is then given to application of generally accepted accounting principles and selected accounting standards to specific financial elements and transactions.

Prerequisite: ACC1AMD.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One computerised practice set (10%), one manual practice set (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 1/2 hour take-home examination (10%). A-W: based on assignment tutorial questions, one 1-hour mid semester test (20%). A-W: one 3-hour final examination (70%). A-W: Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Hornigen, C., Harrison, Bamber, Best, Fraser, Willett A-W: *Financial Accounting* Pearson Education 5th Edn – 2006

ACC2CRE CORPORATE REPORTING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-SEM-2 AW, BU, MI. TE-W13-26 NI. TE-W31-46 NI.) Dr Liz Duncan, Mr Greg Ellis, Dr Xu-Dong Ji

This unit covers corporate financial accounting and reporting at an intermediate level. It provides students with an understanding of the corporate reporting environment in Australia and the economic implications of accounting numbers. The unit incorporates evaluation and application of selected accounting standards, as well as the

preparation of corporate group financial reports which satisfy professional and regulatory requirements.

Prerequisite: ACC1IFA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 500-word assignment (15%), one 1-hour mid-semester test (15%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 1/2-hour mid semester test (30%). A-W and SH: one 3-Hour final examination (70%). A-W and SH: Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit

Prescribed Reading:

Deegan, C. *Australian financial accounting* 5th edn McGraw-Hill/Irwin, 2007

ACC2IMA INTRODUCTORY MANAGEMENT ACCOUNTING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BU. TE-W13-26 NI.) Mr Sunil Dahanayake, Mr Greg Ellis, Ms Dianne Harvey, Dr Prem Yapa

This unit is offered in another teaching period

Managerial accounting provides organisations with internal financial and non-financial information required for the three functions of planning, controlling and decision making. This unit enables students to develop an understanding of the elements of management accounting and the way in which cost information is used in undertaking these functions within the context of a modern business concern. The unit examines the nature and behaviour of product cost information and students should be able to apply their understanding of this to decision-making situations using both a quantitative and a qualitative approach.

Prerequisite: ACC1AMD.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One tutorial presentation (10%) equivalent to 1000 words, one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 45-minute mid-semester test (20%)

Prescribed Reading:

Langfield-Smith, Thorne, Hilton A-W: *Management Accounting* McGraw Hill

ACC2IMB INTERMEDIATE MANAGEMENT ACCOUNTING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BU. TE-SEM-2 AW, BE, BU, MI, SH. TE-W31-46 NI.) Mr Sunil Dahanayake, Ms Katherine Stirling, Ms Suzanne Salmon, Mr Petrus Usmanij

Intermediate Management Accounting further develops the concepts of management accounting and provides analytical methods for both short-term and long-term managerial decisions. Topics include budgeting standard costing and variance analysis, capital budgeting, inventory management, performance measurement and contemporary developments in management accounting.

Prerequisite: ACC2IMA / ACC21IMA/ACC22IMA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 45-minute mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 10-minute class presentation (10%)

Prescribed Reading:

Langfield-Smith, K., Thorne, H. and Hilton, R. W. *Management accounting: an Australian perspective*. 4th edn McGraw-Hill, 2006

ACC3AFA ADVANCED FINANCIAL ACCOUNTING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BU. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) Dr Liz Duncan, Dr Jane Hamilton, Dr Kamran Ahmed

This unit aims to promote an understanding of some of the major contemporary issues associated with the measurement and reporting

of the operating results and financial position of modern reporting entities. Topics on foreign currency transaction and translation, superannuation, financial instruments, construction contracts and other topical issues will be covered within the context of recent recommendations of the Australian accounting profession. The role of theory in accounting will also be covered.

Prerequisite: ACC2CRE.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 45-minute mid-semester test (30%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: and SH one 3-Hour Final Exam (70%). Hurdle requirement. Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, AW: and SH:

One major practical problem (30%). Involving accounting for superannuation

Prescribed Reading:

CPA Australia *Accounting Handbook 2008* Pearson, Education Australia
Deegan, C. *Australian financial accounting* 5th edn

ACC3AMA ADVANCED MANAGEMENT ACCOUNTING (15. CPs Sem. TE-SEM-2 BU.) *Professor Hoque Zahirul*

The purpose of this unit is to provide students with an understanding of contemporary management accounting issues such as direct and indirect management systems as they are used within organisational settings. A key aim will be to extend students' understanding of management accounting beyond the technical skills and competencies acquired in earlier management accounting studies to an understanding of how these are used within organisations.

Prerequisite: ACC21IMB/ACC22IMB.

Class requirements: One 3-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: One 20-minute group presentation (10-minutes per member) (10%), one 3000-word group assignment (1500 words per member) (25%), one 2-hour final examination (65%)

ACC3AUD AUDITING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-SEM-2 AW, BU. TE-SEM-3 MI. TE-W13-26 NI.) *Ms Jane Hamilton, Ms Biserka Siladi, Mr Larry O'Connor*

This unit covers Auditing theory and practice and is designed to meet the preliminary requirements of the Institute of Chartered Accountants in Australia and CPA Australia. Auditing is designed to give students an understanding of the concepts involved in the auditing process. The unit aims to integrate these concepts with practical application including reference to appropriate accounting and auditing standards.

Prerequisite: ACC2CRE.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 3-hour final examination (70%) Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall 50% for the unit, one 1-hour mid semester test (20%), and tutorial exercises/assignment equivalent to 500 words (10%)

Prescribed Reading:

Gay, G., Simmet, R. A-W: *Auditing and assurance services in Australia* Revised Edn, McGraw-Hill Irwin
ICAA or CPA *Auditing and assurance Handbook* John Wiley and Sons or Pearson Education, Current Edn
Leung BE: *Auditing and assurance services* 3rd edn John Wiley and Sons

ACC3FOA FORENSIC ACCOUNTING (15. CPs Sem. TE-SEM-1 BU.) *Dr Julie Margaret*

Forensic accounting involves the use of auditing and investigative accounting techniques in conjunction with litigation support. Forensic accountants examine issues such as financial business failure and financial fraud, valuation of assets, contract disputes and liability claims; they provide accounting analyses to assist courts in discussion, debate and dispute resolution of civil and criminal matters. This unit explores and critically appraises the concept of

forensic accounting and its investigative processes in the context of a contemporary business environment and the forensic accountants' legal and social duties to stakeholders.

Prerequisite: ACC31AUD.

Co-requisite: ACC3AUD if not previously passed.

Class requirements: One 3-hour seminar.

Assessment: One class debate (15%) 10 minutes per student, one written review (25%), one 2-hour final examination (60%)

ACC3IAR ISSUES IN ACCOUNTING RESEARCH (15. CPs Sem. TE-SEM-2 BU.) *Professor Kamran Ahmed*

Not available in 2008

ACC3IAS INTERNATIONAL ACCOUNTING STUDY PROGRAM (15 CPs Sem. TE-SEM-3 BU. TE-W25-29 BU.) *Professor Les Nethercott*

This unit is conducted over summer and mid-year. It is based on an international study program visiting a number of countries. The unit comprises visits to companies, professional accounting firms, and regulatory bodies. It seeks to develop an understanding of the development and role of international accounting standards and their impact on business. It also examines the roles of the profession and government in the implementation and development of accounting standards and their relevance for business.

Prerequisite: ACC21CRE, ACC22CRE.

Quota: 16. Students unable to enrol without written permission of lecturer.

Class requirements: Three-week intensive study tour preceded by one 7-hour preparatory lecture in Melbourne.

This unit is not available for Study Abroad students.

Assessment: Participation in presentation (20%) Participation in presentation includes posing appropriate questions and relevant contributions to discussions, one 1500-word case study (30%), and one final 2-hour examination (50%)

Prescribed Reading:

CPA Australia *Accounting Handbook* Pearson Prentice Hall, 2006

Recommended Reading:

Alfredson, K., Leo, K., *Applying international accounting standards* Wiley, 2005
Choi, F.D., Frost, C. and G.K. Meek *International Accounting* Prentice Hall 5th edn, 2005
Henderson, S., Pearson, G. and K. Herbolm *Issues in Financial Accounting* Pearson Prentice Hall 12th edn, 2006

ACC3TAX TAXATION (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, MI. TE-SEM-2 AW, BU, SH. TE-W13-26 NI. TE-W31-46 NI.) *Ms Dianne Harvey, Mr Les Nethercote*

This unit develops an understanding of Commonwealth income tax legislation and the implications of income tax on the individual and business enterprise. A practical approach is taken to the unit matter, and topics include objectives of taxation, the general concepts of assessable income and allowable deductions, determination of taxable income and tax payable, special classes of taxpayers, returns and assessments, objections and appeals, collection and recovery of taxation, substantiation provisions and an introduction to capital gains and fringe benefits tax.

Prerequisite: ACC1IFA and LST2LBA .

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial participation (5%), one 1500-word assignment (25%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Australian Tax Law Current edn, C.C.H. Australia Ltd.
Nethercott, Richardson and Devos *Australian Taxation Study Manual* Current edn, C.C.H. Australia Ltd.
Barkoczy *Core Tax Legislation and Study Guide* Current edn, C.C.H. Australia Ltd.

Recommended Reading:

Barkoczy *Australian Tax Casebook* Current edn, C.C.H. Australia Ltd.

ACC4ATA ADVANCED TAXATION (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)*Coordinator to be advised**Not available in 2008***ACC4HTC COMMERCE HONOURS THESIS OPTION C** (60. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BE, BU.) *BE: Dr Jane Hamilton, BU: Professor Zahirul Hoque*

Students undertake this unit as part of their Bachelor of Commerce (Honours). The research component of the program consists of 60 credit points. Students are required to complete a 20,000 word thesis in an accounting topic under the direct supervision of an academic staff member. Topics outside of accounting must be approved by Head of School in consultation with the Professor of Discipline.

Class requirements: There are no formal class requirements. Students are required to consult with their supervisor on a regular basis.

This unit is not available for Study Abroad students.

Assessment: One 20,000-word thesis (100%)

ACC4IFR ISSUES IN FINANCIAL REPORTING (15. CPs Sem. TE-SEM-1 BE, BU.) *Professor Kamran Ahmed*

The purpose of this unit is to examine financial reporting from a theoretical perspective and examines the role of accounting numbers in contractual and organisational arrangements for efficient operations of our economy. Several empirical and theoretical papers dealing with perspectives of financial reporting, usefulness of accounting numbers and disclosures, corporate governance and international harmonization are examined.

Class requirements: One two-hour seminar per week and self-directed learning activities equivalent to 1-hour class room contact per week.

This unit is not available for Study Abroad students.

Assessment: Two 10-minute individual class presentations and one 500-word written summary (15%), one 20-minute individual 1000-word class presentation (15%), one 3000-word take-home final examination (70%)

*Recommended Reading:**Journal Articles***ACC4IMA ISSUES IN MANAGEMENT ACCOUNTING** (15. CPs Sem. TE-SEM-1 BE, BU.) *Professor Zahirul Hoque*

The aim of this unit is to provide the student with an understanding of research in management accounting. This paper draws particularly on the research interests and publications of the teaching staff. Particular emphasis is placed on the social institutional and organisational context of management accounting. Students will be challenged to think about the nature and influence of management accounting.

Class requirements: One 2-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: Two 2,250-word essays (100%)

BUS1MIS MANAGEMENT INFORMATION SYSTEMS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BE, BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Dr John McCullagh, Mr Liam Lenten, Mrs Selena Lim*

This unit introduces students to some basic information systems (IS) ideas and concepts as IS are the key to business functions today. It will provide students with an overview of the entire IS discipline as well as a solid preparation for further study in information systems units. In addition, students will also gain an appreciation for business-related packages. This will give them a competitive edge in the job marketplace.

Incompatible unit: CSE111S

Class requirements: Two 1-hour lectures and one 2-hour computer laboratory session/tutorial per week.

Assessment: BU: SH: NI: lab exercises (15%) equal to 500 words, online quizzes (15%). equivalent to 1000 words over the semester, one 3-hour final examination (70%). Hurdle Requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit, AW: presentation and report (15%). equivalent to 500 words, one excel spreadsheet assignment (15%). equal to 500 words, one 3-hour final exam (70%). Hurdle Requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit, BE: online quizzes

(15%). equivalent to 1000 words over the semester, one practical assignment (15%). equivalent to 500 words, one 3-hour final exam (70%). Hurdle Requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit

Prescribed Reading:

Haag, S., Baltzan, P. and Phillips, A (2008) *BE: Business driven technology* McGraw-Hill/Irwin, New York, USA. 2nd Edn

BUS2BAD BUSINESS APPLICATIONS ANALYSIS AND DESIGN (15. CPs Sem. TE-SEM-1 BU.) *Dr Rajiv Khosla*

Business information systems are an essential part of most organisational functions today including accounting, marketing, human resource management and finance. This unit provides students with skills in database and systems development considered essential for design of business information systems. The unit focuses on business information systems development based on systems development life cycle from a business professional's viewpoint. Students in this unit develop proficiency in database design and implementation using Microsoft Access. Lecture material is presented in the context of real world organisations and case studies. The assignments are based on real world projects and also may involve industry collaboration. Interactive laboratory sessions help students to gain hands on experience in the design of information systems. The unit also creates career opportunities (eg. business systems analyst, database analyst) for students and broadens their skill base.

Prerequisite: BUS11MIS/BUS12MIS.

Class requirements: One 2-hour lecture and one 2-hour computer laboratory session per week.

This unit is not available for Study Abroad students.

Assessment: One group assignment 2500 words per student (30%), one 2-hour final examination (70%)

BUS2BMO BUSINESS MODELS (15. CPs Sem. TE-SEM-1 BU.) *Dr John Kennedy*

Computer based spreadsheet modelling techniques are introduced for the analysis, planning and control of business operations. Techniques include forecasting using time series and causal methods, goal seeking and optimal decision making, capital budgeting and Monte Carlo simulation. The evaluation of firm performance through ratio analysis based on financial statements is covered. Three spreadsheet assignments are set for practising skills and techniques introduced in the subject. Familiarity with basic spreadsheet operations is assumed.

Prerequisite: BUS11MIS/BUS12MIS or equivalent.

Incompatible unit: BUS21BMO

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Three 700-word spreadsheet based assignments (45%), one 2-hour final examination (55%)

Prescribed Reading:

Mayes, T. R. and Shank, T. M. *Financial analysis with Microsoft Excel 2002* 4th edn Thomson South-Western, 2006

BUS3DRE DIRECTED READINGS (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)*Coordinator to be advised*

An individual reading project. This unit will be available as necessary and at the discretion of the Head of School.

Class requirements: Students are required to discuss their reading project individually with their supervisors at weekly intervals.

This unit is not available for Study Abroad students.

Assessment: One 4000-word essay(s) or a research report, as arranged for each individual student (100%)

BUS3EBS E-BUSINESS SYSTEMS (15. CPs Sem. TE-SEM-2 BU.) *Dr Rajiv Khosla*

This unit examines business information systems from the perspective of e-business. An understanding of the way in which information systems require integration with business strategies is developed. E-business and business intelligence case studies are used to facilitate understanding of e-business concepts and e-business intelligence systems. Students are provided training in the analysis and design of e-business applications on the web. The assignments are based on real world projects and may involve industry collaboration. At the

conclusion of this unit students should be able to demonstrate an understanding of e-business applications, analysis and design of e-business applications, security and control of business information systems and computer networks. The unit also creates career opportunities for students (eg. e-business analyst, web designer) and broadens their skill base.

Prerequisite: BUS21BAD/BUS22BAD.

Class requirements: One 2-hour lecture and one 2-hour laboratory class.

This unit is not available for Study Abroad students.

Assessment: Two minor projects totalling 2500 words (50%), one 2-hour final examination (50%)

BUS3RPR RESEARCH PROJECT (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Professor David Brown

Permission of the Head of Department of Accounting and Management

Provides students with the opportunity to analyse and synthesise an important area of research in accounting, finance or management. This unit is highly recommended for those students intending to study honours in commerce or business.

Class requirements: Students are required to discuss their project individually with their supervisors at weekly intervals.

Assessment: One 20-minute oral presentation (20%), one 3500-word research paper (80%)

BUS4CTB CONTEMPORARY TOPICS IN BUSINESS SYSTEMS (15. CPs

Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Rajiv Khosla*

In this unit students will develop their analytical and practical skills in contemporary areas of business information systems. There is a focus on human-computer interaction issues and their implications for management and organisations. Human and technological aspects of business information systems design and evaluation will be considered. Web design tools like Macromedia will be used to model aspects of human-computer interaction.

Class requirements: One 2-hour lecture and one 1-hour computer laboratory session per week.

Assessment: One 2000-word report and web based project (40%), one 2-hour final examination (60%)

BUS4DRE DIRECTED READINGS (15. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE: Dr Jane Hamilton, BU: Dr Outi Niininen*

An individual reading project. This unit will be available as necessary and at the discretion of the Head of School.

Class requirements: Students are required to discuss their reading project individually with their supervisors at weekly intervals.

Assessment: Two essays/research reports equivalent in total to 4500 words. (100%) As arranged for each individual student

BUS4HIA BUSINESS HONOURS THESIS OPTION A (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Heidi Ryoo*

Students undertake this unit in their first semester of a Bachelor of International Business (Honours). Students are required to begin research on a topic under the direct supervision of an academic staff member. Approval of a research topic is subject to the availability of a supervisor in the designated discipline area.

Class requirements: There are no formal classes. Students are required to consult with their supervisor on a regular basis, and to give a 10-minute presentation of planned work on their thesis near the end of semester.

This unit is not available for Study Abroad students.

Assessment: One 10-minute presentation (100%) This unit is part one of their thesis, it is merely the preparatory work before writing the thesis. No mark is returned. It is a hurdle requirement

BUS4HIB INTERNATIONAL BUSINESS HONOURS THESIS B (30. CPs

Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *Dr Heidi Ryoo*

Students undertake this unit as part of a Bachelor of International Business (Honours). Students are required to complete a 15000-word thesis under direct supervision of an academic staff member. Topics outside International Business must be approved by the Head of Department.

Prerequisite: BUS41HIA or BUS42HIA.

Class requirements: There are no formal class requirements. Students are required to consult with their supervisor on a regular basis.

This unit is not available for Study Abroad students.

Assessment: One 15000-word thesis (100%)

BUS4HTA BUSINESS HONOURS THESIS OPTION A (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Heidi Ryoo*

Students undertake this unit in their first semester of a Bachelor of Business (Honours) majoring in either Business Economics or Financial Management. Students are required to begin research on a topic under the direct supervision of an academic staff member.

Approval of a research topic is subject to the availability of a supervisor in the designated discipline area

Class requirements: There are no formal classes. Students are required to consult with their supervisor on a regular basis, and to give a 10-minute presentation of planned work on their thesis near the end of the semester. .

Assessment: One 10-minute presentation (100%) This unit is part one of their thesis, it is merely the preparatory work before writing the thesis. No mark is returned. It is a hurdle requirement

BUS4HTB BUSINESS HONOURS THESIS OPTION B (30. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BE, BU.) *Dr Heidi Ryoo*

Students undertake this unit as part of their Bachelor of Business (Honours) majoring in either Financial Management or Business Economics. The research component of the program consists of 45 credit points. Students are required to complete a 15000-word thesis under the direct supervision of an academic staff member. Approval of research topic is subject to availability of a supervisor in the designated discipline area.

Prerequisite: BUS41HTA OR BUS42HTA.

Class requirements: There are no formal class requirements. Students are required to consult with their supervisor on a regular basis.

This unit is not available for Study Abroad students.

Assessment: One 15000-word thesis (100%)

BUS4HTC BUSINESS HONOURS THESIS OPTION C (60. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BE, BU.) *Dr Outi Niininen*

Students undertake this unit as part of their Bachelor of Business (Honours) majoring in either Human Resource Management, Management or Marketing. The research component of the program consists of 60 credit points. Students are required to complete a 20,000 word thesis under the direct supervision of an academic staff member. Approval of research topic is subject to availability of a supervisor in the designated discipline area.

Class requirements: There are no formal class requirements. Students are required to consult with their supervisor on a regular basis.

This unit is not available for Study Abroad students.

Assessment: One 20,000-word thesis (100%)

ECO11MA MACROECONOMICS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, MI. TE-SEM-2 AW, BE, BU, SH. TE-W31-46 NI.)

Dr Jayanath Ananda, Mr David Reimers, Dr Jan Libich, Dr Jayanth Ananda

Introduces students to the study of the economy as a whole and to the economic way of thinking. Topics include: national income accounting, consumption and investment demand, government spending, exports and imports, aggregate demand and supply, money and banking, fiscal and monetary policy, alternative macroeconomic theories, the balance of payments, national and foreign debt, inflation, unemployment, productivity and economic growth.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU; SH; NI; MI; ACN; weekly problem sets/assignment (maximum 1000 words) (15%), BU; SH; NI; MI; ACN; one 1-hour mid-semester test (15%), BU; SH; NI; MI; ACN; one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: in-term tests, assignments, tutorial performance (40%), BE: one 3-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final

examination as well as an overall total of 50% to pass the subject, AW: in-term tests, assignments, tutorial performance (40%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Jackson and McIver A-W: *Macroeconomics* McGraw-Hill 8th Edn 2007

BE: Coombes, T. and Reimers, D. *Contemporary Australian macroeconomics* Pearson.

ECO11MI MICROECONOMICS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, SH. TE-SEM-2 BU, MI. TE-W01-08 NI. TE-W13-26 NI.) *Dr Lin Crase, Mr Earl Jobling, Professor Gary Magee* Microeconomics implies a focus on the individual elements and components of an economy rather than on its aggregate nature. Students are introduced to the economic way of thinking in this context and to the broad subject matter of microeconomics. Topics include; consumer behaviour and demand, firm behaviour, costs and supply, price determination and the operation of markets, including imperfect markets. Analysis extends to the elementary theory of factor markets and distribution, the nature of the market system, and of microeconomic policy.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU: ACN: Nilai: in-term tests, assignments, tutorial performance (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 3-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, BE: in-term tests, assignments, tutorial performance (40%), AW: SH: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, AW: SH: weekly tutorial papers (10%), AW: SH: two 40-minute tests (30%)

Prescribed Reading:

Jackson, S. and McIver AW: *Microeconomics* McGraw Hill 8th Edn Gans, J., King, S. and Mankiw, N. (2005) *Principles of microeconomics* 3rd edn Thomson

ECO11QA INTRODUCTION TO QUANTITATIVE ANALYSIS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-2 BU, VI. TE-W01-08 NI. TE-W31-46 NI.) *Dr Ishaq Bhatti*

The aim of this unit is to provide a link between mathematical tools and their application in economics and finance. It focuses on certain areas of basic mathematics, linear algebra, mathematics of finance, and differential calculus that are of central importance in business and in economics. Topics to be discussed include how to set up and solve linear and nonlinear equations, systems of equations, unconstrained and constrained optimization problems. There is a strong emphasis on the application of these techniques to practical, real-world problems. This unit provides a solid foundation to further quantitative subjects.

Incompatible unit: MAT11CFE and MAT11CFN

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial work (15%), one 1-hour mid-semester examination (15%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Preliminary Reading:

Bradly, T. and Patton, P. *Essential mathematics for economics and business* Wiley, 2002

Prescribed Reading:

Wisniewski, M. *Introductory mathematical methods in economics* 2nd edn McGraw Hill, 1996

ECO11SB INTRODUCTORY STATISTICS FOR BUSINESS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU, MI, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Warren Paul, Dr Christopher Lenard, Dr Suzanne Sommer*

In this unit students consider how to communicate and interpret commercial and economic information in terms of statistical measures. The probability approach is introduced, with applications to inferential statistics and hypothesis testing using sampling distributions in the realms of economics and commerce. Simple linear regression and testing for various hypotheses in business, economics and finance is also covered.

Incompatible unit: ECO11IBS/ECO12IBS

Class requirements: Two 1-hour lectures, one 1-hour workshop and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: Assignments and project (15%), tutorial participation (5%), one mid-semester test (10%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, Ten 100 word tutorials (15%). Albury-Wodonga

Submitted weekly, one 2-hour examination (55%). Albury-Wodonga: Open Book exam

Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, two 750-word assignments (30%). Albury-Wodonga: SPSS based

Assignment 1 – Descriptive Statistics

Assignment 2 – Inferential Statistics

Prescribed Reading:

Selvanathan, A. et al. *Australian Business Statistics* 3rd Edn Nelson, 2004

ECOT1EC LONG-TERM ECONOMIC CHANGE (15. CPs Sem. TE-SEM-1 BU.)

Mr Michael Schneider

This unit explores the general processes by which economies have evolved, developed and changed over long periods of time. The analysis focuses principally on the relationship between government and the business sector as it affected economic development or decline in different systems up to 1914. Among topics studied are the development of successive economic systems in early times, the effect of politics and culture on economic life in various parts of the world, the rise of capitalism in Europe, the impact of European trade and colonisation on Asia and the Americas, the causes and consequences of industrialisation, political crises in European politics during the 18th and 19th centuries and their economic consequences, and the emergence of globalisation.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial assessment (20%) consisting of weekly 15-minute written exercises, one 1000-word essay (20%), one 2-hour final examination (60%)

Prescribed Reading:

Bentley, J.H., Ziegler, H.F. *Traditions and encounters; a brief global history* McGraw-Hill, 2008.

ECO2ABM AGRICULTURAL BUSINESS MANAGEMENT (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

Not available in 2008

ECO2AFE APPLIED FORECASTING FOR ECONOMICS AND FINANCE

(15. CPs Sem. TE-SEM-2 BU.) *Dr Ishaq Bhatti*

The unit will cover time series forecasting techniques widely used in economics, finance and other commercial areas such as marketing and management. The techniques will range from exponential smoothing methods to statistical models such as the ARIMA. Some issues in judgemental forecasting methods will also be covered. Strong emphasis will be given to applications of forecasting techniques. However, theoretical issues will also be dealt with. Real data sets from economics, finance, tourism, marketing and management will be used. The unit requires the use of statistical package Microfit.

Prerequisite: ECO11IBS/ECO12IBS or STA12SS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour final examination (60%), four applied assignments (40%). each equivalent to 500 words

Prescribed Reading:

Makridakis, S., Wheelwright, S.C. and Hyndman R.J. *Forecasting methods and applications* Wiley, 1998

Recommended Reading:

Diebold, F.X., *Elements of Forecasting* South-Western, 1998

ECO2EGD ECONOMIC GROWTH AND DEVELOPMENT (15. CPs Sem. TE-SEM-1 BU.) *Mr David Walker*

In this unit, students will be introduced to the factors that influence the process of economic growth and development, particularly in a developing country context. The main objective of this unit is for students to develop an understanding of the theories of economic growth and development and to analyse the potential policy solutions and strategies a country might adopt to improve human welfare. The topics covered include; technological change, trade and foreign investment, savings and financial markets, sustainable development and the environment, human resource development, population growth, poverty and inequality. An additional objective is for students to build on their analytical and problem-solving abilities more generally.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial assessment (10%), one 700-word assignment (10%), one 1-hour mid-semester test (20%), one 2-hour final examination (60%)

ECO2EHR ECONOMICS OF HUMAN RESOURCES (15. CPs Sem. TE-SEM-2 BU.) *Professor John King*

In this unit, students will explore the microeconomics of labour markets, including labour supply and demand, education and training, wage and salary determination, and labour turnover and mobility. The economic implications of trade union activity and/or government regulation and the decisions of arbitration tribunals are also considered. Problems of gender equity and the ageing of the labour force will be addressed. The unit concludes with discussion of major public policy issues related to these personnel questions.

Prerequisite: ECO11IMI/ECO12IMI.

Class requirements: Two 1-hour lectures per week and one 1-hour tutorial per week.

Assessment: One 2-hour written examination (15%), one 500-word essay, written in a tutorial under examination conditions (15%), one 2-hour final examination (70%)

Prescribed Reading:

Norris, K., Kelly, R., Giles, M. *Economics of Australian labour markets*. 6th edn Pearson, 2004.

ECO2EOF THE ECONOMICS OF THE FAMILY (15. CPs Sem. TE-SEM-2 BU.)

Dr Lan Li

In the Economics of the Family, students are introduced to the economic models that economists have developed to inform our understanding of family life. These models, which on occasion have produced controversial results, are based upon conventional microeconomic theory and have both descriptive and predictive power. The objective of this unit is to provide students with their first exposure to how economists use positive economic theory to construct and test models of human behaviour. In this case the focus of the analysis is upon a subject area of both societal and scholastic interest. Topics covered will include marriage and divorce, household production and labour force participation, fertility and the quality and quantity of children, and gender and racial discrimination in the labour market.

Prerequisite: ECO11IMI/ECO12IMI and ECO11ISB/ECO12ISB.

Class requirements: one 2-hour lecture per week and one 1-hour tutorial per week.

Assessment: Problem sets (30%) equivalent to 2000 words., one 2-hour final examination (70%)

Preliminary Reading:

TBA

ECO2GEI GLOBAL ENVIRONMENTAL ISSUES (15. CPs Sem. TE-SEM-1 BU.)

Dr John Kennedy

The following issues will be examined: world population trends in relation to the world's carrying capacity for provision of food and resources, and waste assimilation; land degradation; harvesting of forest and fish stocks, and sustainability; biodiversity and species preservation; water supply and quality; future energy sources,

including the nuclear fuel cycle and solar energy; greenhouse and CFC emissions; the role of technological change and trade; and the efficacy of global treaties. Students will be introduced to different views about the seriousness of the issues for the future of society, and to policy for dealing with identified problems. The different ways in which economists approach the diagnosis of environmental problems and offer prescriptions will be discussed.

Class requirements: two 1-hour lectures and one 1-hour tutorial per week.

Assessment: two 650-word tutorial papers (20%), one 1200-word essay (30%), one 2-hour final examination (50%)

Prescribed Reading:

Lomborg, B. *The Sceptical Environmentalist: Measuring the Real State of the World* Cambridge University Press, 2001

ECO2GLO GLOBALISATION (15 CPs Sem. TE-SEM-1 BU.) *Dr Wayne Geerling*

Students are introduced to the key issues and debates in the economics of globalisation. Topics may include the sources and impact of world market integration, emerging global capital markets, mass migrations and global trading issues. Issues such as whether globalisation fosters growth and who wins and loses from globalisation are addressed. 'Globalisation' blends concepts and models from international economics with historical analysis to provide an overview of: (i) the unfolding process of globalisation over the long-term and (ii) the economic and political factors underlying that evolution. Selected case studies from Australian perspective are presented to complement the understanding of globalisation.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour final examination (60%), One 1-hour mid-semester test (20%), Tutorial attendance and participation (20%). assessment equivalent to 1500 words

Recommended Reading:

Geerling, Wayne ed. *Subject Reader*

ECO2IBE INTERNATIONAL BUSINESS ENVIRONMENT (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BU. TE-SEM-S BU.) *Dr Wayne Geerling*

This unit examines the changing patterns of world trade and international business institutions and managerial responses of these institutions to their dynamic and complex environment. This framework forms the basis for analysis of the factors affecting international business decision-making. The multinational enterprise is a particular focus of study, while significant aspects of the environment such as financial, cultural, economic and political, are examined and their influence assessed in relation to current and future performance. Emphasis is also on discussion of current developments in the global economy.

Prerequisite: ECO11IMA/ECO12IMA and ECO11IMI/ECO12IMI.

Incompatible unit: ECO31IBC/ECO32IBC

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Weekly 10-minute tutorial assessment tasks (10%) equivalent to 1500 words over the semester, one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 1-hour mid-semester exam (20%)

Prescribed Reading:

Hill, C. W. *International business: competing in the global marketplace* Chicago Irwin 6th edn

ECO2ILE INTRODUCTION TO THE ECONOMIC ANALYSIS OF LAW (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Damien Eldridge*

In this unit, students are taught how to use microeconomic techniques to analyse various laws and legal principles. In particular, students will learn to distinguish between the legal incidence of a law and the economic incidence of a law. The set of topics that might be covered include issues in property law, contract law and tort law as well as punishment and the deterrence of crime, competition law, consumer protection law, intellectual property law and family law.

Prerequisite: ECO11IMI.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour mid-semester exam (50%), one 2-hour final exam (50%)

Prescribed Reading:

Cooter, R and T. Ulen *Law and economics* (4th ed.) Addison Wesley, USA.

ECO2ISB INTERMEDIATE STATISTICS FOR BUSINESS (15. CPs Sem. TE-SEM-1 BU, VI. TE-W13-26 NI.) *Dr Laszlo Konya*

Building on Introductory Statistics for Business, this unit is an intermediate level statistical course for students specialised in business and economics. After a review of basic statistical inference the course works through topics like the comparison of two or more populations using parametric and nonparametric techniques, statistical tests for qualitative data, simple and multiple regression, factor analysis. The main emphasis is on the development of practical skills through the discussion of practical examples with special regard to the interpretation of the results.

Prerequisite: ECO11ISB/ECO12ISB.

Class requirements: two 1-hour lectures and one 1-hour tutorial or practical class per week.

Assessment: tutorial attendance and participation (5%), one 1500-word assignment (10%), one 1-hour test (15%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Coakes *SPSS 14.0- Analysis without anguish* Wiley, 2007

Recommended Reading:

Selvanathan, A., Selvanathan, S., Keller, G., and Warrack, B. *Australian business statistics* 3rd edn, Nelson, 2004

ECO2MAT MACROECONOMIC THEORY (15. CPs Sem. TE-SEM-2 BU.) *Dr Shawn Leu*

This is an intermediate macroeconomic theory subject. It concentrates on the theory of aggregate demand, aggregate supply, unemployment and inflation, in an open as well as closed economy context and on basic business cycle. Connections are also made between macroeconomic illustrations and the performance of financial markets with forward-looking behaviour. It includes reference to the applicability of these theories to the Australian economy.

Prerequisite: ECO11IMA/ECO12IMA.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial work (10%), mid-semester test (20%), one 2-hour final examination (70%)

Prescribed Reading:

Blanchard, O. J., Sheen, J. *Macroeconomics* 2nd. Australasian edn Pearson, 2004.

ECO2MEC MANAGERIAL ECONOMICS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-2 BU.) *Dr Robert Waschik*

This unit introduces the range of economic theory relating to the management of an enterprise, including theories relating to demand, production, organisation of the firm, the nature of an industry, pricing and investment policies, the economics of information and the impact of government policy. In particular it focuses on how theory can help a manager discover the solution to practical problems.

Prerequisite: ECO11IMI/ECO12IMI .

Class requirements: One 2-hour lecture and one 1-hour tutorial or seminar per week .

Assessment: Tutorial assessment (15%), one 1-hour mid-semester test (15%), one 2-hour examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Fisher, T.C.G. and Waschik, R. *Managerial Economics: A Game Theoretic Approach* Routledge, 2002

ACN: Fisher, T.C.G. and Waschik, R. *Managerial economics: a game theoretic approach* Routledge, 2002

ECO2MIT MICROECONOMIC THEORY (15. CPs Sem. TE-SEM-1 BU.) *Ms*

Anke Leroux

This is an intermediate microeconomic theory unit which expounds demand theory, producer theory, price determination, industry structure, some game theory and some welfare economics.

Prerequisite: ECO11IMI/ECO12IMI.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial assessment (20%) equivalent to 1500 words, one 1-hour mid-semester test (20%), one 2-hour final examination (60%)

Prescribed Reading:

Varian, H.R. *Intermediate microeconomics*. Latest Edn

ECO2MWE MODERN WORLD ECONOMY (15. CPs Sem. TE-SEM-2 BU.)

Professor John King

In this unit students will focus on the major changes in the international economy since 1914, in the context of contemporary developments in economic theory and major political movements. Topics covered include the economic impact of the two World Wars; the Great Depression, Keynesian macroeconomics and the rise and fall of social democracy; the Russian Revolution, Stalinist industrialisation and the collapse of the Soviet Union; the reconstruction of the international monetary and trading systems after 1945; the economic development of the 'Third World'; the long post-war boom and the stagflation that ended it; world growth and the global environment; the 'roaring nineties'; and the issues facing the world economy in the 21st century.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: weekly 10-minute tutorial assessment tasks (20%) equivalent to 1500 words over the semester, one 1000-word essay written under examination conditions (20%), one 2-hour final examination (60%)

Prescribed Reading:

Hobsbawm, E. *Age of Extremes* Penguin, 1994

ECO2SBE STRATEGIC BEHAVIOUR IN BUSINESS AND ECONOMICS (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Damien Eldridge*

Game theory is the study of strategic interaction. The focus is on situations in which individuals interact with one another in the knowledge that outcomes depend, at least in part, on each of their actions. Such situations arise naturally in the social sciences. In particular, game theory has had a significant impact in economics. Game theoretic models can now be found in most areas of economics. In this unit, students will learn the basic techniques that are used to model strategic interaction. They will also learn how to apply these techniques to a variety of problems that occur in business and economics. Some applications might also be drawn from the other social sciences.

Prerequisite: ECO1IMI.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour mid-semester exam (50%), one 2-hour final exam (50%)

Preliminary Reading:

McMillan, J. *Games, strategies and managers: how managers can use game theory to make better business decisions*. Oxford University Press, USA

Dixit, A.K. and B.J. Nalebuff *Thinking strategically: the competitive edge in business politics and everyday life* WW Norton and Company, USA

Prescribed Reading:

Carmichael, F. *A guide to game theory* Financial Times/Prentice Hall, Great Britain

ECO3AQA ADVANCED QUANTITATIVE ANALYSIS (15. CPs Sem. TE-SEM-2 BU.) *Mr Damien Eldridge*

In this unit, students are exposed to many of the mathematical techniques that are employed in static economic analysis. These techniques include linear algebra, multivariate calculus and optimisation theory.

The emphasis throughout the course is on the application of these techniques to a variety of economic problems.

Prerequisite: ECO121QA and ECO21MIT.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1-hour mid semester exam (25%), one 3-hour final examination (75%)

Prescribed Reading:

Simon, C.P and L. Blume *Mathematics for economists* WW Norton and Co, USA 1994

ECO3AWE ASIA IN THE WORLD ECONOMY (15. CPs Sem. TE-SEM-1 BU. TE-SEM-S BU.) *Mr David Walker*

The main aim of this unit is to describe and analyse the evolution of various Asian economies and their interaction with the global economy. The unit will focus on the rapid industrialisation of several East Asian economies, followed by a thorough analysis of the Asian financial crisis. There will also be a review of the market-oriented reforms applied to the Chinese economy since 1978. A brief outline and review of various topics in open economy macroeconomics will also be covered. The unit will cover patterns of trade and investment both within the region and between the region and the rest of the world. The various economic explanations for the high rates of economic growth and how this has affected various Asian countries will be analysed.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial attendance and participation (5%), one 10-minute tutorial presentation (10%), one 1000-word essay (15%), one 2.5-hour final examination (70%)

ECO3BAS BUSINESS ANALYSIS AND SIMULATION (15. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*
Not available in 2008

ECO3CBA COST-BENEFIT ANALYSIS (15. CPs Sem. TE-SEM-2 BU.) *Dr John Kennedy*

In this unit the approaches and techniques for evaluating the introduction of projects and policy change are studied. Evaluation is considered in terms of both financial analysis and social cost benefit analysis. The relevant economic theory spans applied welfare economics, and partial and general equilibrium analysis. Particular topics covered include: the rate of discount; distributional consequences of projects; risk and uncertainty; valuing non-marketed goods; the value of life and health; and the value of travel time. The way in which spreadsheets can be used for calculation, analysis and presentation of project appraisals is explained. Practical experience is obtained through exercises and computer laboratory sessions.

Prerequisite: ECO21MIT or ECO22MEC.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Two 200-word assignments (10%), one 1000-word project (20%), one 1-hour spreadsheet-based test (20%), one 2-hour final examination (50%)

Prescribed Reading:

Boardman, A. E., et al. *Cost-benefit analysis: concepts and practice* Prentice Hall, Upper Saddle River, NJ 2001. 2nd edn

ECO3CBP CENTRAL BANKS AND MONETARY POLICY (15 CPs Sem. TE-SEM-1 BU.) *Dr Jan Libich*

In this unit, students will get a better understanding of monetary policy – the most powerful economic tool available – as performed by leading central banks. This will combine theoretical modelling, data analysis and judgement in order to better understand how the central bank's decisions are made and how they affect the economy and the lives of individuals. The teaching method will be somewhat different from the usual one-way delivery; the topics are designed to be applied to thinking about real world policy issues so discussion will be an essential part of both lectures and tutorials. Further a representative of a major central bank will give a guest lecture to provide the student with an inside look into central banking.

Prerequisite: ECO11/12IMA.

Class requirements: Two 1-hour lectures and one 1-hour tutorial.

Assessment: Weekly tutorial problem sets (20%) maximum 1000

words, one 1-hour mid-semester exam (25%), one 2-hour final exam (55%)

Prescribed Reading:

Peter Bofinger *Monetary Policy: goals, institutions, strategies and instruments*. Oxford University Press, 2001

Recommended Reading:

Alan Blinder *Central banking in theory and practice* The MIT Press, 1998

ECO3CGE CHANGE AND GROWTH IN THE AUSTRALIAN ECONOMY (15 CPs Sem. TE-SEM-2 BU.) *Professor Gary Magee*

Students are provided with an overview of the development of the Australian economy. It pays particular attention to the roles played by geography, policy, technology, immigration and foreign investment. Topics covered include the origin of the modern Australian economy, the unique pattern of Australian economic development, the rise of living standards, agricultural development, the gold rushes, the impact of the world wars, the post-war boom and the Great Depression and other major economic downturns. The unit is designed to show how knowledge of history can shed light on current development in both the Australian and international economies.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One final 2-hour examination (60%), one 2000-word essay (30%), one 500-word tutorial paper (10%)

Prescribed Reading:

Rodney Maddock and Ian McLean *The Australian Economy* Cambridge UP

ECO3DAS DECISION ANALYSIS WITH SPREADSHEETS (15. CPs Sem. TE-SEM-1 BU.) *Dr Suren Bazov*

In this unit, students are provided with theories, modelling skills and computer techniques required for decision-making in business, and management. Quantitative analyses of practical problems confronted by management are emphasised, and students are introduced to the methods to solve these problems. The unit covers a wide range of decision-making techniques including various programming models, network analysis, decision trees, regression analysis, and simulation. Many typical management problems are illustrated to be amenable to these techniques.

Prerequisite: A first year quantitative subject.

Class requirements: One 2-hour lecture and one 1-hour tutorial or workshop per week.

Assessment: Weekly home assignments equivalent to 2000 words (30%), one 2-hour final examination (70%)

Prescribed Reading:

Ragsdale, C. *Spreadsheet modelling and decision analysis* 3rd edn, South-Western College Publishing, 2001

ECO3DRE DIRECTED READINGS (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Professor Harry Clarke*

An individual reading project. This unit will be available as necessary and at the discretion of the Head of Department. It may be taken only at third or fourth year levels.

Class requirements: Students are required to discuss their reading project individually with their supervisors at weekly intervals.

This unit is not available for Study Abroad students.

Assessment: One 4000-word essay or one 4000-word research report (100%)

ECO3EME ECONOMETRIC METHODS (15. CPs Sem. TE-SEM-1 BU.) *Dr Suzanne Sommer*

On successful completion, students will be equipped with the necessary skills in statistical and econometric techniques to carry out independent empirical studies. This unit presents theory of multiple regression used to estimate and test the validity of economic relationships. Objectives are to learn: (i) OLS estimation, (ii) Gauss-Markov Theorem, (iii) diagnostic tests, (iv) GLS estimation, (v) applications of these techniques to various empirical examples.

Prerequisite: ECO2ISB or equivalent.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Assignments/ project totalling 1500 words (30%), one 2-hour final examination (70%)

Prescribed Reading:

Hill, R., Griffiths, W., and Judge, G. *Undergraduate Econometrics* Wiley

ECO3EOS SPORTS ECONOMICS (15. CPs Sem. TE-SEM-2 BU.) *Dr Liam Lenten*

The aim of this unit is to identify the constraints and opportunities that will affect the ability of sports to survive in an increasingly competitive, global marketplace. Particular emphasis will be placed on examinations of both North American and European professional sports, as well as indigenous games, such as Australian Rules football. Topics covered will include: labour markets in various sports, including the effectiveness of regulations such as player drafts and salary caps; the ways in which sports have coped with recent substantial increases in revenue and costs; the identification of the market for particular sports and the extent of competition within those markets; and the extent to which the commercialisation of sport is inconsistent with the traditions and cultures of individual sports.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial assessment (10%), one 2-hour final examination (70%), one 50-minute mid-semester test (20%)

Prescribed Reading:

Leeds, M. and von Allmen, P. *The economics of sports 2nd ed.* Addison-Wesley, Boston

ECO3ERE ENVIRONMENTAL AND RESOURCE ECONOMICS (15. CPs Sem. TE-SEM-1 BU.) *Dr Anke Leroux*

The causes of pressing environmental issues including global warming, deforestation, overfishing and biodiversity loss are explained using economic analysis. Alternative economic measures to rectify environmental degradation and to ensure the sustainable management of our natural resources are discussed and contrasted. In this unit, students learn how to apply the economics of pollution, climate change and natural resource allocation to current policy issues surrounding Australia's river basin, water catchments, old growth forests as well as the current debates on genetically modified crops, carbon trading and renewable energy.

Prerequisite: ECO21MIT or ECO22MEC.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word assignment (30%), tutorial work equivalent to 1000 words. (20%), one 2-hour final examination (50%)

Prescribed Reading:

Ward, Frank A. *Environmental and Natural Resource Economics* Pearson, Prentice Hall, 2006

Recommended Reading:

Tietenberg, T. *Environmental and natural resource economics*. 7th edn International Edn, Pearson, Addison, Wesley, 2006.
Grafton, R. Q., Admowicz, W., Dupont, D., Nelson, H., Hill, R.J. and S. Renzetti *The economics of the environment and natural resources* Blackwell Publishing, 2004.

ECO3GDE GROWTH AND DECLINE IN THE GLOBAL ECONOMY (15 CPs Sem. TE-SEM-2 BU.) *Gary Magee*

The purpose of this unit is to introduce students to the field of long-run economic growth and performance. Two key questions are addressed: why do certain economies persistently perform more successfully than others, and how is leadership in the global economy achieved and maintained? Students completing this unit will be able to explain and describe the pattern of long-term economic growth, leadership and decline in the world economy since the industrial revolution; evaluate the role of culture, institutions and the environment in economic change; and apply the methods of historical economics to contemporary economic debates.

Class requirements: One 3-hour seminar per week.

Assessment: One 2000-word essay (30%), one 500-word seminar paper (10%), one 2-hour examination (60%)

Recommended Reading:

Douglass North *Understanding the process of economic change* Princeton University Press

ECO3HEC HEALTH ECONOMICS (15. CPs Sem. TE-SEM-2 BU.) *Mr Damien Eldridge*

In this unit, student will learn how to use microeconomic techniques to analyse various issues related to health and health care. These techniques will be used to analyse some of the major issues confronting the Australian health care system. The topics that might be covered include trends in population health and expenditure on health care, the nature of the commodity health care, health care as an input in the production of good health, the demand for health care and its relationship with the demand for health insurance, the supply of health care, the financing of health care, agency issues in health care and the regulation of health care, as well as the use of cost-benefit analysis and cost-effectiveness analysis in health economics.

Prerequisite: ECO11IMI/ECO12IMI.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1-hour mid-semester test (25%), one 1500-word essay (25%), one 2-hour final examination (50%)

Prescribed Reading:

Course Reading *Brick Folland, S, A.C. Goodman, and M. Stano The economics of health and health care 5th ed.* Prentice Hall, USA 2006

ECO3IME INTERNATIONAL MONETARY ECONOMICS (15. CPs Sem. TE-SEM-2 BU.) *Dr Shawn Leu*

This unit treats the theoretical and policy issues of international monetary relations at the intermediate level. After introducing the structure and functions of the foreign exchange market, the unit deals with issues such as the balance of payments adjustment mechanism, the process of exchange rate determination, the operation of the international monetary system and international economic integration.

Prerequisite: ECO11IMA/ECO12IMA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One mid-semester test (20%), One 2-hour final examination (70%), Tutorials (10%)

Prescribed Reading:

Paul R. Krugman and Maurice Obstfeld *International Economics: Theory and Policy* Pearson Publishing

ECO3IND INDUSTRIAL ORGANISATION (15. CPs Sem. TE-SEM-1 BU.) *Mr James Bugden*

In Industrial Organisation, students study firm behaviour, market structure and performance, and government regulation. The basic questions the unit covers are: How are companies organised? How do they make pricing and other strategic decisions? Is a more competitive market better than a more monopolistic market? How can government regulation reduce the harmful effects of non-competitive behaviour of companies? The unit emphasises the application of economic theory to practical business problems. A feature of the unit is to learn practical knowledge of business and markets through cases studies and classroom practice.

Prerequisite: ECO21MIT or ECO22MEC.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial participation (10%), one 2-hour mid-term exam (30%), one 2.5-hour final examination (60%)

Prescribed Reading:

Carlton and Perloff *Modern Industrial Organisation* Pearson

ECO3IRE INDUSTRIAL RELATIONS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, SH. TE-W13-26 NI.) *Mr John Griffiths, Dr Apollo Nsubuga-Kyobe*

Three inter-related areas are covered. The first is economic aspects of wages and industrial relations, the second is the sociological study of workers and managers, and the third is the major institutions of Australian industrial relations, including trade unions, employers' organisations, industrial tribunals and enterprise bargaining. Further

topics include the evolution of wages policy, women at work and current controversies over the reform of the industrial relations system together with comparative insights into other countries' industrial relations systems.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BU: ACN: tutorial assessment (15%), one 50-minute essay written in tutorial time (15%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, SH: tutorial assessment (10%), one 2500-word report (20%), and one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: Nilai: one 2-hour examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 1500-word assignment (30%)

Prescribed Reading:
TBA

ECO3ITE INTRODUCTION TO TIME-SERIES ECONOMETRICS (15 CPs Sem. TE-SEM-2 BU.) *Dr John Shannon*

The purpose of this unit is to introduce students to the theoretical and applied aspects of univariate time series modelling in Economics and Finance. The topics to be discussed include the motivation for a time series methodology, difference equations, exponential smoothing, and the Box-Jenkins approach to modelling, testing for non-stationary and the theoretical and applied aspect of ARCH-GARCH models in Economics and Finance. There will be a strong focus on applications and on the use of the EViews time series package

Prerequisite: ECO21ISB or ECO22AFE.

Class requirements: Two 1-hour lectures and one 1-hour workshop per week.

Assessment: Three 500-word practical assignments (30%), one 3-hour final examination (70%)

Prescribed Reading:
TBA Recommended Reading:

Patterson, K. *An introduction to applied econometrics: A time series approach* Palgrave Macmillan, UK Academic, 2000
Diebold, F. *Elements of forecasting (4th ed)* South-Western College Publishing, Cincinnati, 2003

ECO3ITR INTERNATIONAL TRADE (15 CPs Sem. TE-SEM-1 BU.) *Dr Robert Waschik*

In this unit topics in international trade theory are covered, such as determinants and patterns of trade and international competitiveness. Selected topics in international trade policy, including distortions such as import tariffs and export subsidies, and Australia's relationship with Regional Trade Agreements and the World Trade Organisation, are also explored.

Prerequisite: ECO11IMI/ECO12IMI.

Class requirements: Two 1-hour lecture and one 1-hour tutorial per week.

Assessment: One 1.5-hour mid-semester test (30%), one 2-hour final examination (70%)

ECO3MAA MACROECONOMIC ANALYSIS (15 CPs Sem. TE-SEM-2 BU.) *Dr Heidi Ryoo*

This unit builds on the basic macroeconomic theory examined in Macroeconomic Theory to develop a range of alternative approaches. A number of these are developed and used to examine macroeconomic problems of closed and open economies. Australian policy issues and debates are emphasised.

Prerequisite: ECO22MAT.

Class requirements: One 2-hour lectures and one 1-hour seminar per week.

Assessment: Weekly problem set/assignment of 1000 words (10%), one 1-hour mid-semester test (30%), one 2-hour final examination (60%)

Prescribed Reading:
Abel, A., Bernanke, B. *Macroeconomics* Latest edn Pearson/Addison Wesley

ECO3MIA MICROECONOMIC ANALYSIS (15 CPs Sem. TE-SEM-1 BU.) *Dr Buly Cardak*

This unit complements Microeconomic Theory, so that students completing both units have a thorough grounding in microeconomics. Topics include inter-temporal choice, risk and decision theory, welfare economics and market failure, game theory, and information.

Prerequisite: ECO21MIT.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial assessments (10%), one mid-semester test (20%), one 3-hour final examination (70%)

ECO3MKE MARKETING ECONOMICS (15 CPs Sem. TE-SEM-1 BU.) *Dr David Prentice*

In this unit, students learn tools from recent developments in economics for marketing. Topics covered include strategic pricing and product differentiation, economics of advertising, innovation, diffusion and product life-cycles, hedonics and marketing under imperfect information. Analytical and problem-solving skills are developed.

Prerequisite: ECO11IMI/ECO12IMI.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial problem sets, equivalent to 1500 words (10%), one 1-hour mid-semester test (20%), one 2-hour final examination (70%)

Prescribed Reading:
Lynne Pepall, Daniel J, Richard and George Norman *Industrial Organisation* Thomson, Third edn

ECO3OEI ORGANISATIONS, ECONOMICS AND INCENTIVES (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Suren Basov*

In this unit, students consider the economics of asymmetric information, when agents may have private knowledge, take hidden actions and attempt to manipulate the knowledge information and incentives of others. Using game theory and information economics, the main techniques and results of general equilibrium theory, principal-agent theory and contract theory are covered. Students are introduced to the principles of economic design in asymmetric information environments. These tools are applied to performance incentives, economics of education, and structure of insurance markets, property rights, privatisation and comparison of economic systems, asset pricing and corporate finance.

Prerequisite: ECO2MIT or ECO2MEC.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: 5 assignments equivalent to 2000 words (20%), one 2-hour final exam (80%)

Prescribed Reading:
Paul Milgrom and John Roberts *Economics, Organisation and Management* TBA

ECO3PUB PUBLIC ECONOMICS (15 CPs Sem. TE-SEM-2 BU.) *Mr James Bugden*

In this unit, students examine the public sector of a mixed economy, to understand how government can help to meet efficiency and equity objectives using tax and public spending policies. Issues of social choice are addressed and applied to health, defence and social welfare system analysis.

Prerequisite: ECO21MIT or ECO22MEC.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour and 45-min final examination (60%), Tutorial participation (10%), one 2-hour mid semester exam (30%)

Prescribed Reading:
Stiglitz *Economics of the public sector* Norton

ECO3RAE THE RISE OF THE AMERICAN ECONOMY (15 CPs Sem. TE-SEM-2 BU.) *Dr David Prentice*

In this unit, students analyse the growth of the economy of the United States, from settlement to the Second World War. The central question

is what economic factors shaped the rise of the United States to economic leadership? Specific questions analysed include: what caused American industrialisation: what were the effects of monetary and financial regulation on development and macroeconomic stability; what role did canals, railroads and communication improvement play; what were the economic aspects of slavery and the civil war; what caused the rise of big business; what were the causes and effects of the great depression; and, how did government influence all of these?

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour final examination (70%), one 1-hour mid-semester test (20%), weekly tutorial assignments totalling 1500 words (10%).

Prescribed Reading:

Jonathan Hughes and Louis Cain *American economic history* Addison Wesley.

ECO3RED REGIONAL ECONOMIC DEVELOPMENT (15. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*
Not available in 2008

ECO4AMP AGRICULTURAL MARKETING AND POLICY (20. CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*
Not available in 2008

ECO4AQA ADVANCED QUANTITATIVE ANALYSIS (15 CPs Sem. TE-SEM-2 BU.) *Mr Damien Eldridge*

In this unit, students are exposed to a review of the tools in linear algebra and differential calculus necessary for a mathematical treatment of economic theory at the intermediate/advanced undergraduate level. These tools are then applied to several optimization problems which will be familiar to student who have completed second year economic theory courses. The unit finishes with an introduction to differential equations and dynamics used in macroeconomics and finance.

Incompatible unit: Students who have completed ECO3AQA cannot take this unit

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Four honours level problem sets (20%), one 1-hour mid-semester exam (20%), and one 2-hour final exam (60%)

Recommended Reading:

Chiang, Alpha C. *Fundamental methods of mathematical economics*, 3rd ed. McGraw-Hill

ECO4ATE ADVANCED TIME-SERIES ECONOMETRICS (15 CPs Sem. TE-SEM-1 BU.) *Dr Laszlo Konya*

The purpose of this unit is to introduce students to the theoretical and applied aspects of multivariate time series modelling in Economics and Finance. This unit provides students with a basic understanding of the linear algebra, multivariate calculus and simultaneous-equation models needed to work in this area. Topics covered include VAR modelling, Granger causality analysis, error correction models, co integration, impulse response functions and variance decompositions. There will be a strong focus on applications from both Finance and Economics and on the use of the EViews time series package.

Prerequisite: ECO32ITE or ECO31EME or ECO32AEC or permission of the lecturer.

Class requirements: Two 1-hour lectures and one 1-hour workshop per week.

This unit is not available for Study Abroad students.

Assessment: One 1500-word case studie (30%).

Prescribed Reading:

Enders, W. *Applied Econometric Time Series* Wiley, Hoboken 2004, 2nd edn.

Recommended Reading:

Patterson, K. *An Introduction to Applied Econometrics: A Time Series Approach*. Palgrave Macmillan, UK Academic, 2000

Mills, T.C. *The Econometric Modelling of Financial Time Series* Cambridge University Press, 1999. 2nd edn.

ECO4DRE DIRECTED READINGS (15. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Dr Lin Crase, BU: Professor Gary Magee*

An individual reading project. This unit will be available as necessary and at the discretion of the Head of Department. It may be taken only at fourth year levels.

Class requirements: Students are required to discuss their reading project individually with their supervisors at weekly intervals.

This unit is not available for Study Abroad students.

Assessment: One 4000-word research report (100%)

ECO4EEP ENVIRONMENTAL ECONOMICS AND POLICY (15. CPs Sem. TE-SEM-2 BU.) *Dr John Kennedy*

This unit analyses the optimal management of the environment as a source of material, biological and recreational resources and as a sink for wastes generated from production and consumption. The efficacy of alternative policies for controlling pollution is examined, using the theory of externalities. Management of exhaustible resources, fisheries and forestry is considered, with applications to the international harvesting of southern blue fin tuna, and to management of mountain ash stands in the Central Highlands of Victoria. Additional topics such as the precautionary principle and the preservation of biodiversity may also be treated.

Class requirements: Two hours of lectures per week.

Assessment: One 1-hour mid-semester test (20%), one 1500-word review essay (20%), one 2-hour final examination (60%)

Prescribed Reading:

Perman, R., Ma, Y., McGilvray, J., and Common, M. *Natural Resource and Environmental Economics*. 3rd ed. 3rd ed., Pearson, 2003

ECO4HET HISTORY OF ECONOMIC THEORY (15. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

Not available in 2008

ECO4HTA ECONOMICS HONOURS THESIS OPTION A (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Heidi Ryoo*

Students undertake this unit in the first semester of their Bachelor of Economics (Honours). Students are required to begin research on an economics topic under the direct supervision of an academic staff member. Topics outside of economics must be approved by the Head of Department.

Class requirements: There are no formal classes. Students are required to consult with their supervisor on a regular basis and to give a 10-minute presentation of planned work on their thesis near the end of semester.

Assessment: One 10-minute presentation (100%) This unit is part one of their thesis, it is merely the preparatory work before writing the thesis. No mark is returned. It is a hurdle requirement

ECO4HTB ECONOMICS HONOURS THESIS OPTION B (30. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Heidi Ryoo*

Students undertake this unit as part of a Bachelor of Economics (Honours). Students are required to complete a 15000 word thesis in an economics topic under the direct supervision of an academic staff member. Topics outside of economics must be approved by Head of Department.

Prerequisite: ECO41HTA or ECO42HTA.

Class requirements: There are no formal classes. Students are required to consult with their supervisor on a regular basis.

This unit is not available for Study Abroad students.

Assessment: One 15,000-word thesis (100%)

ECO4IME INTERNATIONAL MONETARY ECONOMICS (15. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

Not available in 2008

ECO4ITA INDUSTRIAL ORGANISATION: THEORY AND APPLICATIONS (15. CPs Sem. TE-SEM-2 BU.) *Dr David Prentice*

This unit applies economic theory, econometric and game theory to analysing markets. Topics covered may include strategic pricing and investment, analysing entry/exit and similar moves by competitors, competition through innovation and product differentiation, market

power and empirical methods for analysis.

Class requirements: One 2-hour seminar per week.

Assessment: Four assignments equivalent to 2500 words (40%), one 2-hour final examination (60%)

Recommended Reading:

Shy, Oz *Industrial Organisation: theory and applications*. MIT Press

ECO4ITR INTERNATIONAL TRADE (15. CPs Sem. TE-SEM-2 BU.) *Dr Hayat Khan*

In this unit students will learn the fundamentals of trade theory and how it is used to analyse public policy questions. Topics of international trade, such as patterns and determinants of trade, protection and new trade theory are covered in this unit; as well as topics in trade policy, including regional trade agreements and the World Trade Organisation.

Class requirements: Two hours of lectures per week.

This unit is not available for Study Abroad students.

Assessment: One 500-word term assignment (10%), one 1-hour mid-semester examination (15%), one 2-hour final examination (60%), Three problem-based assignments (15%). equivalent to 1000 words

Prescribed Reading:

Markusen, J., Melvin, J., Kaempfer, W. and Maskus, K. *International trade: theory and evidence* McGraw-Hill 1995.

ECO4LEC LABOUR ECONOMICS (15. CPs Sem. TE-SEM-2 BU.) *Professor*

John King

Not available in 2008

ECO4MAE MACROECONOMICS (15. CPs Sem. TE-SEM-1 BU.) *Dr Shawn Leu*

This unit deals with the main topics of modern macroeconomic theory at an advanced level and is designed to provide students with the theory, tools and techniques relevant to macroeconomic analysis. The unit covers issues on business cycles and fiscal and monetary policy. Students are made aware of the application of these theories in the Australian context.

Class requirements: One 2-hour lecture per week.

This unit is not available for Study Abroad students.

Assessment: One empirical project (50%) equivalent to 2000 words, one 1-hour take-home exam (30%), one 1500-word assignment (20%)

ECO4MES MICRO ECONOMETRICS (15. CPs Sem. TE-SEM-1 BU.) *Dr Ishaq Bhatti*

Not available in 2008

ECO4MIE MICROECONOMICS (15. CPs Sem. TE-SEM-1 BU.) *Mr Damien Eldridge*

This is a course in formal microeconomic theory. the topics to be covered might include consumer theory, producer theory-decision theory, game theory, partial equilibrium models of competitive markets, general equilibrium models of competitive markets, welfare economics and market failures, asymmetric information, externalities and public goods, imperfect competition, social choice and mechanism design.

Class requirements: One 2-hour lectures and one 1-hour tutorial per week.

Assessment: One 1-hour mid-semester exam (25%), one 3-hour final examination (75%)

Prescribed Reading:

Jehle, G.A. and P.J. Reny *Advanced microeconomic theory 2nd ed* Addison Wesley Longman, USA 2001

ECO4MNE MONETARY ECONOMICS (15. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

This unit is about the relationship, in theory and in practice, between the financial and the real sectors of modern economies. We examine how disturbances in the financial sector impacts on employment, investment, output and other outcomes in the real sector using a range of theoretical models as well as case studies, such as the Asian financial crisis.

Class requirements: One 2-hour lecture per week.

Assessment: Internal assessment (50%), one 2-hour final examination (50%)

ECO4PPO PUBLIC POLICY (15. CPs Sem. TE-SEM-2 BU.) *Professor Harry Clarke*

This unit deals with public economic issues. The implications of externalities, public goods and non-convexities for public policy are examined, and issues of collective choice and implementation are presented. The central topic of the course is the rationale for public intervention in decentralised economies. Case studies from Australia and other economies dealing with topics such as income distribution, microeconomic reform, taxation, the environment, health, education and social services illustrate the main theoretical ideas.

Class requirements: Two 1-hour lectures per week.

This unit is not available for Study Abroad students.

Assessment: Assignments (40%), one 2-hour final examination (60%)

FIN2FII FINANCIAL INSTRUMENTS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-2 BU, VI. TE-W01-08 NI. TE-W31-46 NI.) *Dr Larry Li*

This unit is focussed on the operation of financial markets and the pricing of the instruments. A particular focus is given to the money market and the bond, futures, and options markets. The instruments examined range from simple deposits, CDs, bills, FRAs, futures, options and bonds. The market background and use for each instrument is given as a structure within which to see the financial calculations used to price each instrument. Interest rate swaps and options are also introduced with examples of their application, trading strategies and pricing concepts considered.

Prerequisite: ECO121QA.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Five 100-word tutorial tasks (20%), one 1-hour mid-semester test (20%), one 3-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Steiner, Robert *Mastering financial calculations* London. FT Pitman Publishing, 1998

FIN2FIN FINANCE (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, SH, VI. TE-SEM-2 AW, BU. TE-SEM-S BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Ms Sue Nalder*

This is the foundation unit in finance on which all later studies depend, and covers financial decisions, valuation and the capital market. In this unit students will also cover an introduction to portfolio theory and the capital asset pricing model, interest rates and the mathematics of finance, efficient market hypotheses, investment evaluation and option pricing.

Prerequisite: ECO111MI/ECO121MI.

Incompatible unit: FIN21BPF

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour final examination (70%) Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, short weekly assessment tasks (10%). Equivalent to 1000 words over the semester, one 50-minute mid-semester multiple choice test (20%), AW: one 1000-word major assignment (30%). involves practical problem and 1000 word report, AW: one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit

Prescribed Reading:

Ross, Thomson, Christensen, Westerfield, Jordon AW: *Fundamentals of Corporate Finance* McGraw-Hill 2007
Bishop, S. (et al.) *Corporate finance* 5th edn Pearson/Prentice Hall, 2004.

FIN3CFI CORPORATE FINANCE (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BU, VI. TE-W13-26 NI.) *Dr Darren Henry*

This is an analytical unit that deals with the financial behaviour of firms, and examines finance theory, practice and financial management within the context of Australian companies. The methods by which financing and investments opportunities are evaluated by firms are discussed. Emphasis is placed on the ways in which the financial policies of companies, such as policies concerning

investment, capital structure, cost of capital and dividend decision-making, are determined so as to maximise the value of the firm to its owners. The effect of various tax regimes on such decision-making is evaluated in detail. Corporate acquisitions and other specialist areas of corporate finance, such as the use of share repurchase programs and corporate restructuring, are also considered.

Prerequisite: FIN21FIN/FIN22FIN/FIN23FIN.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Five short tutorial tasks/quizzes (10%), one 1-hour mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Ross, S. *Fundamentals of corporate finance* McGraw-Hill Australia, 3rd edn, 2004

FIN3CFP CASE STUDIES IN FINANCIAL PLANNING (15. CPs Sem. TE-SEM-2 BU.) *Mr Marc Olynky*

This unit is designed to give students an insight into the type of tasks they may undertake through employment in the financial planning industry. The unit is focused on developing both the analytical and the interpersonal skills required to advise individuals on how best to achieve their financial objectives. This unit is focused on extending and applying the knowledge and skills introduced in other related subjects such as Financial Planning, Taxation and Retirement and Estate Planning to practical problems presented via a case study methodology. The students' knowledge and financial planning skills will be extended by applying them to the analysis of more complex problems involving associated entities, small family businesses and diverse family structures.

Prerequisite: FIN3FPL and FIN3REP.

Co-requisite: FIN3REP.

Class requirements: One 3-hour seminar per week.

Assessment: Five 900-word financial planning case-studies (100%)

Recommended Reading:

CCH. *Australian master financial planning guide*. Sydney CCH Australia Ltd 2006

FIN3CLF COMPUTATIONAL FINANCE (15. CPs Sem. TE-SEM-2 BU.) *Dr Suren Bazov*

Computational Finance aims to provide practical relevance and real-world application to finance concepts. Adopting a problem-solving approach, it focuses on computational issues in corporate finance, asset portfolios and stock options. The areas covered by the unit include capital cost estimation, asset and option pricing and risk analysis, portfolio optimisation, and simulation of financial outcomes.

Prerequisite: FIN21FIN/FIN22FIN/FIN23FIN.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial exercises (20%) equivalent to 1000 words, one 2-hour practice test (30%), and one 2-hour final examination (50%)

Prescribed Reading:

Benninga, S. *Financial Modelling 2nd ed.* MIT Press, 2000

FIN3CSF CASE STUDIES IN FINANCE (15. CPs Sem. TE-SEM-2 BU.) *Mr Tony Martin*

Comprises an examination of real-life and practical case studies in various fields of finance. The objectives are to gain an understanding of how theoretical concepts are applied in a practical setting, to develop the ability to analyse real life situations and to develop the communication skills required in a business environment.

Prerequisite: FIN21FIN/FIN22FIN/FIN23FIN.

Class requirements: 3-hours per week of finance case studies.

Assessment: Weekly case studies (100%) equivalent to 4500 words

FIN3DER DERIVATIVES (15. CPs Sem. TE-SEM-1 BU.) *Mr John Williams*

This unit focuses on commodity derivatives with specific emphasis on commodity risk analyses, futures market characteristics, forward market analyses, price risk management and issues such as basis risk, production variability and Value-at-Risk. Various strategies will be evaluated including forward contracts, futures and options hedging

and over-the-counter banking products (including commodities, weather and inputs such as fuel and fertiliser). Commodities studied will include minerals, metals, resources, agriculturals and utilities such as electricity and gas. Concepts such as optimal hedging ratios and hedging effectiveness will be examined together with some advanced risk management strategies.

Prerequisite: FIN21FII, FIN22FII, FIN23FII.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour final examination (60%), one 1500-word assignment (20%), one 1000-word research project (20%)

Prescribed Reading:

German, Helyette *Commodities and commodity derivatives*. 2005 John Wiley and Son, UK 2005

FIN3FHY FINANCIAL HISTORY (15 CPs Sem. TE-SEM-2 BU.) *Mr Liam Lenten*

Not available in 2008

FIN3FIM FINANCIAL INSTITUTIONS MANAGEMENT (15. CPs Sem. TE-SEM-1 BU.) *Mr Tony Martin*

This unit focuses on the risks faced by financial institutions in a deregulated environment and the means by which these risks are taken on, identified, measured and managed. Prudential supervision of the financial system is also covered.

Prerequisite: FIN21FIN/FIN22FIN/FIN23FIN.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial assessment (30%) consisting of weekly pre-set tutorial questions and tutorial exercises of approximately 300-400 words, one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Hogan, Warren et al. *Management of Financial Institutions* Wiley, 2000.

FIN3FPL FINANCIAL PLANNING (15. CPs Sem. TE-SEM-1 BU.) *Mr Marc Olynky*

In this unit, students are provided with the knowledge and skills to prepare, present and monitor a basic financial plan for individuals. Students will be introduced to the financial planning process. They will learn how to gather information concerning client attitudes, behavioural characteristics and financial circumstances. They will gain experience in identifying a client's goals and profiling a client's attitude towards risk. Students will then examine how to determine a client's financial status by analysing and evaluating income and expenditure as well as cash flow, assets and liabilities. Students will learn how to prepare a financial plan and budget. Special financial needs are considered, including saving for education and retirement and dealing with particular circumstances such as illness, job loss and dependents with special needs. Consideration is then given to the steps required to implement and monitor the plan.

Prerequisite: FIN21FIN/FIN22FIN/FIN23FIN.

Class requirements: One 2-hour lectures and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 30-minute tutorial quiz (10%), two 500-word analytical case studies (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Beal, D. and McKeown, W. *Personal Finance* John Wiley 2006

FIN3FRM FINANCIAL RISK MANAGEMENT (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 BU, VI. TE-W31-46 NI.) *Mr Greg Jamieson*

This unit is designed to be an introduction to the concepts, theories and practical applications associated with the measurement and management of financial risk in general, and interest rate and equity risks in particular. The measurement and management of financial risk is important to firms for two reasons. Firstly, due to the existence

of market imperfections, firms are able to increase their value by managing their exposure to financial risk. Secondly, firms that manage their exposure to financial risk well are better able to take advantage of growth opportunities. Derivatives offer firms a relatively low cost and highly flexible means of managing their financial risk, hence derivative strategies are a core topic of interest in the study of financial risk management.

Prerequisite: FIN21FIN/FIN22FIN/FIN23FIN/FIN2FIN.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Three short tutorial quizzes (10%), two 500-word case-studies (20%), one 3-hour final examination (70%). Hurdle

Requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Hull, J. C. *Fundamentals of futures and options markets*. New Jersey, Pearson, 2005.

FIN3IFM INTERNATIONAL FINANCIAL MANAGEMENT (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 BU, VI. TE-W13-26 NI.) *Mr Tony Martin*

In this unit students are introduced to the financial operations of firms operating in an environment of open and integrated financial markets. The effect of open and integrated financial markets on local firms is pervasive. Local farmers and miners may seek to sell their products abroad. Domestic manufacturers may compete in the local market against imports, or their suppliers may be importers or import competing firms. Local firms may find it cheaper to borrow funds offshore. Individuals may suffer higher mortgage rates or inflation rates as a result of movements in the domestic currency. In undertaking this unit students will be asked to examine the theoretical and empirical explanations of such effects and to analyse the institutional and practical issues firms must consider in deciding whether to borrow, or invest, funds denominated in the domestic currency or in a foreign currency.

Prerequisite: FIN21FIN/FIN22FIN/FIN23FIN.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: five short tutorial quizzes (10%) of the five quizzes only the best four marks are included in the final result, three 500-word case-studies (20%). of the three case studies only the best two marks are included in the final mark, one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Moosa, I. A. *International finance: an analytical approach*. 2nd edn Wiley, 2004.

FIN3IPM INVESTMENT AND PORTFOLIO MANAGEMENT (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-2 BU, VI. TE-W01-08 NI. TE-W31-46 NI.) *Dr Bully Cardak*

This unit focuses on the principles of investment. The key components of the unit include portfolio theory and the application of risk and return concepts to portfolio construction. The unit looks at equilibrium in equity markets, including CAPM. A theory of asset pricing. This leads to the study of the market model and multi-factor models of security returns. The valuation of equity securities is introduced. Portfolio theory and its practical application to portfolio evaluation and management is examined in relation to both equity and bond portfolios.

Prerequisite: FIN21FIN/FIN22FIN/FIN23FIN.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial assessment tasks (10%) equivalent to 500 words, one 1-hour mid-semester test (20%), and one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

FIN3MAQ MERGERS AND ACQUISITIONS (15. CPs Sem. TE-SEM-2 BU.) *Dr Darren Henry*

In this unit, students examine the strategies and options available to companies to expand or contract their operating activities through the

reconstruction of their asset or business frameworks or modifications to their financial and ownership structures. This begins with a consideration of the types of mergers and acquisitions and the underlying theories and motives encouraging companies to undertake acquisitions. This will lead to a consideration of regulatory issues, the structuring and decision-making involved in formulating acquisition strategies and details, the timing of merger activity and the link with share market activity, takeover defence strategies and the valuation of takeover targets and gains from takeover activity. Applications will extend to the evaluation of cross-border acquisition activity and empirical evidence regarding the motives for and benefits of mergers and acquisitions for companies and factors determining takeover likelihood and outcome.

Prerequisite: FIN31CFI or ECO21MIT.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Four short tests in tutorial class equivalent to 500 words (15%), one 2000-word analytical assignment (25%), and one 2-hour final examination (60%)

FIN3REP RETIREMENT AND ESTATE PLANNING (15. CPs Sem. TE-SEM-2 BU.) *Mr Marc Olynyk*

Students will study the Australian superannuation and social security industry with the aim of being able to develop the knowledge and skills required to devise optimal strategies for clients in both the accumulation phase and the retirement phase of life. Students will learn to estimate the future financial needs of individuals in retirement, based on their stated goals. Various types of retirement plans will be evaluated, including superannuation funds, pensions, annuities and other insurance based products. Consideration will be given to the suitability of these products for clients with different needs. Methods of property transfer at death will be examined. The role of wills, powers-of-attorney, trusts and gifting strategies will be studied. The taxation of retirement income and estates will also be considered. Finally, compliance and regulatory responsibilities will be defined.

Prerequisite: fin31fpl, fin3fpl.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word analytical case study (20%), one 1-hour mid-semester test (10%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

CCH *Australian Master Financial Planning Guide 2007/08* CCH Australia

FIN3SEV SECURITY VALUATION (15. CPs Sem. TE-SEM-1 BU.) *Dr Larry Li*

In this unit students will be introduced to the importance of effective analysis of financial statement information and the application of analysis techniques to financial decision-making. This extends beyond simply determining financial health, to using this information for investment and security valuation and corporate strategy applications. Common ratio and index analysis tools are revisited, as well as the usage of more advanced modelling and multivariate techniques that are applied in the auditing and stock-broking/fund management professions. Students are introduced to the various models used by stockbrokers to value firms, and apply this knowledge by developing a spreadsheet-based full forecasting and valuation model for a real-life company.

Prerequisite: FIN21FIN/FIN22FIN/FIN23FIN.

Class requirements: One 2-hour lecture/seminar and one 1-hour tutorial per week.

Assessment: One 2000-word modelling assignment (20%), one 500-word analytical assignment (20%), one 2-hour final examination (60%)

Prescribed Reading:

Soffer, L., Soffer, R., *Financial statement analysis: a valuation approach* Prentice Hall/Pearson Education Inc, 2003

FIN4FDI FOREIGN DIRECT INVESTMENT (15. CPs Sem. TE-SEM-1 BU.) *Dr Bully Cardak*

Not available in 2008

FIN4FIE FINANCIAL ECONOMICS (15. CPs Sem. TE-SEM-2 BU.) *Dr**Xiangkang Yin**Not available in 2008***FIN4FMA FINANCIAL MANAGEMENT** (15. CPs Sem. TE-SEM-1 BU.) *Dr**Darren Henry*

This unit is concentrated around an examination of the theoretical and empirical aspects of financial management, and focuses on using empirical research and other anecdotal evidence to evaluate theoretical and practical applications of financial management issues. Specific topics covered in the unit include market efficiency and capital market anomalies, capital raisings and the IPO process, capital structure and dividend policy decision-making, mergers and acquisitions, corporate and financial restructuring, and issues relating to corporate governance and control. The unit also has a research methodology focus, providing students with an appreciation and understanding of the various research methodologies and statistical analysis techniques employed in finance-related research.

Class requirements: One 2-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: One 500-word statistical analysis assignment (20%), one 2-hour final examination (50%), one 2000-word literature review (30%)

Prescribed Reading:

Peirson, G., Brown, R., Easton, S. and Howard, P. *Business Finance* 9th edn, McGraw-Hill 2006

FIN4FRM FINANCIAL RISK MANAGEMENT (15. CPs Sem. TE-SEM-2 BU.)*Coordinator to be advised*

This unit deals with the instruments and techniques of financial risk management. The starting point is an overview of risk management as a function in which business firms indulge, including a discussion of risk management products and process, the state of the underlying markets, and the relationship between risk management and the value of the firm. This is followed by a description of the procedures used to measure exposure to financial risk. The core of the unit consists of a description of the instruments that are used for financial risk management and the procedures used to execute this function.

Class requirements: One 2-hour lecture per week.

Assessment: One 2000-word assignment (10%), one 30-minute mid-semester examination (20%), one 3-hour final examination (70%)

Recommended Reading:

Smithson, C.W., Smith, C.W. and Wilford, D.S. *Managing Financial Risk: A Guide to Derivative Products, Financial Engineering and Value Maximization* Irwin, 1995

FIN4HTA FINANCE HONOURS THESIS OPTION A (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Heidi Ryoo*

Students undertake this unit in their first semester of a Bachelor of Finance (Honours). Students are required to begin research on a finance topic under the direct supervision of an academic staff member. Topics outside of finance must be approved by the Head of Department.

Class requirements: There are no formal classes. Students are required to consult with their supervisor on a regular basis, and to give a 10 minute presentation of planned work on their thesis near the end of the semester.

Assessment: One 10-minute presentation (100%) This unit is part one of their thesis, it is merely the preparatory work before writing the thesis. No mark is returned. It is a hurdle requirement

FIN4HTB FINANCE HONOURS THESIS OPTION B (30. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Heidi Ryoo*

Students undertake this unit as part of a Bachelor of Finance (Honours). Students are required to complete a 15,000-word thesis in a Finance topic under the direct supervision of an academic member of staff. Topics outside of Finance must be approved by the Head of Department.

Prerequisite: FIN41HTA or FIN42HTA.

Class requirements: There are no formal class requirements. Students are required to consult with their supervisor on a regular basis.

This unit is not available for Study Abroad students.

Assessment: One 15,000-word thesis (100%)

FIN4IFM INTERNATIONAL FINANCIAL MANAGEMENT (15. CPs Sem. TE-SEM-1 BU.) *Dr Heidi Ryoo*

Multinational firms and firms that indulge in cross-border transactions take part in a variety of international financial operations, including arbitrage, hedging, speculation, financing and investment. The focus of this unit, building on the introduction provided in International Financial Management 3, is on arbitrage, hedging and speculation in the foreign exchange market. Two-currency, three-currency and multi-currency arbitrage are examined along with covered, uncovered and real interest arbitrage activities. Foreign exchange hedging is then examined with a specific focus on the optimal hedge ratio. Both financial and operational hedging strategies are considered. This is followed by a study of speculation in which the focus is on methods used to speculate in the foreign exchange market.

Class requirements: One 2-hour lecture per week.

Assessment: One 1500-word assignment (30%), one 3-hour final examination (70%)

Recommended Reading:

Eun and Resnick *International Financial Management* McGraw-Hill, 2007

FIN4PMT PORTFOLIO MANAGEMENT (15. CPs Sem. TE-SEM-1 BU.) *Mr**Greg Jamieson**Not available in 2008***MGT1FOM FOUNDATIONS OF MANAGEMENT** (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, SH. TE-SEM-2 AW, BE, BU, MI. TE-W01-08 NI. TE-W13-26 NI.) *Dr Sue O'Keefe, Dr John Pacher, Ms Nicola McNeil, Mr Jeremy Seward*

This unit provides an introduction to the management of organisations, and aims to provide an understanding of the fundamental concepts and relevant issues relating to management in the modern business environment, with a particular emphasis placed upon Australia and the Asia Pacific Region. The relationship between management practices and organisational performance will be explored within the context of both individual and organisational outcomes.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 30-minute class test (10%), one 1200-word literature review (20%), and one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: one 30-minute test (10%), AW: one 1200-word literature review (20%), AW: tutorial exercises (10%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Samson, D., and Daft, R. AW: *Fundamentals of Management* Thomson Second Pacific Rim Edn 2005

Samson and Daft *Fundamentals of management: second Pacific Rim edn* Thomson, 2nd edn

MGT2BCO BUSINESS COMMUNICATIONS (15. CPs Sem. TE-SEM-1 BU.)*Dr Lynne Leveson*

This unit provides an introduction to the elements of effective communication within the modern business environment at both a theoretical and practical level. The unit aims to provide an understanding of the fundamental concepts and relevant issues relating to business communication, and provides an opportunity for students to develop a range of skills and techniques for effective communication in both formal and informal situations. The theoretical framework developed in the unit will focus upon the major components of the communication process and the relationship that these practices form with the other key elements of an organisation. Topics include written and spoken communication, interpersonal communication, intercultural communication, e-communication, conflict management and negotiation. The practical aspects of business communications are covered in lectures. These include effective letter-writing, effective presentation skills and report-writing.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

Assessment: one group presentation (10%) 10 minutes per student, one 1500-2000-word case study or report (10%), one 45-minute tutorial test (10%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Dwyer, J. *Communications in Business – Strategies and Skills* Prentice Hall, 3rd edn, 2005

MGT2BET BUSINESS ETHICS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-2 BU, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr George Sansbury*

Ethical dilemmas are encountered by managers in both the public and private sectors. Issues of racism, feminism, politics, corruption and governance are studied with sensitivity to ethical issues and the development of relevant problem-solving skills as the objectives.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 750-word tutorial journal (10%), one 2000-word essay (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

William H. Shaw, Vincent Barry *Moral issues in business* 9th edn, Thompson Wadsworth

MGT2HRD HUMAN RESOURCE DEVELOPMENT (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, SH. TE-W13-26 NI.) *Ms Cindy Taylor,*

Dr Tim Bartram, Dr Apollo Nsubuga-Kyobe

This unit available at Shepparton campus in 2007

The unit introduces students to the theory and practice of human resource development of people in the workplace and assists students in developing some basic skills which practising professionals use in their craft. Topics include behaviourist and cognitive theories of learning, with particular emphasis regarding the learning of adults (a systems approach to training incorporating training needs analysis, development of learning outcomes, design, delivery and evaluation of training), the key issues and approaches to management development, organisational learning and unstructured learning in the work place, the vocational training system with particular reference to the implementation of the National Training System, plus other current issues impacting on human resource development.

Prerequisite: MGT2HRM.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

BE: Noe, R.A. (2008) *Employee training and development* 4th edn McGraw-Hill Irwin.

Delahaye, B.L. *Human resource development: adult learning and knowledge management*. 2005.

MGT2HRM HUMAN RESOURCE MANAGEMENT (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU. TE-SEM-2 BU, MI, SH, VI. TE-W31-46 NI.) *Dr Sue O'Keefe, Dr John Pacher, Dr Darcy McCormack, Dr Apollo Nsubuga-Kyobe*

The unit explores the operational and strategic issues of managing staff in the workplace. It examines the challenges facing human resource managers in contemporary Australian organisations and seeks to develop an understanding of human resource management practices in our continually changing social, economic, industrial relations and organisational environments.

Prerequisite: MGT1FOM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: This unit is offered as a 3 or 4 month distance education program. Students are provided with text and study guide, and are supported by email, telephone and web. .

Assessment: Tutorial participation (5%), one 20-minute individual presentation (10%), one 1200-word essay (15%), one 2-hour final

examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 2000-word assignment (30%), BE: one 2.5-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit

Prescribed Reading:

De Ceiri and Kramer AW: *Human Resource Management in Australia* McGraw-Hill 2005

BE: Dessler *Human resource management* 2nd edn Pearson Education

MGT2ISC INTERPERSONAL SKILLS AND CONFLICT MANAGEMENT (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 BE, BU, SH. TE-SEM-3 BU. TE-W31-46 NI.)

Dr John Pacher, Dr Lynne Leveson

This unit integrates material from the disciplines of communication and organisational behaviour. It brings together theoretical models, empirical research, and practice on various aspects of interpersonal communication (such as, nonverbal behaviour, assertion, listening skills and conflict resolution), and their relationship to conflict – personally and in context of the workplace. In tutorials the emphasis is placed on group and experiential work. At an individual level, students will be encouraged to develop self-awareness of their own interpersonal styles and the skills necessary to develop effective working relationships.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 15-minute presentation (10%), one 1500-word assignment (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: 2000-word assignment (30%) BE: one 2.5 hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit

Prescribed Reading:

De Janasz, K., Dowd, S., Schneider, B. *Interpersonal skills in organisations* Mc Graw-Hill, N.Y. 2006

BE: De Vito, J.A. (2007) *The interpersonal communication book* 11th edn Pearson

MGT2OBE ORGANISATIONAL BEHAVIOUR (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI. TE-SEM-2 BU, SH. TE-W13-26 NI.) *Dr Sue O'Keefe, Mr Max Mollard, Dr Nick Djurkovic, Dr George Sansbury, Dr Apollo Nsubuga-Kyobe*

Organisational behaviour aims at understanding the management of people at work in order to improve an organisation's effectiveness. It is a multidisciplinary examination of what people do in organisations and has four levels of analysis: Individual, group, organisation and culture. This unit explores all four levels of analysis and emphasises the psychological aspects of organisational behaviour.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one class presentation (10%). equivalent to 1000 words, BE: one 2000-word essay (30%), BE: one 2-hour final examination (60%), submission of sample examination answers (equivalent to 200 words) (10%), AW: one 1500-word essay (25%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, AW: weekly tutorial exercises (15%)

Prescribed Reading:

Graetz, Rimmer, Lawrence, Smith AW: *Managing Organisational Change* Wiley, 2002

Robbins *Be : Organisation behaviour Aust/NZ* Pearson Ed, 4th edn

MGT3HRI HUMAN RESOURCE INFORMATION SYSTEMS (15. CPs Sem. TE-SEM-2 BE, BU, SH. TE-W31-46 NI.) *Professor David Brown*

The unit introduces students to the theory and practice of human resource information systems. Human resource information is central to the strategic planning and running of organisations, and the

collection and use of human resource information is seen to be a potential source of added value to the organisation. This unit focuses on organisational human resource (HR) functions and how human resource information systems (HRIS) can be developed to support HR activities. While the unit content views the relationship between HR and HRIS using models from socio-technical theory, the primary emphasis is on the collection of HR information, data interpretation and communication of this information to management.

Prerequisite: MGT2HRM.

Class requirements: One 2-hour lecture per week and one 2-hour lab class per fortnight.

Assessment: Two written reports totalling 2500 words (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Preliminary Reading:

Ceriello, V. R., Freeman, C. *Human resource management systems: strategies, tactics, and techniques* 1998

Prescribed Reading:

BE: Rampton, G. (2007) *HR managers guide to human resource management* 3rd edn Scarborough, Ont., Carswell

MGT3HRP HRM PRACTICUM (15. CPs Sem. TE-SEM-2 BU, SH.) *Ms Joan Baber*
Not available in 2008

MGT3HRT HRM INTERNATIONAL STUDY TOUR (15 CPs Sem. TE-W26-28 BU.) *Dr Darcy McCormack*

In this unit students will spend a period of approximately three weeks based in one or more foreign countries where they will receive academic instruction, undertake site visits and meet with management of organisations. The unit will normally be conducted during La Trobe's non-instruction weeks. The focus of the unit will be on exploring challenges that are particular to the environment of the host country. It is anticipated that this exposure will increase awareness among students of the importance of developing HR policies and practices that are effective across cultural and environmental barriers.

Prerequisite: At least 120 credit points including MGT2HRM.

Quota: 30. Need written approval of lecturer before being able to enrol

Class requirements: Three-week intensive study tour preceded by one 6-hour preparatory lecture in Melbourne.

Assessment: One 2500-word assignment (60%), one 2000-word assignment (40%)

Preliminary Reading:

Dowling, P., Welch, D. and R. Schuler. *International Human Resource Management* International Thomson Publishing

MGT3IHR INTERNATIONAL HUMAN RESOURCE MANAGEMENT (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 FR. TE-SEM-2 BE, BU, FR, SH. TE-W31-46 NI.) *Dr Timothy Bartram, Dr Apollo Nsubuga-Kyobe*

In this unit students' understanding of the theories of human resource management will be extended to incorporate the international dimension. This perspective underlies each of the topics to be examined. These will include the organisational context, international recruitment and selection, performance management, training and development, compensation, repatriation and labour relations. Underlying themes will be drawn and likely future challenges predicted.

Prerequisite: MGT2HRM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: One 10-minute seminar presentation (10%), one 2000-word essay (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Dowling, P.J., Welch, D.E. *International human resource management* 4th edn Thomson

MGT3IMG INTERNATIONAL MANAGEMENT (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BU, SH. TE-W01-08 NI. TE-W13-26 NI.) *Dr Terri Joiner*

Globalisation stemming from reduced trade barriers, technological advancements, and the proliferation of multinational organisations has changed the nature of business management today. Successful international managers increasingly need a global mindset to understand and succeed in this rapidly changing business environment. This course primarily focuses on developing students' understanding of national cultural differences and how these differences influence management practice. Topics include the meanings and dimensions of culture, intercultural communication, motivation and leadership across cultures, comparative organisational design, and managing ethical and social responsibility in multinational companies.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 750-word essay (10%), one group presentation (20%). 10 minutes per member, plus a 2-page summary, one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Cullen, J., Parboteeah, K. P. *Multinational management* South-Western College Publishing, 2008

MGT3OCD ORGANISATIONAL CHANGE AND DEVELOPMENT (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 VI. TE-SEM-2 BE, BU, MI, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Rosaria Burchielli, Dr Apollo Nsubuga-Kyobe*

For the past decade or so, organisations have been subjected to enormous change. One of the major challenges facing managers (and consultants) in this climate is how to achieve greater organisational effectiveness, including increased financial performance as well as improved quality of work life. This unit attempts to address this question by examining the process (contracting, diagnoses, intervention strategies and change management) and practice (strategic, technological, structural and human resources) of organisation development.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture per week and one 2-hour tutorial per fortnight.

Assessment: One 5-minute class presentation (10%) based on analysis of specific readings, one 1500-word assignment (20%), and one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Graetz, F., Rimmer, M., Lawrence, A., and Smith, A. *Managing organisational change*. 2006 John Wiley and Sons, Australia Ltd.

MGT3OSD ORGANISATIONAL STRUCTURE AND DESIGN (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-2 BU, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Terri Joiner*

Organisation theory, the essence of this unit, is a discipline that examines the structure and design on organisations in the pursuit of (improved) organisational effectiveness. Theoretical models, academic research and current business practice are used to provide the basis for understanding organisational phenomena, analysing problems, and responding with well-formulated solutions. Case studies are used throughout as a means of illustrating the application of organisational theory principles. Case studies also provide a means whereby students can improve their analytical skills and learn to deal with some level of uncertainty and ambiguity in their work.

Prerequisite: MGT11FOM/MGT12FOM/MGT13FOM is strongly recommended.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: SH: BU: two 300-word work book assignments (10%), one 20-minute case study presentation (20%), and one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, ACN; Nilai; Hanoi: three 600-word work book assignments (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Daft, R. *Organisation theory and design* 9th edn, South Western, 2007

MGT3SMG STRATEGIC MANAGEMENT (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 BU, CH, MI, SH. TE-SEM-2 BE. TE-W01-15 FR. TE-W13-26 NI. TE-W48-09 FR.) *Dr Findlay Johnston, Dr Rosaria Burchielli*

Strategic management focuses on the underlying determinants of business success. It dwells on the techniques applied by top management to gain competitive advantage, and the patterns of decisions and actions taken to guide the firm in competitive environments. Key topics in strategic management include industry and competitor analysis, generic strategies, core competency, manufacturing competitiveness, diversification and integration, international business strategy, organisational structure and controls, and re-engineering. Students of strategic management will apply concepts in strategic management to the solution of the problems presented in case studies involving real firms.

Prerequisite: MGT1FOM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: China – This unit is offered as a five month program of study in conjunction with Jiangsu University of Science and Technology. Lecture support by staff from the Bendigo campus covers 30 hours of this period. France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: One 5-minute class presentation (10%) based on analysis of specific readings, one 1500-word assignment (20%), and one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Dallas Hanson (et.al). *Strategic management: competitiveness and globalisation* Pacific Rim ed. South Melbourne Nelson/Thomson Learning, c2005

MGT4CIM CONTEMPORARY ISSUES IN MANAGEMENT (15. CPs Sem. TE-SEM-1 BU.) *Mr Nick Djurkovic*

This unit addresses a diversity of issues of relevance to modern management theory and practice. Management theories and concepts are used to explain the effects of environment, culture, technology, strategy and human factors on decision-making in organisations. A central learning objective of the unit is the development of analytical skills necessary to evaluate research literature.

Class requirements: One 2-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: one 20-minute seminar presentation (15%) or 10-minute per member if a group of 3 students., one 1500-word research essay (25%), one 2-hour final examination (60%)

MGT4LED LEADERSHIP IN ORGANISATIONS (15. CPs Sem. TE-SEM-1 BU.)

Dr Lynne Leveson

The focus of this unit is on the major theories and the current trends in the area of leadership. Some of these theories will have been introduced in the undergraduate subject MGT21OBE and MGT22OBE whilst others will be new. The course provides students with a historical overview of the development of leadership theory and practice as well as knowledge of some of the research methods commonly used by researchers. The application of these theories to the work place will be explored. Students will be expected to become familiar with the leadership literature and to be able to interpret and critique this in relation to the Australian business context. Students are also expected to develop an analytical approach to the literature and to demonstrate this skill in the internal assessment tasks – the research essay and presentation.

Class requirements: One 2-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: One 1500-word assignment (30%), one 20-minute class presentation (20%), one 2-hour final examination (50%)

Recommended Reading:

Robbins, Milllett Cacioppe and Walter-Marsh *Organisational behaviour* Prentice Hall, 2004

MGT4ODY ORGANISATION DYNAMICS (15. CPs Sem. TE-SEM-1 BU.) *Dr*

Terri Joiner

Not available in 2008

MGT4RMA RESEARCH METHODOLOGY (15. CPs Sem. TE-SEM-1 BE, BU.)

Ms Nicola McNeil

The goal of this unit is to equip fourth year students with the skills to successfully undertake a piece of independent research. The unit includes lectures on the selection and definition of a research problem, the preparation and evaluation of a research plan, sampling and measurement, data analysis and qualitative research methods.

Class requirements: One 2-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: Progressive assessment (40%) equivalent to 2000 words, one 3000-word research proposal (60%)

MGT4RPM REMUNERATION AND PERFORMANCE MANAGEMENT (15. CPs Sem. TE-SEM-1 BU.) *Dr Darcy McCormack*

Students gain an appreciation of some of the key challenges facing contemporary Human Resource Management. Various approaches to remuneration and performance management decisions are examined and reasons behind managerial decisions are analysed in the context of the employment relationship.

Class requirements: One 2-hour lecture per week.

Assessment: One 2000-word research essay (25%), one 20-30 minute seminar presentation (15%), and one 2-hour final examination (60%)

MKT2CBE CONSUMER BEHAVIOUR (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, SH, VI. TE-SEM-2 AW. TE-W13-26 NI. TE-W16-29 SI.) *Dr Lin Crase, Dr Wenbin Guo, Dr Clare D'Souza*

This unit provides an understanding of the role of consumer behaviour in development of the total marketing mix. The contribution of psychological and social knowledge relevant to both consumer and organisational marketing is evaluated, with an emphasis on practical skills of analysis and the writing of effective positioning statements.

Prerequisite: MKT2MPP or THS2IMT.

Incompatible unit: MKT32CBC

Class requirements: Onshore students: two 1-hour lectures and one 1-hour tutorial

Offshore students: This unit is offered as a 3-or 4-month distance education program. Students are provided with text and study guide, and are supported by email, telephone and web. .

Assessment: One 1-hour mid-semester multiple choice test (15%), one 2000-word assignment (15%), one 2-hour final examination (70%).

Hurdle requirement: Students must achieve at least 40% in the final examination as well as an over all total of 50% to pass the subject

Prescribed Reading:

Blackwell, D'Souza, et al *Consumer Behaviour* Thompson Learning, Melbourne 2007

MKT2MPP MARKETING PRINCIPLES AND PRACTICE (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BU, MI. TE-SEM-2 BE, BU, SH. TE-W31-46 NI.) *Mr Peter Lamb, Dr Marthin Nanere, Dr Outi Niininen, Ms Elaine Plant*

This is an introductory unit to marketing principles and practice as applied to mainly fast moving consumer goods. The unit is designed to give you a broad understanding of the formal discipline of marketing and of the key marketing activities in business. Topics cover the marketing concept, the marketing environment, buying behaviour in consumer and organisational markets, customer segmentation, targeting and positioning, developing the marketing mix (product, price, promotion and distribution) and the implementation and control of marketing programs. As a pre-requisite

to further study in marketing, it is intended to provide a sound foundation upon which more advanced skills and applications can be built.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BU: ACN: one team oral presentation (05%), one individual assignment/test (10%). equivalent to a 1000-word assignment, one group assignment (15%). 1500 words per student, one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, Wo: tutorial exercises and case studies totalling 500 words (10%), one group assignment (40%). 1500 words per student, one 2-hour final examination (50%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 3-hour examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 1500-word case assignment (30%)

Prescribed Reading:

Summers, Gardiner, Lamb, Hair and McDaniel *AW: Essentials of Marketing* Thomson, 2nd Edn
BE: Quester, McGuigan, Perrault and McCarthy *Marketing creating and delivering value* 5th edn McGraw-Hill Book Australia, 2007
BUNDOORA, ACN, NILIA: Kother, Adam, Brown and Armstrong *Principles of Marketing* 3rd Edn

MKT2SMA SERVICES MARKETING (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 VI. TE-SEM-2 BE, BU, SH. TE-W28-41 OS.) *Professor Rhett Walker, Dr Sandra Gountas*

Service industries are rapidly emerging as the most dominant force in most world economies, including Australia. In developed economies up to 70% of the labour force, 75% of the GNP and 45% of an average family's budget are accounted for by services. Services (both commercial and not-for-profit) possess several unique characteristics that require a distinctive approach to marketing strategy – both in its development and execution. This unit expands upon and adapts the marketing management concepts covered in the unit 'Marketing Principles and Practice'. Topics include: how to improve service quality, increase and maintain customer satisfaction levels, generate customer loyalty and create a healthy service culture within the firm.

Prerequisite: MKT2MPP or THS2IMT.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BE: one 1500-word major assignment (30%), BE: one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, tutorial test (20%), one 6000-word team research project (20%). 1500 words per student
Students will be working in groups of four, one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Fisk, R., Gountas, S., Hume, M., Gountas, J. *Services Marketing* Wiley Australia, 2007
BE: Lovelock, C. *Services marketing – Australia and New Zealand* 4th edn Prentice Hall.
BE: Lovelock, C., Patterson, P., Walker, R.H. *Services marketing – an Asia-Pacific perspective* Pearson Australia, 2007

MKT3IMK INTERNATIONAL MARKETING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 FR, SH. TE-SEM-2 AW, BE, BU, FR. TE-SEM-S AW. TE-W31-46 NI.) *Mr Peter Lamb, Dr Wenbing Guo, Dr Clare D'Souza*

This unit focuses on the nature of the international marketplace and the problems and decisions facing managers of international marketing. It is comprehensive and practical: covering marketing goods and services across national boundaries, as well as within different national markets. Major topic areas covered are the international marketing imperative, analysis of foreign environments, development of international marketing strategies and the implementation of marketing programs across different nations and within nations.

Prerequisite: MKT2MPP OR THS2THM OR THS2IMT.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: Class participation (10%) AW: one 20-minute seminar presentation (10%). AW: one 1-hour mid-semester test (10%), one 2000-word individual assignment (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an over all total of 50% to pass the subject, one group assignment (30%). AW: 1000 words per student, one 2- hour final examination (50%). AW: Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass this unit.

Prescribed Reading:

Cateora, P., Taghian, M., Mort, G., Weerawardena, J., D'Souza, C. and John Graham *International Marketing: an Asia-Pacific approach* McGraw-Hill, Melbourne 2008

MKT3MCO MARKETING COMMUNICATION (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-W13-26 NI.) *Professor Rhett Walker, Mr Roman Peretiako, Ms Elaine Plant*

An understanding of the role of integrated marketing communications in the total marketing mix is provided, with the particular roles of advertising, public relations, personal selling, sales promotion, direct marketing and internet marketing being explored and evaluated. Emphasis is placed on the practical skills of writing advertising briefs and marketing communications plans, as well as understanding the key strategic issues involved in their development.

Prerequisite: MKT2MPP or THS2IMT, MKT2CBE.

Class requirements: BU: one 2-hour lecture and one 1-hour tutorial
BE: two 1-hour lectures and one 1-hour tutorial

Offshore students: This unit is offered as a 3-month distance education program. Students are provided with text and study guide, and are supported by email, telephone and web. .

Assessment: BU: one 1-hour mid-semester test (10%), BU: one 4000-word group project and presentation (20%). approximately 1000 words per student, BU: one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, BE: one 1-hour mid-semester multiple choice test (10%), BE: one 2500-word assignment (20%)

Prescribed Reading:

G.E. Belch and M.A. Belch *Advertising and promotion: an integrated marketing communication perspective*. McGraw-Hill Irwin, 7th edn, 2007

MKT3MPR MARKETING PRACTICUM (15. CPs Sem. TE-SEM-2 BU. TE-SEM-S BU.) *Dr John Gountas, Mr Simon Pervan*
Not available in 2008

MKT3MRE MARKETING RESEARCH (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BE. TE-SEM-2 AW, BU, SH, VI. TE-W13-26 NI.) *Dr Marthin Nanere, Professor Geoffrey Crouch*

Business managers request, assess, purchase and use marketing research to make a wide number of informed decisions. To be able to do this competently, they need to know what marketing research can provide, what research methods are appropriate for different types of problems, and how results should be interpreted. The aim of this unit is to give you the knowledge and skills, as either a future business manager or a marketing research practitioner, to make intelligent decisions in your specification, evaluation, and application of marketing research.

Prerequisite: MKT2MPP or THS2IMT and either ECO1ISB or ECO1IBS (or equivalent first year statistics unit)

Incompatible unit: MKT2MRB

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word major case study assignment (30%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Burns, Alvin C and Bush, Ronald F *Marketing research* Revised 5th edn Prentice Hall, 2006

MKT3SMK STRATEGIC MARKETING (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 AW, BU, SH, VI. TE-W31-46 NI.) *Mr Peter Lamb, Dr John Gountas*

This unit available at Shepparton campus in 2007

This is the final unit in the marketing major sequence. The unit provides a comprehensive and practical understanding of strategic management of the marketing process in a competitive environment. A central focus is the preparation of a marketing plan for a specific product or service and/or alternatively, a detailed marketing audit. Skills of strategy formulation, implementation and control, as well as reporting and presentation of marketing initiatives are developed in this unit. A review of advanced issues in marketing, including the current state of the discipline, is a further focus.

Prerequisite: MKT2MPP.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1-hour mid-semester test (10%), one group project equivalent to 1500 words per student (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: class participation (8%), AW: one 20-minute group presentation (12%), AW: one group assignment (30%). 1000 words per student, AW: one 2-Hour final examination (50%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Aw: Reed, P. *Marketing Planning and Strategy* 2nd edn, Thomson, 2003

Walker, O., Boyd, H., Mullins, J. Larrech, J. *Marketing strategy: a decision-focused approach* Mc Graw-Hill, 2006

MKT4REM RELATIONSHIP MARKETING (15. CPs Sem. TE-SEM-1 BU.) *Dr Sandra Gountas*

Relationship Marketing is one of the most important issues facing marketing today. Seen as a key to developing loyal customers, understanding how to build and maintain relationships is fundamental to efficiency and subsequently to achieving organisational outcomes. This unit involves an analysis of the key antecedents to strong relationships in marketing as well as the outcomes this achieves. The initial focus is on a critique of the traditional trust and commitment model of relationship marketing. However, attention is then drawn to the many evolving perspectives in this area.

Class requirements: One 2-hour seminar per week.

Assessment: Two 1500-word essays (50%), one 2-hour final examination (50%)

Recommended Reading:

Egan, J. *Relationship marketing: exploring relational strategies in marketing*. Essex England Pearson Education, 2001.

MKT4SEM SOCIAL AND ENVIRONMENTAL MARKETING (15. CPs Sem. TE-SEM-1 BU.) *Dr Clare D'Souza*

Not available in 2008

MKT4TIM THEORY IN MARKETING (15. CPs Sem. TE-SEM-1 BU.) *Dr John Gountas*

This unit develops in students an advanced level of knowledge and skills in marketing theory and its application to marketing practice, and the further development of marketing theory through research. The unit examines contemporary philosophy of marketing science and the state of the marketing theory in a variety of selected key areas. Students develop knowledge and skills which enable them to undertake postgraduate research in marketing.

Class requirements: One 2-hour seminar per week and self-directed learning activities equivalent to 1-hour class room contact per week.

This unit is not available for Study Abroad students.

Assessment: One 1500-word essay (20%) A Theory of Marketing

topic to be selected, one 2-hour final examination (60%). Hurdle requirement – student must pass 50% of the exam to pass the unit, one 1500-word assignment (20%). A special topic will be selected.

Prescribed Reading:

S.D. Hunt *Foundations of marketing theory. Towards a general theory of marketing*. M.E. Sharp 2002

Baker, M.J. *Marketing theory: a student text* Business Press/Thompson Learning, 2000

School of Law

Enquiries:

Melbourne (Bundoora) Campus:

Head of School: Professor Gordon Walker

General enquiries, School of Law

Social Sciences Building, Room 229

Tel: (03) 9479 2284

Email: law@latrobe.edu.au

Bendigo Campus:

Course Administrator: Ms Heidi Brady

Tel: (03) 5444 7905

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Course Administrator: Ms Tracy Quick

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Melbourne (City) Campus:

Administrative Officer: Ms Sandra Padova

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Shepparton Campus:

Academic Services Officer: Mrs Rhonda King

Tel: (03) 5821 8316

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The Bachelor of Laws program provides students with an innovative legal education that combines technical excellence with the insights and methods needed to appreciate the diverse contexts of law.

Entry into the Bachelor of Laws is possible either from secondary school or following previous tertiary studies. The law course is available in a three-year graduate version or a four-year undergraduate version; and it can also be combined with a number of other degrees at La Trobe which take five years (see list below).

The School has a strong research culture and has expertise in each of the core areas of the curriculum. It is well placed to provide professional and practical insights in teaching and supervision of research. Many staff members have extensive legal experience, with a number still practising at the Victorian Bar or in legal clinics, sitting on tribunals and boards and consulting to governments both nationally and internationally.

Honours

Students may be permitted to undertake Honours in the law program in the final year of their law studies. Normally a grade of B average over two full-time years of law study is required. Students must complete a 10,000-word thesis (which takes the place of two law electives) on a topic to be approved by the Honours Research and Graduate Studies Committee. Honours comprises a research component and a compulsory research seminar. The compulsory research seminar is conducted throughout the year. Students must attend at least six of the sessions and are required to present a paper on their individual research project.

Those students undertaking a double degree will also need to refer to the other School's entry in the *Handbook* for information on Honours.

Profession recognition

All La Trobe University Law courses include those units approved by the Victorian Council of Legal Education, which must be completed successfully to qualify for admission to legal practice. Admission to practice as a barrister and solicitor of the Supreme Court of Victoria usually requires the completion of articles of clerkship or a practical legal training course conducted by the Leo Cussen Institute, the College of Law Victoria or Monash University.

Those students undertaking a double degree will also need to refer to the other School's entry in the *Handbook* for information on accreditation.

Further information

For information on law courses, electives, part-time study, advanced standing and honours, please consult the entry for the Bachelor of Laws (Graduate Entry) or contact the School of Law on (03) 9479 2284.

Law and legal studies within other Schools and Faculties

The School of Law no longer offers the Bachelor of Legal Studies. However, this degree is now offered by the Faculty of Humanities; please see this section in the *Handbook*.

Law courses

The Faculty's undergraduate law programs are taught in a range of degrees:

Melbourne (Bundoora)

- Bachelor of Laws (3 year, graduate entry)
- Bachelor of Laws (4 year, undergraduate entry)
- Bachelor of Laws/Bachelor of Arts
- Bachelor of Laws/Bachelor of Business
- Bachelor of Laws/Bachelor of Commerce
- Bachelor of Laws/Bachelor of Economics
- Bachelor of Laws/Bachelor of Finance
- Bachelor of Laws/Bachelor of International Relations
- Bachelor of Laws/Bachelor of Media Studies
- Bachelor of Laws/Bachelor of Psychological Science
- Bachelor of Laws/Bachelor of Science

Postgraduate Programs¹

- Conflict Resolution, Negotiation and Mediation – Professional Development Workshops¹
- Global Business Law – Professional Development Workshops¹
- Graduate Certificate in Conflict Resolution¹
- Graduate Certificate in Global Business Law¹
- Graduate Certificate in Fraud Investigation¹
- Graduate Diploma in Conflict Resolution¹
- Graduate Diploma in Family Law Mediation¹
- Graduate Diploma in Law and Legal Studies (*but university approval for new Graduate Diploma in Law pending*)¹
- Graduate Diploma in Fraud Investigation¹
- Master of Arts (by research)¹
- Master of Commercial Law (available only to students without an LLB)¹
- Master of Global Business Law ((available only to students without an LLB)¹
- Master of Laws (by coursework)¹
- Master of Laws (by research)¹
- Master of Laws (International) (*available only to students with an overseas LLB*)¹
- Master of Laws in Global Business Law¹
- Master of International Business and Law (*in conjunction with the Graduate School of Management*)¹
- Master of Conflict Resolution¹
- Doctor of Philosophy¹
- Doctor of Conflict Resolution¹
- Doctor of Juridical Science¹

Bendigo

Three five-year undergraduate combined law programs are offered at the Bendigo Campus. Students complete only two years of the program at Bendigo and then transfer to the Melbourne (Bundoora) Campus.

- Bachelor of Laws/Bachelor of Arts²
- Bachelor of Laws/Bachelor of Business²
- Bachelor of Laws/Bachelor of Science²

Key: ¹ For full course descriptions, refer to the Postgraduate Handbook.

² For full course descriptions, refer to the Bendigo chapter in this Handbook

A business law major is also offered within the Bachelor of Business. See School of Business entry for Bendigo details.

Bachelor of Laws (Graduate Entry) (LBLE)

The Bachelor of Laws (Graduate Entry) is a three-year degree which provides graduates with an accredited professional qualification in law without having to complete the additional non-law units required in the four-year undergraduate law degree. It includes all the

compulsory units required by the Council of Legal Education for admission to legal practice in Victoria, as well as a broad range of electives, many with a practical skills component, such as clinical legal education, communication and advocacy skills, and negotiation. Students who receive advanced standing for prior law-related tertiary study may, by taking some summer and/or winter School units, be able to complete the degree in two and a half years full-time. The first year of the program provides students with a strong theoretical and practical foundation for their future law studies through a combination of skills-based and public law units including Dispute Resolution, Criminal Law and Principles of Public Law. The second year introduces students to the law of private obligations including property law, but also addresses key aspects of statutory regulation, which impact on the common law. The third year deals with corporate regulation, principles of administrative review, and additional practice-related requirements such as Civil Procedure and Legal Ethics.

Admission requirements

Successful completion of an Australian Bachelor's degree or equivalent. Applicants who have completed an undergraduate degree in a language other than English must submit an IELTS (or equivalent) test result with a minimum overall band score of 6.5 with no individual score less than 6.0. Applicants may apply through Victorian Tertiary Admissions Centre (VTAC).

Degree requirements

Students must:

- complete a total of at least three years' full-time study or its equivalent
- complete in sequence the compulsory law units
- complete a total of 375 credit points in law units
- complete a total of 22 law units (15 compulsory units and 7 electives).

Course structure

First year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods ¹	LAW1LIM	15
either			
TE-SEM-1	Law of Torts ²	LAW2TOR	20
or			
TE-SEM-1	One law elective ³		15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law ⁴	LAW2PPL	15

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts ⁵	LAW2CNT	20
either			
TE-SEM-1	Law of Torts	LAW2TOR	20
or			
TE-SEM-1	One law elective ⁶		15
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1	One law elective ⁷		15
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-2	One law elective ⁷		15

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	Two law electives ^{7,10}		30
TE-SEM-2	Administrative Law	LAW3ADM	20
TE-SEM-2	Civil Procedure ⁸	LAW3CIV	15
TE-SEM-2	Legal Practice and Conduct ^{8,9}	LAW4LPC	15
TE-SEM-2	Two law electives ¹⁰		30

Key: ¹ This program is designed for full-time students. Part-time students should attempt to complete core units in first and second years before attempting law electives. Part-time students must complete Legal Institutions and Methods (LAW1LIM) before Dispute Resolution (LAW1DR); and Criminal Law (LAW2CRM) before Principles of Public Law (LAW2PPL), if they cannot be undertaken concurrently.

- ² Only full-time students are permitted to enrol in LAW2TOR in lieu of an elective. Part-time students must normally complete LAW1LIM and LAW1DR.
- ³ Graduate students may be able to take a unit from the Master of Laws in Global Business Law in winter school in lieu of this elective.
- ⁴ Part-time students should complete the introductory unit, Principles of Public Law (LAW2PPL), before Constitutional Law (LAW2CNL) if they cannot be undertaken concurrently.
- ⁵ Part-time students, if required to make a choice in second year, should complete Law of Contracts (LAW2CNT) in preference to Criminal Procedure and Evidence (LAW3CPE); they should complete Commercial and Consumer Contracts (LAW2CCC) immediately after Law of Contracts; and must complete Law of Contracts before Property Law (LAW3PRP).
- ⁶ Only students who have taken LAW2TOR in first year should take this elective.
- ⁷ It is recommended that students take some of these electives in summer or winter school to reduce the workload during teaching periods 1 and 2.
- ⁸ Students wishing to fast track their degree may be able to take units equivalent to LAW3CIV and LAW4LPC in summer school at Monash University on a cross-institutional basis, but this may be on a fee-paying basis only.
- ⁹ Alternatively, students may apply for a place in the 30-credit point unit, Legal Practice and Conduct Clinical Placement (LAW4LPP), which counts as one law elective, as well as the core unit, LAW4LPC. LAW4LPP can be taken in teaching periods 1 or 2, but is subject to quota. LAW3CPE is a prerequisite or co-requisite.
- ¹⁰ Honours students enrol in LAW4THA Law Honours Thesis Part A in teaching period 1 and LAW4THB Law Honours Thesis Part B in teaching period 2, which count as two electives.

Law electives

Students wishing to study part-time are encouraged to complete core units before elective units in the early years of the program so they complete the prerequisites for future core and elective units. This will give greater choice and flexibility in later years and will permit students to cluster their electives in an area of interest or specialisation. Although law electives carry a year-level code, students can undertake electives at any stage of their degree, subject to compliance with any prerequisites. Students can specialise in areas such as alternative dispute resolution, corporations and commercial law, criminal law and criminal justice, international law and human rights, public interest law, and rights and justice.

Subject to quota and pre-requisites, students are also permitted to take up to four of the units offered in the Master of Laws in Global Business Law as law electives and can expect to receive advanced standing for two of these units should they later enrol in this LLM coursework program at La Trobe. Students in the graduate law program can take the GBL units from first year. Undergraduate law students can normally take these units only in the penultimate or final year of their law studies. These units are offered in block release mode in summer or winter school. Alternatively, final-year students may be permitted to enrol in up to four Public Interest Law units within the Masters in Law. The School also offers many units with a practical skills component, such as clinical legal education, communication and advocacy and mooting. Students can, if they wish, undertake a placement at the West Heidelberg Community Legal Service or within a legal aid environment. Opportunities also exist for judicial mentoring and to work under supervision in government and non-government legal organisations both within Australia and overseas (through an externship program). The School also offers other opportunities for students to study overseas, including semester-long exchanges, intensive winter school programs run by Duke University School of Law in Hong Kong and Geneva, and a new Introduction to Chinese Law summer school unit run in Shanghai. Subject to sufficient interest, suitably qualified and successful students can also participate in the Willem C Vis (Far East) International Commercial Arbitration mooting competition in Hong Kong.

Bachelor of Laws (Undergraduate Entry) (LBL)

This four-year law course provides an accredited professional qualification in law, but also requires students to complete units in another non-law discipline such as science, media studies or marketing, without having to complete a separate degree in that discipline. The program includes all the compulsory law units required by the Council of Legal Education for admission to practice

in Victoria and a wide range of law electives. It is designed for school leavers and tertiary students who have not yet completed an undergraduate degree. Students may apply to transfer into a five-year combined degree at the end of their first year, should they wish to complete a second degree such as a Bachelor of Arts or a Bachelor of Science.

Admission requirements

Admission requirements are VCE units 3 and 4, and a study score of at least 30 in English (any).

Degree requirements

Students admitted to the undergraduate degree of Bachelor of Laws must:

- complete a total of four years of full-time study or its equivalent
- complete in sequence the compulsory law units
- complete a minimum of 480 credit points (375 credit points in law and a minimum of 105 credit points in other non-law disciplines)
- complete a total of 22 units in law (15 compulsory units and 7 electives)
- complete no more than 135 credit points at first year level overall.

Course structure

First year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1	Two first year non-law electives ^{1,2}		30
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-2	Two first year non-law electives ^{1,2}		30

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1	One first, second or third year non-law elective ^{1,2}		15–20
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-2	One law elective		15
TE-SEM-2	One first, second or third year non-law elective ^{1,2}		15–20

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1	Two law electives		30
TE-SEM-1	One non-law elective (only required if non-law elective credit points still total fewer than 105) ^{1,2}		15–20
TE-SEM-2	Civil Procedure	LAW3CIV	15
TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-2	One law elective		15

Fourth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	One law elective		15
TE-SEM-2	Administrative Law	LAW3ADM	20
TE-SEM-2	Legal Practice and Conduct	LAW4LPC	15
TE-SEM-2	Two law electives		30

Key: ¹ Students may take non-law units from any other area offered by the university, subject to the approval of the School of Law and the other area concerned. As non-law units vary in credit-point value, the number of units undertaken will vary. For example, if undertaking all 15-credit point units, an additional unit in third year may be required to bring the total non-law studies to 105 credit points. Where possible, students are encouraged to take a sequence in one discipline. Students should also note that they can enrol in French or German as a non-law unit within the four-year law degree, but should they later transfer into a Bachelor of Laws/Bachelor of Arts degree, they will not receive advanced standing for this as neither

French nor German is a permitted discipline in the latter degree.

² Students who have transferred into the Bachelor of Laws after at least a year of prior tertiary study at an accredited institution should apply for advanced standing for these non-law electives at the start of teaching period 1.

Bachelor of Laws/Bachelor of Arts (LZLA) – Melbourne (Bundoora)

The Bachelor of Laws/Bachelor of Arts is a five-year combined degree providing an accredited professional qualification in law as well as a degree in arts. The program includes all the compulsory law units required by the Council of Legal Education for admission to practice in Victoria and a wide range of law electives. Students can select a major or a double major from amongst a wide range of disciplines offered by the Faculty of Humanities and Social Sciences, but it is not possible to enrol in French or German within this degree. If they wish, students can also complete law electives which complement their arts specialisation. For example, a student who majors in politics might complete law electives such as Public International Law, Human Rights Law or Legal Change, Legislation and Law Reform. The course is available at both Melbourne (Bundoora) and Bendigo campuses, but students commencing their studies at Bendigo transfer to Melbourne (Bundoora) after two full-time years of study where they complete the remainder of their course.

Admission requirements

Admission requirements are VCE units 3 and 4, and a study score of at least 30 in English (any).

Degree requirements

Students must:

- complete a total of at least five years of full-time study or its equivalent
- complete in sequence the compulsory law units
- complete a total of 645 credit points (375 credit points in law and a minimum of 270 credit points in arts)
- complete a total of 22 units in law (15 compulsory units and 7 electives)
- satisfy the requirements of the Bachelor of Arts by completing: – either one major study of 130 credit points in one arts discipline, consisting of two electives at first year, two electives at second year and three electives at third year level – or a double major of 260 credit points in two separate arts disciplines, each consisting of two electives at first year, two electives at second year and three electives at third year level
- complete a minimum of 60 and a maximum of 90 credit points at first year level in arts, with no more than 45 credit points in one discipline
- complete a minimum of 80 credit points at third year level in arts (with a minimum of 60 credit points in a major arts discipline)
- complete no more than 180 credit points at first year overall.

Course structure

First year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1	Two first year arts electives		30
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-2	Two first year arts electives ¹		30

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1	One first or second year arts elective ²		15–20
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-2	One first or second year arts elective ²		15–20
TE-SEM-2	One second year arts elective		20

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1	Two law electives		30
TE-SEM-1	One second year arts elective		20
TE-SEM-2	Civil Procedure	LAW3CIV	15
TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-2	One law elective		15
TE-SEM-2	One second year arts elective		20

Fourth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	One law elective		15
TE-SEM-1	Two second or third year arts electives ³		40
TE-SEM-2	Administrative Law	LAW3ADM	20
TE-SEM-2	One law elective		15
TE-SEM-2	Two third year arts electives		40

Fifth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	One law elective		15
TE-SEM-1	One third year arts elective		20
TE-SEM-2	Legal Practice and Conduct	LAW4LPC	15
TE-SEM-2	One law elective		15
TE-SEM-2	One third year arts elective		20

Key: ¹ Arts units may be chosen from Aboriginal studies, anthropology, archaeology, art history, Asian studies, Australian studies, Chinese, cinema studies, development studies, English, European cultures, gender, sexuality and diversity studies, Greek studies, history, Indonesian studies, Italian studies, Japanese, Latin American studies, legal studies, linguistics, media studies, North American studies, peace studies, philosophy, politics, religion and spirituality studies, sociology, Spanish, and theatre and drama. Students are not permitted to take units taught outside of the Faculty of Humanities and Social Sciences. Although French and German are not available within this combined degree, students wishing to undertake Advanced French (post-VCE) are advised to enrol in a Diploma of Languages through the Faculty of Humanities and Social Sciences. Students are also not permitted to enrol into legal studies units offered by the School of Law such as Business Law (LSTIBSL), Law of Business Associations (LST1LBA), Marketing Law (LST2MAL/LST3MAL), Sports Law (LST2SLA) and Tourism and Hospitality Law (LST2THL). Choice of arts units should be discussed with an adviser from the Faculty of Humanities and Social Sciences (Tel: (03) 9479 2023). Cross-institutional enrolments in arts will only be permitted in special circumstances.

² Students wishing to take a double major should take these units at a second year level.

³ Students wishing to take a double major should take these units at a third year level.

Bachelor of Laws/Bachelor of Business (LZLB) – Melbourne (Bundoora)

The Bachelor of Laws/Bachelor of Business is a new five-year combined degree at Melbourne (Bundoora) campus providing an accredited professional qualification in law as well as a degree in business. The program includes all the compulsory law units required by the Council of Legal Education for admission to practice in Victoria and a wide range of law electives, including units complementary to business such as banking and finance law, income taxation law and international business law. Students can complete a business major in business economics, financial management, human resource management, management or marketing. The course is also available at Bendigo campus (with slightly different business majors), but students commencing their studies at Bendigo transfer to Melbourne (Bundoora) after two full-time years of study where they complete the remainder of their course.

Admission requirements

Admission requirements are VCE units 1 and 2 of one of general mathematics or mathematical methods, and VCE units 3 and 4 of English, with a study score of at least 30.

Degree requirements

Students must:

- complete a total of at least five years of full-time study or equivalent;
- complete in sequence the compulsory law units;
- complete in sequence the compulsory business units;
- complete a total of 645 credit points (375 credit points in law and 270 credit points in business);
- complete a total of 22 units in law (15 compulsory units and 7 electives);
- complete a total of 18 units in business (6 core units, 8 units from a permissible business major and 4 School of Business electives);
- complete 90 credit points at first year in core School of Business units;
- complete 120 credit points in a permissible business major, comprising 0–15 credit points at first year, 45–60 credit points at second year and 60 credit points at third year (depending on the major chosen);
- complete 60 credit points in School of Business electives, with a maximum of 15 credit points at first year level and a minimum of 30 credit points at third year level;
- complete a minimum of 90 credit points at third year in School of Business units;
- complete no more than 180 credit points at first year level overall;
- if commencing at Melbourne (Bundoora) are not permitted to major in accounting or international business

In lieu of 30 credit points of School of Business electives, students may complete up to 30 credit points in other free electives with the permission of the Director of Undergraduate Studies in the School of Law at Melbourne (Bundoora) in consultation with the Head of the School of Business at Melbourne (Bundoora).

Course structure

First year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI	15
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-1 or TE-SEM-2	Foundations of Management ¹	MGT1FOM	15
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA	15

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS	15
TE-SEM-1	One second year business major unit ²		15
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB	15
TE-SEM-2	One first or second year business major unit (depending on the business major) ²		15

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1	One second year business major unit		15
TE-SEM-1	One second year business major unit		15
TE-SEM-1	One third year business major unit		15
TE-SEM-2	Civil Procedure	LAW3CIV	15
TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-2	One third year business major unit		15
TE-SEM-2	One third year business major unit		15

Fourth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	One law elective		15
TE-SEM-1	One third year business major unit		15
TE-SEM-1	One second or third year School of Business elective		15
TE-SEM-2	Administrative Law	LAW3ADM	15
TE-SEM-2	One law elective		15
TE-SEM-2	One law elective		15
TE-SEM-2	One second or third year School of Business elective		15

Fifth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	One law elective		15
TE-SEM-1	One law elective		15
TE-SEM-1	One third year School of Business elective		15
TE-SEM-2	Legal Practice and Conduct	LAW4LPC	15
TE-SEM-2	One law elective		15
TE-SEM-2	One law elective		15
TE-SEM-2	One third year School of Business elective		15

Key: ¹ Students wishing to major in business economics should enrol in Introductory Statistics for Business (ECO1ISB) in place of Foundations of Management (MGT1FOM) and should enrol in Foundations of Management in semester 2, second year. This will enable them to access more second year economics units in second year. Students wishing to major in marketing should take their first business major unit, Marketing Principles and Practice (MKT2MPP), and defer Foundations of Management until semester 2, second year.
² Some majors require first year core units: for example, business economics and financial management majors must complete ECO1IQA at Melbourne (Bundoora).

Legal studies in Bachelor of Business

Students are not permitted to take legal studies or business law units as business electives within this degree, unless they have the prior permission of Heather King, Director of Undergraduate Studies, School of Law, Melbourne (Bundoora) on (03) 9479 1524; email: heather.king@latrobe.edu.au.

Bachelor of Laws/Bachelor of Commerce (LZLC)

The Bachelor of Laws/Bachelor of Commerce is a five-year combined degree providing accredited professional qualifications in both law and accounting. The program includes all the compulsory law units required by the Council of Legal Education for admission to practice in Victoria and a wide range of electives. It also includes compulsory specialised units relevant to business such as Banking and Finance Law, Competition Policy and Law, or an approved unit from the Master of Laws in Global Business Law. The accounting component provides the skills and knowledge that are directly concerned with the accounting practice and management of large and small enterprises in the government and private sectors. Students can also undertake studies in financial management or management.

Admission requirements

Admission requirements are VCE units 3 and 4, and a study score of at least 30 in English (any) and at least 20 in mathematics (any).

Degree requirements

Students admitted to the combined degree of Bachelor of Laws/Bachelor of Commerce must:

- complete a total of at least five years full-time study or its equivalent
- complete in sequence the compulsory accounting units
- complete in sequence the compulsory law units
- complete a total of 645 credit points (375 credit points in law and 270 credit points in accounting and other School of Business units)
- complete a total of 22 units in law (17 compulsory units and 5 electives)
- complete a total of 18 School of Business units (12 compulsory units and 6 electives)

- complete a maximum of 105 credit points at first year, 75 credit points at second year and a minimum of 90 credit points at third year in School of Business units
- complete no more than 180 credit points at first year level overall.

Course structure

First year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI	15
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS	15
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA	15

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA	15
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM	15
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-1 or TE-SEM-2	Corporate Reporting	ACC2IFA	15
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB	15

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN	15
TE-SEM-1 or TE-SEM-2	Introductory Management Accounting	ACC2IMA	15
TE-SEM-1	One second year School of Business elective		15
TE-SEM-2	Civil Procedure	LAW3CIV	15
TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-1 or TE-SEM-2	Advanced Financial Accounting	ACC3AFA	15
TE-SEM-1 or TE-SEM-2	Intermediate Management Accounting	ACC2IMB	15

Fourth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	One law elective		15
TE-SEM-1	Auditing ¹	ACC3AUD	15
TE-SEM-1	One third year accounting elective		15
TE-SEM-1 or TE-SEM-2	Taxation ¹	ACC3TAX	15
TE-SEM-1	One third year accounting elective		15
TE-SEM-2	Administrative Law	LAW3ADM	20
TE-SEM-2	Competition Policy and Law ³	LAW2CPL/ LAW3CPL	15
TE-SEM-2	One law elective		15
TE-SEM-1 or TE-SEM-2	One third year accounting elective ²		15

Fifth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	Two law electives		30
TE-SEM-1	One third year School of Business elective		15
TE-SEM-2	Banking and Finance Law	LAW2BFL/ LAW3BFL	15
TE-SEM-2	Legal Practice and Conduct	LAW4LPC	15
TE-SEM-2	One law elective		15
TE-SEM-2	One third year School of Business elective		15

Key: ¹ ACC3TAX and ACC3AUD are no longer required for CPA Australia accreditation, but are required for membership of the Institute of Chartered Accountants (ICAA). Students who do not complete the Taxation and Auditing units as part of their degree will be admitted to membership of CPA Australia, but will be required to complete studies in both areas as part of their ongoing CPA training.

² It is no longer necessary to take either Corporate Finance (FIN3CFI) or Investment and Portfolio Management (FIN3IPM).

³ Students may substitute a unit from the LLM in Global Business Law with permission of the Director of Undergraduate Studies.

Bachelor of Laws/Bachelor of Economics (LZLE)

The Bachelor of Laws/Bachelor of Economics is a five-year combined degree providing an accredited professional qualification in law as well as a degree in economics. The program includes all the compulsory law units required by the Council of Legal Education for admission to practice in Victoria and a wide range of law electives. It also includes compulsory specialised units relevant to economics such as Banking and Finance Law, Competition Law and Policy, or an approved unit from the Master of Laws in Global Business Law. Students can specialise in macroeconomics analysis and policy, microeconomics and policy, business economics, international trade and finance, business models and forecasting, or resource and environmental economics.

Admission requirements

Admission requirements are VCE units 3 and 4, and a study score of at least 30 in English (any) and a study score of at least 20 in mathematics (any).

Degree requirements

Students must:

- complete a total of at least five years full-time study or its equivalent
- complete in sequence the compulsory law units
- complete in sequence the compulsory economics units
- complete a total of 645 credit points (375 credit points in law and 270 credit points in economics and other School of Business units)
- complete a total of 22 units in law (17 compulsory units and 5 electives)
- complete a total of 18 School of Business units (10 compulsory units and 8 electives)
- complete a maximum of 90 credit points at first year and a minimum of 90 credit points at third year in School of Business units
- complete no more than 180 credit points at first year level overall.

Course structure

First year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-2	Introduction to Quantitative Analysis (teaching period 2)	ECO1IQA	15
or			
TE-SEM-1	Calculus and Functions for Economics (teaching period 1) ¹	MAT1CFE	15
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA	15
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15

TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB	15
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI	15

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1	Microeconomic Theory	ECO2MIT	15
TE-SEM-1	One first year School of Business elective		15
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS	15
TE-SEM-2	One second or third year economics elective ^{2,3}		15

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1	One law elective		15
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB	15
TE-SEM-1	Microeconomic Analysis	ECO3MIA	15
TE-SEM-2	Civil Procedure	LAW3CIV	15
TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-2	Macroeconomic Theory	ECO2MAT	15
TE-SEM-2	One second or third year economics elective ^{2,3}		15

Fourth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	One law elective		15
TE-SEM-1	One second or third year economics elective ^{2,3}		15
TE-SEM-1	One third year School of Business elective ³		15
TE-SEM-2	Administrative Law	LAW3ADM	20
TE-SEM-2	Competition Policy and Law ⁴	LAW2CPL/ LAW3CPL	15
TE-SEM-2	One law elective		15
TE-SEM-2	Macroeconomic Analysis	ECO3MAA	15

Fifth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	One law elective		15
TE-SEM-1	Two third year economics electives ^{2,3}		30
TE-SEM-2	Banking and Finance Law	LAW2BFL/ LAW3BFL	15
TE-SEM-2	Legal Practice and Conduct	LAW4LPC	15
TE-SEM-2	One law elective		15
TE-SEM-2	One third year economics elective ^{2,3}		15

Key: ¹ Students with a strong background in mathematics, including VCE Mathematical Methods or Specialist Mathematics, are urged to consider taking MAT1CFE instead of ECO1IQA, and to take MAT1CLA as a first year School of Business elective in teaching period 1, second year.

² Economics units include any units required for the six economics specialisations listed in foot note 3.

³ Students may specialise in any of the following areas: microeconomic analysis and policy, macroeconomic analysis and policy, business economics, international trade and finance, business models and forecasting, and resource and environmental economics. It is not possible to major in money and banking. See School of Business for details of units required for specialisations. Students intending to undertake honours in economics are advised to take either Introduction to Time-series Econometrics (ECO3ITE) or Econometric Methods (ECO3EME) in their final year of economics studies. By completing approved units, graduates may satisfy the educational requirements of the Financial Services Institute of Australasia (FINSIA). See School of Business for details.

⁴ Students may substitute a unit from the Master of Laws in Global Business Law with permission of the Director of Undergraduate Studies.

Bachelor of Laws/Bachelor of Finance (LZLF)

The Bachelor of Laws/Bachelor of Finance is a five-year combined degree providing an accredited professional qualification in law, as well as a degree in finance. The program includes all the compulsory law units required by the Council of Legal Education for admission to practice in Victoria and compulsory specialised units relevant to finance such as Banking and Finance Law, Competition Law and Policy or an approved unit from the Master of Laws in Global Business Law. It is a largely fixed-content program. Students are trained in four major areas of finance: corporate finance, international finance, investment and portfolio management and risk management.

Admission requirements

Admission requirements are VCE units 3 and 4, and a study score of at least 30 in English (any) and at least 20 in mathematics (any).

Degree requirements

Students must:

- complete a total of at least five years full-time study or its equivalent
- complete in sequence the compulsory law units
- complete in sequence the compulsory finance units
- complete a total of 645 credit points (360 credit points in law and 285 credit points in finance)
- complete a total of 21 units in law (18 compulsory units and 3 electives)
- complete a total of 19 units in finance
- complete no more than 180 credit points at first year level overall.

Course structure**First year**

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
Either TE-SEM-2	Introduction to Quantitative Analysis (teaching period 2)	ECO1IQA	15

Or

TE-SEM-1	Calculus and Functions for Economics (teaching period 1) ¹	MAT1CFE	15
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI	15
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-1 or TE-SEM-2	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB	15

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1	Microeconomic Theory	ECO2MIT	15
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA	15
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-1 or TE-SEM-2	Introductory Financial Accounting	ACC1IFA	15
TE-SEM-2	Financial Instruments ²	FIN2FII	15

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB	15
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN	15
either TE-SEM-1 or TE-SEM-2 or	Foundations of Management ³	MGT1FOM	15

	One first year or second year elective		15
TE-SEM-2	Civil Procedure	LAW3CIV	15
TE-SEM-2	Competition Policy and Law ⁴	LAW2CPL / LAW3CPL	15
TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-2	Macroeconomic Theory	ECO2MAT	15

Fourth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	One law elective		15
TE-SEM-1	Corporate Finance	FIN3CFI	15
TE-SEM-1 or TE-SEM-2	Marketing Principles and Practice	MKT2MPP	15
	One second year School of Business elective		15
TE-SEM-2	Administrative Law	LAW3ADM	20
TE-SEM-2	Banking and Finance Law	LAW2BFL/	15
TE-SEM-2	One law elective		15
TE-SEM-2	Financial Risk Management	FIN3FRM	15

Fifth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	One law elective		15
TE-SEM-1	International Financial Management	FIN3IFM	15
TE-SEM-1	One third year finance elective		15
TE-SEM-2	Legal Practice and Conduct	LAW4LPC	15
TE-SEM-2	One law elective ⁵		15
TE-SEM-2	Investment and Portfolio Management	FIN3IPM	15
TE-SEM-2	One third year finance elective		15

- Key:
- Students with a strong background in mathematics, including VCE Mathematical Methods or Specialist Mathematics, are urged to consider taking MAT1CFE instead of ECO1IQA.
 - Students must have completed ECO1IMA prior to enrolling in this unit.
 - Foundations of Management (MGT1FOM) and Marketing Principles and Practice (MKT2MPP) must be taken if students wish to satisfy the educational requirements of Financial Services Institute of Australasia (FINSIA). Students seeking employment in the finance industry or in a position which requires them to provide advice to retail clients about financial planning or financial products must complete an Australian Securities and Investment Commission (ASIC PS146) compliant course of study. This includes ECO1IMA, FIN2FII, FIN3FPL and FIN3CFP. [NB: FIN3REP is a co-requisite for FIN3CFP].
 - Students may substitute a unit from the Master of Laws in Global Business Law with permission of the Director of Undergraduate Studies.
 - Students must enrol in either Electronic Commerce and Cyberspace Law (LAW2ECL/LAW3ECL) (not on offer in 2008) or a unit from the Master of Laws in Global Business Law (subject to the approval of the Director of Undergraduate Studies). Honours students can substitute Law Honours Thesis Part B (LAW4THB) if necessary.

Finance electives**Financial Planning**

FIN3FPL	Financial Planning
ACC3TAX	Taxation
FIN3REP	Retirement and Estate Planning
FIN3CFP	Case Studies in Financial Planning

Corporate Finance

FIN3DER	Derivatives
FIN3MAQ	Mergers and Acquisitions
FIN3SEV	Security Valuation
FIN3CSF	Case Studies in Finance

Other

FIN3FIM	Financial Institutions Management
ECO3EME	Econometric Methods
ECO3MIA	Microeconomic Analysis
FIN3CLF	Computational Finance
ECO3ITE	Introduction to Time-series Econometrics
ECO3MAA	Macroeconomic Analysis
FIN3FHY	Financial History

Bachelor of Laws/Bachelor of International Relations (LZLIR)

The Bachelor of Laws/Bachelor of International Relations is a five-year combined degree providing an accredited professional qualification in law as well as a degree in international relations. The program includes all the compulsory law units required by the Council of Legal Education for admission to practice in Victoria and a wide range of law electives, including units complementary to international relations such as human rights law, international business law, law of the European Community and public international law. The international relations course combines core units in politics, international public policy and professional competency in transition to the workplace, with electives from politics and other disciplines including economics, history, sociology, anthropology and sociology. This combined degree will provide students with the skills to work with and for the main organisations within international politics or as a lawyer in the public, private or community sector.

Admission requirements

Admission requirements are VCE units 3 and 4, and a study score of at least 30 in English (any).

Degree requirements

Students must:

- complete a total of at least five years of full-time study or its equivalent
- complete in sequence the compulsory law units and international relations units
- complete a total of 645 credit points (375 credit points in law and a minimum of 270 credit points in international relations units)
- complete a total of 22 units in law (15 compulsory units and 7 electives, including at least 2 electives from a specified list)
- satisfy the requirements of the Bachelor of International Relations including:
 - completion of core units at each year level (70 credit points in total)
 - completion of elective units as stated from List A (130 credit points in total)
 - completion of elective units as stated from List B (45–50 credit points in total)
 - completion of additional electives as stated from either List A or List B (15–30 credit points) to bring the total to 270 credit points in international relations
- complete no more than 180 credit points at first year level overall.

Course structure**First year**

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1	States, Nations and Security: world in transition	POL1SNS	15
TE-SEM-1	One first year unit from List A		15
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-2	Economy Environment and Human Rights: world in transition	POL1EEH	15
TE-SEM-2	One first year unit from List A		15

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1	One second year unit from List A		20
TE-SEM-1	One first year unit from List B		15
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-2	One law elective		15
TE-SEM-2	One first year unit from List B		15

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1	International Public Policy	POL2IPP	20
TE-SEM-1	One second year unit from List A		20
TE-SEM-2	Civil Procedure	LAW3CIV	15
TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-2	One law elective		15
TE-SEM-2	One second year unit from List A		20

Fourth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	Two law electives		30
TE-SEM-1	One third year unit from List A		20
TE-SEM-2	Administrative Law	LAW3ADM	20
TE-SEM-2	One law elective		15
TE-SEM-2	Professional Competence: transition to workplace	POL3PCW	20
TE-SEM-2	One third year unit from List A		20

Fifth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	One law elective		15
TE-SEM-1	One third year unit from List B		15-20
TE-SEM-2	Legal Practice and Conduct	LAW4LPC	15
TE-SEM-2	One law elective		15
TE-SEM-2	One third year unit from List A or B		15-20
TE-SEM-2	One third year unit from List A or B1		15-20

Key: ¹ This elective is only required if the total number of completed credit points in international relations falls short of the required 270 credit points. This may occur where students have completed electives from List B worth 15 rather than 20 credit points. In such cases, students may need to complete up to 280 credit points.

For course information on international relations, please contact an adviser from the Faculty of Humanities and Social Sciences or visit their website at www.latrobe.edu.au/humanities

Bachelor of International Relations electives – Lists A and B

Students complete a minimum of 200 credit points in electives from List A and List B, as specified in the course structure. For information on names and relevant credit points for units in List A and List B, please refer to *Handbook* entry for Bachelor of International Relations, under the Faculty of Humanities and Social Sciences, or you may visit their Faculty Office on the 3rd level of the Humanities 3 Building, Melbourne (Bundoora) Campus. Although some of the units available as second/third year List B international relations electives are law units, students wishing to take any of these units should attempt to complete them as law electives and choose other non-law units as their international relations electives.

In addition to these electives, students are expected to participate in six workshops in the first year, five workshops in the second year, and six workshops in the third year. Each workshop will be of two to three hours duration.

Law electives

Students must choose at least two law electives from the following list:

Teaching period	Unit title	Unit code
TE-SEM-1	Human Rights Law	LAW2HRL/LAW3HRL
TE-SEM-1	Public International Law	LAW2PIL/LAW3PIL
TE-SEM-1	Law of the European Community	LAW2LEC/LAW3LEC
TE-SEM-2	Employment and Labour Relations Law	LAW2ELR/LAW3ELR
TE-SEM-2	International Business Law	LAW2IBL/LAW3IBL

A unit or units from the Master of Laws in Global Business Law can be substituted with permission of Director of Undergraduate Studies.

Bachelor of Laws/Bachelor of Media Studies (LZLMS)

The Bachelor of Laws/Bachelor of Media Studies is a five-year combined degree providing an accredited professional qualification in law, as well as a vocationally oriented degree in media studies chosen

from print journalism, video production and radio/audio production streams. The program includes all the compulsory law units required by the Council of Legal Education for admission to practice in Victoria and a wide range of law electives, including compulsory specialised units relevant to media studies such as Intellectual Property Law, Competition Policy and Law, or an approved unit from the Master of Laws in Global Business Law. There is a media internship program and new production facilities with 24-hour access.

Admission requirements

Admission requirements are VCE units 3 and 4, and a study score of at least 30 in English (any).

Degree requirements

Students admitted to the combined degree of Bachelor of Laws/Bachelor of Media Studies must:

- complete a total of at least five years full-time study or its equivalent
- complete in sequence the compulsory law units
- complete in sequence the compulsory media studies units
- complete a total of 655 credit points (375 credit points in law and 280 credit points in media studies)
- complete a total of 22 units in law (17 compulsory units and 5 electives)
- complete a total of 15 units in media studies
- complete no more than 180 credit points at first year level overall.

Course structure**First year**

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1	Constructing Communication	MST1CCO	15
TE-SEM-1	Making the News	MST1MTN	15
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-2	Audiences and Communication	MST1AAC	15
TE-SEM-2	Writing for the Media	MST1WFM	15

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1	One second year media studies stream unit ¹		20
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-2	Researching Media Audiences	MST2RMA/MST3RMA	20
TE-SEM-2	One second year media studies elective		20

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1	Researching the Media	MST2RTM/MST3RTM	20
TE-SEM-1	One second year media studies elective		20
TE-SEM-2	Civil Procedure	LAW3CIV	15
TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-2	Intellectual Property Law	LAW2IPL	15
TE-SEM-2	One second year media studies stream unit ¹		20

Fourth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	Two law electives		30
TE-SEM-1 or TE-SEM-2	One third year media studies elective		20
TE-SEM-2	Administrative Law	LAW3ADM	20
TE-SEM-2	Competition Policy and Law ³	LAW2CPL	15
TE-SEM-2	One law elective		15
TE-SEM-1 or TE-SEM-2	One third year media studies stream unit ⁴		20

Fifth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	One law elective		15

TE-SEM-1	Broadcast and Electronic Journalism	MST3BEJ	20
TE-SEM-1	Media Industries	MST3MIN	20
TE-SEM-2	Legal Practice and Conduct	LAW4LPC	15
TE-SEM-2	One law elective		15
TE-SEM-2	Media Project Development	MST3MPD	20

- Key: ¹ In second year, in teaching period 1, students must complete one of the following stream units at second year level: Computer Assisted Journalism (MST2CAJ/MST3CAJ); or Radio Sound Production (MST2RSP/MST3RSP); or Single Camera Video (MST2SCV/MST3SCV). Students must choose a unit from the same stream selected in second year.
- ² In third year, teaching period 2, students must complete one of the following stream units at second year level: Journalism Production Workshop (MST2JPW/MST3JPW); or Writing for Radio (MST2WFR/MST3WFR); or Writing for Video: Non-fiction (MST2WFV/MST3WFV).
- ³ Students may substitute an elective from the Master of Laws in Global Business Law with permission of the Director of Undergraduate Studies.
- ⁴ In teaching period 2, students must complete one of the following stream units at third year level: Advanced Journalism and Design (MST3AJD); or Advanced Media Production-Radio (MST3MPR); or Advanced Media Production-Television (MST3MPT). Students must choose a unit from the same stream selected at second and third year.

For course information on Media Studies, please contact an adviser from the Faculty of Humanities and Social Sciences or visit their website at www.latrobe.edu.au/humanities

Bachelor of Media Studies Stream units

Students must choose to follow one media studies stream: streams offered are print journalism, radio/audio production and video/television production. Students complete 40 credit points at second year and 20 credit points at third year level drawn from one of these streams. In addition, they complete a 20-credit point compulsory unit from the journalism stream in their final year, Broadcast and Electronic Journalism (MST3BEJ).

Bachelor of Media Studies electives

For information on units available as media studies electives, please refer to the Bachelor of Media Studies entry in the Faculty of Humanities and Social Sciences section of this *Handbook*. Or you may visit their Faculty office on the 3rd level of the Humanities 3 Building, Melbourne (Bundoora) Campus. Students should however complete no more than 60 credit points, as specified in the course structure.

Bachelor of Laws/Bachelor of Psychological Science (LZLBS)

The Bachelor of Laws/Bachelor of Psychological Science is a five-year combined degree providing an accredited professional qualification in law as well as a degree in psychology. The program includes all the compulsory law units required by the Council of Legal Education for admission to practice in Victoria and a wide range of law electives, including compulsory law and legal studies units related to psychology such as Psychology and Law, and Mental Disorder and Criminal Responsibility. The Bachelor of Psychological Science degree does not qualify a graduate to work as a psychologist. Further education, training and supervised experience is required for registration as a professional psychologist with the Psychologists' Registration Board of Victoria and also for membership of the Australian Psychological Society (APS).

Admission requirements

Admission requirements are VCE units 3 and 4, and a study score of at least 30 in English (any).

Degree requirements

Students must:

- complete a total of at least five years of full-time study or its equivalent
- complete in sequence the compulsory law units
- complete in sequence the compulsory psychology units
- complete a total of 650 credit points (375 credit points in law, 235 credit points in psychology and 40 credit points in legal studies)
- complete a total of 22 units in law (16 compulsory units and 6 elective units), 2 legal studies units including LST3MDC and one unit from LST3CAP, LST3RPS or LST3DRL, and 13 psychology units

- complete no more than 180 credit points at first year overall.

Course structure

First year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1	One law elective		15
TE-SEM-1	Psychology A	PSY1PYA	15
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-2	Psychology B	PSY1PYB	15
TE-SEM-2	Statistics for Psychology	STA1PSY	15

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1	Introduction to Behavioural Neuroscience A	PSY1BNA	15
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-2	One law elective		15
TE-SEM-2	Introduction to Behavioural Neuroscience B	PSY1BNB	15

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1	Mental Disorder and Criminal Responsibility	LST3MDC	20
TE-SEM-1	Psychology A	PSY2PYA	20
TE-SEM-2	Civil Procedure	LAW3CIV	15
TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-2	One law elective ¹		15
TE-SEM-2	Psychology B	PSY2PYB	20

Fourth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	Psychology and Law ²	LAW3PAL	15
TE-SEM-1	Psychology A	PSY3PYA	20
TE-SEM-1	Psychology Research Project A	PSY3RSA	20
TE-SEM-2	Administrative Law	LAW3ADM	20
TE-SEM-2	One law elective ¹		15
TE-SEM-2	Psychology B	PSY3PYB	20
TE-SEM-2	Psychology Research Project B ³	PSY3RSB	20

Fifth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	One law elective ⁴		15
TE-SEM-1	Counselling and Family Psychology A ⁵	PSY3CFA	20
TE-SEM-2	Legal Practice and Conduct	LAW4LPC	15
TE-SEM-2	Crime and Psychology (teaching period 2)	LST3CAP	20
TE-SEM-1	Legal Rights, Poverty and Legal Services (teaching period 1)	LST3RPS	20
TE-SEM-1	Disability Rights and the Law (teaching period 1)	LST3DRL	20
TE-SEM-2	One law elective		15
TE-SEM-2	Social and Community Psychology B ⁶	PSY3SCB	20

Key: ¹ Students are encouraged to take this elective in summer or winter school to spread work load.

² LAW3PAL is a summer school unit which counts towards the credit points in teaching period 1 of fourth year. It can however be taken at any time after first year.

³ Students must complete this unit in the same year as Psychology Research Project A (PSY3RSA).

⁴ Students who choose LST3RPS or LST3DRL in teaching period 1 in fourth year will have to take this elective in teaching period 2 unless doing Honours.

⁵ This unit alternates every other year with Applied Neuroscience A (PSY3ANA).

⁶ This unit alternates every other year with Cognitive and Developmental Psychology B (PSY3CDB).

Bachelor of Laws/Bachelor of Science (LZLS) – Melbourne (Bundoora)

The Bachelor of Laws/Bachelor of Science is a five-year combined degree providing an accredited professional qualification in law, as well as a degree in science. The program includes all the compulsory law units required by the Council of Legal Education for admission to practice in Victoria and a wide range of law electives, including units relevant to science such as Intellectual Property Law, Law and Medicine, and Psychology and Law. Students may choose science units from a wide range of disciplines including chemistry, computer science, electronics, genetics, psychology, and mathematics. The course is available at both Melbourne (Bundoora) and Bendigo campuses, but students commencing their studies at Bendigo transfer to Melbourne (Bundoora) after two full-time years of study where they complete the remainder of their course.

Since science majors at Bendigo differ from those at Melbourne (Bundoora) in some instances, Bendigo students are only permitted to undertake units leading to major studies in biological sciences, chemistry, computer science, mathematics, physics, psychological science and statistics.

Admission requirements

Admission requirements are VCE units 3 and 4, and a study score of at least 30 in English (any) and a study score of at least 20 in mathematical methods or specialist mathematics.

Degree requirements

Students must:

- complete a total of at least five years full-time study or its equivalent
- complete in sequence the compulsory law units
- satisfy the requirements of the Bachelor of Science
- complete a total of 630 credit points (375 credit points in law and 255 credit points in science)
- complete a total of 22 units in law (15 compulsory units and 7 electives)
- complete a minimum of 60 and a maximum of 90 credit points at first year level, a minimum of 80 credit points at second year level and a minimum of 90 credit points at third year level in science electives.
- complete no more than 180 credit points at first year level overall. Students will usually be enrolled in between 120 and 135 credit points each year, but may enrol in up to 145 credit points without special approval.

Course structure

First year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1	Two first year science electives		30
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-2	Two first year science electives		30

Second year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1	First or second year science elective (s) ¹		15–20
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-2	One law elective		15
TE-SEM-2	First or second year science elective(s) ¹ (subject to 1st-year maximum of 90 credit points)		15–20

Third year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Criminal Procedure and Evidence	LAW3CPE	20
TE-SEM-1	Two law electives		30
TE-SEM-1	Second year science elective(s) ²		20
TE-SEM-2	Civil Procedure	LAW3CIV	15

TE-SEM-2	Property Law	LAW3PRP	20
TE-SEM-2	One law elective		15
TE-SEM-2	Second year science elective(s) (only necessary if second year science credit points otherwise fewer than 80 by end of course)		20

Fourth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Corporations Law	LAW4COR	20
TE-SEM-1	Law of Equity and Trusts	LAW3EQT	20
TE-SEM-1	Two law electives		30
TE-SEM-2	Administrative Law	LAW3ADM	20
TE-SEM-2	Legal Practice and Conduct	LAW4LPC	15
TE-SEM-2	One law elective		15
TE-SEM-2	Second year science elective(s) (only necessary if second year science credit points otherwise are fewer than 80 by end of course)		20

Fifth year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1 or TE-SEM-2	Second or third year science elective(s)		30
TE-SEM-1 or TE-SEM-2	Third year science electives		90

Key: ¹ Students who take more than 60 credit points at first year must ensure that they still complete at least 80 credit points at second year by the end of their degree. But with permission it may be possible to take more than 90 credit points at third year to offset a shortfall in second year credit points.
² Students who transfer from Bendigo and wish to major in biology may need to take additional first year units (subject to the overall maximum of 90 credit points at first year) before they can take 2nd year units.

Science disciplines

The selection and arrangement of the science units within the program is up to the student in consultation with an adviser from the Faculty of Science, Technology and Engineering. Units may be chosen from any of the following areas:

- biology (agricultural science, biochemistry, botany, genetics, microbiology, zoology)
- chemistry
- computer science and computer engineering
- electronics
- mathematics
- physics
- psychology (subject to minimum entry requirements)
- statistics

From 2008, students who complete the necessary core units for a specialisation will be able to have their academic record and testament annotated accordingly, e.g., Bachelor of Science with a specialisation in Viticulture.

Refer to Faculty of Science, Technology and Engineering section in this *Handbook* for full unit details and specialisation requirements.

Bachelor of Laws compulsory units

Compulsory law units are only available to undergraduate students with a current enrolment in the Bachelor of Laws or relevant combined double degree program or as an approved unit within the Bachelor of Legal Studies offered by the Faculty of Law and Management (currently being phased out) or with the permission of the Director of Undergraduate Studies. In 2008, Legal Institutions and Methods (LAW1LIM) is not available to students enrolled in the Bachelor of Legal Studies offered by the Faculty of Humanities and Social Sciences. With the permission of the Director of Undergraduate Studies, students enrolled in the Bachelor of Legal Studies offered by the School of Law may in second year enrol in Principles of Public Law (LAW2PPL/LAW3PPL) and/or LAW2CRM/LAW3CRM in lieu of a second or third year legal studies unit.

Unit title	Unit code
Dispute Resolution	LAW1DR
Legal Institutions and Methods	LAW1LIM

Criminal Law	LAW2CRM/LAW3CRM
Principles of Public Law	LAW2PPL/LAW3PPL
Law of Contracts	LAW2CNT
Law of Torts	LAW2TOR
Commercial and Consumer Contracts	LAW2CCC
Constitutional Law	LAW2CNL
Criminal Procedure and Evidence	LAW3CPE
Law of Equity and Trusts	LAW3EQT
Administrative Law	LAW3ADM
Civil Procedure	LAW3CIV
Property Law	LAW3PRP
Corporations Law	LAW4COR
Legal Practice and Conduct or	LAW4LPC
Legal Practice and Conduct (clinical placement)	LAW4LPP

Bachelor of Laws electives

In order to provide a variety of areas for study, the school offers a range of elective law units, with a LAW code. However, it is not possible to offer all of these units every year. Certain units will therefore only be available every second year, subject to sufficient enrolments. Usually those units that are not available in 2008 will be offered in 2009.

Law electives are normally only available to undergraduate students enrolled in the Bachelor of Laws or relevant combined degree program. However, a limited number of Bachelor of Laws electives are open to non-Bachelor of Laws students. These units attract a Level 3 HECS banding. Please see further entries below for eligibility and lists of approved units. Legal studies units are not available to Bachelor of Laws students as law electives.

Subject to prerequisites and quota, law students may also take up to four of the units offered in the Master of Laws in Global Business Law as law electives and may receive advanced standing for two of these units should they later enrol in a Master of Laws coursework program at Melbourne (Bundoora). These units are usually offered in summer or winter school in block release mode. In 2008, approximately fifteen units will be available in this way. Alternatively, law students may enrol in the public interest law units offered within the Master of Laws with the permission of the Director of Undergraduate Studies. For further information, refer to the *Postgraduate Handbook*.

Law and legal studies units available as law electives to Bachelor of Laws students

Semester 1

Unit title	Unit code
Advanced Criminal Law	LAW3ACL
Clinical Legal Education	LAW2CLE
Disability Rights and the Law	LAW3DRL (approval pending)
Family, Society and Law	LAW2FSL
Human Rights Law	LAW2HRL/LAW3HRL
Indigenous Australians and the Law	LAW1IAL
International Arbitration Moot	LAW3IAM (summer school)
Introduction to Chinese Law	LAW2ICL (summer school)
Law and Medicine	LAW2LAM (summer school)
Law of the European Community	LAW2LEC
Legal Change, Legislation and Law Reform	LAW2LCL/LAW3LCL
Legal Rights, Poverty and Legal Services	LAW2RPS/LAW3RPS
Mediation: Skills and Theory	LAW2MST/LAW3MST
Psychology and Law	LAW2PAL/LAW3PAL (summer school)
Public Interest Law Practice	LAW2PLP/LAW3PLP
Public International Law	LAW2PIL/LAW3PIL
Legal Internship ²	LAW4INT
Legal Practice and Conduct (Clinical Placement)	LAW4LPP
Law Honours Thesis Part A	LAW4THA
Mental Disorder and Criminal Responsibility	LAW2MDC/LAW3MDC

Semester 2

Unit title	Unit code
Advanced Tax Law	LAW3ATL (summer school)
Banking and Finance Law	LAW2BFL/LAW3BFL
Clinical Legal Education	LAW2CLE
Communication and Advocacy Skills	LAW2CAS
Competition Policy and Law ¹	LAW2CPL/LAW3CPL
Criminal Justice	LAW2CJU/LAW3CJU
Employment and Labour Relations Law	LAW2ELR/LAW3ELR

Environmental and Natural Resources Law ¹	LAW2ERL/LAW3ERL
International Business Law	LAW2IBL/LAW3IBL
International Arbitration Practice	LAW3IAP
Intellectual Property Law	LAW2IPL
Jurisprudence	LAW2JUR/LAW3JUR
Income Tax Law	LAW3ITL
Legal Practice and Conduct (Clinical Placement)	LAW4LPP
Law Honours Thesis Part B	LAW4THB
Legal Internship ²	LAW4INT
Organised and International Crime	LAW2OIC/LAW3OIC
Negotiation	LAW3NEG

Key: ¹ Not offered in 2008.

² Offered in both teaching periods 1 and 2 and summer school.

Law electives available within Bachelor of Legal Studies (School of Law) and Graduate Diploma in Law and Legal Studies

Subject to prerequisites, students currently enrolled in the Bachelor of Legal Studies offered by the School of Law (currently being phased out) are permitted to enrol in the following core units and law electives.

Students enrolled in the Graduate Diploma in Law and Legal Studies may be permitted to enrol in the following law electives but only with the permission of the Director of Undergraduate Studies.

Semester 1

Unit title	Unit code
Electronic Commerce and Cyberspace Law ¹	LAW2ECL/LAW3ECL
Human Rights Law	LAW2HRL/LAW3HRL
Legal Change, Legislation and Law Reform	LAW2LCL/LAW3LCL
Public International Law	LAW2PIL/LAW3PIL

Semester 2

Unit title	Unit code
Banking and Finance Law	LAW2BFL/LAW3BFL
Competition Policy and Law ¹	LAW2CPL/LAW3CPL
Criminal Justice	LAW2CJU/LAW3CJU
Employment and Labour Relations Law	LAW2ELR/LAW3ELR
International Business Law	LAW2IBL/LAW3IBL
Jurisprudence	LAW2JUR/LAW3JUR

Key: ¹ Not offered in 2008.

All these units are worth 15 credit points each and are to count as legal studies credit points for the purposes of the Bachelor of Legal Studies offered by the School of Law.

Law electives available to School of Business students

Students currently enrolled in the Bachelor of Business, Bachelor of Commerce, Bachelor of Economics or Bachelor of Finance are permitted to enrol in the following law electives subject to prerequisites.

Unit title	Unit code
Human Rights Law	LAW2HRL/LAW3HRL
Banking and Finance Law	LAW2BFL/LAW3BFL
Competition Policy and Law ¹	LAW2CPL/LAW3CPL
Employment and Labour Relations	LAW2ELR/LAW3ELR
International Business Law	LAW2IBL/LAW3IBL
Introduction to Chinese Law	LAW2ICL/LAW3ICL

Key: ¹ Not offered in 2008.

These units are worth 15 credit points each and are to count as legal studies credit points. Students wishing to major in business law are also permitted to enrol in LST2SLA, LST2THL and LST2MAL/LST3MAL.

Law electives available to students outside the Faculty of Law and Management

Students currently taking legal studies in degrees outside the Faculty of Law and Management such as the Bachelor of Arts, Bachelor of Legal Studies (Humanities and Social Sciences), Bachelor of International Relations, Bachelor of Behavioural Science, Bachelor of Health Sciences and Bachelor of Science are permitted to enrol in the following law electives subject to prerequisites.

Teaching period	Unit title	Unit code
TE-SEM-1	Disability Rights and the Law	LAW3DRL
TE-SEM-1	Human Rights Law	LAW2HRL/LAW3HRL
TE-SEM-1	Law of the European Community	LAW2LEC
TE-SEM-1	Legal Rights Poverty and Legal Services	LAW2RPS/LAW3RPS
TE-SEM-1	Mental Disorder and Criminal Responsibility	LAW2MDC/LAW3MDC

TE-SEM-2	International Business Law	LAW2IBL/LAW3BL
TE-W47-06	Negotiation	LAW3NEG
TE-SEM-2	Organised and International Crime	LAW2OIC/LAW3OIC
TE-SEM-1	Public International Law	LAW2PIL/LAW3PIL

These units are worth 15 credit points each.

Legal studies units

The School of Law no longer offers a Bachelor of Legal Studies, although there are some students still completing this program within the school. The Faculty of Humanities and Social Sciences now offers a Bachelor of Legal Studies, but students in this course follow a different degree structure to students still enrolled in the Bachelor of Legal Studies offered by the School of Law. The School of Law still offers a limited range of legal studies units, which can (unless otherwise indicated and subject to prerequisites and the approval of the relevant School or Faculty) be taken by students currently enrolled in the following degrees: Bachelor of Legal Studies offered by the School of Law, Bachelor of Legal Studies offered by the Faculty of Humanities and Social Sciences, Graduate Diploma in Law and Legal Studies, Bachelor of Arts, Bachelor of Psychological Science, Bachelor of Business, Bachelor of Commerce, Bachelor of Economics, Bachelor of Finance, Bachelor of Health Sciences, Bachelor of International Relations, and Bachelor of Science. Legal studies units are not available to Bachelor of Laws students as law electives.

First year units

Teaching period	Unit title	Unit code
TE-SEM-1/ TE-SEM-2	Business Law	LST1BSL (prerequisite or co-requisite for LST2LBA/LST3LBA)

Second and third year units

Law and economic relations

Teaching period	Unit title	Unit code
TE-SEM-1/ TE-SEM-2	Law of Business Association	LST2LBA/LST3LBA
TE-SEM-2	Marketing Law	LST2MAL/LST3MAL
TE-SEM-2	Sport Law	LST2SLA
TE-SEM 2	Tourism and Hospitality Law	LST2THL

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the unit database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

LAW1DR DISPUTE RESOLUTION (15. CPs Sem. TE-SEM-1 BE, BU.) *BE: Ms Frances Gibson, BU: Ms Judy Gutman, BU: Ms Mary Anne Noone*

A significant aspect of lawyers work is helping people resolve disputes. In this unit students will be provided with a general introduction to the theoretical and practical aspects of dispute resolution. The processes of arbitration, conciliation, mediation and negotiation are described and evaluated. A range of issues, including power imbalances between disputants, rights vs. interest-based approaches, bargaining in the shadow of the law and lawyers as mediators, are analysed. Skills-based training in negotiation and mediation is a major and compulsory component of the unit.

Prerequisite: Only available to LLB students and BLS students commencing prior to 2006 who may undertake this unit with permission from Director of Undergraduate Studies.

Incompatible unit: LST3DRE, LAW2/3DRE

Class requirements: One 2-hour lecture per week and 6 x 2 hours skills seminars.

This unit is not available for Study Abroad students.

Assessment: One 2-hour examination (70%), Skills Assessment (30%)

Recommended Reading:

Sourdin, T. *Alternative Dispute Resolution* 2nd edn, Lawbook Co 2005

Spenser D., Altobelli T., *Dispute Resolution in Australia: Cases, Commentary and Materials* Lawbook co, 2005.

Fisher, R. and Ury, W. *Getting to Yes: negotiating agreements without giving in* 2nd edn, Random Century 1991

Bouille, L. *Mediation: Skills and Technique* 3rd edn, Butterworths 2005

LAW1IAL INDIGENOUS AUSTRALIANS AND THE LAW (15. CPs Sem. TE-SEM-1 BU.) *Dr Mark Harris*

Current enrolment in Bachelor of Laws

Issues relevant to the involvement and interaction of indigenous Australians with the law are addressed in this unit, with content reflecting the most topical or challenging legal issues relevant to indigenous Australians. The focus may vary from issues particularly relevant to criminal law (issues of evidence, the recognition of Aboriginal customary law), and property law (the questions raised by the 'Mabo' and 'Wik' decisions, the Native Title Act 1993 and their implications for resource and planning law). In addition to these main area of study issues relevant to domestic constitutional law (the issue of sovereignty and the status of Aboriginal law), and international treaty law and its relevance for indigenous people in Australia, along with the operation of human rights and cultural heritage legislation may also be considered.

Prerequisite: Completion of LAW11LIM and LAW11/12CRM and LAW12CNM or LAW2/3PPL or permission of Director of Law Program.

Incompatible unit: LST2/3ALA, LAW10IAL

Class requirements: One 2-hour seminar and one 1-hour lecture or workshop per week.

Assessment: One 2000-word essay (40%), one 2500-word essay (60%)

Prescribed Reading:

McRae, H., Nettheim, G. and Beacroft, L *Indigenous legal issues* LBC Information Services 2003, (3rd edn).

LAW1LIM LEGAL INSTITUTIONS AND METHODS (15. CPs Sem. TE-SEM-1 BE, BU.) *BE: Ms Frances Gibson, BU: Ms Judy Gutman, BU: Dr Emma Henderson, BU: Mr Keith Kendall*

Current enrolment in Bachelor of Laws or permission of the Head of Undergraduate Studies

Basic legal concepts and skills are examined. The institutions of law – the court and parliament structures – are examined, along with introductions to concepts such as International Law, Corporate Law and Access to Justice. The main skills examined are the conduct of legal research, the use of primary sources of law, and the employment of legal modes of analysis, especially problem-solving. The tasks which students are assigned include: finding primary and secondary sources in the library, analysing and assessing cases, examining court structures through a court visit exercise, preparing case briefs, interpreting legislation and legal writing. Ethical aspects of legal advising are also examined.

Incompatible unit: LAW11LSC

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: 1500-word Court Report (30%), one 2-hour examination (50%), compulsory library practical research skills exercises (online) (5%), Case Brief and Presentation (group exercise) (15%)

Preliminary Reading:

Corkery, J. (ed) *A career in law* 2nd edn, Federation Press 2002.

Miller, J. *Getting into Law* Butterworths 2002

Prescribed Reading:

Australian Guide to Legal Citation Current Edn, Melbourne University Law Review

Butterworths concise Australian legal dictionary Butterworths, current edn.

Cook, C et al *Laying Down the Law* Butterworths, current edn *Supplementary Materials*, 2008

LAW2BFL BANKING AND FINANCE LAW (15. CPs Sem. TE-SEM-2 BU.) *Ms Ann Wardrop*

This unit is offered at third-year level also.

This subject is no longer available with a Legal Studies code

(LST21/31BFL) but is available with a LAW code for students enrolled in the Bachelor of Legal Studies, Economics, Commerce, Finance, Business or current students enrolled in the Bachelor of Laws. Bachelor of Finance students who have not completed LST11/12LCC must attend six extra tutorials.

This unit is required for students seeking to satisfy the educational requirements of the Financial Services Institute of Australasia. A general introduction to many aspects of banking law and practice is provided. A broad overview of the law relating to negotiable instruments, securities, electronic banking, credit and charge cards and the banker/financial institution-customer relationship also is provided. Students examine the manner in which the law has been used as a facilitator of social and economic policy in the field of banking and finance. Also considered is the role of non-judicial forms of conciliation and mediation in the resolution of disputes over aspects of banking practice. In particular, the effectiveness of and prospects for, codes of conduct, conciliation bodies and non-legal means of dispute resolution in the banking and finance industry are considered.

Prerequisite: LLB: LAW21/22CNT. BLS and BUS: LST11/12LCC or LST11/12IBL or LST11/12BSL and LST12LBA or LST22/32BFL, or FIN21FIN.

Incompatible unit: L2BLP, LST20BFL, LST30BFL, LAWBLP

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week. Bachelor of Finance students will take six extra tutorials.

Assessment: One 1500-word assignment (30%), one 3-hour final exam (70%)

Prescribed Reading:

Tyree, A. *Banking law in Australia*, Latest edn, Butterworths *Cheques Act (Cth)* 1986.

Recommended Reading:

Weerasooria, W. *Banking law and the financial system in Australia* Latest edn, Butterworths.

LAW2CAS COMMUNICATION AND ADVOCACY SKILLS (15. CPs Sem. TE-SEM-2 BU.) *Dr Chris Corns, Mr John Willis*

Current enrolment in Bachelor of Laws. Interested students must submit a written application by the end of April Application forms are available from the General Office, School of Law and Legal Studies, Room SS229 or can be downloaded from the School's website.

Legal work frequently entails the communication of information, the presentation of material and participation in some form of mediation of issues, either formal or informal. Students obtain practical experience in these skills in a number of settings, such as appellate courts, Magistrates' Court and tribunal hearings, conciliation conferences and settlement negotiations. There is an analysis and discussion of ethical issues and of broad questions of policy that surround these practices. Students receive grounding in the use of such skills as interviewing, advocacy and negotiation

Prerequisite: Completion of LAW11/12/22/32CRM, and LAW12CNM or LAW11/2/3PPL or permission of Director of Law Program.

Incompatible unit: LST20CAS, LST22CAS, LST30CAS, LST32CAS
Quota: 18.

Class requirements: One 2-hour seminar/workshop per week. Participation outside normal university hours may be required to meet with the schedules of legal bodies and practitioners. This unit is not available for Study Abroad students.

Assessment: One 3000-word research exercise (40%), Up to six 10-minute practical exercises (60%)

LAW2CCC COMMERCIAL AND CONSUMER CONTRACTS (15. CPs Sem. TE-SEM-2 BE, BU.) *BE: Dr Francine Rochford, BU: Dr Gonzalo Villalta Puig*

Current enrolment in Bachelor of Law

In Law of Contracts (LAW2CNT), students examined voluntarily assumed obligations at common law and in equity, including formation, breach and construction, and termination of contract.

In this unit, students will resume their examination of voluntarily assumed obligations subject to the statutory distinction between commercial contracts and consumer contracts. Thus, they will examine the doctrine of privity of contract, exclusion clauses,

statutory implied terms, remedies for breach of contract, and vitiating factors involving selected types of unfair conduct in conjunction with the statutory remedies available for such conduct.

In combination with Law of Contracts (LAW2CNT), the unit has been endorsed by the Council of Legal Education as providing understanding of and competence in the area contracts under the Legal Practice (Admission) Rules 1999 (Vic). Successful completion of both units is required for admission to legal practice in Victoria.

Prerequisite: LAW21TOR and LAW21/22CNT.

Incompatible unit: LAW2CCL

Class requirements: One 2-hour lecture per week and one 2-hour seminar per fortnight.

Assessment: One 2-hour examination (50%) 40% Hurdle (i.e., minimum of 20 marks out of 50), one 2500-word essay (50%)

Prescribed Reading:

Paterson, J., Robertson, A. and Heffey, P. *Principles of Contract Law* Thomson Lawbook Co, 2nd edn, 2005

Villalta Puig, G. *Principles of Personal Property Securities and the Law of Sale* Pearson, 2nd edn, 2007

LAW2CJU CRIMINAL JUSTICE (15. CPs Sem. TE-SEM-2 BU.) *Dr Chris Corns*

This unit is offered at third unit level also.

Current enrolment in Bachelor of Laws or Bachelor of Legal Studies. Students who have already completed units in criminal justice at another institution cannot enrol in this unit unless they have the permission of the Director of Undergraduate Studies

The way in which the state, through its relevant institutions (courts, Office of Public Prosecutions) and personnel (the police, criminal investigators, prosecutors and judiciary), 'deal with' persons suspected of committing a criminal offence and the victim is examined. The focus is on the rules, principles and procedures which govern the investigation and 'processing' of criminal cases and accused persons. Relevant case law and legislative provisions provide the legal framework. Within this legal context, the way in which the law attempts to balance competing rights and interests is a recurrent theme. Amongst the key 'balancing' mechanisms considered are relevant judicial discretions, such as the power to exclude illegally or unfairly obtained evidence, to direct juries to acquit and to issue particular 'warnings' to the jury. Students gain a working knowledge of the processes of the administration of criminal justice and an understanding of the way in which key decisions are made.

Prerequisite: LLB: Completion of or concurrent enrolment in LAW1LIM or permission of Director of Law Program BLS: Completion of LAW1LIM, LST12/22/32CLS recommended.

Incompatible unit: LST20/30CJB, LST22/32PCJ, LAW10/11CJU
Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay, (40%) As an alternative to the essay, a practical skills based advocacy exercise (worth 40%) will be offered, subject to staff availability., one final examination of 2 hours 15 minutes (50%), short answer test (10%)

Recommended Reading:

Findlay, M. and Yeo, S. eds. *Australian Criminal Justice* 2nd edn, OUP 1999.

LAW2CLE CLINICAL LEGAL EDUCATION (30. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Ms Liz Curran*

Current enrolment in Bachelor of Laws. This unit is offered both semesters. Knowledge of MSWord, World Wide Web, internet and email required. Entrance into the course is BY APPLICATION ONLY. Application forms are available from the General Office, School of Law, room SS229 or can be downloaded from the internet on the Law School link to Clinical Programs.

The focus of this course is to learn about real life practice of law in an area of Melbourne where there is a high proportion of disadvantage and poverty. Students participate in the provision of legal services and perform legal work under supervision at the West Heidelberg Community Legal Service. Students are encouraged to reflect on the practice of law; the value, dynamics and effectiveness of the legal system, ethics, and legal professionalism, the role of lawyers in society, the relevance of human rights law and the potential of law to achieve justice for the economically and socially disadvantaged. The

course is taught in a human rights context and with an emphasis on ethical legal practice. Students enhance their practical legal skills of communication, interviewing, providing legal advice, writing, legal research, negotiation, advocacy and a law reform project. The course involves one full day of legal placement work each week in addition to classroom and assessment requirements.

Prerequisite: Completion of LAW11/12CRM and LAW12CNM/LAW2PPL.

Co-requisite: LAW31CPE.

Incompatible unit: LST20/30CLE

Quota: 12.

Class requirements: One 2-hour seminar and a full day's placement per week.

This unit is not available for Study Abroad students.

Assessment: Class participation (10%), placement (45%), 1500-word interview report (15%), 3000-word written assignment (30%)

Prescribed Reading:

Wolski B. *Legal Skills: A Practical Guide for Students* Thomson and LBC, 2006

Fitzroy Legal Service *The Law Handbook* Fitzroy Legal Service 2008

Recommended Reading:

Piotrowicz, R., and Kaye, S. *Human Rights in International and Australian Law* Butterworths, 2000.

Parker C., Evans A., *Inside Lawyers ethic* Cambridge University Press, 2007.

LAW2CNL CONSTITUTIONAL LAW (20. CPs Sem. TE-SEM-2 BE, BU.) *BE:*

Ms Frances Gibson, BU: Dr Spencer Zifcak

Current enrolment in Bachelor of Laws. Undergraduate students should not attempt this subject until the second year of the law program.

An exposition of the Australian Constitution through its historical development and present character is undertaken in this unit. Attention is paid to the nature of constitutional doctrine, and an effort is made to locate the Constitution in its functioning political and administrative context. Federalism, for example, is treated as both legal doctrine and a system for sharing political power. Topics include federalism, grants and taxation, freedom of interstate trade, the corporations' power, the external affairs power and express and implied constitutional rights. This unit in conjunction with Principles of Public Law meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Federal and State Constitutional Law.

Prerequisite: Completion of LAW11LSC or LAW11LIM, LAW11/12CRM and completion of or concurrent enrolment in LAW12CNM or LAW12PPL permission of Director of Law Program.

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 3-hour examination, (70%), one take-home examination (30%)

Prescribed Reading:

Blackshield, A. and Williams, G. *Australian Constitutional Law and Theory; Commentaries and Materials* 3rd edn, Federation Press 2002.

LAW2CNT LAW OF CONTRACTS (20. CPs Sem. TE-SEM-1 BE, BU.) *BE:* *Dr*

Francine Rochford, BU: Ms Alison King, BU: Mr Anthony O'Donnell, BU: Mr Terry Reid

Current enrolment in Bachelor of Laws

In this unit students examine the law of contract, but within the broader framework of the law of obligations. The focus is the principles for the recognition of obligations in contracts and the award of remedies in the event of their breach. An important theme is the shift from freedom of contract towards a model demanding heightened standards of fair dealing in contractual relationships. Topics include the requirements for contract formation and enforceability, the sources and construction of contract terms, provision for alteration of contracts, including bona fide settlements of disputes, grounds for terminating contracts, excuses for non-performance and common law rights and remedies for breach including restitutionary actions and enforcement of debts following termination. This unit, in combination with Commercial and Consumer Contracts (LAW2CCC), meets the requirements of the

Council of Legal Education for admission to practice in Victoria in the area of Law of Contracts.

Prerequisite: Completion of LAW11/1LIM and LAW22/32/2/3PPL and LAW22/32/2/3CRM.

Co-requisite: LAW2TOR.

Incompatible unit: LAW21/22CNT

Class requirements: Two 2-hour lectures in alternate weeks and one 2-hour lecture and one 2-hour seminar every other week.

Assessment: 2-hour mid-semester test (34%), 3-hour examination (66%)

Prescribed Reading:

Ellinghaus, M. P. *Australian Cases on Contract* Code Press, 2008 Edn Paterson, M., Robertson, A. and Heffey, P. *Principles of Contract Law* Law Book Co 2nd edn, 2005

LAW2CPL COMPETITION POLICY AND LAW (15. CPs Sem. TE-SEM-2 BU.)

Mr David Wishart

Not available in 2008. This unit is offered at third year level also.

LAW2CRM CRIMINAL LAW (20. CPs Sem. TE-SEM-2 BE, BU.) *BE:* *Ms*

Frances Gibson, BU: Ms Judy Gutman, BU: Dr Emma Henderson,

BU: Ms Marilyn McMahon, BU: Mr John Willis

This unit is offered at third unit level also.

Current enrolment in Bachelor of Laws

Key aspects of the substantive criminal law are examined in this unit. The initial focus is on an analysis of basic concepts and principles in the criminal law, such as the onus and standard of proof, evidentiary and persuasive burdens, objective and subjective tests and principles of offence classification. Substantive topics dealt with are homicide, non-fatal offences against the person, sexual offences, offences against property and complicity. This unit, in conjunction with Criminal Procedure and Evidence, meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Criminal Law and Procedure.

Prerequisite: Completion of LAW11LIM.

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 2-hour class test (30%), one 3-hour end of semester exam (70%)

Preliminary Reading:

McSherry, B. and Naylor, B. *Australian Criminal Laws: Critical Perspectives* OUP, 2nd edn, 2005

Prescribed Reading:

Bronitt S., and McSherry B., *Principles of Criminal Law* LBC Information Services, 2005 (2nd ed)

LAW2ELR EMPLOYMENT AND LABOR RELATIONS LAW (15 CPs Sem. TE-

SEM-2 BU.) *Dr Jill Murray*

This unit is offered at third-year level also.

This unit is no longer available with a Legal Studies code but is available with a LAW code to students currently enrolled in Bachelor of Legal Studies or Bachelor of Economics, Bachelor of Commerce, Bachelor of Finance. Alternatively, current enrolment in Bachelor of Laws.

In this unit students are provided with an introduction to the law of employment and labor relations. They study the principles and practices relating to the creation, categorisation, conduct and termination of the employment relationship. They also examine the roles of common law, awards, legislation, tribunals, collective bargaining and personnel practices in regulating the relationship. The unit is designed to develop awareness of legal obligations and options relevant to the management of employment and labor relations, and is taught in the context of contemporary issues in labour regulation.

Prerequisite: LLB students: completion of LAW21/22CNT; Bachelor of Legal Studies students: completion of LAW11LIM and LST11/12LCC or LST11/12IBL or LST11/12BSL: School of Business students: completion of LST11/12LCC or LST11/12IBL or LST11/12BSL; LST12LBA or LST22/32LBA highly recommended.

Incompatible unit: LAW30ELR

Class requirements: One 1-hour lecture and one 2-hour seminar.

Assessment: 2000-word essay (50%), 2-hour examination (50%)

Prescribed Reading:

Owens, R. and Riley, J. *The Law of Work* Oxford University Press, Melbourne, 2006

LAW2ERL ENVIRONMENTAL AND NATURAL RESOURCES LAW (15 CPs Sem. TE-SEM-2 BU.)

Dr Mark Harris

This unit is offered at third unit level also. Not available in 2008

LAW2FSL FAMILY SOCIETY AND LAW (15. CPs Sem. TE-SEM-1 BU.)

Ms Lee Ann Basser

Current enrolment in Bachelor of Laws program

The focus of this unit is family law in Australia. The role of the state and of traditional legal forms in the regulation, maintenance and control of family and personal relationships is considered. The impact of the changing role of women within the family, in family law and in state policies is also considered. Specific issues canvassed in this unit include the legal regulation of family formation and breakdown; the financial consequences of family formation and breakdown; parental responsibility and children's rights. This unit aims to provide students with an overview of the key issues in contemporary family law.

Prerequisite: Completion of LAW11/12CRM and LAW12CNM or LAW12PPL.

Incompatible unit: LST20/30FSL.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2750-word essay (60%), one 1750-word take-home examination (40%)

Prescribed Reading:

Parkinson, P. and Behrens, J. *Australian family law in context: commentary and materials* 3rd edn, Thomson Lawbook, 2004

LAW2HRL HUMAN RIGHTS LAW (15. CPs Sem. TE-SEM-1 BU.)

Professor Jianfu Chen

This unit is offered at third unit level also.

This unit is no longer available with a Legal Studies code (LST21/31HRL) but is still available with a LAW code to Legal Studies students from any Faculty. Alternatively current enrolment in Bachelor of Laws.

This unit begins with an introductory review of the influence which culture and ideology bring to bear on the notion of human rights. Students then trace the development of human rights protection under international law. This leads into a study of the international conventions and legal processes associated with the recognition and protection of human rights by the United Nations, the Council of Europe and the European Union, the Organisation of American States and the African Union. The protection of rights available under the Canadian Charter of Rights and Freedoms and the Bill of Rights of the United States Constitution are considered and compared with the protection offered by the legal systems in Australia, New Zealand and the United Kingdom. Finally there will be a broad discussion of Australian federal and state anti-discrimination legislation and the question of a bill of rights for Australia, and other contemporary issues

Prerequisite: LLB students: completion of or concurrent enrolment in LAW11LIM. Non LLB students: completion of any first year history, philosophy, legal studies, politics or sociology unit or permission of coordinator.

Incompatible unit: LST21/31HRL

Class requirements: One 2-hour seminar and one 1-hour lecture per week.

Assessment: (a) One 3000-word essay and one 20-minute seminar presentation OR (b) two 2000-word essays (100%) Students may choose between the two types of assessment. (a) is 80% and 20% and (b) is 50% and 50%

Prescribed Reading:

O'Neill, N, Rice, S and Douglas, R *Retreat from Injustice* The Federation Press, 2004

LAW2IBL INTERNATIONAL BUSINESS LAW (15. CPs Sem. TE-SEM-2 BU.)

This unit is offered at third unit level also.

LAW2IPL INTELLECTUAL PROPERTY LAW (15. CPs Sem. TE-SEM-2 BU.)

Michelle Harper

Current enrolment in Bachelor of Laws

In this unit students examine the commercial application of intellectual property laws including trade marks law, the tort of passing off and S.52 of the TRADE PRACTICE ACT 1974 (Cth), copyright, patents, designs and the protection of trade secrets by the action for breach of confidence in equity. In addition to examining each discrete area of intellectual property law, students will explore the interrelationships between these laws in order to develop their ability to obtain and maintain maximum intellectual property protection while avoiding the pitfalls common in the practice of intellectual property law.

Prerequisite: Completion of or concurrent enrolment in LAW21CNT and LAW21TOR.

Incompatible unit: LAWIP

Class requirements: one 2-hour lecture per week and one 1-hour tutorial per week.

Assessment: one 1000-word assignment (25%), one 3-hour final examination (75%)

Prescribed Reading:

Ricketson, S., and Richardson, M. *Intellectual Property: Cases, Materials and Commentary* 3rd edn, Butterworths

LAW2ICL INTRODUCTION TO CHINESE LAW (15. CPs Sem. TE-W02-04 BU.)

Professor Jianfu Chen

This unit is offered at third-year level also.

This unit is only offered in China. In this unit students will be introduced to the basic concepts and structures of Chinese law and their political and administrative context. It starts by a general introduction to the legal system/institutions of the PRC. Structures and principles of the Chinese constitutional, administrative, civil, and criminal laws are then explained. Law-making and sources of law, methods of rights protection, roles of law in social and economic development, and mechanisms for dispute resolution etc are carefully examined throughout the unit.

Class requirements: 5 hours per day for 8 days; visits to Chinese courts, procuratorates and government organisations. Unit to be taught in English.

Assessment: Class participation (10%) and one research essay of 4000 words (90%)

Prescribed Reading:

Jianfu, C Printed Materials 2007

LAW2JUR JURISPRUDENCE (15. CPs Sem. TE-SEM-2 BU.)

Dr Steven Tudor, Mr Kenneth Warner

This unit is offered at third unit level also.

Current enrolment in Bachelor of Laws or Bachelor of Legal Studies
Jurisprudence critically examines fundamental legal concepts and ideas. It is not, however, merely an intellectual diversion, like a puzzle lifted from the cupboard to occupy a rainy Sunday. How we understand legal concepts and ideas fundamentally shapes what law is in practice, and so critical examination of them can play a key role in improving what law can be. This unit explores a range of central jurisprudential topics, including: rights; compensatory justice; civil disobedience; the relationship between morality and law; whether law is at base only an exercise of power, or whether 'law' connotes legitimacy and authority.

Prerequisite: LAW11LIM.

Incompatible unit: LST20/30JPL.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 2500-word essay (60%), one 2000-word take-home exam (40%)

Prescribed Reading:

Study materials available from the La Trobe Bookshop

Recommended Reading:

Bix, B. *Jurisprudence: Theory and Context* Sweet and Maxwell, 3rd Edn, 2003

LAW2LAM LAW AND MEDICINE (15. CPs Sem. TE-W05-07 BU.) *Dr Kerry Petersen*

Current enrolment in Bachelor of Laws

Medical law is an internationally recognised intellectual discipline and a field of legal practice which is founded on ethical theories, common law doctrines and human rights principles. It spans other areas of law (eg torts, criminal, family and administrative law) and must satisfy social policy developments, principles of governance, regulatory mechanisms and dispute resolution processes. In this Unit, medico-legal issues are discussed and evaluated in the context of a range of topics which include: ethical duties, consent to medical treatment (adults and children), legal competence and medical treatment (adults), human reproduction law and technologies, professional liability and medical malpractice, regulation of health professionals and end of life decision-making. Informed analysis of law is promoted by examining the case law and legislation together with group discussion. Students are equipped with skills relevant to policy developments and law reform.

Prerequisite: Completion of LAW11/12/22/2CRM and completion of or concurrent enrolment in LAW2TOR.

Incompatible unit: LST22/32HLM

Class requirements: Attendance and participation in five 7-hour block classes. Prerequisite readings before the commencement of the unit.

Assessment: One 4000-word Take-home assignment (100%)

Prescribed Reading:

Freckleton, I. and Petersen, K. *Disputes and Dilemmas in Health Law* Federation Press, 2006

McIlwraith, J. and Madden, B. *Health Care and the Law* 4th edn, Thomson Lawbook Company, 2006

LAW2LCL LEGAL CHANGE, LEGISLATION AND LAW REFORM (15. CPs Sem. TE-SEM-1 BU.) *Mr Jeffrey Barnes*

This unit is offered at third unit level also.

Current enrolment in Bachelor of Laws, or the permission of the Director of Undergraduate Studies

The chief tool for implementing legal change is legislation. This unit critically examines the technique of parliamentary legislation as an ongoing process of achieving social change. The 'life cycle' of legislation is fully examined – from its emergence, drafting and parliamentary phases to its post-enactment phases: its interpretation, implementation and impact. The strengths and limitations of legislation as an instrument of public policy and law reform are examined through the literature, case studies and research.

Prerequisite: Completion of LAW11LIM, or permission of the Director of Undergraduate Studies.

Incompatible unit: LAW10LCL

Class requirements: One 3-hour seminar per week.

Assessment: One 2700-word research essay (70%), one 1800-word tutorial workbook assignment. (30%)

Preliminary Reading:

Cranston, R. *Law, government and public policy* OUP, 1987

Prescribed Reading:

Barnes, J. *Legal change, legislation and law reform* La Trobe University current edn

LAW2LEC LAW OF THE EUROPEAN COMMUNITY (15 CPs Sem. TE-SEM-1 BU.) *Dr Gonzalo Villalta Puig*

In this unit, students will examine the legal system of the European Community (EC). The EC is the most important pillar of the European Union (EU).

In the first part of the unit, students will consider the constitutional, institutional and procedural law of the EC. Topics covered will include the origins and development of European integration; the institutions; the instruments, form and legal basis of EC powers; EC legislation and policy-making; the nature and effect of EC law; the relationship between EC law and national law and, general principles of EC law.

In the second part of the unit, students will consider the substantive law of the EC. Topics covered will include the 'four freedoms' guaranteed by the EC Treaty and on which the common market is based: the free movement of goods, free movement of workers,

freedom of establishment and to provide services, and free movement of capital.

Prerequisite: LLB Students: Completion of LAW11LIM and LAW12/22/32PPL, or HIS21/31EUU, or permission of Unit Coordinator.

Non-LLB Students: Completion of HIS21/31EUU, or any first year legal studies or politics unit, or permission of Unit Coordinator.

Class requirements: One 2-hour lecture and one 1-hour seminar per week, for 13 weeks.

Assessment: One 2500-word essay (50%), One 2-hour examination (50%). 40% hurdle (i.e., minimum of 20 marks out of 50)

Prescribed Reading:

Chalmers, Damian, Hadjiemmanuil, Christos, Monti, Giorgio and Tomkins, Adam. *European Union Law* Cambridge University Press, 1st edn, 2006

LAW2MDC MENTAL DISORDER AND CRIMINAL RESPONSIBILITY (20. CPs Sem. TE-SEM-1 BU.) *Ms Marilyn McMahon*

This unit is offered at third unit level also.

Mental disorder is disproportionately high in offenders and this presents special issues in relation to the criminal defences and sentencing. This unit builds upon Criminal Law and comprises study of selected mental state defences (insanity/mental impairment; diminished responsibility; infanticide) and the defences of marital coercion and automatism. Principles of sentencing relevant to assessing the criminal culpability of mentally disordered offenders will also be considered. Attention is focused on the intersection of the criminal law and psychiatry/psychology and relevant issues are explored through discussion of leading cases. Students who undertake the subject will be encouraged to become familiar with contemporary approaches to mental disorder and to develop an understanding of current law and proposals for reform.

Prerequisite: Bachelor of Law Students: completion of LAW1LIM; Non LLB Students completion of psychology unit. Any second year legal studies or psychology subject.

Incompatible unit: LST30FPS

Class requirements: A three-hour lecture and case discussion each week.

Assessment: One 2000-word research problem (25%), one 3-hour final exam (75%)

LAW2MST MEDIATION: SKILLS AND THEORY (15 CPs Sem. TE-SEM-1 BU.)

Ms Clare Coburn, Ms Alikki Vernon

This unit is offered at third year level also.

In LAW11DRE Dispute Resolution, students were introduced to a staged, facilitative model of mediation that is fairly generic to the field. In this unit students will study a number of important issues confronting mediators, such as ethics, cultural issues and conflict theories, through selected reading and discussion. A particular focus will be on the theory and concepts underpinning an approach known as Transformative Mediation. In the transformative view, conflict is primarily about human interaction rather than 'violation of rights' or 'conflicts of interest'. The focus of this form of mediation is to support change in the human interaction between parties in conflict to enable clearer decisions and greater connection. Students will acquire competence in the particular micro-skills used in Transformative Mediation, which will also enhance their general communication skills and personal and professional self-awareness.

Prerequisite: LAW1DRE.

Class requirements: Attendance and participation at five 7-hour block workshops and prerequisite readings before first workshop.

Assessment: Journal of 1000 words (30%), 2000 word essay (40%), Skills video and 1000 word commentary (30%)

Prescribed Reading:

Bush, R.A.B. & Folger, J.P. *The Promise of Mediation: The Transformative Approach to Conflict* Jossey-Bass Inc. San Francisco 2004

LAW20IC ORGANISED AND INTERNATIONAL CRIME (20. CPs Sem. TE-SEM-2 BU.) *Dr Chris Corns*

This unit is offered at third unit level also.

In this unit students will cover subject matter relating to 'organised' crime in the domestic context and 'international' crimes in a global context. These categories of crime can be described as 'extra-ordinary' and pose significant difficulties for traditional law enforcement models and in terms of cooperative arrangements between jurisdictions. Students examine how States (within Australia and internationally) are developing new legislative (and other) strategies to overcome jurisdictional and political difficulties in responding to these forms of crime. Students will examine the genealogy, structure and jurisdiction of the new International Criminal Court in relation to universal crimes such as genocide, acts against humanity and war crimes. Students also consider implications of international developments in these areas for Australia. In conclusion, students will compare common law, non-common law and international 'models' of criminal investigation, prosecution and adjudication

Prerequisite: Bachelor of Laws students: completion of LAW1LIM

Bachelor of Legal Studies students: completion of LST12CLS.

Class requirements: One 2-hour lecture per week and one 2-hour seminar per fortnight.

Assessment: One 30-minute class presentation (30%), one 350-word paper proposal (10%), one 2500-2650 word essay (60%)

Recommended Reading:

Schabas, W. S. *An Introduction to the International Criminal Court* Cambridge University Press 2004

Parkes, F. *Comparative Criminal Justice* Willan 2004

Cryer, R. *Prosecuting International Crimes: Selectivity and the International Criminal Law Regimes* Cambridge University Press 2005

LAW2PAL PSYCHOLOGY AND LAW (15. CPs Sem. TE-W48-S1 BU.) *Ms Marilyn McMahon*

This unit is offered at third unit level also.

Current enrolment in Bachelor of Laws

A bridge between psychology and the criminal law is provided through discussion and evaluation of the ways in which social and behavioural researchers have investigated and analysed legal phenomena. The processes of investigating a criminal event, bringing the matter to trial, and decision-making regarding guilt and disposition, are explored from a psychological perspective. Relevant literature regarding eyewitness testimony, interviewing of witnesses, interrogation of suspects, confessions, lie detection, forensic hypnosis, expert testimony, and jury decision-making is utilised. Pertinent case law and statutes are also considered.

Prerequisite: Completion of LAW1LIM and LAW11/12/22/32CRM.

Incompatible unit: LST20/30PAL, L3PAL.

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: One 1000-word research assignment (25%), one 3-hour open book final exam (75%)

Prescribed Reading:

Kapardis, A. *Psychology and law: a critical appraisal* Cambridge UP 2002.

LAW2PIL PUBLIC INTERNATIONAL LAW (15. CPs Sem. TE-SEM-1 BU.) *Dr Savitri Taylor*

This unit is offered at third unit level also.

Offered subject to sufficient enrolments. This unit is no longer available with a Legal Studies code (LST22/32PIL) but is still available with a LAW code to Legal Studies students who meet the prerequisites from any Faculty. Alternatively, current enrolment in Bachelor of Laws.

Offered subject to sufficient enrolments. This subject is no longer available with a Legal Studies code (LST22/32PIL). In this unit students will be introduced to the basic concepts and doctrines of international law. Students will be given an understanding of how international law impacts upon the domestic legal system. They also will be equipped to reflect on domestic and international political events from an 'international rule of law' perspective. Substantive

topics covered in lectures and seminars include the creation and recognition of states, state responsibility for actions which impact on other states, the peaceful resolution of international disputes and the use of force under international law.

Prerequisite: Completion of any first year law or legal studies or politics unit, or permission of coordinator

LLB students: completion of LAW11LSC, LAW11CRM,

LAW12CNM and LAW12ILR. Non LLB students: completion of any first year legal studies or politics subject or permission of coordinator.

Incompatible unit: LAW10PIL, LST22/32PIL

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: Two 2,250-word essays (100%)

Preliminary Reading:

Triggs, G. *International Law: Contemporary Principles and Practices* Lexis Nexis Butterworths, 2006

LAW2PLP PUBLIC INTEREST LAW PRACTICE (15. CPs Sem. TE-SEM-1 BU.)

Ms Judith Dickson, Ms Mary Anne Noone

This unit is offered at third unit level also.

Current enrolment in Bachelor of Laws: Entrance into the course is by application only. Application forms are available from the General Office School of Law, Social Sciences Room 229. They can also be downloaded from the School's home page

In this unit students experience public interest law in practice and reflect critically on the work and obligations of lawyers and the operation of the legal system. Students spend 12 days at the placement site (normally one day a week), have a designated site supervisor and have regular meetings with an academic supervisor. In the seminars the scope, practice and ethical aspects of public interest lawyering is explored. In the supervised tutorials students reflect on, compare and contrast their placement experiences

Prerequisite: Completion of 120 credit points of LAW units for Graduate LLB students; completion of 240 credit points of LAW units for Undergraduate LLB students.

Quota: 20. Ballot with preference to final year students.

Class requirements: One 2-hour seminar and one 1-hour supervision tutorial per fortnight, plus 12 days on placement.

This unit is not available for Study Abroad students.

Assessment: One 3000-word written assignment (50%), five reflective journals approximately 250 words each. (10%), performance according to criteria provided to student and host organisation prior to placement (35%), class participation (5%)

LAW2PPL PRINCIPLES OF PUBLIC LAW (15 CPs Sem. TE-SEM-2 BE, BU.)

BE: Ms Frances Gibson, BU: Dr Oliver Mendelsohn, BU: Dr Steven Tudor

This unit is offered at third unit level also.

Current enrolment in Bachelor of Laws

Students explore the principles of Australian public law. It provides a general foundation for particular units in public law as well as private law. The main topics are rights, the rule of law, separation of powers and checks and balances, federalism, parliamentary supremacy, representative government, responsible government and governmental conventions, accountability of the executive to the law, republicanism and the Victorian Constitution. These are studied against the background of English and Australian constitutional history, and other legal systems. This unit, in conjunction with Constitutional Law, meets the requirements of the Council of Legal Education in the area of Federal and State Constitutional Law.

Prerequisite: Completion of LAW1LIM or permission of the Director of the Law program.

Incompatible unit: LAWCONM, LAW10CNM, LAW12CNM

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 2.5-hour examination (60%), Tutorial workbook (40%)

Prescribed Reading:

Blackshield, T. and Williams, G. *Australian constitutional law and theory – commentary and materials* Federation Press, 4th Edn, 2002

Recommended Reading:

Gleeson, M. 2000 *Boyer Lectures: the rule of law and the Constitution* ABC Books, 2000
 Saunders, C. *It's your Constitution: governing Australia today* Federation Press, 2nd Edn, 2003
 Waugh, J. *The rules: an introduction to the Australian constitutions* Melbourne University Press, 1996

LAW2RPS LEGAL RIGHTS, POVERTY AND LEGAL SERVICES (15. CPs Sem. TE-SEM-1 BU.) *Ms Mary Anne Noone*

Available to Bachelor of Laws students as a law elective

The scope and limits of improving access to justice are explored in this unit. The capacity of individuals to enjoy their rights is examined. The various approaches to delivering legal services for the poor and disadvantaged are critically analysed. A major focus is the development of Australia's community legal centres within the context of the Australian legal aid system. The current trends in the provision of legal aid services are examined and evaluated. Comparisons are made with developments in the USA, UK and Canada.

Prerequisite: LLB students: completion of first-year law; Non LLB students: completion of second-year and at least two second-year legal studies units.

Incompatible unit: L2RPS, L3RPS

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1000-word tutorial paper (30%), one 2500-word take-home exam (50%), one 1000-word tutorial presentation (20%)

Prescribed Reading:

Noone M.A and Tomsen S. *Lawyers in Conflict Australian Lawyers and Legal Aid* Federation Press 2006

LAW2TOR LAW OF TORTS (20. CPs Sem. TE-SEM-1 BE, BU.) *BE: Dr*

Francine Rochford, BU: Mr Kenneth Warner

Current enrolment in Bachelor of Laws

In this unit students will be concerned primarily with the civil action in negligence through which the law provides for compensation in respect of injuries suffered of a physical and an economic nature. The working operations of the torts of nuisance, strict liability, trespass and defamation as well as the social interests affected by them are also examined. This unit meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Torts.

Prerequisite: Completion of LAW11/22/32CRM and LAW12CNM or LAW12/22/32PPL or permission of the Director of Law Program.

Co-requisite: LAW21CNT.

Incompatible unit: LAW20TOR

Class requirements: Three hours of lectures and one 1-hour tutorial per week.

Assessment: One 1.5-hour take-home examination (25%), one 3-hour final examination (75%)

Prescribed Reading:

Anderson, R., Leo, S., McDonald, B., and Swanston, J. *Cases on Torts* Federation Press, 3rd edn, 2007

LAW3ACL ADVANCED CRIMINAL LAW (15 CPs Sem. TE-SEM-1 BU.) *Ms Marilyn McMahon*

Students in this unit will build on studies from Criminal Law and will study selected doctrines of the criminal law (strict liability; mistake; doctrines relevant to inchoate offences) and the substantive law relating to certain offences. The following offences are studied in detail: sex offences; public offences; and crimes of strict liability. Students will be encouraged to develop an understanding of current law and contemporary proposals for reform.

Prerequisite: LAW2CRM.

Recommended Prior Studies: LAW1LIM.

Class requirements: One three-hour lecture per week.

Assessment: One 2000-word essay (50%), one 2-hour final examination (50%)

LAW3ADM ADMINISTRATIVE LAW (20. CPs Sem. TE-SEM-2 BU.) *Mr*

Jeffrey Barnes, Dr Roger Douglas

Current enrolment in Bachelor of Laws.

In this unit students examine the legal limits on the exercise of power by public administrative agencies and the remedies available to aggrieved persons for challenging the decisions and conduct of such agencies. The review mechanisms include federal and state courts, the Administrative Appeals Tribunal, the Victorian Civil and Administrative Tribunal, and federal and state ombudsmen. Related rights which are examined are rights to access government information under freedom of information laws and the right to require the giving of reasons for decisions. Legal controls on the making of instruments of a legislative character are also examined. The unit has the further purpose of developing student proficiency in understanding and interpreting statute law. This unit, in conjunction with Principles of Public Law, meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Administrative Law.

Prerequisite: Completion of either LAW21CNT, LAW21TOR or LAW31CPE or permission of the Director of Undergraduate Studies.

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 2500-word assignment (25%), one 3-hour examination (75%)

Prescribed Reading:

Douglas, R. *Administrative law*, Butterworths, current edn
 Douglas, R. *Douglas and Jones's Administrative Law*, Federation Press, current edn

LAW3ATL ADVANCED TAX LAW (15 CPs Sem. TE-W46-50 BU.) *Mr Keith Kendall*

Students in this unit will build upon the knowledge and skills developed in LAW3ITL Income Tax Law. Topics covered include goods and services tax (GST) and an introduction to Australia's international tax rules. The second half will cover special issues of current interest to practitioners.

Prerequisite: LAW3ITL.

Class requirements: One 2-hour lecture and one 1-hour workshop per week.

Assessment: One 2250-word essay (50%), one 2-hour examination (50%)

Prescribed Reading:

na *Fundamental tax legislation* Australian Tax Practice, current edn
 na *GST Legislation* Australian Tax Practice, current edn
 Cooper, G.S., Deutsch, R.L. and Krever, R.E. *Income taxation: commentary and materials* Australian Tax Practice 2005 5 edn

LAW3BFL BANKING AND FINANCE LAW (15. CPs Sem. TE-SEM-2 BU.) *Ms*

Ann Wardrop

See LAW2BFL for full unit description.

LAW3CIV CIVIL PROCEDURE (15. CPs Sem. TE-SEM-2 BU.) *Dr Roger*

Douglas

Current enrolment in Bachelor of Laws

An understanding of civil procedure is essential for those who want to rely on the authority of the courts to enforce legal claims. It is also essential for those who wish to resist such attempts, or for those who wish to understand the role of the judicial system in the delivery and non-delivery, of justice. This course ensures that students understand the processes whereby a legal claim is asserted or resisted in the civil courts and the relationship between these processes and the ease with which legal claims can be enforced through the courts. Students will gain knowledge of the Supreme Court (General Civil Procedure) Rules 2005 (Vic.), and of the way in which these rules are interpreted and applied. This unit meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Civil Procedure.

Prerequisite: LAW1CRM, LAW2TOR and either LAW1CNM or LAW1PPL or permission of the Director of Undergraduate Studies.

Incompatible unit: LAW3CIVP, LAW30CIV

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 3-hour final examination (70%)

Prescribed Reading:

Colbran, S. et al *Civil procedure. Commentary and materials* Current edn, Butterworths.

Supreme Court (General Civil Procedure) Rules, 2005 (Vic)

LAW3CJU CRIMINAL JUSTICE (15. CPs Sem. TE-SEM-2 BU.) *Dr Chris*

Corns

See *LAW2CJU* for full unit description.

LAW3CRM CRIMINAL LAW (20. CPs Sem. TE-SEM-2 BE, BU.) *BE: Ms*

Frances Gibson, BU: Ms Judy Gutman, BU: Dr Emma Henderson,

BU: Ms Marilyn McMahon, BU: Mr John Willis

See *LAW2CRM* for full unit description.

LAW3ERL ENVIRONMENTAL AND NATURAL RESOURCES LAW (15 CPs

Sem. TE-SEM-2 BU.) *Dr Mark Harris*

See *LAW2ERL* for full unit description. Not available in 2008

LAW3HRL HUMAN RIGHTS LAW (15. CPs Sem. TE-SEM-1 BU.) *Professor*

Jianfu Chen

See *LAW2HRL* for full unit description.

LAW3JUR JURISPRUDENCE (15. CPs Sem. TE-SEM-2 BU.) *Dr Steven*

Tudor, Mr Kenneth Warner

See *LAW2JUR* for full unit description.

LAW3OIC ORGANISED AND INTERNATIONAL CRIME (20. CPs Sem. TE-

SEM-2 BU.) *Dr Chris Corns*

See *LAW2OIC* for full unit description.

LAW3PAL PSYCHOLOGY AND LAW (15. CPs Sem. TE-W08-22 BU.) *Ms*

Marilyn McMahon

See *LAW2PAL* for full unit description.

LAW3PIL PUBLIC INTERNATIONAL LAW (15. CPs Sem. TE-SEM-1 BU.) *Dr*

Savitri Taylor

See *LAW2PIL* for full unit description.

LAW3PLP PUBLIC INTEREST LAW PRACTICE (15. CPs Sem. TE-SEM-1 BU.)

Ms Judith Dickson, Ms Mary Anne Noone

See *LAW2PLP* for full unit description.

LAW3PPL PRINCIPLES OF PUBLIC LAW (15 CPs Sem. TE-SEM-2 BE, BU.)

BE: Ms Frances Gibson, BU: Dr Oliver Mendelsohn, BU: Dr Steven

Tudor

See *LAW2PPL* for full unit description.

LAW3RPS LEGAL RIGHTS, POVERTY AND LEGAL SERVICES (15. CPs Sem.

TE-SEM-2 BU.) *Ms Mary Anne Noone*

See *LAW2RPS* for full unit description.

LAW3CPE CRIMINAL PROCEDURE AND EVIDENCE (20. CPs Sem. TE-SEM-

1 BU.) *Dr Chris Corns, Mr John Willis*

Current enrolment in Bachelor of Laws program

This unit examines the common law and statutory principles and technical rules which govern the proof of facts in issue in both civil and criminal adversarial proceedings. Evidentiary aspects of police investigation, including gathering of evidence and the power to arrest and interrogate suspects are considered. The course of evidence (examination-in-chief, cross-examination and re-examination), and the position of witnesses (the accused, experts and those in special relationships) is considered. The evidentiary aspects of curial proceedings including exclusionary rules, such as hearsay and privilege, inclusionary rules and their exceptions are considered in their forensic context. This unit in conjunction with Criminal Law meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Criminal Law and Procedure. It also meets the requirements in the area of Evidence.

Prerequisite: LAW11/12/22/32CRM and LAW12CNM or LAW1/2/3PPL or permission of Director of Undergraduate Studies.

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 2-hour final examination (50%), one 2-hour oral (moot court) test (50%)

Prescribed Reading:

Evidence Act 1958 (Vic).

Waight, P. and Williams, C. *Evidence: Commentary and Materials* Law Book Co., current edn

LAW3CPL COMPETITION POLICY AND LAW (15. CPs Sem. TE-SEM-2 BU.)

Mr David Wishart

Not available in 2008.

LAW3ELR EMPLOYMENT AND LABOR RELATIONS LAW (15 CPs Sem. TE-

SEM-2 BU.) *Dr Jill Murray*

See *LAW2ELR* for full unit description.

LAW3COL INTERNATIONAL COMMERCIAL ARBITRATION (15 CPs Sem.

TE-SEM-1 BU.) *Professor Gordon Walker*

Not available in 2008

LAW3EQT LAW OF EQUITY AND TRUSTS (20. CPs Sem. TE-SEM-1 BU.)

Professor Roger Douglas, Ms Ann Wardrop

Current enrolment in Bachelor of Laws

Students are introduced to the doctrines and institutions of equity. Topics include the relationship between equity and common law, the nature of equitable rights, trusts (including their creation and variation, the duties and powers of trustees and the consequences of breach of trust), fiduciary obligations, confidential information and equitable remedies. This unit meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Equity.

Prerequisite: Completion of LAW21/22CNT and LAW31/32PRP.

Incompatible unit: LAW30EQT

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 2000-word assignment (40%), one 3-hour final examination (60%)

Prescribed Reading:

Heydon, J. D., and Loughlan, P.L. *Cases and materials on equity and trusts* Current edn, Butterworths.

OR Dal Pont, G.E., Chalmers, D.R.C. and Maxton, J.K. *Equity and Trusts: commentary and materials* Lawbook Co, current edn

Douglas, R. and Knowler, J. *Trusts in Principle* Lawbook Co, 2006

LAW3IAM INTERNATIONAL ARBITRATION MOOT (15 CPs Sem. TE-W48-

09 BU.) *Professor Gordon Walker*

Upon completion of this unit, students will (1) have an exposure to aspects of international sale of goods, private international law, and comparative law; (2) develop a familiarity with and practice in arbitration; (3) develop oral skills of presentation of legal material before a panel of experts from different legal systems; (4) gain an appreciation of their own legal system, its limitations, and an appreciation of other legal systems and their limitation; (5) experience the thorough preparation of a particular case and the opportunity to match their preparation with that of other equally prepared students.

Class requirements: 3 hours seminars/workshops per week.

Assessment: Mooting (minimum 10 moots) (60%), Writing one (1) Respondent's Memorandum (Team) (40%)

LAW3IBL INTERNATIONAL BUSINESS LAW (15. CPs Sem. TE-SEM-2 BU.)

Dr Jianfu Chen

See *LAW2IBL* for full unit description.

LAW3ITL INCOME TAXATION LAW (15. CPs Sem. TE-SEM-2 BU.) *Mr Keith*

Kendall

Current enrolment in Bachelor of Laws or permission of the Director of Law Program

The aim is to provide students with an understanding of income taxation in Australia. Topics covered include the concept of income, assessable income, allowable deductions, taxation of entities, (companies, partnerships and trusts), timing issues and tax planning and anti-avoidance. The emphasis will be on the practical application of principles via a problem-focused approach, with broad policy issues also covered

Prerequisite: LLB students: completion of LAW21CNT or with approval from the unit coordinator.

Incompatible unit: LST20/30ITL.

Class requirements: One 2-hour lecture per week, one 1-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: 2500-word essay (40%), 2-hour open book examination (60%)

Prescribed Reading:

Fundamental tax legislation Australian Tax Practice, current edn Cooper, G. S., Deutsch, R. L. and Krever, R.E. *Income taxation: commentary and materials* 5th edn, Australian Tax Practice 2005

LAW3NEG NEGOTIATION (Subject to Approval) (20. CPs Sem. TE-W47-06 BU.) *Professor Tania Sourdin*

The emphasis for this unit will be on the theory and practice of negotiation, with some consideration given to how what is learned also is applicable to mediation. Students will devote about half of class time to specific case studies and related exercises in negotiation. The remainder will be spent on skills exercises, consideration of theoretical issues and discussion of class reading.

Prerequisite: LLB and BLS Students: completion of LAW11LIM and LST31DRE or LAW11DRE.

Special conditions: Bachelor of Laws students are permitted to enrol in this subject as a law elective. Alternatively current enrolment in Bachelor of Legal Studies.

Incompatible rules: LAW32NAM, LST2/3NEG

Class requirements: Attendance and participation at five 7-hour block workshops (9.30 am–4.30 pm) and prerequisite readings before the first workshop

Assessment: Completion of two journals totalling 4500 words (55%), skills examination (35%) and class participation (10%)

Prescribed Reading:

Wertheim, E. et al *Skills for Resolving Conflict: Creating Effective Solutions through Cooperative problem-solving, Eruditions*, 1998 Reading Collection for LAW2/3NEG
Fisher, R., Ury, W. & Patton, B. *Getting to Yes* Random House, 1992

LAW3PRP PROPERTY LAW (20. CPs Sem. TE-SEM-2 BU.) *Professor Lee*

Ann Bassar, Mr Anthony O'Donnell, Dr Savitri Taylor

Current enrolment in Bachelor of Laws

Private property is a key concept of all western political and legal systems. Students examine the way the Australian legal system uses the concept of property to resolve disputes about access to and allocation of resources. Students study the rules and principles relating to the creation and enforceability of proprietary interests. Themes include: the nature of property interests, the support afforded proprietary interests by law and the ordering of interests within and beyond property law. Topics covered are the development of the concept of private property, the fragmentation of proprietary interests by reference to time, space, nature of the interest, nature of title, sphere of enforceability, the acquisition and transfer of proprietary interests, statutory schemes of registration, concurrent ownership, leases, and mortgages and securities. This unit meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Property.

Prerequisite: Completion of LAW21/22CNT.

Incompatible unit: LAW30PRP

Class requirements: Two 1.5-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word assignment (40%), one 3-hour examination (60%)

Prescribed Reading:

Bradbrook, A., MacCallum, C. & Moore, A., *Australian Real Property Law* 4th edn Thomson LBC, 2007.

Recommended Reading:

Bradbrook, A., MacCallum, C. & Moore A., *Australian Property Law: Cases and Materials* Thomson LBC, 2006, 3rd edn

LAW4COR CORPORATIONS LAW (20. CPs Sem. TE-SEM-1 BU.) *Professor*

Vivien Goldwasser, Professor Gordon Walker, Mr David Wishart

Current enrolment in Bachelor of Laws

Students are introduced to the fundamentals of this unit through an examination of some of the principal incidents of modern

corporations and securities law. There is a concern both to situate the law contextually and to emphasise the practical operation of the law in its social setting. Topics include the constitutional and administrative context of the Corporations Act, incorporation and its effects, corporate governance, various methods of financing including equity and debt, and external administration. This unit meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Company Law.

Prerequisite: LAW31/32PRP and completion of or concurrent enrolment in LAW31EQT or permission of Director of Undergraduate Studies.

Incompatible unit: LAW40COR

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 2000-word assignment (30%), one 3-hour examination (70%)

Prescribed Reading:

Australian Corporations Legislation Current edn, CCH, LBC or Butterworths.

Textbook TBA

LAW4INT LEGAL INTERNSHIP (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU. TE-W21-25 BU. TE-W48-09 BU.) *Professor Gordon Walker*

Approval from Head, School of Law

Legal Internship allows students to complete a critical piece of legal research and analysis under academic supervision based on an approved internship.

Class requirements: The research will be conducted under the direction of an approved academic supervisor.

Assessment: Research paper 4500 words (100%)

LAW4LPC LEGAL PRACTICE AND CONDUCT (15. CPs Sem. TE-SEM-2 BU.)

Ms Mary Anne Noone

Current enrolment in Bachelor of Laws.

Ethical legal practice and conduct are the primary focus of this unit. This includes examining the legal practitioner's duty to the administration of law, the courts, clients and fellow practitioners, issues of personal and professional conduct and basic trust accounting. The context for this study is the issue of access to justice and recent reforms in the legal profession. Students are encouraged to reflect on how a legal practitioner's duties and ethics are relevant to daily legal practice, as well as on the efficacy of law, the legal system, the legal profession and the nature of justice. This unit meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area Professional Conduct.

Prerequisite: Completion of this unit in the penultimate or final year of the law programme is desirable.

Incompatible unit: LAW40LPC, LAW41/42LPP

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: One 2000-word assignment (40%), one 2500-word take-home exam (60%)

Prescribed Reading:

Dal Pont, G.E. *Lawyers' Professional Responsibility in Australia and New Zealand* Law Book Co, 3rd Edn, 2006
Legal Practice Act 2005 (Vic)

LAW4LPP LEGAL PRACTICE AND CONDUCT CLINICAL PLACEMENT (30.

CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Ms Judith Dickson*

Entrance into the course is by application only. Application forms are available from The General Office, School of Law, Social Sciences Building room 229 or can be downloaded from the School's homepage.

Ethical legal practice and conduct are the primary focus of this unit. This includes examining the legal practitioner's duty to the administration of law, the courts, clients and fellow practitioners, issues of personal and professional conduct and basic trust accounting. The context for this study is the issue of access to justice and recent reform to the legal system, in particular the legal profession. Additionally, students are placed in a legal aid environment where they have the opportunity to be practically involved in legal practice under supervision. Students are encouraged to reflect on how a legal practitioner's duties and ethics are relevant

to daily legal practice, as well as on the efficacy of law, the legal system, the legal profession and the nature of justice. This unit meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area Professional Conduct.

Prerequisite: Completion of LAW1LIM, LAW1DRE, LAW2CRM and completion of or concurrent enrolment in LAW31CPE.

Co-requisite: LAW31CPE.

Incompatible unit: LAW40LPC, LAW41/42LPC.

Quota: 12.

Class requirements: One 2-hour seminar, one 1-hour tutorial and clinical placement (minimum eight hours) per week.

This unit is not available for Study Abroad students.

Assessment: One 2000-word assignment (20%), One 2500-word case study (25%), One trust accounting exercise (5%), Supervised performance in clinical placement (50%). For more detailed information please refer to subject outline provided in first lecture.

Prescribed Reading:

Dal Pont, G. E., *Lawyers' Professional Responsibility* Thomson (Lawbook Co.), 3rd Edn

Legal Profession Act 2004 (Vic).

LAW4THA LAW HONOURS THESIS PART A (15 CPs Sem. TE-SEM-1 BU.)

Professor Jianfu Chen

This unit is offered in another semester. Current enrolment in Bachelor of Laws Program and invitation to undertake Honours in Law.

Within the Bachelor of Laws program, Honours is generally undertaken as part of the final year of law studies. It is not an additional year, as in the case of most other degrees such as the Bachelor of Arts or Bachelor of Science. The honours year is by application and is usually determined after completion of the second year of studies. It includes the research and writing of a 10,000 word thesis (which counts as two law electives) on a topic to be approved by the Honours Research and Graduate Studies Committee. Students enrol in Law Thesis Part A (LAW4THA) in Semester one and Law Thesis Part B (LAW4THB) in Semester two.

Prerequisite: Enrolment in Bachelor of Laws Honours Program.

Class requirements: N/A.

Assessment: Thesis (100%)

LAW4THB LAW HONOURS THESIS PART B (15 CPs Sem. TE-SEM-2 BU.) *Dr*

Roger Douglas

This unit is offered in another semester. Current enrolment in Bachelor of Laws Program and invitation to undertake Honours in Law.

Within the Bachelor of Laws program, honours is generally undertaken as part of the final year of law studies. It is not an additional year, as in the case of most other degrees such as the Bachelor of Arts or Bachelor of Science. The honours year is by application and is usually determined after completion of the second year of studies. It includes the research and writing of a 10,000 word thesis (which counts as two law electives) on a topic to be approved by the Honours Research and Graduate Studies Committee. Students enrol in Law Thesis Part A (LAW4THA) in Semester one and Law Thesis Part B (LAW4THB) in Semester two.

Prerequisite: Enrolment in Bachelor of Laws Honours Program.

Class requirements: N/A.

Assessment: Thesis (100%)

LST1BSL BUSINESS LAW (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEM3 SY. TE-SEM-1 BE, BU, MI, SH. TE-SEM-2 AW, BU, CH. TE-W31-46 NI.)

Dr Chris Chadien, Professor Vivien Goldwasser, Mr Keith Kendall, Mr Terry Reid

This unit is not available to Bachelor of Laws students as a law elective or to students who have completed LAW21/22CNT.

This unit is offered in another semester.

Bachelor of Business Students should enrol in this subject.

In this unit students examine legal institutions and practices such as law making and interpretation of laws. The law of contract and its place in commercial law, notably the law of the sale of goods, comprise the body of the unit. Other kinds of civil liability such as

fault liability are compared. Students examine the economic and political factors which have influenced the development of this law and assesses the impact of the law on business and industrial activity.

Incompatible unit: LAW21/22CNT, LST11/12LCC, LST11/12IBL

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 3-hour examination (70%). Students must achieve at least a mark of 40% for the final examination.

Prescribed Reading:

Casebook TBA Ciro, T., and Goldwasser, V. R.

Law and Business OUP, 2nd edn (2006)

LST2LBA LAW OF BUSINESS ASSOCIATION (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr*

Chris Chadien, Mr David Wishart

This unit is offered at third unit level also.

Not available to Bachelor of Laws students as a law elective

In this unit students deal with the key features of the legislation and cases which govern the formation and regulation of business associations (particularly corporations) and the operation of securities markets in Australia. There is an explanation of how these laws operate on the economy and society at large and on persons and institutions within society, along with how persons and institutions may best utilise these laws. Students completing the unit should be able to apply rules and principles extracted from the legislation and cases to resolve disputes arising from the operations and functioning of business associations and the workings of securities markets.

Prerequisite: Completion of LST11/12LCC or LST11/12IBL or LST11/12BSL.

Incompatible unit: LST12LBA, LAW41COR

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: 1000-word assignment (20%), 3-hour open book examination (70%), tutor's assessment (10%). AW: 500-word assignment

Prescribed Reading:

Butterworths or CCH *Australian corporations' legislation* LBC, Butterworths or CCH, current edn

Woodward, S., Bird, H., and Sievers, S. *Corporations' law in principle* LBC, current edn

Government Acts Partnership act reprint Victorian Government Printing Office (2006)

LST2MAL MARKETING LAW (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 BE, BU, OS.) *BE: Dr Francine Rochford, BU: Ms Michelle Harper*

This unit is offered at third unit level also.

Not available to Bachelor of Laws students as a law elective.

Bachelor of Business students are encouraged to enrol in this unit at third year.

The ways in which the law affects marketing activities are examined. A number of specific legal issues relevant to the marketing of goods and services are identified such as various selling techniques, intellectual property, restrictive trade practices, privacy, electronic commerce and anti-spam laws. The unit is designed to raise students' awareness of the issues and develop their skills to achieve compliance with the law.

Prerequisite: Completion of LST11/12LCC or LST11/12IBL or LST11/12BSL or LST2THL or LAW21/22CNT. Completion of LST12/22/32LBA or another first or second year legal studies subject is highly recommended.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BE: one 2500-word essay (55%) and one 2000-word essay (45%) (100%), BU: one 1500-word assignment (25%) and one 2-hour final examination (75%) OR one 3-hour final exam (100%). Bundoora students may choose between the two assessment options: (a) is 25% and 75% and (b) is 100%. , ACN: one 1500-word assignment (30%) and one 2-hour final examination (70%) (100%)

Preliminary Reading:

Clarke, B. and Sweeney, B. *BU: Marketing and the Law* Butterworths, Sydney, 3rd edn, 2006, Chapters 1 and 7

Prescribed Reading:

Clarke, B. and Sweeney, B. *BE: Marketing and the law* Butterworths, Sydney, 3rd edn (2006)

LST2SLA SPORT LAW (15. CPs Sem. TE-SEM-2 BU.) *Dr TBA by Law*

In this unit students will examine those aspects of the law that specifically affect sport and leisure management. Specific areas of law that apply to sport and leisure to be covered include the law of non-profit sporting organisations, liability for sporting injury and damage, sport and media law, and sport and leisure marketing. The Trade Practices Act as well as other relevant legislation will be studied especially with regard to the implications for professional sport and community based leisure activities.

Prerequisite: Nil.

Co-requisite: Nil.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: Tutorial activities (20%), One 1500-word assignment (30%), one 2-hour examination (50%)

Prescribed Reading:

Healey, D. (2005) *Sport and the Law* Sydney: UNSW Press

LST2THL TOURISM AND HOSPITALITY LAW (15. CPs Sem. TE-SEM-2 BE, BU, SH.) *BE: Dr Chris Chadien, BU: Ms Michelle Harper*

Not available to Bachelor of Laws students as a law elective

Students will be introduced to the legal process and the institutions of Australia's legal system. There will be an emphasis on those aspects of law most relevant to small business in the Tourism and Hospitality industries. Topics include the law of contract, bailment, agency, business organisations, insurance, employment, torts, food, liquor and gaming. In addition, students will examine recent case law on the responsible service of alcohol and gaming

Incompatible unit: LST11/12LCC or LST11/12IBL or LST1BSL

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: (a) A 1500-word assignment (25%) and a 2-hour examination (75%) or (b) a 3-hour examination (100%) (100%) Students may choose between the two assessment options: (a) is 25% and 75% and (b) is 100%

Prescribed Reading:

Latimer, P. *Australian Business Law* CCH Australia Ltd., 26th edn, 2007

Recommended Reading:

Clive Turner *Australian Commercial Law* Law Book Co, 26th edn, 2007

LST3LBA LAW OF BUSINESS ASSOCIATION (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr*

Chris Chadien, Mr David Wishart

See LST2LBA for full unit description.

LST3MAL MARKETING LAW (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 BE, BU, OS.) *BE: Dr Francine Rochford, BU: Ms Michelle Harper*

See LST2MAL for full unit description.

School of Sport, Tourism and Hospitality Management

Enquiries:

Melbourne (Bundoora) Campus:

Head of School: Associate Professor Sue Beeton

Donald Whitehead Building, Room 101

Tel: (03) 9479 1080

Fax: (03) 9479 1010

Email: tourism@latrobe.edu.au

Albury-Wodonga Campus:

Faculty of Law and Management,

Building 4, Room 4218A

University Drive, Wodonga, VIC, 3690

Tel: (02) 6024 9850

Email: M.Turner@latrobe.edu.au

Bendigo Campus:

Faculty Office, Level 1, Business Building

Tel: (03) 5444 7350

Fax: (03) 5444 7998

Email: bendigo.lm@latrobe.edu.au

The school offers a broad curriculum in the fields of business, hospitality, tourism, and sport and leisure. Some units are taught in conjunction with other disciplines of the university.

The courses have been designed to produce future leaders and managers for the sport, tourism, leisure and hospitality industries. Students are provided with a range of skills giving them practical skills and theoretical knowledge covering aspects of leisure-related services.

The school offers a diverse postgraduate program. Enquiries regarding the availability of postgraduate diploma, masters by research and PhD studies should be directed to the school, or the Postgraduate Handbook.

Before enrolling or re-enrolling, students should consult any supplementary information issued by the school. The school has appointed members of the academic and general staff as student advisers. They are available throughout the year to advise students on problems that may arise concerning their studies. Details of student advisers may be obtained from the school. Courses offered by the school are described below.

Sport, Tourism and Hospitality Management courses

Note: All courses in the School of Sport, Tourism and Hospitality Management are currently under review.

Bundoora

- Bachelor of Business (Sport and Leisure Management)
- Bachelor of Business (Tourism and Hospitality)
- Bachelor of Business (Tourism Management)
- Honours Year
- Graduate Diploma in Hospitality Management
- Graduate Diploma in Tourism Management
- Postgraduate Diploma in Tourism Management
- Master of Arts (Research)¹
- Master of Business (Research)¹
- Doctor of Philosophy

Key: ¹ For full course descriptions, refer to the Postgraduate Handbook..

Albury-Wodonga

- Bachelor of Business (Hospitality Management)¹
- Graduate Diploma in Hospitality Management²
- Honours Year (Bundoora)

Key: ¹ For full course descriptions, refer to the Albury-Wodonga chapter in this Handbook.

² For full course description, refer to the Albury-Wodonga chapter in the Postgraduate Handbook.

Bendigo

- Bachelor of Business (Tourism and Hospitality)¹
- Honours Year (Bundoora)

Key: ¹ Please refer to the Bendigo chapter in this Handbook..

Bachelor of Business (Sport and Leisure Management) – Bundoora (LBBSL)

Admission requirements

Prerequisite requirements are VCE Units 3 and 4 and a study score of at least 20 in English.

Degree requirements

Students must complete a course of units accumulating a minimum of 360 credit points (24 units). All core units are worth 15 credit points each. The course is designed to be completed in three years of full-time study, although part-time study is possible. Part-time study is encouraged for students working more than 15 hours per week.

Course structure

This course provides professional education in sport and leisure management. The course comprises core units, school electives and free electives. The specialisation available in this degree is Sport Management. The following course structure applies to students enrolling for the first time in 2008. Students progressing to second and third year must consult the school for details of their progression requirements. Unless noted, all units are worth 15 credit points.

Note: Students who commenced prior to 2005 or who enter with significant advanced standing should consult the school for further details regarding their course structure.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Introduction to Leisure Industry Studies	THS1ILS
TE-SEM-1	Leisure Information Systems	THS1LIS
TE-SEM-1	Management Communications	THS1MCO
TE-SEM-1	Introduction to Sport Business	THS1ISB
TE-SEM-2	Accounting and Management for Entrepreneurs	ACC1AME
TE-SEM-2	Introduction to Sport Management	THS1ISM
TE-SEM-2	Leisure Industry Enterprise Management	THS1LEM
TE-SEM-2	Leisure and Tourism Marketing	THS1LTM

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Entrepreneurship in the Leisure Sector	THS2ELS
TE-SEM-1	Economics for the Tourism and Leisure Industry	THS2ETI
TE-SEM-1	Sport Facility and Event Management	THS2SFE
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-2	Sport Law	LST2SLA
TE-SEM-2	Service Industry Labour Management	THS2SLM
TE-SEM-2	Introduction to Tourism and Leisure Analysis	THS2TLA
TE-SEM-2	One elective	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Sport Policy Formulation and Management	THS3SPF
TE-SEM-1	Sport Marketing and Sponsorship	THS3SMS
TE-SEM-1	Strategic Management Leisure Industry	THS3SML
TE-SEM-1	One third-year school elective	
TE-SEM-2	Sport Governance	THS3SGV
TE-SEM-2	Government Business Relations	THS3GBR
TE-SEM-2	One elective	
TE-SEM-2	One third-year school elective	

Bachelor of Business (Tourism and Hospitality) – Bundoora (LBBTH)

Admission requirements

Prerequisite requirements are VCE Units 3 and 4 and a study score of at least 20 in English.

Degree requirements

Students must complete a course of units accumulating a minimum of 360 credit points (24 units). All core units are worth 15 credit points each. The course is designed to be completed in three years of full-time study, although part-time study is possible. Part-time study is encouraged for students working more than 15 hours per week.

Course structure

The course comprises core units, school electives and free electives. The third year specialisation available in this degree is Event Management. The tourism and hospitality courses seek to blend vocational training with a broad education for the industry's future leaders. The Bachelor of Business (Tourism and Hospitality) combines the skills needed for hospitality and tourism supervision with business management and an understanding of the dynamics of the tourism industry.

The following course structure applies to students enrolling for the first time in 2008. Unless noted, all units are worth 15 credit points.

Note: Students who commenced prior to 2003 or who enter with significant advanced standing should consult the school for further details regarding their course structure.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Introduction to Leisure Industry Studies	THS1ILS
TE-SEM-1	Leisure Information Systems	THS1LIS
TE-SEM-1	Management Communications	THS1MCO
TE-SEM-1	Food and Beverage Services	THS1FBS
TE-SEM-1	Accounting and Management for Entrepreneurs	ACC1AME
TE-SEM-2	Accommodation Operations Management	THS1AOM
TE-SEM-2	Leisure Industry Enterprise Management	THS1LEM
TE-SEM-2	Leisure and Tourism Marketing	THS1LTM

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Entrepreneurship in the Leisure Sector	THS2ELS
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Economics for the Tourism and Leisure Industry	THS2ETI
TE-SEM-1	Tourism Hospitality Operations Co-ordination	THS2THO
TE-SEM-2	Tourism and Hospitality Law	LST2THL
TE-SEM-2	Service Industry Labour Management	THS2SLM
TE-SEM-2	Introduction to Tourism and Leisure Analysis	THS2TLA
TE-SEM-2	One elective	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Special Event and Meeting Industry Management	THS3SEM
TE-SEM-1	Service Operations Management	THS3SOM
TE-SEM-1	Strategic Management Leisure Industry	THS3SML
TE-SEM-1	One third-year school elective	
TE-SEM-2	Hospitality Service Delivery	THS3HSD
TE-SEM-2	Government Business Relations	THS3GBR
TE-SEM-2	One third-year school elective	
TE-SEM-2	One elective	

Bachelor of Business (Tourism Management) (LBBTM)

Admission requirements

Prerequisite requirements are VCE Units 3 and 4 and a study score of at least 20 in English.

Degree requirements

Students must complete a course of units accumulating a minimum of 360 credit points (24 units). All units are worth 15 credit points each. The course is designed to be completed in three years of full-time study, although part-time study is possible. Part-time study is encouraged for students working more than 15 hours per week.

Course structure

This course provides professional education in tourism and travel management. The course comprises core units, school electives and free electives. The third year specialisation available in this degree is Regional Tourism.

The following course structure applies to students enrolling for the first time in 2008. Unless noted, all units are worth 15 credit points.

Note: Students who commenced prior to 2003 or who enter with significant advanced standing should consult the school for further details regarding their course structure.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Introduction to Leisure Industry Studies	THS1ILS
TE-SEM-1	Management Communications	THS1MCO
TE-SEM-1	Leisure Information Systems	THS1LIS
TE-SEM-1	Travel and Tour Operations	THS1ITTO
TE-SEM-2	Accounting and Management for Entrepreneurs	ACC1AME
TE-SEM-2	Leisure Industry Enterprise Management	THS1LEM
TE-SEM-2	Leisure and Tourism Marketing	THS1LTM
TE-SEM-2	Tourism Computer Reservation Systems	THS1TCR

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Economics for the Tourism and Leisure Industry	THS2ETI
TE-SEM-1	Entrepreneurship in the Leisure Sector	THS2ELS
TE-SEM-1	Tourism Hospitality Operations Coordination	THS2THO
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-2	Service Industry Labour Management	THS2SLM
TE-SEM-2	Introduction to Tourism and Leisure Analysis	THS2TLA

TE-SEM-2	Tourism and Hospitality Law	LST2THL
TE-SEM-2	One elective	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Regional Culture and Tourism	THS3CTO
TE-SEM-1	Strategic Management Leisure Industry	THS3SML
TE-SEM-1	Tourism and the Environment	THS3TEN
TE-SEM-1	One third-year school elective	
TE-SEM-2	Destination Marketing and Management	THS3DMM
TE-SEM-2	Government Business Relations	THS3GBR
TE-SEM-2	One third-year school elective	
TE-SEM-2	One elective	

School Electives**Entrepreneurship**

Teaching period	Unit title	Unit code
TE-SEM-1	Community Tourism (Bendigo)	THS3CT
TE-SEM-2	Tourism Venture Planning	THS3TVP

Event Management

Teaching period	Unit title	Unit code
TE-SEM-1	Special Event and Meeting Industry Management	THS3SEM
TE-SEM-2	Hospitality Service Delivery	THS3HSD

Heritage Management

Teaching period	Unit title	Unit code
TE-SEM-2	Cultural Interactions	THS3CUI

Hotel Management (Wodonga/Beechworth)

This is a one-year (120 credit points) specialisation in hotel and hospitality management taught at the Albury-Wodonga Campus and at the International Hotel School (Beechworth). This specialisation stream is equivalent to two normal teaching period elective streams and is available to third year Bachelor of Business (Tourism and Hospitality) students only.

International

Teaching period	Unit title	Unit code
TE-SEM-1 or TE-SEM-S	International Tourism	THS3INT
TE-SEM-1	Global Environment of Tourism (AW)	THS2GET

Students have the option of selecting language units for free electives to prepare them for their career or overseas study.

Hospitality

Teaching period	Unit title	Unit code
TE-SEM-2	Hospitality Enterprise Management	THS2HEM

(Available to

B.Bus. (Tour and Hosp) students only)

Marketing

Teaching period	Unit title	Unit code
TE-SEM-1	Tourism and Leisure Psychology and Consumer Behaviour	THS3TCB
TE-SEM-2	Wine Tourism Marketing	THS3WTM
TE-SEM-2	New Tourism and Leisure Business Marketing	THS3NTM
TE-SEM-2	Destination Marketing and Management	THS3DMM

Regional Tourism

Teaching period	Unit title	Unit code
TE-SEM-1	Regional Culture and Tourism	THS3CTO
TE-SEM-1	Tourism and the Environment	THS3TEN

Sport Management

Teaching period	Unit title	Unit code
TE-SEM-1	Sport Policy Formulation and Management	THS3SPF
TE-SEM-1	Sport Marketing and Sponsorship	THS3SMS
TE-SEM-2	Elite Athlete Management	THS3EAM
TE-SEM-2	Sport and Leisure Industry Practicum ¹	THS2SLP

Key: ¹ Available to BBus (Sport and Leisure Management) students only.

Honours year

Suitably qualified students will be invited to undertake an honours year, which requires an additional year of full-time study. The core units are taught as modules, making the class commitment only two days per week in teaching period 1. In teaching period 2 students focus on their honours thesis. The thesis and four core units must be successfully completed.

Course structure

To complete the honours program a candidate must submit a satisfactory thesis of 15,000 words.

Teaching period	Unit title	Unit code
TE-SEM-1	Contemporary Issues in Tourism and Hospitality	THS4CIS
TE-SEM-1	Regional Tourism Development	THS4RTD
TE-ALLYR	Research Methods in Tourism and Hospitality	THS4RME
TE-SEM-1	Readings in Tourism and Hospitality	THS4RTH
TE-SEM-2	Tourism and Hospitality Thesis	THS4THT

UNIT DESCRIPTIONS**THS1AOM ACCOMMODATION OPERATIONS MANAGEMENT** (15 CPs

Sem. TE-SEM-2 BU.) *Ms Meg Houghton*

Available to B.Bus (Tourism and Hospitality) and B.Bus (Hospitality Management) students only. All students are required to buy/provide and wear the following to all practical classes: *Black shoes and socks/tights, *Black trousers/skirt, *Black shirt (long or 3/4 sleeves), *La Trobe University name badge, *White polo shirt (no insignia). Note: * also required for students completing THS1FBS.

This unit builds on the professional skills required for the hospitality industry that were introduced in THS1FBS. It provides students with an introduction to the skills, knowledge and techniques required to manage and maintain an accommodation department in all types and sizes of hospitality operations, both public and private. Students will gain an understanding of front office and accommodation reservation systems including an introduction to a computerised reservation system. Additionally there is a strong emphasis on acquiring practical operational skills provided by the requirement to undertake work placement experience at a commercial property.

Prerequisite: THS1FBS.

Co-requisite: THS1FBS.

Incompatible unit: THS10IAM or THS11IAM

Class requirements: One 2-hour lecture per week, five 2-hour tutorials, 21 hours work placements, and one 3-hour practical laboratory. All students must achieve at least 40% of the total marks available in the final examination. All assessment tasks must be undertaken to obtain a final assessment result with an overall final score of at least 50% obtained.

Assessment: One 2500-word group assignment (25%), one 2-hour examination (50%), one placement participation journal and report (10%), Software application test (15%)

THS1FBB FOOD AND BEVERAGE SERVICES 1B (15. CPs Sem. TE-SEM-1

BU.) *Coordinator to be advised*

Not available in 2008

THS1FBS FOOD AND BEVERAGE SERVICE (15 CPs Sem. TE-SEM-1 BE, BU.)

BE: Dr Garry Price, BU: Mr Paul Strickland

Students are required to wear clothing as directed to all practical classes.

This unit introduces students to all areas of restaurant and 'front-of-house' operations, ensuring that the students have the knowledge and skills needed to identify and provide high quality service to clients. The unit introduces students to relevant industry issues including product promotions, hygiene, health and safety, responsible service of alcohol, current product knowledge and customer relations. Students are required to obtain a reasonable competence in food service techniques, along with the ability to operate a food and beverage outlet.

Prerequisite: None.

Class requirements: One 2-hour lecture, one 4-hour tutorial and practical per week. Minimum of 30 hours work experience at set locations.

Assessment: One 1800-word assignment (20%), one 3-hour practical skill assessment exercise (30%), one 2-hour final examination (50%)

Recommended Reading:

Payne-Palacio, J., Theis, M. *Introduction to Food Service*, 10th Edn, Pearson Prentice Hall, NJ, USA 2005

BE: Ellis, G. *The Australian Bar Attendant's Handbook*, 2nd Edn, Hospitality Press, Melbourne 1997.

BU: Brown, G, Hepner K. *The Waiter's Handbook* Hospitality Press, Melbourne, 2000.

THS1ILS INTRODUCTION TO LEISURE INDUSTRY STUDIES (15 CPs Sem. TE-SEM-1 BE, BU.) *BE: Dr Clare Lade, BU: Ms Sonia Francis, BU: Dr Elspeth Frew*

In this unit students develop a comprehensive overview of the leisure, tourism and hospitality industries in Australia. The primary objective is to create an awareness of the breadth and diversity of the industry, and the social, cultural, political and economic interests and activities it encompasses. The course is designed to ensure that students can: analyse the various components which form the leisure industry; appreciate the interlinkage of the major sector, locate and utilise leisure industry resources; examine the organisation, management and structure of the industry, and assess and understand the various impacts which result from leisure, tourism and hospitality.

Prerequisite: None.

Co-requisite: None.

Incompatible unit: THS10ITH

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: One 10-minute class presentation (15%), one 1500-word report (20%), assessment exercises (15%), one 2-hour examination (50%)

Prescribed Reading:

School of Sport, Tourism and Hospitality Management *THS1ILS, Introduction to Leisure Industry Studies Readings*, 2008 La Trobe University

THS1ISB INTRODUCTION TO SPORT BUSINESS (15 CPs Sem. TE-SEM-1 BU.) *Mr Paul Emery*

In this unit students will explore different ways of conceptualising sport, and describe and explain patterns of sport and leisure participation and consumption in Australia and around the world. Students will be taken from appreciating the impact of globalisation on business and the business of sport in particular to applying this knowledge at a domestic level. In the unit students will examine a three sector model of the Australian sport industry (private, public and non-profit), examine the relationship between the sport industry and different levels of government, and consider the implications of this relationship for sport provision in a mixed economy.

Prerequisite: Nil.

Co-requisite: Nil.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Two 750-word tutorial exercises (50%), one 2500-word assignment (50%)

Prescribed Reading:

Westerbeek, H. and Smith A. *Sport business in the global marketplace* (2002) Palgrave Macmillan: London

THS1ISM INTRODUCTION TO SPORT MANAGEMENT (15 CPs Sem. TE-SEM-2 BU.) *Dr Matthew Nicholson*

This unit provides students with a comprehensive introduction to the practical application of core sport management principles, including strategic sport management, organisational structures, human resource management, leadership, organisational cultures, governance and performance management. These principles and their application are contextualised within a discussion of the role of the state, non-profit management and professional sport.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (20%), ten 150-word tutorial exercises and participation (30%), one 2-hour examination (50%)

Prescribed Reading:

Hoye, R., Smith, A., Westerbeek, H., Stewart, B., Nicholson, M. (2006) *Sport Management: Principles and Applications* Butterworth-Heinemann, London.

THS1ITH INTRODUCTION TO TOURISM AND HOSPITALITY STUDIES (15 CPs Sem. TE-SEM-2 BU.) *Dr Elspeth Frew*

Not available in 2008

THS1LEM LEISURE INDUSTRY ENTERPRISE MANAGEMENT (15 CPs Sem. TE-SEM-2 BU.) *Mr Gary Best*

In this unit students are introduced to management concepts and investigate a range of management issues in the leisure industry enterprise context, exploring whenever possible an entrepreneurial approach to such issues. Students will explore topics such as the principles of organisation theory, planning and establishment of operational procedures (such as health and safety systems), risk management, management of service quality within the context of leisure industry needs and customer expectations.

Prerequisite: None.

Co-requisite: None.

Incompatible unit: MGT10FOM

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 10-minute tutorial presentation and assessment (10%), one 1250-word essay (20%), one 2-hour final examination (60%), one 250-word case study (10%)

Prescribed Reading:

Lashley, C. and Lee-Ross, D. (2003) *Organisation Behaviour for Leisure Services* Butterworth Heinemann, London.

THS1LFO LEISURE FACILITIES OPS (15 CPs Sem. TE-SEM-1 BU.) *Dr Russell Hoye*

Not available in 2008

THS1LIS LEISURE INFORMATION SYSTEMS (15 CPs Sem. TE-SEM-1 BU.)

Ms Meg Houghton

All students must achieve at least 40% of the total marks available in the final examination. All assessments tasks must be undertaken to obtain a final assessment result with an overall final score of at least 50% obtained.

This unit will provide students with an understanding of the role of information systems in the management of organisations and in particular modern leisure businesses. It will develop students' understanding of the different tools available within a computer based information system and illustrate the importance of ethics for knowledge workers in the business environment. In addition this unit will familiarise students with the E-Commerce and disseminate the skills required to create and construct a Website.

Prerequisite: None.

Co-requisite: None.

Incompatible unit: BUS20CRS or BUS21CRS

Class requirements: One 2-hour lecture per week and one 2-hour tutorial per week for six weeks.

Assessment: One 2-hour in class mid-semester assessment (30%), one 1200-word major project (25%), one 2-hour final examination (45%)

THS1LTM LEISURE AND TOURISM MARKETING (15 CPs Sem. TE-SEM-2 BU.) *Dr Sue Beeton*

Students are introduced to the principles of marketing and their application to the unique characteristics of the leisure, tourism and hospitality industry. The unit will emphasise an understanding of leisure and tourism consumer behaviour, the role of the travel trade, the distinguishing features of the leisure, tourism and hospitality product, the pivotal role of the destination, and the importance of a strategic planning perspective to leisure and tourism marketing operations.

Prerequisite: None.

Co-requisite: None.

Incompatible unit: MKT20MPP, THS21THM

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour examination (50%), One group assignment * (requires individuals to contribute the equivalent to a 2000 word report) (40%), Tutorial assessment exercises (10%)

Prescribed Reading:

Dann, S.J. and Dann, S. (2004). *Introduction to Marketing*. John Wiley and Sons. Australia

Recommended Reading:

Victor T.C. Middleton and J. Clarke *Marketing Travel and Tourism 3rd edn* Butterworth-Heinemann
P. Kotler, J. Bowen and J. Makens *Marketing for Hospitality and Tourism 2nd edn* Prentice-Hall

Shilbury, D., Quick, S. and Westerbeek, H.M. (2003) *Strategic Sport Marketing*. 2nd edn Allen and Unwin

THS1MCO MANAGEMENT COMMUNICATIONS (15 CPs Sem. TE-SEM-1 BE, BU.) *BE: Dr Garry Price, BU: Dr Caroline Winter*

This unit is offered at another campus and in another semester.

This unit provides students with a foundation in communication theory and its application to business and management contexts. On completion of this unit students should be able to: understand the principles of effective communication both written and oral and to apply those principles in a range of contexts; reflect on their own communication skills and the underlying values which shape them; understand the importance of sensitivity and awareness in intercultural communication; demonstrate a capacity to make a professional presentation; demonstrate the ability to write fluently and in a style appropriate to the purpose of the writing and the intended audience and understand and demonstrate the ability to work in teams.

Incompatible unit: MGT21MCW, MGT21/22BCO

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU: One 2-hour examination (50%), BU: One group activity (10%), BU: One 1500-word research report (20%), BU: One 1000-word essay (10%), BU: Tutorial performance (10%), BE: one 2-hour examination (50%), BE: one group activity (15%), BE: one 1000-word research report (15%), BE: one 1000-word team task report (15%), BE: tutorial performance (5%)

Prescribed Reading:

Dwyer, J. (2005). *Communication in Business: Strategies and Skills* 3rd Edn, Prentice-Hall, Frenchs Forest, NSW

THS1TCR TOURISM COMPUTER RESERVATION SYSTEMS (15 CPs Sem. TE-SEM-2 BU.) *Ms Meg Houghton*

Available to B.Bus. (Tourism Management) students only

This unit completes the introductory training in reservations and ticketing procedures for the travel industry using automated processes. The unit is designed to deliver both vocational skills in operating and managing global reservations and ticketing systems, along with a conceptual understanding of how the process works to maintain the information needed by travellers, travel retailers, travel operators and destination managers. An industry recognised certificate will be issued upon successful completion of the Global Reservation Systems Component.

Prerequisite: THS11ILS, THS11TTO.

Incompatible unit: THS10TRB

Class requirements: One 2-hour computer practical or tutorial and one 1-hour seminar per week.

Assessment: Seminar assessment exercises (20%), one 2-hour final examination (80%)

Prescribed Reading:

Tourism and Hospitality *Galileo Work Book* La Trobe University

THS1TRT TOURISM RESERVATIONS AND TICKETING (15 CPs Sem. TE-SEM-1 BU.) *Ms Meg Houghton*

Not available in 2008

THS1TTO TRAVEL AND TOUR OPERATIONS (15 CPs Sem. TE-SEM-1 BU.)

Ms Meg Houghton

Available to B.Bus. (Tourism Management) students only. All students must achieve at least 40% of the total marks available in the final examination. All assessment tasks must be undertaken to obtain a final assessment result with an overall final score of at least 50% obtained.

This unit introduces students to the travel industry and the operation and management of tours and their components.

It aims to provide the student with an understanding of the many business aspects of the travel industry including management issues relating to the establishment and conduct of travel agencies, tour operations and transport. Issues addressed include the management of travel operations, customer service, tourism geography, transport management and the development of travel products, packaging, regulatory requirements, technological sources of information and travel documentation procedures. Students will design and develop an itinerary for a tour within specified guidelines.

Prerequisite: None.

Co-requisite: None.

Incompatible unit: THS11TRT

Class requirements: One 1-hour lecture and one 2-hour tutorial/practical per week.

Assessment: One 2-hour examination (55%), one 20-minute presentation (15%), tutorial participation (10%), one 1000-word assignment (20%)

Prescribed Reading:

Frost, W. *Travel and Tour Management* Pearson Hospitality Press

THS2ELS ENTREPRENEURSHIP IN THE LEISURE SECTOR (15 CPs Sem. TE-SEM-1 BU, OS.) *Dr Elspeth Frew*

This unit examines the nature and process of entrepreneurship, characteristics of entrepreneurs in the leisure sector and focuses on creativity and innovation. Particular emphasis will be given to the entrepreneurial skills of exploiting opportunity and using creativity and innovation to provide a competitive advantage in the expanding leisure industry sector. The concepts of creativity lateral thinking, networks, innovation and factors relating specifically to the leisure industry that encourage change will be key components of the lectures and tutorials.

Prerequisite: None.

Co-requisite: None.

Incompatible unit: THS30EIT

THS30EIT, THS31/33EIT, OR THS23ELS

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour final examination (50%), one 1000-word research essay (20%), Tutorial exercises (30%)

Prescribed Reading:

Lowe, R. and Marriott, S. (2006) *Enterprise: Entrepreneurship and innovation. Concepts, contexts and commercialization*. Elsevier Butterworth-Heinemann, Oxford

THS2ETI ECONOMICS FOR THE TOURISM AND LEISURE INDUSTRY

(15 CPs Sem. TE-SEM-1 BU, OS. TE-SEM-2 BU.) *Dr Ewen Michael*

This unit is offered in another semester. The curriculum for this unit is subject to substantial revision in 2008.

This unit provides students with an understanding of basic economic concepts and methods necessary for analysing issues specific to the wider tourism and leisure industries. The unit introduces key elements of macro and microeconomic theory for such concepts as demand and supply, consumer behaviour, market structures, costs and profits, aggregate analysis and the role of economic policy, particularly as it affects the tourism, hospitality and leisure industries. General macroeconomic concepts (such as the aggregate level of tourism demand, tourism exports, income and employment generation, multiplier effects) within which these industry sectors operates are also covered. This introductory unit integrates various branches of economic theory with the relevant analytical tools to better understand the economic organisation of the industry and the market system in which it operates.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial assignments (20%), one 2-hour final examination (60%), one 1-hour mid-semester test (20%)

Prescribed Reading:

Sloman, J. and Norris, K. (2005) *Principles of Economics* Pearson

THS2HEM HOSPITALITY ENTERPRISE MANAGEMENT (15 CPs Sem. TE-SEM-2 BU.) *Ms Sonia Francis*

Entry restricted to BBus (T&H) students.

The unit builds on the student's operational and management skills developed in the first year of the program. The student is provided with an opportunity to develop sound hospitality management principles through a structured industry placement program. Practical organisational management principles are applied to the specialist areas of hospitality and tourism. Topics include principles of hospitality management, planning and establishment of systems and procedures, implementation of health, safety and security procedures, development of operational plans, the management of workplace

relations, leadership and people management.

Prerequisite: THS11FBA, THS11FBB, THS12AMO/11AMO, THS11IAM

THS11FBS, THS12AOM, THS21THO, THS11ILS.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week plus a structured industry placement program.

Assessment: One 1500-word assignment (30%), one 2-hour examination (30%), one 1500-word industry placement assignment (40%)

Prescribed Reading:

Miller, J.E., Walker, J.R., and Drummond, K. *Supervision in the hospitality industry*. 5th Edn Wiley and Sons (2007)

Recommended Reading:

Powers, Y. and Barrows, C. (1999) *Introduction to management in the hospitality industry* 6th Edn, Wiley and Sons

THS2PAP TOURISM PROJECTS AND PROMOTIONS 2 (15. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*
Not available in 2008

THS2SFE SPORT FACILITY AND EVENT MANAGEMENT (15. CPs Sem. TE-SEM-1 BU.) *Mr Paul Emery*

Students will be equipped with the theories and practices required for the effective management of sport and leisure facilities and events. In particular, students will be provided with the analytical skills needed to critically review potential best practices for the successful operation and management of sport and leisure facilities and events. Students will be expected to develop sound planning and management approaches for the diverse range of sport and leisure facilities and events in Australia.

Prerequisite: Nil.

Co-requisite: Nil.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial activities (30%), one 3000-word assignment (70%)

Prescribed Reading:

Westerbeek, H., Smith, A., Turner, P., Emery, P. and Van Leeuwen, L. *Sport Facility and Event Management*. Allen and Unwin, Sydney. (2005)

THS2SLM SERVICE INDUSTRY LABOUR MANAGEMENT (15 CPs Sem. TE-SEM-2 BU.) *Mr Wiley Sims*

This course provides students with an understanding of, and an ability to apply the principles of labour management to service operations with a particular emphasis on hospitality, tourism and leisure industry situations. This unit draws on knowledge and skills gained in first year programs and highlight the need to identify and develop the interpersonal skills of employees in the service industries. The topics covered include employee motivation, leadership and delegation, recruitment, training and development processes, succession planning and the management of labour turnover and absenteeism.

Prerequisite: THS11ILS or equivalent

THS11ILS or THS11ITH or equivalent.

Incompatible unit: None

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 20-minute class presentation (20%), One 2-hour final examination (40%)

Prescribed Reading:

Stone, R.J. (2005) *Human Resource Management*, 5th edn Wiley and Sons, NY.

THS2SLO SPORT AND LEISURE OPERATIONS CO-ORDINATION (15 CPs Sem. TE-SEM-1 BU.) *Dr TBA TBA*
Not available in 2008

THS2SLP SPORT AND LEISURE INDUSTRY PRACTICUM (15. CPs Sem. TE-SEM-2 BU.) *Mr Paul Emery*

Enrolment in the unit will be capped at 40 students. Admission will be determined by student grades in first year, with preference going to those with a 70% or better average.

In this unit students will build upon operational and management material covered in previous aspects of the program. In particular it provides the opportunity to use the sport and leisure management workplace as a rich learning environment from which students can actually analyse current practices, appraise personal and professional competencies, as well as apply theory to a contemporary sport management issue.

Prerequisite: 12 units completed.

Quota: 40.

Class requirements: One 1-hour lecture and one 1-hour tutorial plus a structured industry experience of approximately 150 hours.

This unit is not available for Study Abroad students.

Assessment: One 3000-word industry placement report (80%), two 500-word tutorial exercises (20%)

Prescribed Reading:

School of Tourism and Hospitality *Subject Readings* La Trobe University

THS2TAO TOURISM ATTRACTION OPERATIONS (15 CPs Sem. TE-SEM-2 BU.) *Dr TBA*
Not available in 2008

THS2THO TOURISM AND HOSPITALITY MANAGEMENT (15. CPs Sem. TE-SEM-1 BU.) *Dr Dale Sanders*

Unit restricted to B.Bus (Tourism and Hospitality) and B.Bus (Tourism Management) students only.

In this unit students are introduced to management theory and how it applies to the functioning of tourism and hospitality businesses. Students develop an understanding of the wide ranging and ever changing number of managerial issues that the modern day manager faces within the tourism and hospitality industry. Students explore issues such as the nature of managerial work, understanding the dynamic new workplace, how organisational culture affects managers, strategies for managing in a global environment, diversity management, ethics and social responsibility.

Prerequisite: THS11ILS, THS11LEM.

Co-requisite: None.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial exercises (10%), One 2000-word research report (30%), one 2-hour final examination (45%), one case study presentation (10 mins) and one 500-word case study report (15%)

Prescribed Reading:

Robbins, S., Bergmann, B., Stagg, I., and Coulter, M. (2006) *Foundations of Management*, Pearson Education, Frenchs Forest.

THS2TLA INTRODUCTION TO TOURISM AND LEISURE ANALYSIS (15 CPs Sem. TE-SEM-2 BU. TE-SEM-S OS.) *Dr Caroline Winter*

The unit introduces students to the concepts of research and analysis within tourism and its applicability to management decisions. It provides introductory information about the research process including questionnaire design, sampling, qualitative and quantitative approaches, data preparation and reporting. It provides information about the role and nature of consultancy based research. Elementary statistical analysis is addressed.

Prerequisite: None.

Co-requisite: None.

Incompatible unit: THS12ITA AND ECO11IBS

Class requirements: One 2-hour lecture, one 1-hour tutorial per week and one group presentation.

Assessment: One 2-hour final examination (50%), one 1200-word report (30%), one tutorial presentation (10%), one 300-word short answer paper (10%)

Prescribed Reading:

Jennings, G. (2001) *Tourism Research*, Wiley, Milton

THS2TPP TOURISM POLICY AND PLANNING (15. CPs Sem. TE-SEM-2 BU.)

Dr Ewen Michael

Not available in 2008

THS3CSE CATERING SERVICES (15. CPs Sem. TE-SEM-1 BU.) *Mr Wiley Sims*

Not available in 2008

THS3CTO REGIONAL CULTURE AND TOURISM (15. CPs Sem. TE-SEM-1 BU.) *Mr Gary Best*

You will consider tourism as a journey through a cultural landscape and explore the ways in which tourism interacts with Australian culture, history, heritage and perceptions of national identity. After a general introduction to cultural tourism, students study the tourism landscape of Australia through an examination of the major historical eras. The impacts of each era in terms of cultural memory, cultural resources and tourism product will be explored and supported by case studies and site visits. The unit's theoretical framework is multi-disciplinary and, through the assessment, students gain experience in researching and documenting cultural tourism sites.

Class requirements: One 2-hour lecture, one 1-hour tutorial per week and two site visits.

Assessment: One 2-hour final examination (50%), one 2000 word research report (30%), 10-minute research seminar presentation (10%), one site visit report (10%)

THS3CUI CULTURAL INTERACTIONS (15. CPs Sem. TE-SEM-2 BU.) *Mr Gary Best*

Students are provided with an insight into the host-community relationships in the tourism setting. It considers both the benefits and challenges of cultural interactions arising from tourism. The unit explores such benefits as the revival of local customs and traditions, demand for local products, and the preservation and restoration of historic landscapes and structures. Challenges can include the degradation of local cultures through commercialisation and bogus authenticity, enforced segregation and opposition to tourism initiatives. Finally, it explores mechanisms which may consolidate benefits and suggest possible means of dealing with challenges. A range of Australian and international case studies support the theoretical framework.

Prerequisite: None.

Co-requisite: None.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), one 3000-word research report (30%), research seminar (10%)

THS3DMM DESTINATION MARKETING AND MANAGEMENT (15 CPs Sem. TE-SEM-2 BE, BU, OS.) *BE: Dr Clare Lade, BU: Dr Sue Beeton*

This unit examines the marketing of tourism destinations at supra-national, national, state, regional and local/city levels. It will cover a variety of topics such as destination image, destination choice, promotion, destination competitiveness, the role of Destination Marketing Organisations (Demos), the role of partnerships and alliances to sell the destination, target marketing and destination positioning, delivering the destination experience, sustainable tourism destination development, among others. The unit will emphasise the link between destination marketing and strategic planning for development.

Prerequisite: THS21THM OR THS12LTM or THS21MT.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One two-hour examination (30%), Tutorial contribution (10%), One 1000-word (groups of 2) project research report (20%), One 6,000-word (groups of 3 or 4) group project final report (40%)

Recommended Reading:

Ritchie, B. and Crouch, G. (2003) *The Competitive Destination: A Sustainable Tourism Perspective*. CABIN Publishing.

THS3DRT DIRECTED READINGS ON TOURISM, HOSPITALITY AND SPORT (15. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE: Dr Garry Price, BU: Dr Hans Westerbeek*

Price, BU: Dr Hans Westerbeek

This unit is offered in another semester. Unit Attempt requires Head of School Approval

In this unit, students undertake a reading project in a specific topic of tourism or hospitality. This unit is available as necessary at the discretion of the Head of School.

Quota: 5.

Class requirements: As directed by the Head of School: students will be required to discuss their reading project with a supervisor on a weekly basis.

This unit is not available for Study Abroad students.

Assessment: (100%) 5000 word research assignment or equivalent as directed by Head of School.

THS3EAM ELITE ATHLETE MANAGEMENT (15 CPs Sem. TE-SEM-2 BU.) *Ms Sonia Francis*

Available to B.Bus. (Sport and Leisure Management) students only. Students must not undertake THS22SLP concurrently.

Students in this Unit will develop an understanding of the demands elite athletes face in pursuit of a successful career during and after their sporting activity. Students will also use a critical thinking approach to identify strategies and management practices that can be applied to manage the off-field demands placed on elite athletes. Students will experience the application of such strategies and or management practices through either an industry research based project or structured industry placement programme.

Prerequisite: THS31SMS.

Quota: 25. Admission will be determined by student grades, with preference going to those with a 70% or better average.

Class requirements: One 2-hour lecture plus structured half day industry based research or placement program per week. .

This unit is not available for Study Abroad students.

Assessment: One 1200-word case study report (30%), one 1500-word industry placement report (30%), one 1500-word examination (30%), One 10-minute class presentation (10%)

Prescribed Reading:

School of Sport, Tourism and Hospitality Management *THS32EAM, Elite Athlete Management Readings 2008* La Trobe University

THS3ECM EVENT AND CONFERENCE MANAGEMENT (15. CPs Sem. TE-SEM-2 BU.) *Mr Wiley Sims*

Not available in 2008

THS3EIT ENTREPRENEURSHIP IN TOURISM (15. CPs Sem. TE-SEM-S BU.)

Dr Elspeth Frew

This subject is offered in another semester.

This unit investigates the significance of entrepreneurship to the tourism industry, both in Australia and internationally. The features of entrepreneurship, particularly those of creativity and innovation to provide a competitive advantage, are explored. The characteristics and motivations of the entrepreneur and the intrapreneur are examined. Students are provided with the opportunity to think entrepreneurially by engaging in various activities, including the completion of a research essay.

Prerequisite: NONE.

Co-requisite: NONE.

Incompatible unit: THS21ELS or THS23ELS

THS21ELS, THS23ELS, THS30EIT, OR THS31EIT

Class requirements: One 2-hour lecture/seminar and one 1-hour tutorial per week.

Assessment: One 2-hour examination (50%), one 2000-word research essay (30%), tutorial exercises (20%)

Prescribed Reading:

Lowe, R. and Marriott, S. (2006) *Enterprise: entrepreneurship and innovation. Concepts, contexts and commercialization*. Elsevier Butterworth-Heinemann, Oxford.

THS3ETM ECOTOURISM MANAGEMENT (15. CPs Sem. TE-SEM-1 BU.) *Mr Garry Price*

Not available in 2008

THS3GBR GOVERNMENT BUSINESS RELATIONS (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU, OS.) *Dr Ewen Michael*

This unit introduces students to the development of public policy, with particular reference to the tourism, hospitality and leisure industries. It examines the interaction between society, public institutions and the economy in the development of public decisions that affect these industries. It explores a market-based approach to the analysis of public policy to explain the interaction between communities, business firms and government in the process of public decision-making. The unit focuses on the structural mechanisms (the economy, the state and society) normally invoked in the analysis of the policy process, and builds an explanatory model to help guide

students understanding of the relationship that exists between the public sector and business. The unit takes up a number of contemporary issues including the significance of externalities, private use of public goods, and government funding for the industry.

Prerequisite: THS2ETI or ECO11IMA

THS20ETI, THS21ETI, THS22ETI or ECO10IMA.

Co-requisite: NONE.

Incompatible unit: THS22TPP

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial assessment exercises (10%), one 45-minute tutorial test (10%), one 1500-word essay (30%), one 2-hour final examination (50%)

Prescribed Reading:

Michael, E. (2006) *Public Policy – the competitive framework* Oxford University Press

Recommended Reading:

Fenna, A. (2004). *Aust. Public Policy, 2nd edn.* Longmans.

THS3HDM HERITAGE DISPLAY AND MANAGEMENT (15. CPs Sem. TE-

SEM-2 BU.) *Mr Gary Best*

Not available in 2008

THS3HSD HOSPITALITY SERVICE DELIVERY STRATEGIES (15 CPs Sem. TE-

SEM-2 BU, OS.) *Mr Wiley Sims*

A service operations management approach is used to explore strategies appropriate to the management of limited capacity service enterprises. By the use of a computer-based simulation, a reflective experimental learning approach is used in this unit. A knowledge of the principles of service marketing are assumed and are integrated into the delivery of the unit in order to understand the special nature of the marketing of hospitality services and the high quality nature of service provision necessary to effectively compete in hospitality industry. Students investigate the interrelationship of operations and marketing in the management of a service-based enterprise.

Prerequisite: THS12LTM or equivalent.

Co-requisite: THS31SML recommended.

Incompatible unit: THS31HSM

Class requirements: One 1-hour lecture, one 1-hour computer laboratory and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 2000-word essay (40%), One group report* (individual contribution to the group will be equivalent to 1500 words). (30%), one class 15-minute presentation and 1500-word report (15%), one computer simulation exercise (15%)

Prescribed Reading:

School of Sport, Tourism and Hospitality Management *Unit Readings* La Trobe University

THS3HSM HOSPITALITY SERVICES MARKETING AND DELIVERY (15. CPs

Sem. TE-SEM-1 BU.) *Mr Wiley Sims*

Not available in 2008

THS3IDT INDUSTRIAL TOURISM (15. CPs Sem. TE-SEM-2 BU.) *Dr Elspeth*

Frew

Not available in 2008

THS3INT INTERNATIONAL TOURISM (15. CPs Sem. TE-SEM-1 BU. TE-SEM-S

BU.) *Dr Elspeth Frew*

This unit is offered in another semester.

Students develop a thorough understanding of tourism as a force for economic development and of the problems inherent in a cross-cultural context. Students are shown the size and scope of international tourism and analyse its business potential from an Australian perspective. The unit examines political factors (trade partnerships and government stability), economic factors (balance of trade, multiplier effect), transportation (particularly air links), cultural factors (historic links and cultural differences) and climatic and health factors. It focuses on the conditions and opportunities within the Asia-Pacific region.

Prerequisite: THS11ITH or THS11ILS

Co-requisite: None.

Class requirements: One 3-hour lecture/seminar per week.

Assessment: One 2-hour examination (50%), tutorial exercises (15%), one 2500-word research paper (35%)

Recommended Reading:

Page, S.J. (2007) *Tourism Management: managing for change* Elsevier Butterworth-Heinemann, Oxford

THS3NTM NEW TOURISM AND LEISURE BUSINESS MARKETING (15.

CPs Sem. TE-SEM-1 AW. TE-SEM-2 AW, BU, OS.) *AW: Dr TBA, BU: Dr Aaron Smith*

Assessment may differ between campuses. Please check with a course adviser

This unit builds on core skills in marketing in first and second year and is designed to complement the other units in the entrepreneurship specialisation. A major element of the unit involves developing skills in the conduct of marketing research to support the development of new tourism business ideas. In addition, the unit examines the tourism and leisure marketing process with a particular emphasis on the technology associated with promotional methods suited to the needs of small tourism, hospitality or sport enterprises.

Prerequisite: THS21ETI/22ETI, THS21THM, THS12LTM or equivalents.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour final examination (50%), Tutorial participation (10%), one 4000-word project (40%)

Prescribed Reading:

Godin, S. (2001) *Unleashing the Idea virus* Hyperion Books, New York

Recommended Reading:

Fink, Arlene and Jacqueline Kosecoff (1993) *How to Conduct Surveys: a step-by-Step Guide* Sage Publications, Inc., Thousand Oaks: CA.

Ryan, Chris (1995) *Researching Tourist Satisfaction: Issues, Concepts, Problems* Routledge, London.

THS3SAM SPORT ADMINISTRATION AND MANAGEMENT (15 CPs Sem.

TE-SEM-1 BU.) *Ms Sonia Francis*

Not available in 2008

THS3SEM SPECIAL EVENT AND MEETING INDUSTRY MANAGEMENT

(15 CPs Sem. TE-SEM-1 BU, OS.) *Mr Wiley Sims*

This unit aims to provide participants with an understanding of and an ability to apply the principles of management, logistics and marketing to a range of events with an emphasis on meetings, conventions, exhibitions and special events such as sporting events. The special short-term nature of events and the specific business skills to effectively manage their operations will be investigated. The topics covered include trends in the MICE sector, the bidding process, event planning and operations, convention markets, event scheduling, budgeting and sponsorship, pre and post event activities.

Prerequisite: THS11ILS or equivalent.

Co-requisite: *Incompatible unit:* THS30ECM, THS32ECM

Quota: 80

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 3000-word essay (50%), One class presentation and 1500-word report (10%), One 2-hour final examination (40%)

Prescribed Reading:

Allen, J. (2004) *Festival and Special Event Management* 3rd. Edn. John Wiley

V. McCabe *The Business and Management of Conventions* John Wiley 2000

THS3SGV SPORT GOVERNANCE (15. CPs Sem. TE-SEM-2 BU.) *Dr Russell*

Hoye

In this unit students will be provided with a comprehensive guide to the practical application of governance principles to sport and leisure organisations operating at the community, state/provincial, and national/professional levels in club based sporting systems. Students will compare and contrast accepted practice and research evidence in regard to a range of governance principles and practices. Specific

topics to be covered include: the difference between governance and management, governance models, governance roles and responsibilities, structures, processes, board leadership, board performance, board culture, managing governance change and future governance challenges.

Recommended Prior Studies: LST22SLA or equivalent introductory law subject.

Co-requisite: Nil.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One mid semester test (20%), one final exam (40%), 2000-word tutorial activities (40%)

Prescribed Reading:

School of Tourism and Hospitality *Subject Readings* La Trobe University

THS3SML STRATEGIC MANAGEMENT FOR LEISURE INDUSTRIES (15 CPs Sem. TE-SEM-1 BU, OS.) *Dr Dale Sanders*

This unit provides students with the opportunity to study strategic management principles and practice in the service sectors of tourism, hospitality, leisure and sport. It provides an assessment of key management concepts for destinations, firms and individuals in the leisure industry. Key topics include competitor analysis, service analysis and recovery, time management, portfolio analysis and personnel development paths related to leisure management. Students will be able to apply such concepts to their particular degree interests.

Prerequisite: Students must have completed second year of degree studies or obtained Head of School's approval.

Co-requisite: None.

Incompatible unit: THS30STM AND THS31STM

Quota: 220.

Class requirements: Three 1-hour lectures and two 1-hour tutorials at middle and end of semester.

Assessment: One 2500-word take-home examination (50%), two 300-word case study reports (20%), one 2000-word essay (30%)

Prescribed Reading:

Viljoen, J. and Dam, S. *Strategic Management*, 4th Edn Pearson, 2003

Recommended Reading:

Murphy, P. and Murphy, A. *Strategic Management for Tourism communities: Bridging the Gaps*. Channel View Publications. Clevedon, England (2004).

THS3SMS SPORT MARKETING AND SPONSORSHIP (15 CPs Sem. TE-SEM-1 BU.) *Dr Aaron Smith*

This unit examines the marketing of sporting organisations (professional and amateur), sport codes and sports events. The unit covers a variety of topics including dealing with the special nature of sport organisations, understanding sports consumers (fans) and their needs, and the experiential nature of sport from both a participation and spectator perspective. Sport Marketing and Sponsorship emphasises the role of sponsorship in the continued survival of both professional and amateur sporting codes, how sponsorship benefits the sponsor and how sporting codes must maintain relationships with their sponsors. Students will gain skills in the preparation of sponsorship proposals.

Prerequisite: THS21THM or equivalent.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 2500-word project (40%), One 1.5-hour final examination (30%)

Prescribed Reading:

D. Shilbury, S. Quick and H. Westerbeek (2003) *Strategic Sport Marketing*. 2nd Edn. Allen and Unwin.

Recommended Reading:

B. J. Mullin, S. Hardy and W.A., Sutton *Sport Marketing 2nd Edn* Human Kinetics 2000

THS3SOM SERVICES OPERATION MANAGEMENT (15. CPs Sem. TE-SEM-1 BU.) *Mr Wiley Sims*

This unit aims to investigate and apply the principles of food and beverage management to a wide range of catering outlets. An operations management approach is applied to food service. The learner is provided with opportunities to apply the principles of operations management theory to a range of food service operations. Topics cover include food service systems, quality management and control systems, food safety and HACCP analysis, capacity management, location analysis, plant maintenance, layout and design, inventory management, cost control, forecasting food service activity, operating standards and menu planning. This unit is recommended for students with on-going aspirations to work in the hospitality and food service industry.

Prerequisite: THS11FBS or equivalent THS21THO or equivalent

Co-requisite: Nil.

Incompatible: THS30CSE, THS31CSE, THS31FSM, THS3FSM

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), One class presentation and 1500-word report (20%), One 2-hour final examination(40%)

Prescribed Reading:

Heizer, J. & Render, B *Principles of Operations Management*, 6th edition Prentice Hall, 2006

THS3SPF SPORT POLICY FORMULATION AND MANAGEMENT (15. CPs Sem. TE-SEM-1 BU.) *Dr Matthew Nicholson*

In this unit students focus on Commonwealth Government sport policy in contrast to systems employed in the United Kingdom, New Zealand, North America and Europe. They will explore the ways in which sport policy impacts upon the development and management of Australian sport. In the first part of the unit students will consider historical issues and the political, economic and cultural context in which past policies were introduced. As part of this analysis, students will be required to become familiar with the key turning points that have produced significant policy directions in Australian sport management.

Prerequisite: Nil.

Co-requisite: Nil.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 2000 policy analysis (35%), Ten weekly 1500-word tasks (30%), One 1000-word reflective journal (20%), One half-hour mid-semester test (15%)

Prescribed Reading:

Stewart, B., Nicholson, M., Smith, A. and Westerbeek, H. *Better by Design: Sport Policy in Australia*. Routledge, London. (2004)

THS3STM STRATEGIC TOURISM MANAGEMENT (15. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

Not available in 2008

THS3TCB TOURISM AND LEISURE PSYCHOLOGY AND CONSUMER BEHAVIOUR (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 OS.) *Dr Aaron Smith*

This unit examines the ways in which tourism and leisure consumers think, feel and behave. It does so by examining each stage of the consumption experience, de-constructing what consumers do and the motivations underpinning their behaviour and choices. Topics covered include: travel and tourism motivations, destination choice; personality and psychographics; social and group influences; destination image and perceptions; expectations and anticipation, and identity, motivation and culture and recollection. The unit emphasises how knowledge of tourism and leisure consumer behaviour can be used by marketers, entrepreneurs and managers to better target potential consumer and to satisfy their needs.

Prerequisite: THS21THM OR THS12LTM.

Incompatible unit: MKT21CB/22CB/23CB, MKT32CBW

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour examination (30%), one 1000-word report (20%), one 2000-word report (50%)

Recommended Reading:

Woodside, A.G., Crouch, G.I., Mazanec, J.A., Oppermann, M., Saki, M.Y. (eds.) *Consumer Psychology of Tourism, Hospitality, and Leisure* (2000) CABI, New York
 Swarbrook J., Horner S. *Consumer Behaviour in Tourism* (1999) Butterworth Heinemann
 Ross, G.F. *The Psychology of Tourism* (1994) Hospitality Press, Elsternwick

THS3TCO TICKETING AND CONFERENCE ORGANISATION 3 (15 CPs Sem. TE-SEM-1 BU.) *TBA*
Not available in 2008

THS3TEN TOURISM AND THE ENVIRONMENT (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BE.) *Dr Garry Price, Dr Caroline Winter*

In this unit the nexus between tourism and the environment, both physical and socio-cultural, is examined from economic, ecological, historical, philosophical and socio-cultural perspectives. The relationship between environmentally responsible tourism and sustainable development, in theory and practice, is critically examined. Both Australian and international case studies are used.

Prerequisite: None.

Co-requisite: None.

Class requirements: One 2-hour lecture/seminar per week and one 1-hour tutorial per week.

Assessment: BE: tutorial performance (10%), tutorial performance (10%), one 3000-word written assignment (40%), one 2-hour final examination (50%), BE: one 2,050-word written assignment (40%), BE: one 2-hour final examination (50%)

Prescribed Reading:

BU: Newsome, R., Moore, S. and Dowling, R. (2002) *Natural Area Tourism: Ecology, Impacts and Management* Channel View, Clevedon UK.

Recommended Reading:

BU: BE: Weaver, D. (2001) *Ecotourism* John Wiley and Sons, Milton, Qld.
 BU: Wearing, S. and Neil, J. *Ecotourism: Impacts, Potentials and Possibilities* Butterworth-Heinemann, Oxford (1999)
 BE: Newsome, R., Moore, S. and Dowling, R. (2002) *Natural area tourism: ecology, impacts and management channel view* Clevedon, U.K.
 BU: BE: Weaver, D. and Lawton, L. (2002) *Tourism management* John Wiley and Sons, Milton, Qld.

THS3TTH SPECIAL TOPICS IN TOURISM, HOSPITALITY AND SPORT (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU. TE-SEM-S BU, OS.) *Dr Hans Westerbeek*
 This unit is offered in another semester.

The curriculum and content for this unit will be different each time it is offered. Full details concerning the unit will be available from the School of Sport, Tourism and Hospitality Management prior to each enrolment period. The unit will normally be taught by a distinguished visiting scholar in a sport, tourism or hospitality field of their own expertise, based on courses they teach in their home institution. On occasion the unit may be offered as a special course based on current or contemporary research by La Trobe staff. The unit will provide content and material not available in the School's normal delivery program and will usually have a strong research focus.

Prerequisite: THS11ITH or THS11ILS

Co-requisite: None.

Class requirements: Variable, but equivalent to 3 hours contact per week per semester.

Assessment: Variable, but equivalent to one 5000-word research essay (100%)

THS3TVP TOURISM VENTURE PLANNING (15. CPs Sem. TE-SEM-2 BU.) *Dr TBA*

This examines the process of developing a strategic plan for creating a new venture or special event, and marketing its services, or designing and marketing a new tour. It aims to provide students with a detailed knowledge of the requirements for running and establishing a new tourism venture. Topics include: concepts of competitive advantage, statutory requirements, business planning, company structures, finance, location, cash flow planning and marketing.

Students will find that the knowledge developed from earlier subjects including Accounting for Management Decisions, Tourism Enterprise Management, Marketing, Human Resource Management and Economics for the Tourism Industry will be invaluable in this course.

Prerequisite: ACC12AMB, THS21/22ETI

ACC12AMB, THS21ETI/22ETI

ACC12AMB, THS21ETI/22ETI or equivalents.

Quota: 60.

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: Class participation (10%), two 1500-word written reports consisting of a project brief and final report (60%), one 20-minute seminar presentation (30%)

Recommended Reading:

D. Kuratko *Entrepreneurship – 4th Edn* Dryden Press

THS3WKO WINE KNOWLEDGE AND WINERY OPERATIONS (15. CPs Sem. TE-SEM-2 BU.) *TBA*
Not available in 2008

THS3WTM WINE TOURISM AND MARKETING (15 CPs Sem. TE-SEM-2 BU.)

Ms Meg Houghton

Quota size due to field trips and wine tastings size restrictions. This unit will include a choice of one of two field trips and two wine tasting workshops. There will be a charge (subsidised) for some of these events

This subject aims to equip students with a basic knowledge of grape growing, wine making and the marketing of wine (especially from the cellar door). The unit will place a particular emphasis on the role of tourism and winery. It will focus on the special requirements of cellar door sales and integrate these with a retail management and regional tourism perspective giving students the competence, confidence and customer service skills to promote the industry.

Prerequisite: THS11ILS, THS12LTM or equivalent.

Co-requisite: None.

Incompatible unit: None

Quota: 80. Preference to B.Bus (Sport, Tourism and Hospitality Management) students

Class requirements: One 2-hour lecture per week, one one-day field trip, six 2-hour seminars.

Assessment: One 1800-word assignment (40%), one 20-minute tutorial presentation (20%), one 2-hour final examination (40%)

Recommended Reading:

Getz, D. *Explore wine tourism: management, development and destinations*. Cognizant Communication, New York (2000)
 Carlsen J. and Charters, S. *Global Wine Tourism: Research, Management and Marketing* Cabi, 2006
 Robinson, J. *The Oxford Companion to Wine*. Oxford University Press Inc., New York (1999)
 Hall, C.M., Sharples, E, Cambourne, B., and Macionis, N. (Eds.) *Wine and Tourism around the World: Development. Management and markets*. Butterworths Heinemann, Oxford (2000)

THS4ATH ADVANCED TOPICS IN TOURISM AND HOSPITALITY (15 CPs Sem. TE-SEM-1 BU.) *Coordinator to be advised*
Not available in 2008

THS4CIS CONTEMPORARY ISSUES IN SPORT, TOURISM AND HOSPITALITY (15. CPs Sem. TE-SEM-1 BU.) *Mr Gary Best, Dr Ewen Michael*

Offered subject to sufficient enrolment.

Students explore specific contemporary sport, tourism and hospitality issues in detail. Specific topics change each year in accordance with industry experience and needs and the School will provide notice regarding the selected topics. The unit is delivered via a seminar, which includes presentations from staff, industry leaders and students.

Prerequisite: Qualified for admission to fourth year.

Class requirements: Three 2-day blocks, Mondays and Tuesdays.

This unit is not available for Study Abroad students.

Assessment: 1500-word research paper (20%), 3000-word research paper (40%), one 2-hour examination (40%)

THS4RME RESEARCH METHODS IN SPORT, TOURISM AND HOSPITALITY (15. CPs Sem. TE-SEM-1 BU.) *Dr Caroline Winter*

Offered subject to sufficient enrolment.

Students build on earlier thematic technique subjects to develop consultant and management level skills in developing and interpreting research designs and methods. Students are taken through the principles of scientific research, explore qualitative and quantitative approaches.

Class requirements: Six 1-day blocks, Mondays and Tuesdays.

This unit is not available for Study Abroad students.

Assessment: One 500-word minor assignment (10%), one 3000-word research proposal (50%), one 2000-word research paper critique (40%)

THS4RTD REGIONAL TOURISM DEVELOPMENT 4 (15. CPs Sem. TE-SEM-1 BU.) *Dr Sue Beeton*

Offered subject to sufficient enrolment.

Tourism may be used as an agent for sustaining and assisting regional development. Using the State of Victoria as your prime resource base, students are expected to investigate and critically analyse a regional (or shire) tourism strategy/plan in the light of contemporary development theory. This unit is designed to assist the student in preparing for the honours year thesis. It uses a series of modules utilising key management theories, concepts and techniques in the lecture program and is supported by a selection of relevant journal articles.

Co-requisite: THS40RME.

Class requirements: 3-hour seminar blocks.

This unit is not available for Study Abroad students.

Assessment: One 3000-word research project (40%), one 15-minute seminar presentation (10%), and one 2.5-hour examination (50%)

THS4RTH READINGS IN SPORT, TOURISM AND HOSPITALITY (15. CPs Sem. TE-SEM-1 BU.) *Dr Russell Hoyer*

This unit directly supports the thesis component in the honours year. The unit examines the functions and mechanics of literature reviews and guides students in undertaking an intensive and focused survey of the literature pertinent to their topic. In the process, students gain a detailed and in-depth knowledge of current research for their topic, reflect on the implications of the research and gain ideas for methodology and analysis. In addition, the unit covers the standard thesis structure, information sourcing skills, researching skills (including reading, note-taking and writing), referencing systems and time management. The content, exercises and assessment pieces in this unit all contribute to the literature review, methodology and analysis sections of the thesis.

Co-requisite: THS40RME.

Class requirements: 3-hour seminar blocks.

This unit is not available for Study Abroad students.

Assessment: One 1500-word draft literature review (20%), one 30-minute seminar presentation on research paper (20%), one 3000-word literature review (60%)

THS4SPD SPORT DEVELOPMENT (15 CPs Sem. TE-SEM-1 BU.) *Dr Matthew Nicholson*

Offered subject to sufficient enrolment

In this unit students will focus on the processes and issues involved in sport development. A key focus will be the comparison between sport systems employed in the United Kingdom, New Zealand, North America and Europe. Students will explore the ways in which sport development policy impacts upon the development and management of Australian sport. Students are expected to investigate and critically analyse a sport development policy at the national or individual sport level. In this unit students are assisted in preparing for the honours year thesis by undertaking a series of modules that utilise key management theories, concepts and techniques in the lecture program and supported by a selection of relevant journal articles.

Quota: 15.

Class requirements: One three-hour seminar per week, which will include group based tutorial exercises and discussions.

Assessment: One 3000-word portfolio (40%), two 20-minute seminar presentations (40%), Seminar participation (20%)

Prescribed Reading:

School of Sport, Tourism and Hospitality Mgt Unit book of prescribed readings La Trobe University

THS4THS SPORT, TOURISM AND HOSPITALITY MINOR THESIS (30 CPs Sem. TE-SEM-2 BU.) *Dr Russell Hoyer*

Offered subject to sufficient enrolment

In this unit students are given the opportunity to identify and select a research problem and investigate it independently. Students learn to apply theory to, and /or analyse, a real problem, or to explore and analyse more general issues using secondary sources. Students are able to apply research procedures to illuminate the problem and contribute to a greater understanding of that problem, and even to identify potential solutions.

Quota: 10.

Class requirements: Production of thesis in consultation with Supervisor.

Assessment: One 8000-word thesis (100%)

THS4THT SPORT, TOURISM AND HOSPITALITY THESIS (60. CPs Sem. TE-SEM-2 BU.) *Dr Russell Hoyer*

A major component of the Honours year is the conduct of a research project and the presentation of this research in the form of a minor thesis. The research project gives students the opportunity to identify and select a research problem and investigate it independently. It allows you to apply theory to, and /or analyse, a real problem, or to explore and analyse more general issues using secondary sources. It also enables you to apply research procedures to illuminate the problem and contribute to a greater understanding of that problem, and even to identify potential solutions.

Class requirements: Production of thesis in consultation with honours supervisor.

This unit is not available for Study Abroad students.

Assessment: One 15000-word thesis (100%)

Faculty of Science, Technology and Engineering

Faculty directory

Campuses

Melbourne (Bundoora) Campus

Location: Level 2, Physical Science Building 1

Tel: (03) 9479 2828

Fax: (03) 9479 3030

Email: sci.tech@latrobe.edu.au

Web: www.latrobe.edu.au/scitecheng

Albury-Wodonga Campus

Tel: (02) 6024 9885 (General)

Tel: (02) 6024 9895 (Psychological Science)

Bendigo Campus

Room 3.01 Applied Science Building 2

Tel: (03) 5444 7351

Schools

School of Engineering and Mathematical Sciences

Head of School: Professor Ian Robinson

Location: Beth Gleeson Building, Room 242

Tel: (03) 9479 2107

Fax: (03) 9479 3060

Email: I.Robinson@latrobe.edu.au

Web: www.latrobe.edu.au/sems

School of Life Sciences

Head of School: Professor Roger Parish

Tel: (03) 9479 2228

Fax: (03) 9479 1188

Email: r.parish@latrobe.edu.au

Web: www.latrobe.edu.au/lifesciences

School of Molecular Sciences

Head of School: Professor Nick Hoogenraad

Tel: (03) 9479 2196

Fax: (03) 9479 2467

Email: bioenquiries@latrobe.edu.au

Web: www.latrobe.edu.au/biochemistry

School of Psychological Science

Head of School: Professor Susan Paxton

Tel: (03) 9479 1590

Fax: (03) 9479 1956

Email: psychology@latrobe.edu.au

Web: www.latrobe.edu.au/psy

Melbourne (Bundoora) Campus

George Singer Building

Tel: (03) 9479 1590

Albury-Wodonga Campus

Tel: (02) 6024 9895

Bendigo Campus:

Tel: (03) 5444 7440

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Faculty of Science, Technology and Engineering

Academic aims and objectives of the faculty

The Faculty of Science, Technology and Engineering is committed to the attainment of excellence in all its scholastic and scientific endeavours, and to the way in which it interacts with its students and with its community.

The objectives of the faculty include:

- to produce, from a diversified intake, graduates well grounded in science, technology and engineering, capable of meeting the needs of society
- to be an internationally and nationally recognised centre for quality teaching, scholarship, and research
- to ensure that the quality and range of the faculty's activities are recognised by prospective students.

Graduates of the faculty will be expected to possess knowledge and skills in, and an understanding of, the broad conceptual and theoretical elements of their fields of specialisation. It is expected that a graduate will possess a technical competence in the application of skills required for practice in the discipline, be able to stay abreast of theoretical developments in the discipline, and have the ability to integrate theory and practice.

Admission requirements for undergraduate degrees

For full details, refer to the 2008 VTAC Guide.

Any person offered a place in an undergraduate course at La Trobe University may be required to sit an English language test. Applicants whose principal language of educational instruction was other than English must provide evidence of their proficiency in English. This is achieved by a satisfactory result in VCE English (any) or by achieving a minimum IELTS (International English language Testing System) score of 6.0 or its equivalent.

Entry to Honours programs

For entrance to an Honours degree following a three-year pass degree, students must obtain a minimum average of 60% across all of their third year and obtain at least 65% in 60 credit points of units germane to the Honours discipline. Some departments may set higher entrance standards than these.

Faculty and course regulations

Completion of a unit includes attendance at such lectures and tutorial classes as are prescribed and completion of such exercises and laboratory work as shall satisfy the department concerned. Students who have not complied with the prescribed requirements may be refused admission to the annual examination in that unit.

Reasonable notice of the prescribed requirements will be given. Students should ensure that their enrolment plan meets the rules associated with their course of enrolment, particularly all the core requirements. Students must pass prerequisite units before being permitted to enrol in relevant units at the next year level. Where the prerequisite unit requires the student to demonstrate competence in a set of procedures and/or practices, the unit must have been passed no more than three years prior to enrolling in the relevant units at the next year level.

Academic progress rules

The Faculty of Science, Technology and Engineering will consider a student's progress in a course at the end of each academic year.

Progress of a student enrolled in any coursework degree (undergraduate or postgraduate) at La Trobe University in a particular academic period is deemed to be unsatisfactory if:

- the student either:
 - fails to pass 50% of the units in which he/she is enrolled for that period of enrolment; or
 - having previously been deemed to have made unsatisfactory academic progress, fails to pass 60% of the units in which he/she is enrolled for that period of enrolment; or
- fails a unit in a course for a second time; or
- fails to meet conditions specified by the faculty at the commencement of the year of enrolment.

Language and Academic Skills assistance

The Language and Academic Skills (LAS) Unit in the faculty assists students at all levels to develop writing, reading, oral presentation and study skills. Students are encouraged to contact the unit located in the Physical Sciences 1 building, room 213, near the faculty office, or telephone (03) 9479 2432 to make an appointment for individual assistance or to enquire about resources.

International students from non-English speaking backgrounds who are enrolled in courses where there are free electives and who need to further develop their English language skills in an academic context, may enrol in the units EDU1ESL English as a Second Language 1 (15 credit points) and EDU4ESL English as a Second Language 2 (20 credit points).

The EDU units above may only be credited as first year level units towards any degree offered by the Faculty of Science, Technology and Engineering.

For further information, contact the Language and Academic Skills (ESL) Unit located in Building Humanities 3, Room 417, telephone (03) 9479 2788.

Proficiency in English

In order to graduate from a degree course at the Melbourne (Bundoora) Campus, students who commenced their undergraduate degree in the Faculty of Science, Technology and Engineering before 2005 are required to demonstrate proficiency in English by passing an English test devised by the faculty's Language and Academic Skills (LAS) unit. For students in the Bachelor of Psychological Science or an engineering, technology, computer science, information systems or a double degree (other than the Bachelor of Bioinformatics/Bachelor of Science and the Bachelor of Environmental Science/Bachelor of Biological Sciences), the requirement is tested within their course structure. Students in all other courses in the faculty at Melbourne (Bundoora) Campus and who commenced before 2005 are required to demonstrate this proficiency. The process of assessing students' proficiency in English from 2007 will be done on an individual basis. Students must contact the LAS unit to make an appointment. This can be done by telephone, email or in person. For students commencing their degree from 2005, the requirements have been met within the course structure.

Important reminder: students who have not met this English proficiency requirement will not qualify for their degree and will not be permitted to graduate.

Industry Cadetship Scheme

The faculty offers students the opportunity to apply for paid training and work programs in a wide range of industries and research institutes under the auspices of the Industry Cadetship Scheme. Cadetships are advertised each April and August and students can make applications for positions of interest. The winter and summer cadetship programs are during vacation periods. The winter program is for three weeks in July and the summer program is up to twelve weeks from December to February. Students wishing to increase their industry exposure are encouraged to consider the Year-in-Industry program and, as the name suggests, would complete a twelve-month placement. Interested students should contact the coordinator, Ms Jill Mullen in Room 228 of the RL Reid Building.

Health procedures and protective clothing

For laboratory classes, all students are expected to wear laboratory coats and shoes that adequately protect their feet. In chemistry laboratories, students must wear safety glasses. Students are expected to comply with appropriate laboratory safety rules. Smoking, eating or drinking is not allowed in lecture theatres, laboratories, or computer rooms.

The University recommends that agricultural science undergraduate and postgraduate students who will have contact with animals should be immunised against the following diseases:

- Tetanus – all students
- Q fever – as advised by the Department of Agricultural Sciences.

Organisation of the faculty

School of Engineering and Mathematical Sciences

Head of School: Professor Ian Robinson
 Location: Beth Gleeson Building, Room 242
 Tel: (03) 9479 2107
 Fax: (03) 9479 3060
 Email: i.robinson@latrobe.edu.au
 Web: www.latrobe.edu.au/sems

Department of Civil Engineering and Physical Sciences

Head of Department: Professor Joe Petrolito
 Location: Bendigo Campus
 Level 4, Applied Science 2 Building
 Enquiries: (03) 5444 7351
 Email: sems@latrobe.edu.au
 Web: www.latrobe.edu.au/ceps

The Department is based at the Bendigo Campus, offers engineering, geology, and physics units for the civil engineering, applied science, business, information technology and education courses. The Department also offers postgraduate degrees by research. Staff members are active in research and consulting, and details of their areas of expertise are given on the web pages.

Department of Computer Science and Computer Engineering

Melbourne (Bundoora) Section

Acting Head of Department: Associate Professor Ben Soh
 Location: Melbourne (Bundoora) Campus
 Level 2, Beth Gleeson Building
 Tel: (03) 9479 1107
 Email: info@cs.latrobe.edu.au
 Web: www.cs.latrobe.edu.au

The Department has particular strengths in artificial intelligence – fundamentals, computer networks, software engineering, data engineering and knowledge management, enterprise computing, games technology, information systems, mobile and ubiquitous computing.

It is the major provider for a wide range of challenging undergraduate courses:

- Bachelor of Computer Network Engineering
- Bachelor of Computer Science
- Bachelor of Computer Science in Games Technology
- Bachelor of Computer Systems Engineering
- Bachelor of Computer Technology.
- Bachelor of Information Systems
- Bachelor of Software Engineering.

Many relevant double degrees are also available. The Bachelor of Computer Science can be combined with degrees in commerce, science, cognitive science, mathematics and statistical science, or electronic engineering – while the Bachelor of Information Systems can be combined with degrees in business and law. Specialisations in computer science may also be undertaken in the Bachelor of Science, Bachelor of Arts, Bachelor of Arts/Bachelor of Science and Bachelor of Bioinformatics/Bachelor of Science degrees. Common to all courses is an emphasis on providing sound training in fundamental and theoretical issues, supported by industry-relevant practical applications. In all courses, a solid foundation is provided in programming using Java and C++ languages with an emphasis on object-oriented systems for solving problems, and students may complete a major year-long team-based software engineering project in their third year.

The opportunity also exists for students to specialise in any of the particular strengths of the Department.

Bendigo Section

Head of Section: Dr Pat Horan
 Location: Bendigo Campus
 Business Building
 Tel: (03) 54447276
 Email: p.horan@latrobe.edu.au

The Section offers undergraduate courses to Postgraduate level in generalist computing, and information technology.

Courses offered within the Section are:

- Bachelor of Information Technology
- Bachelor of Information Technology (Professional)

Double degrees are available with Science and Business.

The Department is committed to providing a friendly and supportive learning environment in which students can expect to experience a range of computer platforms, programming environments, and information systems approaches. The undergraduate courses include opportunities for participation in team-based information systems development projects, industry-based learning, and industry experience.

Department of Electronic Engineering

Head of Department: Professor John Devlin
 Location: Melbourne (Bundoora) Campus
 Level 4, Beth Gleeson Building
 Tel: (03) 9479 2036
 Email: info@ee.latrobe.edu.au
 Web: www.latrobe.edu.au/ee

The Department emphasises teaching and research in the fields of biomedical engineering, circuits and instrumentation, communications, computer networks and architectures, control systems, embedded systems, optical systems, microelectronics and signal processing. The Department offers the Bachelor of Electronic Engineering and Bachelor of Electronic Technology – as well as a five-year double degree comprising Bachelor of Computer Science (Honours) with the Bachelor of Electronic Engineering.

The Department also offers three five-year undergraduate/Masters double degrees in the specialisations of biomedical engineering, microelectronic engineering, and communication engineering. All courses prepare graduates for professional employment or further postgraduate research study and are accredited by Engineers Australia. Electronics units are also offered in the Bachelor of Science degree. The Department offers a number of scholarships and prizes for high-achieving students, including those starting first year of the single or combined degrees, and the Wanda Henry Scholarship for a student in any of the double degrees.

Department of Mathematics and Statistics

Head of Department: Associate Professor Grant Cairns

Mathematics Section – Bendigo Campus

Head of Section: Dr Christopher Lenard
 Location: Bendigo Campus
 Business Building
 Tel: (03) 5444 7350
 Email: maths.bendigo@latrobe.edu.au
 Web: www.latrobe.edu.au/maths

The Section at Bendigo pays particular attention to offering mathematical and statistical units for students in a wide range of courses such as science and engineering, business, information technology, education, arts, and psychology.

Students who take first year units in calculus or discrete mathematics can pursue mathematical streams that explore the theoretical and practical foundations of modern science, computing, and engineering. The statistics major within the Business degrees aims at training highly numerate business graduates for whom there are many opportunities in contemporary commerce and government.

Psychology students also find that a background in statistics is invaluable in understanding the empirical evidence that forms the basis of psychology. The Department also works closely with the Faculty of Education to offer a range of units for prospective teachers.

Research within the department is both pure and applied, with projects in analysis, geometry, health care management, and demography. As well, there is ongoing work in statistical consulting. More information on all the Department's activities can be found on the website.

Mathematics Section – Melbourne (Bundoora) Campus

Head of Department: Associate Professor Grant Cairns
 Location: Melbourne (Bundoora) Campus
 Levels 2 and 3, Physical Sciences 2 Building

Tel: (03) 9479 2600
Web: www.latrobe.edu.au/mathstats/math

Research activities strongly influence the Section's undergraduate units, particularly at the third and fourth year levels. Another distinctive feature of the Section is its strong emphasis on student participation in learning, with more practice classes and fewer lectures than is customary in other university mathematics courses. The gateway to a major study in mathematics is the combination of MAT1CNS (Calculus and Number Systems) and MAT1CLA (Calculus and Linear Algebra). Students wanting to keep their future options open are advised to take both units. Students interested in mathematics are also encouraged to study MAT1DM (Discrete Mathematics), which is a prerequisite for some computer science units. The Section's annual student *Handbook* gives full details of mathematics offerings from first to fourth year along with other useful information. It is available in printed form and on the Section's web pages.

Statistics Section – Melbourne (Bundoora) Campus

Head of Section: Associate Professor Paul Kabaila
Location: Melbourne (Bundoora) Campus
Level 2, Physical Sciences 2 Building
Tel: (03) 9479 2600
Web: www.latrobe.edu.au/mathstats/stats

Statistics plays an important role in many fields, making it suitable for combination with almost every other discipline. Statistical science embraces the design of studies and the analysis of data arising from these studies, making them efficient and credible. Its methods are based on reasoning and the mathematics of chance, and are implemented by the use of modern computer software. The major in statistics consists of the units STA2MAS, STA2MDA and STA2LM (from 2008, the major will consist of STA2AS and STA2MD) in second year and STA3BS, STA3LM, STA3AS and STA3SI in third year. Students wanting to take this major need to take one of the first year prerequisite statistics units, with STA1SS recommended. It is also recommended that these students take the mathematics units MAT1CNS, MAT1CLA, and MAT2LAL. This major in statistics is accredited by the Statistical Society of Australia Inc. and entitles the holder to Graduate Statistician status upon joining the society. The major in statistics opens the way to Honours, Masters by coursework, Masters by research and PhD studies in statistical science. A minor in statistical science requires the completion of 70 credit points in statistical science, with a minimum of 30 credit points at third year level. The Section offers service units such as STA1LS (Statistics for Life Sciences), STA1PSY (Statistics for Psychology), STA1OCT (Statistics for Occupational Therapy), STA2MS (Medical Statistics) and STA2BS (Biostatistics).

Department of Physics

Head of Department: TBA
Location: Melbourne (Bundoora) Campus
Physical Sciences 1 Building
Tel: (03) 9479 2622
Web: www.latrobe.edu.au/physics

The Department offers courses in physics for specialist physicists and in support of other sciences. All units aim to provide an understanding of the physical world appropriate to the level of the course and to the interests of the students with the expectation that students will be able to explain physical phenomena observed. Experimental investigation is important at all levels while mathematical representation is emphasised in the specialist stream.

The Department offers units that lead to a three-year major in physics as part of a Bachelor of Science, Specialisation in Space Science, and Bachelor of Nanotechnology/Bachelor of Science. Units leading to the major are – PHY1SCA and PHY1SCB, MAT1CNS, MAT1CLA, PHY2SCA and PHY2SCB and MAT2VCA, MAT2LAL, PHY3SCA and PHY3SCB. Specialised units are offered for the Specialisation in Space Science: PHY2SPI, PHY2ASA, PHY3REM; Bachelor of Environmental Science: PHY1LSA, PHY1LSB, PHY3GRE; Agriculture and Life Sciences: PHY1LSB; Engineering and Technology: PHY2EPB. The Department also offers nanotechnology units that are part of the core requirements for the completion of the four-year double degree in nanotechnology and science, including 'Issues in Nanotechnology' at first, second and third year levels.

School of Life Sciences

Head of School: Professor Roger Parish
Web: www.latrobe.edu.au/lifesciences

Department of Agricultural Sciences

Head of Department: Associate Professor Mark Sandeman
Location: Melbourne (Bundoora) Campus
Level 3, R. L. Reid Building
Tel: (03) 9479 2190
Email: agriculture@latrobe.edu.au
Web: www.latrobe.edu.au/agriculture

The Department offers units leading to the Bachelor of Agricultural Science, Bachelor of Agricultural Science/Bachelor of Business, Bachelor of Animal and Veterinary Biosciences, Bachelor of Viticultural Science and Wine Production (Bachelor of Science (Viticulture and Wine) from 2008), and the Bachelor of Agricultural Science/Bachelor of International Development degrees. Units offered provide a broad understanding of soils, plants, animals and business and how they interact and interrelate. Students' work placements and research projects provide real world experience. Students enrolled in other courses may undertake units offered by the Department.

The Department works closely with the regional campuses of La Trobe University in the delivery of the Bachelor of Agricultural Science and the Bachelor of Viticultural Science and Wine Production (see above). It has a 13-hectare agricultural reserve on the Melbourne (Bundoora) Campus, which is used for fieldwork and allows hands-on exposure to the applied aspects of crop and animal husbandry. The Department provides quality teaching and research and its degrees are recognised as among the best in Australia.

Department of Botany

Head of Department: Professor Roger Parish
Location: Melbourne (Bundoora) Campus
Level 4, Biological Sciences 1 Building
Tel: (03) 9479 2217
Email: botany@latrobe.edu.au
Web: www.latrobe.edu.au/botany

The Department contributes extensively to first year units in biology and offers units in botany, plant ecology, and plant biotechnology leading to pass and Honours degrees. At third year level, students have the option of pursuing specialisation at the molecular, whole plant or community level. Postgraduate training is available in a wide range of fields in the plant sciences.

Students can study botany in conjunction with a variety of the other science units, either in the general Bachelor of Science or in the Bachelor of Biological Sciences, or as part of more specialised courses, such as Bachelor of Biotechnology and Cell Biology or Bachelor of Conservation Biology and Ecology.

Department of Environmental Management and Ecology

Head of Department: Associate Professor Phillip Suter
Location: Albury-Wodonga Campus
Building 4, University Drive
Email address: deme.aw@latrobe.edu.au
Tel: (02) 6024 9885

The core programs of the Department are:

- The Bachelor of Science in Environmental Management and Ecology (three years plus one further year if Honours is undertaken), and
- One year of the Bachelor of Biological Science (for which students must transfer to the Melbourne (Bundoora) Campus to complete the second and third years).

First year studies are also offered in:

- Bachelor of Agricultural Science
- Bachelor of Chemical Sciences
- Bachelor of Science
- Bachelor of Science/Bachelor of Science Education.

Within the postgraduate area, the Department offers:

- Graduate Diploma in Environmental Management
- Postgraduate Diploma in Science.

And research leading to:

- Master of Science
- Doctor of Philosophy.

Department of Microbiology

Head of Department: Professor Paul R. Fisher
 Location: Melbourne (Bundoora) Campus
 Level 1, Thomas Cherry Building
 Tel: (03) 9479 1114
 Web: www.latrobe.edu.au/microbiology

The Department offers units at first, second and third year levels leading to a Bachelor of Science and at the fourth year level, leading to a Bachelor of Science (Honours) in Microbiology. Postgraduate training leading to Masters and Doctoral degrees is also available. The microbiology units are intended to provide a basic education and training in fundamental aspects of general microbiology and the necessary practical skills required for careers in such fields as research, industry, and teaching.

Department of Zoology

Head of Department: Professor Tim New
 Location: Melbourne (Bundoora) Campus
 Level 3, Biological Sciences 1 and 2 Buildings
 Tel: (03) 9479 2237
 Web: www.latrobe.edu.au/zoo

Zoology is the study of animals in all of their many facets. It includes the study of individual animals and populations of animals, their relationships with one another, with plants and with their physical environment. It encompasses many recognised sub-disciplines that fall broadly into two divisions: ecological zoology and physiological zoology. The Department offers units, which cover many sub-disciplines, which reflect the research interests of the staff, including systematics and taxonomy, cell biology, cell, general and comparative physiology, ecology and conservation, biogeography, palaeontology, evolution, behaviour, freshwater ecology, marine biology, morphology, entomology, ornithology, herpetology and economic ecology.

School of Molecular Sciences

Head of School: Professor Nick Hoogenraad
 Tel: (03) 9479 2196
 Fax: (03) 9479 2467
 Email: bioenquiries@latrobe.edu.au
 Web: www.latrobe.edu.au/biochemistry

Department of Biochemistry

Head of Department: Professor Nick Hoogenraad
 Location: Melbourne (Bundoora) Campus
 Level 3, Physical Sciences 4 Building
 Tel: (03) 9479 2196
 Web: www.latrobe.edu.au/biochemistry

The Department offers units that form part of the second and third years in a range of science degrees that may lead to an Honours degree in biochemistry. These units are BCH2BMA and BCH2BMB at second year level, and BCH3BMA and BCH3BMB at third year level. The Department also contributes to MED2IMM at second year level and core units in the Bachelor of Medical Science (MED3MSA and MED3MSB), the Bachelor of Human Nutrition (NUT3ATN and NUT3CPN), and the Bachelor of Bioinformatics/Bachelor of Science double degree (BNF3SEQ and BNF3MOL). These units provide instruction in both theoretical and practical aspects of biochemistry and may be taken with units offered by other departments in the faculty. It is thus possible to vary the course structure to obtain background experience suitable for different professional careers. Postgraduate training to Masters and Doctoral levels is available.

Department of Chemistry

Head of Department: Professor Bob Brownlee
 Location: Melbourne (Bundoora) Campus
 Level 2, Physical Sciences 3 Building
 Tel: (03) 9479 2569
 Web: www.latrobe.edu.au/chemistry

The Department offers units leading to the Bachelor of Science and the Bachelor of Chemical Sciences. These units are intended to provide a thorough and balanced training in chemistry that serves as an excellent prelude to postgraduate research, further courses in allied subjects, industrial appointments, or a career in teaching. Students may major solely in chemistry, or jointly in chemistry and another discipline.

Students intending to proceed to Honours in chemistry are selected based on their performance in the final year of the pass degree course.

Department of Genetics

Head of Department: Dr Neil Murray
 Location: Melbourne (Bundoora) Campus
 Level 2, Biological Sciences 1 Building
 Tel: (03) 9479 1861
 Web: www.latrobe.edu.au/genetics

In the area of Genetics, the Department offers units at first, second and third year levels as part of a number of science degrees. An Honours degree in genetics and a postgraduate diploma are available to graduates of La Trobe and other universities. Masters and Doctoral degrees by research are also available.

The units offered cover a wide range of topics in genetics, including molecular, ecological, conservation, human molecular, and genomics, as well as molecular and organismal evolution, especially of the Australian fauna. Also studied are human biology and human genetics, including the origins of modern humans, human behavioural genetics, immunogenetics, forensic genetics, life style and disease. All units include a significant practical component.

School of Pharmacy and Applied Science

Head of School: Professor Kenneth (Kenn) Raymond
 Location: Bendigo Campus
 Level 3, Applied Science 2 Building
 Tel: (03) 5444 7321
 Fax: (03) 5444 7464
 Email: pharmacy@latrobe.edu.au
 Web: www.latrobe.edu.au/pharmacy

The School of Pharmacy offers:

- Bachelor of Pharmacy
- Bachelor of Science (Both with Honours)
- Bachelor of Chemical Sciences.

And several associated double degrees for high achieving students.

The Department provides quality teaching and prides itself on its teaching methods, including using small classes for most units, which has associated advantages and allows a very personal approach to teaching and plenty of hands-on experience with instrumentation. Employment prospects of graduates for either pharmacy or science degrees are excellent. The Bachelor of Pharmacy is well regarded by the profession. The Biotechnology Research Centre and the Colloid and Environmental Science group within the School are first class research institutes. The Biotechnology Research Centre has a particular interest in the development and understanding of wastewater treatment processes and environmental health by using a wide range of advanced techniques, many of which are taught in the undergraduate program. The Colloid and Environmental Science group has expertise relating to the understanding and modelling the transport of toxic chemicals through soils and water systems. The School encourages good students into honours and PhD programs in pharmacy and science. Many of our PhD graduates have become extremely successful research scientists, with careers that have taken them all over the world.

School of Psychological Science

Head of School: Professor Susan Paxton
 Tel: (03) 9479 1590
 Fax: (03) 9479 1956
 Email: psychology@latrobe.edu.au
 Web: www.latrobe.edu.au/psy

Locations:
 Melbourne (Bundoora) Campus
 George Singer Building
 Tel: (03) 9479 1590
 Albury-Wodonga Campus
 Tel: (02) 6024 9895
 Bendigo Campus:
 Tel: (03) 5444 7440

The School offers a three-year major sequence in psychology that forms the core of the Bachelor of Psychological Science (BPsySc) on each of the three campuses. The sequence at Albury-Wodonga is taught through a combination of distance education lectures using video, conferencing and on-campus practical and tutorial classes. A fourth year Honours-level course that leads to the Bachelor of Psychological Science (Honours) is offered on the Melbourne (Bundoora) Campus. Both the Bachelor of Psychological Science and the Bachelor of Psychological Science (Honours) degrees are accredited by the Australian Psychology Accreditation Council (APAC) and the Australian Psychological Society (APS) with the four-year sequence of psychology units in these degrees providing the basis for provisional registration as a probationary psychologist with the Psychologists' Registration Board of Victoria. Further training and experience is required for full registration as a psychologist. The School also offers an APAC-accredited fourth year program, the Postgraduate Diploma in Psychology, however this Postgraduate Diploma in Psychology will not be offered in 2008.

Units offered by the faculty

A full description of undergraduate and Honours units offered by the Faculty of Science, Technology and Engineering at the Melbourne (Bundoora) Campus appear at the end of this chapter. The units are grouped by discipline and are listed in alphabetical order by unit code. Students should note that units published in the hard copy Handbook are subject to change and should refer to the University web page for up-to-date information www.latrobe.edu.au/udb_public.

Undergraduate courses offered by the faculty

Bachelor of Applied Science (RBAS) – Bendigo

This degree is being phased out. No new enrolments will be permitted from 2007. For full details of this degree structure, see the Bendigo section of this Handbook.

Bachelor of Science (STBSW) – Albury-Wodonga

Only the first year of this degree is offered at the Albury-Wodonga Campus. For details, see the Albury-Wodonga Campus section of this Handbook.

Bachelor of Science (SBSB) – Bendigo

For full details of this degree structure, see the Bendigo Campus section of this Handbook.

Bachelor of Science (SBS) – Melbourne (Bundoora)

The Bachelor of Science is a general degree program that provides students with flexibility to combine studies in their chosen areas of science (subject to satisfying the relevant prerequisites). Areas of study available in the faculty are:

- agricultural science
- biochemistry
- botany
- chemistry
- computer science
- electronics
- genetics
- mathematics
- microbiology
- physics
- psychology¹
- statistics
- zoology.

Key: ¹ Enrolment in psychology is subject to students achieving the minimum ENTER requirement for entry into the Bachelor of Psychological Science degree.

After a broad first year of study, students may take major studies in any of these areas through to third year. Students who qualify for entry are eligible to proceed to an Honours year in their relevant area of science.

Course structure

To qualify for the Bachelor of Science, students must complete units to the value of 360 credit points, normally 120 credit points at each of first, second and third year levels. Up to a total of 130 credit points may be taken outside the faculty. Specific requirements for each year level are given below. Students must establish at least one major area of study in science by taking a sequence of at least 30 credit points at first year level, 40 credit points at second year level and 60 credit points at third year level. Within these requirements, unit selection is limited only by timetable clashes, prerequisite and co-requisite needs, quotas, and specific exclusions relating to incompatible units.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year

Students choose units to the value of 90 credit points from science units, with the remaining 30 credit points selected from first year units offered by the Faculty of Science, Technology and Engineering, or by other faculties of the University. Students must choose units at first year level that will lead to the completion of a major area of study in science (60 credit points) at third year level.

Second year

Students choose 80 credit points from units offered by the Faculty of Science, Technology and Engineering which should include 40 credit points from one area of study. The remaining 40 credit points are selected from second year units offered by this or other faculties.

Third year

Students choose units to the value of 60 credit points in one of the areas of study, with the remaining 60 credit points selected from third year units offered by this or other faculties.

Honours

Honours degree students are selected based on their performance in the final year of the pass degree course. Students must obtain a minimum average of 60% across all of their third year units and obtain at least 65% in units germane to the Honours discipline to the value of 60 credit points. Some departments may set higher entrance standards than these. An Honours year may be taken in any of the departments contributing to the pass degree course for which they have the appropriate prerequisites.

Specialisations

Students who include the compulsory units detailed below for one of the specialisations available within the Bachelor of Science, will have their academic record and testamur annotated accordingly, eg, Bachelor of Science with a specialisation in Viticulture.

Bachelor of Science with a specialisation in Environmental Science

This specialisation is based on the physical sciences and addresses environmental problems relating to air, water, land, and energy. The specialisation aims to develop a wide knowledge base, a multidisciplinary view of environmental problems, a critical assessment of scientific information, skills in the analysis of problems and an ability to report on environmental problems. The specialisation focuses on current environmental issues such as water pollution, waste disposal, soil degradation, salination, greenhouse, and teaches the science related to these issues. Seminar, workshop, and project components are included in second and third year and provide vehicles for application of the science in the course and a stimulus for wider investigation. They also encourage the development of skills required to work as an environmental scientist.

Structure:

The specialisation requires students to take 90 credit points at first year level, 70 credit at second year level and 60 credit points at third year levels respectively.

First year (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Processes that Shape the Earth	GEO1PRO	15
TE-SEM-1	Physics for Life Sciences A	PHY1LSA	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, Units 3 and 4 or equivalent, must choose CHE1GEN.

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Earth Structure, Resources and History of Life	GEO1ERS	15

Second year (70 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Environmental Enquiry A	ENV2ESA	5
TE-SEM-1	Surface/Groundwater Flow and Chemistry	GEO2EGW	20
TE-SEM-1	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Environmental Enquiry B	ENV2ESB	5
TE-SEM-2	Chemistry of Water Quality	CHE2CWQ	15
TE-SEM-2	Imaging and Materials Characterisation	PHY2IMC	10

Third year (60 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Environmental Analytical Chemistry A	CHE3EAA	10
TE-SEM-1	Water Resource Management	ENV3WRM	10
TE-SEM-1 or	Environmental Research	ENV3ENV	10
TE-SEM-2	Greenhouse Effect and Climate Change	PHY3GRE	10
TE-SEM-2	Landscape and Climate Change	GEO3EGL	10
TE-SEM-2	Remote Sensing and GIS	GEO3EGR	10

Honours

Honours degree students are selected based on their performance in the final year of the three-year degree. To be eligible, students must obtain a minimum average of 60% across their third year units and obtain at least 65% in the third year environmental science units. Students enrol in ENV4HNA and ENV4HNB.

Bachelor of Science with a specialisation in Space Science

This specialisation provides students with an understanding of basic principles in areas of space science, including astronomy, relevant to industries using space technology and prepares them for admission to higher degrees in space science and other areas of physical science and mathematics. Students are educated in a broad range of space sciences that includes astronomy, remote sensing, GPS techniques, space weather, and the geospace environment. The specialisation includes basic mathematics and physics, and students can take options from a wide range of units including computer science and electronics.

Structure:

The specialisation requires students to take 75 credit points at first year level, 100 credit points at second year level and 70 credit points at third year levels respectively. At second year level a further mathematics unit (MAT2MEC) is strongly recommended.

First year (75 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-2	Astronomy and Space: The Infinite Frontier	PHY1AST	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Second year (100 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Astronomy and Astrophysics	PHY2ASA	15
TE-SEM-1	Principles of Physics A	PHY2SCA	20
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Principles of Physics B	PHY2SCB	20
TE-SEM-2	Space Science Instruments	PHY2SPI	15

The following unit is highly recommended:

TE-SEM-2	Mechanics	MAT2MEC	15
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Third year (70 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Principles of Physics A	PHY3SCA	30
TE-SEM-2	Principles of Physics B	PHY3SCB	30
TE-SEM-2	Remote Sensing	PHY3REM	10

Honours

Honours degree students are selected based on their performance in the final year of the three-year degree. To be eligible, students must obtain a minimum average of 60% across their third year units and obtain at least 65% in relevant third year units comprising at least 60 credit points. Students enrol in PHY4HNA and PHY4HNB and undertake a space physics project.

Bachelor of Science with a specialisation in Statistics

Statistics play a crucial role in providing the tools necessary for the understanding of scientific, engineering, and economic data. Demand for statisticians is currently high. This specialisation consists of the major in statistics accredited by the Statistical Society of Australia Inc. This major entitles the holder to Graduate Statistician status. The specialisation provides the opportunity to combine significant studies in other disciplines with statistics. Students should see a Statistics Adviser of Studies each year to see how their interests in other disciplines are best combined with statistics.

The specialisation requires the completion of 15 credit points at first year level, 30 credit points at second year level and 60 credit points at third year level. Students taking this specialisation need to have completed maths methods at VCE level. The first year mathematics unit MAT1CNS is recommended.

First year (15 credit points)

Students choose one unit from the following list:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or	Statistical Science	STA1SS	15
TE-SEM-1 or	Statistics for Life Sciences	STA1LS	15
TE-SEM-2 or	Statistics for Psychology	STA1PSY	15
The following unit is recommended:			
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15

Second year (30 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Modern Applied Statistics	STA2AS	15
TE-SEM-2	Models for Data Analysis	STA2MD	15

Third year (60 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Analysis Based on Linear Models	STA3LM	15
TE-SEM-1	Biostatistics	STA3BS	15
TE-SEM-2	Applied Statistics	STA3AS	15
TE-SEM-1	Statistical Inference	STA3SI	15

Honours

Suitably qualified students may be permitted to enrol in an Honours year in statistics. An Honours year consists of units with a total value of 120 credit points and must include a thesis. There is the flexibility to include coursework material from related disciplines and to select a thesis project reflecting a desired vocational orientation.

In a statistics Honours year, a limited number of third year units and/or a limited number of units in related disciplines may be taken subject to the approval of the Honours Coordinator.

Bachelor of Science with a specialisation in Viticulture

The three-year specialisation is designed to provide professional scientific training in all aspects of viticultural science plus practical experience in vineyard operations, with experience in commercial vineyards and wineries and a major placement with a commercial winemaker.

If an honours year is also undertaken, then wine production, winemaking and marketing and oenology are included.

It is expected that graduates will be employed within a wide range of positions in the grape and wine industries.

Industry experience

In the viticulture specialisation within the three-year Bachelor of Science, industry experience in viticulture is required in each of three different climatic regions. In the Honours year, if undertaken a major placement in one or two commercial wineries is required.

The first year of the specialisation covers the basic sciences microeconomics, management of grapevines and palate training. The second year of the specialisation covers advanced sciences, statistics, agribusiness, vineyard operations, and wine appraisal. The agribusiness unit MGF1240 is taught by Monash University and is taken during the winter break as a one-week residential unit. The third year of the specialisation covers advanced sciences plus specialist studies in viticultural science, case studies in viticulture and wine and wine appraisal. In the case studies, students solve problems on real issues in viticulture and winemaking. Entry to a fourth (Honours) year will be based on academic achievement in the prerequisite units AGR3WPT and AGR3VTS.

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Microeconomics	ECO1IMI	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-1	Vine Production, Propagation and Establishment	AGR1VPE	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Plant Science	BIO1PS	15
TE-SEM-2	Vineyard Cultivation and Maintenance	AGR1VCM	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, Units 3 and 4 or equivalent, must choose CHE1GEN.

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Second year (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
Winter	Introduction to Agribusiness ¹	MGF1240	15
TE-SEM-1	Biochemistry for Agricultural Sciences	AGR2BAS	20
TE-SEM-1	Introduction to Land and Soil Management	AGR2ILM	20
TE-SEM-1	Plant Molecular Biology, Physiology and Nutrition	BOT2MPN	20
TE-SEM-1 or			
TE-SEM-2	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Vineyard Operations	AGR2VO	15

Third year (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Plant Pests and Diseases	AGR3PPD	10
TE-SEM-1	Wine Production Technology	AGR3WPT	20
TE-SEM-1	Viticulture and Wine Production Issues A	AGR3VWA	5
TE-SEM-2	Crop and Vine Agronomy	AGR3CVA	10
TE-SEM-2	Land and Soil Management	AGR3LSM	20
TE-SEM-2	Viticulture and Wine Production Issues B	AGR3VWB	5
TE-SEM-2	Viticultural Science	AGR3VTS	20

Fourth (Honours) year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Wine Making Issues and Marketing	AGR4WMM	15
TE-SEM-1	Wine Production Technology	AGR4WPT	15
TE-SEM-1	Wine Appreciation Project A ²	AGR4WAA	5
TE-SEM-1	Wine Industry /Oenology Project A ³	AGR4WIA	30
TE-SEM-2	Wine Appreciation Project B ²	AGR4WAB	5
TE-SEM-2	Wine Industry/Oenology Project B ³	AGR4WIB	35
TE-SEM-2	Oenology – Wine Science and Analysis	AGR4OEN	15

Key: ¹ Monash University subject. See structure above for full details.

² Linked units: normally taken in the one academic year.

³ Linked units: both units must be taken in the one academic year.

Bachelor of Agricultural Science (SBASW) – Albury-Wodonga

Only the first year of this degree is offered at the Albury-Wodonga Campus. For details, see the Albury-Wodonga Campus section of this Handbook.

Bachelor of Agricultural Science (SBASB) – Bendigo

Only the first year of this degree is offered at the Bendigo Campus. For details, see the Bendigo Campus section of this Handbook.

Bachelor of Agricultural Science (SBAS) – Melbourne (Bundoora)

This course is designed to encourage a basic understanding of the relationships between soils, plants, animals, economics, and the environment. It should be emphasised that the degree is in agricultural science, not in farming. Agriculture is not only an important component of our environment; it reacts with and affects the non-agricultural components. The emphasis in the course is, therefore, on the sciences relevant to an understanding of primary production, resource management and on agribusiness.

The course concentrates on the sciences concerned with soil productivity, plant, and animal production and on agribusiness and marketing. These include soil science, plant and animal nutrition, physiology and biochemistry, plant and animal health, pest ecology and management, agribusiness, statistics and experimental design, and case studies in agricultural production and its impact on the environment.

The applied science and agribusiness studies, which are the foundations of the Bachelor of Agricultural Science, have a highly successful record in leading to a wide variety of careers in agricultural, industrial research and commercial organisations. Professional recognition would apply for graduates, as they could be eligible to become members of the Australian Institute of Agricultural Science and Technology.

Industry experience

An essential requirement of the degree is twelve weeks of approved industry experience, taken during the vacations.

Course structure

The course requires the completion of 480 credit points over four years of full-time or equivalent part-time study. This is a fixed content course.

A new stream in agribusiness is taught in conjunction with Monash University and consists of four units (MGF1240, MKF2761, MGF3760, and MGF3960). This stream will be taken during the winter and summer semester breaks as one-week residential units. The units comprise a disciplinary stream in agribusiness and can be used as prerequisites for the Monash Master in Agribusiness program. Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Agricultural Systems	AGR1SYS	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
Winter	Introduction to Agribusiness ¹	MGF1240	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Plant Science	BIO1PS	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, Units 3 and 4 or equivalent, must choose CHE1GEN.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Second year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biochemistry for Agricultural Sciences	AGR2BAS	20
TE-SEM-1	Introduction to Land and Soil Management	AGR2ILM	20
TE-SEM-1	Plant Molecular Biology, Physiology and Nutrition	BOT2MPN	20
TE-SEM-2	Statistics for Life Sciences	STA1LS	15
Winter	Agribusiness Marketing ¹	MKF2761	15
TE-SEM-2	Landscape Management with GIS and Remote Sensing	AGR2LMG	10
TE-SEM-2	Physiology of Domestic Animals	AGR2PDA	20

Third year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
Summer	International Agribusiness ¹	MGF3760	15
TE-SEM-1	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1	Animal Health	AGR3ANH	20
TE-SEM-1	Plant Pests and Diseases	AGR3PPD	10
TE-SEM-2	Agriculture Environment Interactions	AGR3AEI	10
TE-SEM-2	Animal Nutrition	AGR3ANN	20
TE-SEM-2	Crop and Vine Agronomy	AGR3CVA	10
TE-SEM-2	Land and Soil Management	AGR3LSM	20

Fourth year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
Summer	Commodity Trading Management ¹	MGF3960	15
TE-SEM-1	Agricultural Case Studies	AGR4ACS	20
TE-SEM-1	Advanced Experimental Design	AGR4AED	10
TE-SEM-1	Communication and Critical Analysis	AGR4CCA	15
TE-SEM-2	Research Project	AGR4RPR	60

Key: ¹ Monash University subject. Refer to course structure above for full details.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Animal and Veterinary Biosciences (SBANS) – Melbourne (Bundoora)

The course is designed to attract students who wish to focus on animal issues, including health and welfare, ecology and behaviour, genetics and biotechnology in a professional degree course. The degree will produce graduates who can obtain employment in animal research, agricultural industries, animal care and welfare, biotechnology industries and the animal health industry. In addition, an animal science degree should allow a student with suitable grades to be eligible for entry into a veterinary science degree. The provision of electives allows a choice of at least five areas of interest within the course, including:

- animal biotechnology
- animal ecology
- animal genetics
- animal health
- animal physiology.

Course structure

The course is three years full-time or equivalent part-time study and requires the completion of 360 credit points. In all years, students may follow their particular interests by combining optional units with their core units.

Students should select elective units carefully to make sure that prerequisites for later year units are met.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (120 credit points)

Please note: those students wishing to be eligible for entry to the second year of the Veterinary Science option at The University of Melbourne, should choose:

- BIO1PS as their elective
- Delete the unit AGR1ANS
- Choose a full-year physics program.

Students who have completed year-12 physics should enrol in PHY1SCA and PHY1SCB (and drop PHY1LSB). Students who have not completed year-12 physics should enrol in PHY1LSA and retain the core unit PHY1LSB.

Core units (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-1	Animal Systems*	AGR1ANS	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, Units 3 and 4 or equivalent, must choose CHE1GEN.

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Elective (15 credit points)

Recommended units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Mathematics and Computing for Biology	MAT1MCB	15
TE-SEM-2 or	Plant Science	BIO1PS	15
	another second-semester unit approved by the course adviser		15

Second year (120 credit points)

Students who pass either AGR2PDA or ZOO2VMP will be eligible for entry to both third year zoology units ZOO3EPA and ZOO3EPB.

Core units (100 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Ecology	ZOO2AE	10
TE-SEM-1	Entomology	ZOO2ENT	10
TE-SEM-2	Animal Nutrition	AGR3ANN	20

Choose one of the following two units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or	Human and Molecular Genetics	GEN2HMG	20
TE-SEM-1	Biochemistry and Molecular Biology A	BCH2BMA	20

Choose one of the following two units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or	Animal Health	AGR3ANH	20
TE-SEM-1	Introductory Microbiology	MIC2IM	20

Choose one of the following two units:

TE-SEM-2 or	Physiology of Domestic Animals	AGR2PDA	20
TE-SEM-2	Vertebrate Morphology, Evolution and Comparative Physiology	ZOO2VMP	20

Elective (20 credit points)

BCH2BMB, GEN2EEG, MIC2MVM, or any other second-semester unit approved by the course adviser.

Third year (120 credit points)*Core units (60 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Zoology A	ZOO3EPA	30
TE-SEM-2	Animals and Mankind	AGR3ANM	30

Electives (60 credit points)

BCH3BMA, BCH3BMB, GEN3HMG, GEN3EEG, MIC3AMM, MIC3AGM, ZOO3EPB (first or second semester) or any other third year unit approved by the course adviser.

Honours

Students who achieve an average mark of 65% or more in 60 credit points of relevant units and a minimum average of 60% across all third year units are eligible for entry to an Honours year. This may be undertaken in any of the departments, which teach core units in the degree, depending on the units taken in third year. The Honours program will be that of the host department or a combination of studies from different departments to allow cross-discipline specialisations. Cross-discipline studies must conform to the faculty guidelines for Honours studies and will be jointly supervised by each of the departments involved.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Biological Sciences (STBBSW) – Albury-Wodonga

Only the first year of this degree is available on the Albury-Wodonga campus. For details, see the Albury-Wodonga Campus section of this Handbook.

Bachelor of Biological Sciences (SBBIS) – Melbourne (Bundoora)**Course structure**

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. Students must complete units with a total value of at least 120 credit points in each of the first, second and third years of study, with a minimum of 60, 80 and 60 credit points in the first, second and third years respectively from units offered by the Biological Science departments (Biochemistry, Botany, Genetics, Microbiology and Zoology).

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (120 credit points)

The first year consists of:

- 60 credit points of biology (see core units below)
- 30 credit points from the Faculty of Science, Technology and Engineering including at least 15 credit points of chemistry (see core units below) and
- 30 credit points of elective units (see recommended unit list below).

Core units (75 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-2	Plant Science	BIO1PS	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, Units 3 and 4 or equivalent, must choose CHE1GEN.

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Electives (45 credit points)

The remaining 45 credit points may be selected from other units offered by the faculty or, with the approval of the course adviser, from units offered by other faculties, but must include at least one 15-credit point science unit.

Recommended units

Please note: some unit combinations are not possible because of timetable clashes. Other units have prerequisite requirements; these requirements are listed in the full unit descriptions on the Web Database (see www.latrobe.edu.au/udb_public) and should be checked carefully. All units are worth 15 credit points.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Astronomy and Philosophy	PHI1AAP	15
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Culture and Globalisation: An Introduction to Anthropology	ANT1CAG	15
TE-SEM-1	Discovering Archaeology	ARC1DAR	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1	Freedom, Mind and Human Nature	PHI1FMV	15
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Physics for Life Sciences A	PHY1LSA	15
TE-SEM-1	Principles of Physics A ³	PHY1SCA	15
TE-SEM-1	Processes that Shape the Earth	GEO1PRO	15
TE-SEM-1	Psychology A ²	PSY1PYA	15
TE-SEM-1	Self and Community: Introduction to Sociology	SOC1SAC	15
TE-SEM-1	Statistical Science	STA1SS	15
TE-SEM-1	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Applications of Chemistry ¹	CHE1APL	15
TE-SEM-2	Astronomy and Space: The Infinite Frontier	PHY1AST	15
TE-SEM-2	Australia and Beyond: Introduction to Sociology	SOC1AAB	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Biology and Philosophy	PHI1BAP	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Dawn of Humanity	ARC1DOH	15
TE-SEM-2	Earth Structure, Resources and History of Life	GEO1ERS	15
TE-SEM-2	Our Global Village: Introduction to Anthropology	ANT1FET	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Mathematics and Computing for Biology	MAT1MCB	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Principles of Physics B ³	PHY1SCB	15
TE-SEM-2	Psychology B ²	PSY1PYB	15
TE-SEM-2	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Statistics for Psychology ²	STA1PSY	15
TE-SEM-2	The Archaeology of Ancient Civilisations	ARC1AAC	15
TE-SEM-2	Existence, Value and God	PHI1TAS	15

Key: ¹ In order to proceed to second year biochemistry or soil science, students must take CHE1APL in addition to either CHE1GEN or CHE1BAS.

² Enrolment in PSY1PYA and PSY1PYB is subject to students achieving the minimum ENTER required for entry into the Bachelor of Psychological Science program. Students wishing to proceed to second year level psychology must also include STA1PSY in their choice of units. Consult an adviser of studies in the School of Psychological Science.

³ Linked units, normally taken in the one academic year.

Second year (120 credit points)

The second year consists of:

- 80 credit points of biology (from the core units listed below) and
- 40 credit points from other units or further biology units (see list of recommended units below).

Core units (80 credit points)

Students must choose units to the value of 80 credit points from the list below. Unless a clearly defined three-year program of study has been organised, it is highly recommended that students complete a full year of study in at least two biological science disciplines in order to ensure flexibility of unit choice at the third year level.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Ecology ¹	ZOO2AE	10
TE-SEM-1	Biochemistry and Molecular Biology A	BCH2BMA	20
TE-SEM-1	Entomology ¹	ZOO2ENT	10
TE-SEM-1	Human and Molecular Genetics	GEN2HMG	20
TE-SEM-1	Introductory Microbiology	MIC2IM	20
TE-SEM-1	Plant Molecular Biology, Physiology and Nutrition	BOT2MPN	20
TE-SEM-2	Australian Ecology and Systematics	BOT2AES	20
TE-SEM-2	Biochemistry and Molecular Biology B	BCH2BMB	20
TE-SEM-2	Ecological and Evolutionary Genetics	GEN2EEG	20
TE-SEM-2	Medical and Veterinary Microbiology	MIC2MVM	20
TE-SEM-2	Vertebrate Morphology, Evolution and Comparative Physiology ²	ZOO2VMP	20

Key: ¹ Linked units – must be taken together.

² ZOO2VMP and AGR2PDA cannot be taken together in the one year.

Electives (40 credit points)

The remaining 40 credit points must be selected from the above core units or from other second year units (see recommended list below) in the Faculty of Science, Technology and Engineering or, with the approval of the course adviser, from second year units offered by other faculties.

Recommended units include:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Anatomy: Lower Limb	HBS2ALL	20
TE-SEM-1	Biostatistics	STA2BS	20
TE-SEM-1	Fundamentals of Chemistry	CHE2FND	20
TE-SEM-1	History and Philosophy of Science A ¹	PHI2HPA	20
TE-SEM-1	Human Physiology A	HBS2HPA	20
TE-SEM-1	Introduction to Land and Soil Management	AGR2ILM	20
TE-SEM-1	Issues in Conservation	CBE2IC	20
TE-SEM-1	Principles of Nutrition	AGR2PNU	20
TE-SEM-1	Psychology A	PSY2PYA	20
TE-SEM-1 or			
TE-SEM-2	Statistics for Life Sciences ³	STA2LS	20
TE-SEM-2	Anatomy: Trunk and Upper Limb	HBS2ATL	20
TE-SEM-2	Chemistry of Water Quality	CHE2CWQ	15
TE-SEM-2	Developments in Chemistry	CHE2DEV	20
TE-SEM-2	History and Philosophy of Science B ²	PHI2HPB	20
TE-SEM-2	Human Physiology B	HBS2HPB	20
TE-SEM-2	Introduction to Atmospheric Science	ENV2AIR	20
TE-SEM-2	Physiology of Domestic Animals ⁴	AGR2PDA	20
TE-SEM-2	Psychology B	PSY2PYB	20

Key: ¹ Incompatible with PHI1AAP

² Incompatible with PHI1BAP

³ Incompatible with STA1LS

⁴ ZOO2VMP and AGR2PDA cannot be taken together in the same year.

Third year (120 credit points)

The third year consists of:

- 60 credit points of biology chosen from units offered by departments in the biological sciences (see core units below) and
- 60 credit points from other units or additional biology units, if no more than 60 credit points are taken from any one biological science discipline area. All units are worth 30 credit points.

Core units (60 credit points)

Students must choose units to the value of 60 credit points from the list below. All units are worth 30 credit points.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Medical and Veterinary Microbiology	MIC3AMM	30
TE-SEM-1	Biochemistry and Molecular Biology 3A	BCH3BMA	30
TE-SEM-1	Field and Environmental Botany	BOT3FEB	30
TE-SEM-1	Human and Molecular Genetics	GEN3HMG	30
TE-SEM-1	Zoology A	ZOO3EPA	30
TE-SEM-2	Ecological and Evolutionary Genetics	GEN3EEG	30
TE-SEM-2	Ecology, Systematics and Evolution	BOT3ESE	30
TE-SEM-2	Advanced General Microbiology	MIC3AGM	30
TE-SEM-2	Biochemistry and Molecular Biology 3B	BCH3BMB	30
TE-SEM-2	Plant Biotechnology	BOT3PB	30
TE-SEM-2	Zoology B	ZOO3EPB	30

Electives (60 credit points)

The remaining 60 credit points must be selected from the above core units or from other third year units in the Faculty of Science, Technology and Engineering or, with the approval of the course adviser, from third year units offered by other faculties.

Programs of study

Most students in biological sciences choose two major areas of study from the five subject areas available. For those who wish to tailor their courses in particular directions, the following table is designed to assist students planning their course of study at second and third year levels. Listed below are programs of study available with suitable combinations of units from the Biological Science Departments. Honours courses relevant to these programs are available in each of the five Biology Departments. Some units at second and third year levels have prerequisites. Units with one prerequisite are marked ¹ and units with more than one prerequisite are marked ². You should carefully check prerequisites when planning your course of study.

Ecology

To study in the area of ecology, students enrol in:

Second year		Third year	
Teaching period I	Teaching period II	Teaching period I	Teaching period II
Choose three of: ZOO2AE ¹ and ZOO2ENT ² BOT2MPN ² MIC2IM ¹ CBE2IC	Choose three of: GEN2EEG ¹ BOT2AES ¹ MIC2MVM ² ZOO2VMP ²	BOT3FEB ¹ ZOO3EPA ¹	Choose two of: BOT3ESE ¹ ZOO3EPB ¹ GEN3EEG ¹

Human biology

To study in the area of human biology, students enrol in:

Second year		Third year	
Teaching period I	Teaching period II	Teaching period I	Teaching period II
BCH2BMA ² GEN2HMG ¹ MIC2IM ¹	Choose three of: BCH2BMB ² GEN2EEG ¹ MIC2MVM ² ZOO2VMP ¹	Choose two of: BCH3BMA ² GEN3HMG ² MIC3AMM ² ZOO3EPA ¹	Choose two of: BCH3BMB ² GEN3EEG ¹ MIC3EPM ² ZOO3EPB ¹

Note: Third year zoology components are chosen from the physiology stream.

Cell and molecular biology

To study in the area of cell and molecular biology, students enrol in:

Second year		Third year	
Teaching period I	Teaching period II	Teaching period I	Teaching period II
Choose three of: BCH2BMA ² BOT2MPN ² GEN2HMG ¹ MIC2IM ¹	Choose three of: BCH2BMB ² GEN2EEG ¹ MIC2MVM ¹ ZOO2VMP	Choose two of: BCH3BMA ² GEN3HMG ¹ MIC3AMM ² ZOO3EPA ¹	Choose two of: BCH3BMB ² BOT3PB ¹ MIC3EPM ² ZOO3EPB ¹

Honours

Honours degree students are selected based on their performance in the final year of the pass degree course. Students must obtain a minimum average of 60% across all of their third year units and obtain at least 65% in units germane to the Honours discipline to the value of 60 credit points. Some departments may set higher entrance standards than these. An Honours year may be taken in any of the departments contributing to the pass degree course for which they have the appropriate prerequisites.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Biological Sciences (Advanced Science) (SBBAS) – Melbourne (Bundoora)

This course is aimed at high-achieving students interested in pursuing a career in biological research and development in Universities, government or commercial research institutions. Students will meet each semester with the course adviser to plan a course of study. Students will be involved in biological research throughout the course and so will have much greater knowledge and experience in this area than other graduates. In this way, they will benefit from the research partnerships of La Trobe University with government and semi-government research agencies.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. Students must complete units with a total value of at least 120 credit points in each of the first, second and third years of study, with a minimum of 60, 40 and 60 credit points in the first, second and third years respectively from units offered by the Biological Science departments (Biochemistry, Botany, Genetics, Microbiology and Zoology).

At each year of the course, a specified proportion of the laboratory work will be undertaken in the research laboratories under the supervision of research staff.

In 2008, students will undertake two research laboratory practicals per semester in BIO1OF (first semester) and BIO1GEN (second semester).

Articulation

Students in the Bachelor of Biological Sciences who achieve an average grade of 80% or more in a year will be eligible to transfer to this Advanced Science degree.

Interested students should consult the Course Adviser.

First year (120 credit points)

The first year consists of:

- 60 credit points of biology (see core units below)
- at least 15 credit points of chemistry (see core units below)
- 45 credit points from the Faculty of Science, Technology and Engineering.

Core units (75 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-2	Plant Science	BIO1PS	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, Units 3 and 4 or equivalent, must choose CHE1GEN.

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Electives (45 credit points)

The remaining 45 credit points must be selected from other units offered by the Faculty of Science, Technology and Engineering. Students wishing to proceed to Biochemistry or Land and Soil Management at second year must include CHE1APL in their choice of units.

Recommended units

Please note: some unit combinations are not possible because of timetable clashes. Other units have prerequisite requirements; these requirements are listed in the full unit descriptions on the Unit Database (see www.latrobe.edu.au/udb_public) and should be checked carefully. All units are worth 15 credit points.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Introductory Electronics	ELE1IEL	15

TE-SEM-1	Physics for Life Sciences A	PHY1LSA	15
TE-SEM-1	Principles of Physics A ²	PHY1SCA	15
TE-SEM-1	Processes that Shape the Earth	GEO1PRO	15
TE-SEM-1	Psychology A	PSY1PYA	15
TE-SEM-1	Statistical Science	STA1SS	15
TE-SEM-1	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Applications of Chemistry ¹	CHE1APL	15
TE-SEM-2	Astronomy and Space: The Infinite Frontier	PHY1AST	15
TE-SEM-2	Biology and Philosophy	PHI1BAP	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Earth Structure, Resources and History of Life	GEO1ERS	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Mathematics and Computing for Biology	MAT1MCB	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Principles of Physics B ²	PHY1SCB	15
TE-SEM-2	Psychology B	PSY1PYB	15
TE-SEM-2	Statistics for Life Sciences	STA1LS	15

Key: ¹ In order to proceed to second year biochemistry or Land and Soil Management, students must take CHE1APL in addition to either CHE1GEN or CHE1BAS.

² Linked units, normally taken in the one academic year.

Second year (120 credit points)

The second year consists of:

- 80 credit points of biology (from the core units listed below) and
- 40 credit points from further biology units or from other science units (see list of recommended units below).

Core units (80 credit points)

Students must choose units to the value of 80 credit points from the list below.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Ecology ¹	ZOO2AE	10
TE-SEM-1	Biochemistry and Molecular Biology A	BCH2BMA	20
TE-SEM-1	Entomology ¹	ZOO2ENT	10
TE-SEM-1	Human and Molecular Genetics	GEN2HMG	20
TE-SEM-1	Introductory Microbiology	MIC2IM	20
TE-SEM-1	Plant Molecular Biology, Physiology and Nutrition	BOT2MPN	20
TE-SEM-2	Australian Ecology and Systematics	BOT2AES	20
TE-SEM-2	Biochemistry and Molecular Biology B	BCH2BMB	20
TE-SEM-2	Ecological and Evolutionary Genetics	GEN2EEG	20
TE-SEM-2	Medical and Veterinary Microbiology	MIC2MVM	20
TE-SEM-2	Vertebrate Morphology, Evolution and Comparative Physiology	ZOO2VMP	20

Key: ¹ Linked units – must be taken together.

Electives (40 credit points)

The remaining 40 credit points must be selected from the above core units or from other second year units (see recommended list below) in the Faculty of Science, Technology and Engineering.

Recommended units include:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biostatistics	STA2BS	20
TE-SEM-1	Fundamentals of Chemistry	CHE2FND	20
TE-SEM-1	Introduction to Land and Soil Management	AGR2ILM	20
TE-SEM-1	Issues in Conservation	CBE2IC	20
TE-SEM-1	Principles of Nutrition	AGR2PNU	20
TE-SEM-1	Psychology A	PSY2PYA	20
TE-SEM-1 or			
TE-SEM-2	Statistics for Life Sciences ¹	STA2LS	20
TE-SEM-2	Chemistry of Water Quality	CHE2CWQ	15
TE-SEM-2	Developments in Chemistry	CHE2DEV	20
TE-SEM-2	Psychology B	PSY2PYB	20

Key: ¹ Incompatible with STA1LS

Third year (120 credit points)

The third year consists of:

- 60 credit points of biology chosen from units offered by departments in the biological sciences (see core units below) and
- 60 credit points from additional biology units or other science units, if no more than 60 credit points are taken from any one biological science discipline area.

Core units (60 credit points)

Students must choose units to the value of 60 credit points from the list below.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Medical and Veterinary Microbiology	MIC3AMM	30
TE-SEM-1	Biochemistry and Molecular Biology 3A	BCH3BMA	30
TE-SEM-1	Field and Environmental Botany	BOT3FEB	30
TE-SEM-1	Human and Molecular Genetics	GEN3HMG	30
TE-SEM-1	Zoology A	ZOO3EPA	30
TE-SEM-2	Ecological and Evolutionary Genetics	GEN3EEG	30
TE-SEM-2	Ecology, Systematics and Evolution	BOT3ESE	30
TE-SEM-2	Advanced General Microbiology	MIC3AGM	30
TE-SEM-2	Biochemistry and Molecular Biology 3B	BCH3BMB	30
TE-SEM-2	Plant Biotechnology	BOT3PB	30
TE-SEM-2	Zoology B	ZOO3EPB	30

Electives (60 credit points)

The remaining 60 credit points must be selected from the above core units or from other third year units in the Faculty of Science, Technology and Engineering.

Honours

Honours degree students are selected based on their performance in the final year of the pass degree course. Students must obtain a minimum average of 60% across all of their third year units and obtain at least 65% in units germane to the Honours discipline to the value of 60 credit points. An Honours year may be taken in any of the departments contributing to the pass degree course for which they have the appropriate prerequisites.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Biotechnology and Cell Biology (SBBCB) – Melbourne (Bundoora)

Biotechnology is the use or manipulation of living organisms or their components to perform tasks of practical benefit. It is making important contributions to medicine, waste technology, agriculture, food technology, and renewable resources technology.

The aim of the degree program is to:

- provide students with a multidisciplinary education in biotechnology and cell biology based on the core units of biochemistry, botany, chemistry, genetics, microbiology, and zoology
- lead to employment in industry and government
- provide a basis for postgraduate studies in any of the core disciplines covered in the course.

Seminar program

During the first and second year of the degree, students are required to attend a meeting and a seminar every few months during the semester. Seminar speakers are drawn from external bodies to present perspectives not otherwise strongly developed in the main course and to discuss applications of concepts in the course.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points overall.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (120 credit points)**Core units (105 credit points)**

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-2	Plant Science	BIO1PS	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, Units 3 and 4 or equivalent, must choose CHE1GEN.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Choose at least one mathematics or statistics unit:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Mathematics and Computing for Biology	MAT1MCB	15
TE-SEM-1 or			
TE-SEM-2	Statistics for Life Sciences	STA1LS	15

Electives (15 credit points)

The remaining 15 credit points may be selected from other units offered by the faculty or, with the approval of the course adviser, from units offered by other faculties.

Second year (120 credit points)

Students must choose six units to the value of 120 credit points from the list below. Unless a clearly defined three-year program of study has been organised, it is highly recommended that students complete a full year of study in at least two disciplines in order to ensure flexibility of unit choice at the third year level. Any variation from the units listed below requires the approval of the course adviser.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biochemistry and Molecular Biology A	BCH2BMA	20
TE-SEM-1	Fundamentals of Chemistry	CHE2FND	20
TE-SEM-1	Human and Molecular Genetics	GEN2HMG	20
TE-SEM-1	Introductory Microbiology	MIC2IM	20
TE-SEM-1	Plant Molecular Biology, Physiology and Nutrition	BOT2MPN	20
TE-SEM-2	Biochemistry and Molecular Biology B	BCH2BMB	20
TE-SEM-2	Developments in Chemistry	CHE2DEV	20
TE-SEM-2	Ecological and Evolutionary Genetics	GEN2EEG	20
TE-SEM-2	Medical and Veterinary Microbiology	MIC2MVM	20
TE-SEM-2	Vertebrate Morphology, Evolution and Comparative Physiology	ZOO2VMP	20

Third year (120 credit points)

Students must choose units to the value of 120 credit points from the list below.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Selected Topics for Joint Chemistry Major	CHE3ADA	30
TE-SEM-1	Advanced Medical and Veterinary Microbiology	MIC3AMM	30
TE-SEM-1	Biochemistry and Molecular Biology 3A	BCH3BMA	30
TE-SEM-1	Human and Molecular Genetics	GEN3HMG	30
TE-SEM-2	Materials and Methods for a Joint Chemistry Majorsx	CHE3ADB	30
TE-SEM-2	Advanced General Microbiology	MIC3AGM	30
TE-SEM-2	Biochemistry and Molecular Biology 3B	BCH3BMB	30
TE-SEM-2	Plant Biotechnology	BOT3PB	30
TE-SEM-2	Zoology B (physiology components only)	ZOO3EPB	30

Honours

Students who achieve an average of 65% or more in 60 points of relevant third year units and 60% across all of their third year units are eligible to continue to an interdisciplinary Honours year in biotechnology and cell biology, or in appropriate departments according to the units taken in third year.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this

chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Chemical Sciences (SBCHSW) – Albury-Wodonga

Only the first year of this degree is offered at the Albury-Wodonga campus. For details, see the Albury-Wodonga Campus section of this Handbook.

Bachelor of Chemical Sciences (RBSCS) – Bendigo

For full details of this degree structure, see the Bendigo Campus section of this Handbook.

Bachelor of Chemical Sciences (SBCHS) – Melbourne (Bundoora)

This course will produce graduates trained in areas relevant to the needs of the chemical industry in Australia. It provides students with a modern education in chemistry and skills in areas where there is a high demand from industry, e.g., analytical chemistry, surface science and the synthesis of biologically active organic compounds. Consultation with industry confirms that there is a continuing demand for well-qualified chemistry graduates, particularly at the Honours level.

The course is accredited by the Royal Australian Chemical Institute. Accreditation means that it is an acceptable qualification for membership of the Institute, often required by employers.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. Students complete units to the value of 120 credit points each year.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

The table below summarises the credit point requirement

Year level	Chemistry	Science units	Other units	Total
1	30	60–90 ¹	0–30	120
2	60	20–60	0–40	120
3	60–120	0–60	0–40	120

Key: ¹ Including 15 credit points of mathematics or physics units.

First year (120 credit points)

Core units (30 credit points)

Choose one first-semester and one second-semester chemistry unit:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1 and	General Principles of Chemistry	CHE1GEN	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15

Electives (90 credit points)

Students must choose first year science units to the value of 60 points, which must include at least 15 credit points of mathematics or physics units. The remaining 30 credit points may be chosen from first year units offered by any faculty.

Second year (120 credit points)

Core units (60 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Fundamentals of Chemistry	CHE2FND	20
TE-SEM-2	Chemistry in the Real World	CHE2RWD	20
TE-SEM-2	Developments in Chemistry	CHE2DEV	20

Electives (60 credit points)

Students must choose second year science units to the value of 20 points. The remaining 40 points may be chosen from second year units offered by any faculty.

Third year (120 credit points)

Core units (60 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Selected Topics for a Joint Chemistry Major	CHE3ADA	30
TE-SEM-2	Materials and Methods for a Joint Chemistry Majors	CHE3ADB	30

Electives (60 credit points)

Recommended units:

TE-SEM-1	Complementary Topics for Pure Chemistry Majors	CHE3SPA	30
TE-SEM-2	Structures and Reactions for Pure Chemistry Majors	CHE3SPB	30

Or third year level units to the value of 60 credit points including at least 20 credit points of third year level science.

Honours

Honours degree students are selected based on their performance in the final year of the pass degree course. Students must obtain a minimum average of 60% across all of their third year units and obtain at least 65% in chemistry units to the value of 60 credit points. It may be possible to arrange for a student in the Honours year to undertake a chemical project jointly with other departments in the faculty.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Computer Network Engineering (SBCNE) – Melbourne (Bundoora)

The Bachelor of Computer Network Engineering was introduced in response to needs expressed by the Government and the ICT industry for more engineering professionals skilled in the area of computer networking. It is a four-year pass or Honours degree, and provides the opportunity to be a specialist network engineer who can provide a totally integrated solution for the design, installation, and operation of complex computer systems focusing on computer networks. A distinguishing feature of the course is the fourth year thesis, which provides students with research skills and the opportunity to study a current research area within the field of computer networking in great depth. Graduates of the course are eligible for membership of Engineers Australia and the Australian Computer Society.

Upon completion of this course, students should possess:

- a comprehensive knowledge and understanding of the core body of mathematics physics, electronics and computer science subject matter that forms the academic basis of computer engineering;
- in-depth knowledge and understanding of the digital circuitry constituting computer hardware, as evidenced through completion of a digital electronics design project in which this knowledge is applied;
- high level skills in developing software using high level languages, with a current emphasis on C++ and Java;
- proficiency in applying an object-oriented approach to software systems analysis, design and implementation;
- a sound knowledge of the basic engineering principles and methodologies underlying the analysis design and implementation of total systems composed of hardware, software, and an interface between the two;
- depending on electives chosen, advanced knowledge and skills in other areas of computer science including networks and communications, software engineering, intelligent systems, compilers and systems software, numerical computing ;
- skills in the management of resources and technology, as required of an engineering professional;
- skills and abilities necessary to function effectively in project teams as a manager, leader or team member;
- written and oral communication skills enabling effective

communication with professional colleagues and the wider community;

- ability to engage in lifelong learning, and
- an appreciation of pertinent social, legal, ethical, and environmental issues faced by today's engineering professional.

Articulation

Students who have completed the Bachelor of Computer Technology may apply for entry to the third year of this course.

Industry experience

Students are required to complete at least twelve weeks of certified practical experience before being deemed to have completed the course. This is usually undertaken during the annual vacation following the third year of the course.

Scholarships

First year scholarships are available for high achieving local students. Prospective candidates should contact the Department of Computer Science and Computer Engineering early in their year-12 studies for details.

CISCO Program

A CISCO certification training program is available for students who have passed the units CSE2/3NET, CSE3PPR, and CSE3LAN in their undergraduate studies. From 2008, students will be required to take CSE2NEF and CSE3INE. Any students interested in obtaining full details of this CISCO program should contact the Department of Computer Science and Computer Engineering at the beginning of first semester.

Course structure

Duration of the course is of four years full-time or equivalent part-time and requires the completion of 480 credit points overall.

In the first and second years, students study a fixed combination of units in computer science and electronics, together with mathematics, computer systems, physics, and engineering management. In the third and fourth years, there is a comprehensive specialisation in computer networks. A major industry-relevant project must be completed in third year and a research project in the student's final year.

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Probability for Engineers	MAT1CPE	15
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15

Second year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Microprocessors and Digital Design	ELE2MDD	15
TE-SEM-1	Network Engineering Fundamentals	CSE2NEF	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-1 or			
TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	Digital Design with Programmable Logic	ELE2DDP	15
TE-SEM-2	Mathematics Topics for Computer Science	MAT2MFC	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15

Third year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Intermediate Network Engineering	CSE3INE	15
TE-SEM-1	Software Engineering Project A ¹	CSE3PRA	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15
TE-SEM-2	Applied Probability for Computer Systems Engineers	STA3AP	15
TE-SEM-2	Networks, Systems and Web Security	CSE3NSW	15
TE-SEM-2	Operating Systems	CSE3OSS	15
TE-SEM-2	Software Engineering Project B ¹	CSE3PRB	15

Plus a further 15 credit points of computer science units chosen from the following:

TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1	Embedded Processors	ELE3EMB	15

Key: ¹ Linked units: both units must be taken in the one academic year

Fourth year (120 credit points)

Eligible students may choose either the Thesis (60 credit points) or the Engineering Project (45 credit points). Those students wishing to undertake the Engineering Project must have completed the required prerequisite units and have obtained approval from the fourth year coordinator in the Department of Computer Science and Computer Engineering and the Department of Electronic Engineering.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Applied Management for Engineers	ELE4EMT	15
TE-SEM-1	Thesis A	CSE4THA	30
TE-SEM-2	Wireless Network Engineering	CSE4WNE	15
TE-SEM-2	Thesis B	CSE4THB	30

Plus a further 30 credit points of computer science units chosen from the following:

TE-SEM-2	Mobile and Pervasive Computing	CSE4MPC	15
TE-SEM-2	Performance Analysis of Computer Systems	CSE4PCS	15
TE-SEM-2	Pervasive Network Design	CSE4PND	15

Honours

Students completing the degree will have their degree awarded with Honours provided they are accepted as Honours candidates at the beginning of their final year. Entry to the Honours course is based on academic performance in third year. Those students not eligible for entry to Honours are required to undertake the Major Computer Engineering Project units (CSE4CPA and CSE4CPB) (45 credit points) and an additional third or fourth year level computer science unit, in place of Thesis A (CSE4THA) and Thesis B (CSE4THB) (60 credit points).

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Computer Science (SBCE) – Melbourne (Bundoora)

The Bachelor of Computer Science offers a comprehensive and highly flexible program of study in the fields of hardware, software, and their underlying principles. The course offers an extensive range of topics with the opportunity to specialise in 'streams' in the areas of Artificial Intelligence, Data Engineering, Network or Software Engineering. Distinctive features of the course are its heavy emphasis on object-oriented systems, and its emphasis on practical work. The course also allows students to take some units from outside the Department of Computer Science and Computer Engineering. It is a three-year full-time course, and the Honours program requires a further year of study. The degree is accredited by the Australian Computer Society (ACS).

Upon completion of this course, students should possess:

- a comprehensive knowledge and understanding of the core body of mathematics and computer science required for the construction of information processing systems;
- a comprehensive understanding of the different types of information technology tools, and their role in managing knowledge and information
- an understanding of the role of modern information systems within organisations and familiarity with the business settings in which these systems are used;
- an ability to critically evaluate currently existing information technology systems and new developments
- familiarity with the latest developments in information technology
- skills in software engineering and object-oriented programming currently using Java;
- skills and abilities necessary to function effectively in project teams;

- written and oral communication skills enabling effective communication with professional colleagues and the wider community;
- ability to engage in lifelong learning, and
- an appreciation of pertinent social, legal, and ethical issues faced by today's computing professional.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Computer Science and Computer Engineering early in their year-12 studies for details.

CISCO Program

A CISCO certification training program is available for students who have passed the units CSE2/3NET, CSE3PPR, and CSE3LAN in their undergraduate studies. From 2008, units required are CSE2NEF and CSE3INE. Any students interested in obtaining full details of this CISCO program should contact the Department of Computer Science and Computer Engineering at the beginning of first semester.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. In the first year, students select units from a list of core and recommended units from within the disciplines of computer science and mathematics. Elective units may be chosen from units offered by any department. In the second and third years of the degree, students select available computer science and elective units. In the third year of the degree, students must include either the software engineering project, CSE3PRA and CSE3PRB (30 credit points) or the programming project, CSE3PRG (30 credit points) in their choice of units. Students may choose to take one of the 'streams' available in the second and third years.

Mid-year commencement

Students entering the course mid year with equivalent year-12 studies will commence second semester on 30th June 2008, three weeks earlier than the normal commencement date for that teaching period. Some students with prior tertiary studies may also be required to commence their course on 30th June. These students will be advised by the faculty office at the time of offer.

First year (120 credit points)

Core units (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Mathematics Topics for Computer Science	MAT2MFC	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15

Electives (30 credit points)

The remaining 30 credit points may be chosen from first year units offered by any department, subject to meeting the prerequisites for those units. The unit BUS1MIS is not permitted.

Second year (120 credit points)

Core units (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Computer System Architecture	CSE2CSA	15
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1 or TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	Professional Environment	CSE3PE	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15

Electives (30 credit points)

The remaining 30 credit points may be chosen from units offered by any department, subject to meeting the prerequisites for those units. The units BUS2BAD and MGT2BCO are not permitted.

Third year (120 credit points)

Students are required to take 90 credit points of third year level computer science units from the 'streams' or from the list below. Students must include either the software engineering project CSE3PRA and CSE3PRB (30 credit points) or CSE3PRG (30 credit points) in their choice of units.

Core units (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	System Design and Methodologies	CSE3SDM	15
TE-SEM-1 or TE-SEM-2	Third year level computer science units chosen from the lists below.		75

Electives (30 credit points)

The remaining 30 credit points may be chosen from units offered by any department and may include further computer science units from the list below or the business unit BUS3EBS.

Students may also choose to include one of the following computer science specialty 'streams' in their structure:

Software Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
Second year:			
TE-SEM-1	System Testing and Quality	CSE2STQ	15
Third year:			
TE-SEM-1	Metrics Quality and Reliability	CSE3MQR	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15

Data Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
Second year:			
TE-SEM-1	Internet Client Engineering	CSE2ICE	15
Third year:			
TE-SEM-1	Database Management Systems	CSE3DMS	15
TE-SEM-2	Web Applications Engineering	CSE3WAE	15

Artificial Intelligence Stream:

Teaching period	Unit name	Unit code	Credit Points
Third year:			
TE-SEM-1	Artificial Intelligence: Logic and Reasoning	CSE3ALR	15
TE-SEM-2	Computational Intelligence	CSE3CI	15

Network Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
Second year:			
TE-SEM-1 or SEM-2	Network Engineering Fundamentals	CSE2NEF	15
Third year:			
TE-SEM-1	Intermediate Network Engineering	CSE3INE	15
TE-SEM-2	Networks, Systems and Web Security	CSE3NSW	15

The remaining 15 credit points may be chosen from the list below:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Intelligent Multimedia Systems	CSE3IMS	15
TE-SEM-1	Intermediate Graphics Programming	CSE3IGR	15
TE-SEM-2	Intermediate Games Technology	CSE3IGT	15
TE-SEM-2	Object-Oriented Application Development	CSE3OAD	15
TE-SEM-2	Operating Systems	CSE3OSS	15

Honours

Honours degree students are selected based on their performance in the final year of the pass degree course. To qualify for entry to the Honours year in computer science students must obtain a minimum average of 60% across all of their third year units and obtain an average of at least 70% over their best 60 credit points of third year level computer science and computer engineering units (project included), the units CSE3PRA and CSE3PRB (30 credit points) and CSE3PRG (30 credit points) will count as 15 credit points only in this calculation. Meeting this requirement, however, does not guarantee a place in the Honours year as resources may limit the total number of places available, and students are expected to find a supervisor prior to re-enrolment.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Computer Science in Games Technology (SBCSGT) – Melbourne (Bundoora)

Accompanying the expansion of computer power and functionality in recent years has been a huge growth in the popularity and accessibility of increasingly realistic games and the establishment of a vibrant games development industry. In addition to specialist knowledge and skills in areas like computer software development, graphics, multimedia programming, and artificial intelligence – fundamentals, games developers also need a solid grounding in mathematics and physics. The Bachelor of Computer Science in Games Technology provides the necessary theoretical basis, plus practical training in games design and development, and prepares students for a career in the dynamic and rapidly transforming world of computer games production, as ICT professionals. It is a three-year, full-time course and the Honours program requires a further year of study. Graduates of the course are eligible for membership of the Australian Computer Society (ACS).

Upon completion of this course, students should possess:

- a comprehensive knowledge and understanding of the core body of mathematics and computer science required for the construction of information processing systems;
- a comprehensive understanding of the different types of information technology tools, and their role in managing knowledge and information;
- an understanding of the role of modern information systems within organisations and familiarity with the business settings in which these systems are used;
- an ability to critically evaluate currently existing information technology systems and new developments;
- familiarity with the latest developments in information technology;
- skills in software engineering and object-oriented programming currently using Java;
- skills and abilities necessary to function effectively in project teams;
- written and oral communication skills enabling effective communication with professional colleagues and the wider community;
- ability to engage in lifelong learning; and
- an appreciation of pertinent social, legal, and ethical issues faced by today's computing professional.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Computer Science and Computer Engineering early in their year-12 studies for details.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. In the first year, students take units designed to provide them with basic knowledge and skills in computer science, mathematics, and physics, including programming skills in Java and C++ programming languages. In the second year students concentrate on developing further knowledge in the areas of mathematics needed for games development and building on understanding of key computer science topics. The third year includes visual basic programming, games technology (using games development in, Direct X), multimedia systems for web games, network communication protocols for massive multi-player online games and control of input/output devices. Students also undertake a major industry-sponsored games technology project during this year. Students who meet entrance requirements for Honours may proceed to the Honours year and will have the opportunity to take specialised units at an advanced level.

Mid-year commencement

Some students with prior tertiary studies may be required to commence their course on 30th June 2008, three weeks earlier than the normal commencement for that teaching period. These students will be advised by the faculty office at the time of offer.

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Principles of Physics A ¹	PHY1SCA	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15
TE-SEM-2	Principles of Physics B ¹	PHY1SCB	15

Key: ¹ PHY1SCA plus another 15-credit point, first year level unit from any faculty may be taken, if PHY1SCA and PHY1SCB are not appropriate.

Second year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Computer System Architecture	CSE2CSA	15
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1	Physics for Games Technology	PHY2GAM	15
TE-SEM-1 or			
TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-2	Advanced C++ for Games Technology	CSE2ACG	15
CSE2AIF	15		
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	Mathematics Topics for Computer Science	MAT2MFC	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15

Core units (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Intermediate Graphics Programming	CSE3IGR	15
TE-SEM-1	Network Engineering Fundamentals	CSE2NEF	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15
TE-SEM-1	Software Engineering Project A ¹	CSE3PRA	15
TE-SEM-2	Professional Environment	CSE3PE	15
TE-SEM-2	Intermediate Games Technology	CSE3IGT	15
TE-SEM-2	Software Engineering Project B ¹	CSE3PRB	15

Electives (15 credit points)

The remaining 15 credit points may be chosen from units offered by any department and may include further computer science units.

Key: ¹ Both units must be taken in the one academic year.

Honours

Honours degree students are selected based on their performance in the final year of the pass degree course. Students must obtain a minimum average of 60% across all of their third year units and obtain an average of at least 70% over their best third year level computer science units to the value of 60 credit points (project included) to qualify for entry to the Honours year. The units CSE3PRA and CSE3PRB will be counted as 15 credit points only in this calculation. Meeting this requirement, however, does not guarantee a place in the Honours year as resources may limit the total number of places available and students are expected to find a supervisor prior to enrolment.

Fourth (Honours) year (120 credit points)

Core units (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Thesis A	CSE4THA	30
TE-SEM-1	Advanced Games Programming Technology	CSE4AGT	15
TE-SEM-1	Pattern Recognition	CSE4PRN	15
TE-SEM-2	Advanced Graphics	CSE4AGR	15
TE-SEM-2	Thesis B	CSE4THB	30

Electives (15 credit points)

Plus a further computer science unit chosen from the following list:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Databases	CSE4ADB	15
TE-SEM-1	Advanced System Design	CSE4ASD	15
TE-SEM-1	Decision Support Systems	CSE4DSS	15
TE-SEM-1	Multi-Agent Systems	CSE4MAS	15
TE-SEM-1	Real-Time Fault Tolerant Systems	CSE4RFS	15
TE-SEM-1	Web Services Engineering	CSE4WSE	15
TE-SEM-2	Advanced Quality and Reliability	CSE4AQR	15
TE-SEM-2	Business Intelligence Engineering	CSE4BIE	15
TE-SEM-2	Communication Protocol Engineering	CSE4CPE	15
TE-SEM-2	Data Mining	CSE4DMI	15
TE-SEM-2	Entrepreneurship in IT	CSE4ENT	15
TE-SEM-2	Mobile and Pervasive Computing	CSE4MPC	15
TE-SEM-2	Performance Analysis of Computer Systems	CSE4PCS	15
TE-SEM-2	Pervasive Network Design	CSE4PND	15
TE-SEM-2	Wireless Network Engineering	CSE4WNE	15

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Computer Systems Engineering (SBCSE) – Melbourne (Bundoora)

The Bachelor of Computer Systems Engineering produces graduates skilled in the design of large systems, consisting of hardware and software. It is a four-year pass or Honours degree, and provides the opportunity to be an expert in the design of the computer and its digital components, large software systems, computer architecture, the design and analysis of embedded systems and design of large communication networks and associated software. Specialisations are available in Software Engineering and Network Engineering. A distinguishing feature of the course is the fourth year thesis, which provides students with research skills and the opportunity to study a current research area in great depth. The course is accredited by both Engineers Australia and the Australian Computer Society (ACS).

Upon completion of this course, students should possess:

- a comprehensive knowledge and understanding of the core body of mathematics physics, electronics and computer science subject matter that forms the academic basis of computer engineering;
- in-depth knowledge and understanding of the digital circuitry constituting computer hardware, as evidenced through completion of a digital electronics design project in which this knowledge is applied;
- high level skills in developing software using high level languages, with a current emphasis on C++ and Java;
- proficiency in applying an object-oriented approach to software systems analysis, design and implementation;
- a sound knowledge of the basic engineering principles and methodologies underlying the analysis design and implementation of total systems composed of hardware, software, and an interface between the two;
- depending on electives chosen, advanced knowledge and skills in other areas of computer science including networks and communications, software engineering, intelligent systems, compilers and systems software, numerical computing;
- skills in the management of resources and technology, as required of an engineering professional;
- skills and abilities necessary to function effectively in project teams as a manager, leader or team member;
- written and oral communication skills enabling effective communication with professional colleagues and the wider community;
- ability to engage in lifelong learning, and
- an appreciation of pertinent social, legal, ethical, and environmental issues faced by today's engineering professional.

Articulation

Students who have completed the Bachelor of Computer Technology may apply for entry to the third year of this course.

Industry experience

Students are required to complete at least twelve weeks of certified practical experience before being deemed to have completed the course. This is usually undertaken during the annual vacation following the third year of the course.

Scholarships

First year scholarships are available for high achieving local students. Prospective candidates should contact the Department of Computer Science and Computer Engineering early in their year-12 studies for details.

CISCO Program

A CISCO certification-training program is available for students who passed the units CSE2/3NET, CSE3PPR, and CSE3LAN in their undergraduate studies. From 2008, students will take CSE2NEF and CSE3INE. Any students interested in obtaining full details of this CISCO program should contact the Department of Computer Science and Computer Engineering at the beginning of first semester.

Course structure

The course is of four years full-time or equivalent part-time duration and requires the completion of 480 credit points. In the first and second years, students study a fixed combination of units in computer science and electronics, together with mathematics, computer systems, physics, and engineering management. In the third and fourth years, students may select from a range of units in software engineering (the design of large software systems) or network engineering (the design and implementation of computer networks). A major industry-relevant project must be completed in third year and a research project in the student's fourth year. A student may choose to take the Engineering Project (ELE4EPA and ELE4EPB) 45 points and an additional fourth year level computer science elective in place of the fourth year thesis (CSE4THA and CSE4THB) 60 points. Those students who choose to take the Engineering project must ensure they complete the required prerequisite units and obtain approval from the Department of Electronic Engineering.

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Probability for Engineers	MAT1CPE	15
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15

Second year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Microprocessors and Digital Design	ELE2MDD	15
TE-SEM-1	Network Engineering Fundamentals	CSE2NEF	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-1 or			
TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	Digital Design with Programmable Logic	ELE2DDP	15
TE-SEM-2	Mathematics Topics for Computer Science	MAT2MFC	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15

Third year (120 credit points)

Core units (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	System Design and Methodologies	CSE3SDM	15
TE-SEM-1	Software Engineering Project A ²	CSE3PRA	15
TE-SEM-2	Software Engineering Project B ²	CSE3PRB	15
TE-SEM-2	Operating Systems	CSE3OSS	15
TE-SEM-2	Applied Probability for Computer Systems Engineers	STA3AP	15

Plus a further 30 credit points of computer science units chosen from the following:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1	Embedded Processors	ELE3EMB	15
TE-SEM-1	Intermediate Network Engineering	CSE3INE	15
TE-SEM-1	System Testing and Qualify	CSE2STQ	15

Electives (15 credit points)

The remaining 15 credit points may be chosen from the list below:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Artificial Intelligence: Logic and Reasoning	CSE3ALR	15
TE-SEM-1	Database Management Systems	CSE3DMS	15
TE-SEM-1	Intelligent Multimedia Systems	CSE3IMS	15
TE-SEM-1	Intermediate Graphics Programming	CSE3IGR	15
TE-SEM-2	Computational Intelligence	CSE3CI	15
TE-SEM-2	Professional Environment	CSE3PE	15
TE-SEM-2	Intermediate Games Technology	CSE3IGT	15
TE-SEM-2	Networks, Systems and Web Security	CSE3NSW	15
TE-SEM-2	Metrics Quality and Reliability	CSE3MQR	15
TE-SEM-2	Object-Oriented Application Development	CSE3OAD	15
TE-SEM-2	Operating Systems	CSE3OSS	15
TE-SEM-2	Web Applications Engineering	CSE3WAE	15

Fourth year (120 credit points)

Core units (90 credit points)

Eligible students may choose either the Thesis (60 credit points) or the Engineering Project (45 credit points). Those students wishing to undertake the Engineering Project must have completed the required prerequisite units and have obtained approval from the fourth year coordinator in the Department of Computer Science and Computer Engineering and the Department of Electronic Engineering.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Applied Management for Engineers	ELE4EMT	15
TE-SEM-1	Thesis A	CSE4THA	30
TE-SEM-2	Thesis B	CSE4THB	30
TE-SEM-2	Performance Analysis of Computer Systems	CSE4PCS	15

Electives (30 credit points)

30 credit points must be chosen from the list of units below.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Databases	CSE4ADB	15
TE-SEM-1	Advanced Games Programming Technology	CSE4AGT	15
TE-SEM-1	Advanced System Design	CSE4ASD	15
TE-SEM-1	Decision Support Systems	CSE4DSS	15
TE-SEM-1	Multi-Agent Systems	CSE4MAS	15
TE-SEM-1	Pattern Recognition	CSE4PRN	15
TE-SEM-1	Real-Time Fault Tolerant Systems	CSE4RFS	15
TE-SEM-1	Web Services Engineering	CSE4WSE	15
TE-SEM-2	Performance Analysis of Computer Systems	CSE4PCS	15
TE-SEM-2	Pervasive Network Design	CSE4PND	15
TE-SEM-2	Advanced Graphics	CSE4AGR	15
TE-SEM-2	Advanced Quality and Reliability	CSE4AQR	15
TE-SEM-2	Business Intelligence Engineering	CSE4BIE	15
TE-SEM-2	Communication Protocol Engineering	CSE4CPE	15
TE-SEM-2	Data Mining	CSE4DMI	15
TE-SEM-2	Entrepreneurship in IT	CSE4ENT	15
TE-SEM-2	Mobile and Pervasive Computing	CSE4MPC	15
TE-SEM-2	Wireless Network Engineering	CSE4WNE	15

Honours

Students completing the degree will have their degree awarded with Honours provided they are accepted as Honours candidates at the beginning of their final year. Entry to the Honours course is based on academic performance in third year. Those students not eligible for entry to Honours are required to undertake the Major Computer Engineering Project units (CSE4CPA and CSE4CPB) (45 credit points) and an additional third or fourth year level computer science unit, in place of Thesis A (CSE4THA) and Thesis B (CSE4THB) (60 credit points).

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Computer Technology (SBCT) – Melbourne (Bundoora)

This degree is being phased out. No new enrolments will be permitted from 2008.

The Bachelor of Computer Technology degree is a three-year, professionally oriented course designed to produce engineering technologists with the knowledge and skills in computer science and computer technology, which will enable them to work as computer engineering technologists. The course aims to develop students' communication and management skills and to develop their self-education skills and flexibility of mind in a world of rapid technological change. A distinguishing feature of the course is its emphasis on solving practical real-world problems.

Articulation

After successful completion of the course, students who have achieved sufficiently good results may apply to transfer to the Bachelor of Computer Systems Engineering course. Those admitted would be given credit equivalent to two years of study in units determined by the course adviser. Interested students should contact the Department of Computer Science and Computer Engineering for further details.

Industry experience

In accordance with the requirements of Engineers Australia, students must complete at least eight weeks of approved practical experience before being deemed to have completed the course. This is normally obtained during the vacation following the end of the second year of the course.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Computer Science and Computer Engineering early in their year-12 studies for details.

CISCO Program

A CISCO certification program is available for students who pass the units CSE2/3NET, CSE3PPR, and CSE3LAN in their undergraduate studies. Any students interested in obtaining full details of this CISCO program should contact the Department of Computer Science and Computer Engineering at the beginning of first semester.

Course structure

The program combines studies in computer science, computer systems engineering, engineering management and computer technology, as well as electronics, physics and mathematics. The course content is fixed for the first two years. Electives in computer science allow students the opportunity to specialise in the areas of software systems, networking and expert systems in their final year of study.

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Mathematics Topics for Computer Science	MAT2MFC	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15

Second year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-1	Computer System Architecture	CSE2CSA	15

TE-SEM-1	Network Engineering Fundamentals	CSE2NEF	15
TE-SEM-1	Microprocessors and Digital Design	ELE2MDD	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	Digital Design with Programmable Logic	ELE2DDP	15
TE-SEM-2	Professional Environment	CSE3PE	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15

Third year (120 credit points)*Core units (60 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Applied Management for Engineers	ELE4EMT	15
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15
TE-SEM-1	Intermediate Network Engineering	CSE3INE	15

Electives (60 credit points)

Students may include the unit ELE3EDA.

TE-SEM-1 or			
TE-SEM-2	Computer Science units		60

This must include either the software engineering project CSE3PRA¹ and CSE3PRB¹ (30 credit points) or the programming project CSE3PRG (30 credit points).

Key: ¹ Linked units: both units must be taken in the one academic year.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Conservation Biology and Ecology (SBCBE) – Melbourne (Bundoora)

Under the influence of the biodiversity crisis, the discipline of conservation biology and ecology has developed into an important field of study, drawing material from all areas of biology and from economics, law and management, and with its own conceptual and theoretical strengths. The aim of the degree program is therefore:

- to provide students with a multidisciplinary education in conservation biology and ecology based on the core units of botany, genetics, microbiology and zoology, plus appropriate areas from mathematics and statistics, management, and policy
- to lead to employment in conservation-based positions in local, state and federal government and in research in biology generally
- to provide a degree leading to postgraduate studies in any of the core disciplines covered in the course.

Seminar program

Students may be required to attend a meeting or a seminar each month of the semester. The seminar speakers are chosen to present perspectives not otherwise strongly developed in the main course and to discuss applications of concepts in the course.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points overall. In all years, students have freedom to follow their particular interests by the choice of optional units to combine with their core units. Students should select units carefully to make sure that prerequisites for later year units are met.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (120 credit points)*Core units (105 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-1	Processes that Shape the Earth	GEO1PRO	15
TE-SEM-2	Statistics for Life Sciences	STAT1S	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-2	Plant Science	BIO1PS	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, Units 3 and 4 or equivalent, must choose CHE1GEN.

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Electives (15 credit points)

Any first year level science unit not already taken as a core unit.

Recommended unit options are:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Earth Structure, Resources and History of Life	GEO1ERS	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Mathematics and Computing for Biology	MAT1MCB	15

Second year (120 credit points)*Core units (80 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Ecology ¹	ZOO2AE	10
TE-SEM-1	Entomology ¹	ZOO2ENT	10
TE-SEM-1	Issues in Conservation	CBE2IC	20
TE-SEM-2	Australian Ecology and Systematics	BOT2AES	20
TE-SEM-2	Ecological and Evolutionary Genetics	GEN2EEG	20

Key: ¹ Linked units. Normally taken in the one academic year.

Electives (40 credit points)

Science units to the value of 40 points subject to meeting the prerequisite requirements for those units. Recommended units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biostatistics	STA2BS	20
TE-SEM-1	Introduction to Land and Soil Management	AGR2ILM	20
TE-SEM-1	Introductory Microbiology	MIC2IM	20
TE-SEM-2	Landscape and Climate Change	GEO2EGL	10
TE-SEM-2	Remote Sensing and GIS	GEO2EGR	10

Third year (120 credit points)*Core unit (30 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Applications in Conservation	CBE3AC	30

Electives (90 credit points)

Units to the value of 90 credit points, chosen from the following list:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Field and Environmental Botany	BOT3FEB	30
TE-SEM-1	Zoology A	ZOO3EPA	30
TE-SEM-2	Ecological and Evolutionary Genetics	GEN3EEG	30
TE-SEM-2	Ecology, Systematics and Evolution	BOT3ESE	30
TE-SEM-2	Advanced General Microbiology	MIC3AGM	30
TE-SEM-2	Zoology B	ZOO3EPB	30

Other units may be substituted but only with the approval of the course adviser.

Honours

Students achieving an average mark of 65% in relevant third year units constituting at least 60 credit points and an overall average at third year level of 60 are eligible to continue to an inter-disciplinary Honours year in conservation biology and ecology, or in appropriate departments according to the units taken at third year level.

A full description of units, including the unit name, unit code, credit

points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Electronic Engineering (SBEE) – Melbourne (Bundoora)

The Bachelor of Electronic Engineering is a four-year (pass and Honours) course offering specialisations in biomedical, communication, electronic systems, and optical engineering. The course has a strong emphasis on project work as it introduces students to electronics related pure and engineering sciences, computing, mathematics and management practices. Students develop an appreciation of the role of engineers in the community and an awareness of the social and environmental effects of their decisions. Graduates may apply for membership of Engineers Australia at the grade of Professional Engineer and seek employment in industry as an electronic engineer. Graduates completing the biomedical engineering specialty can, after holding a position of professional responsibility in biomedical engineering, apply for registration with the College of Biomedical Engineers. This program is fully accredited by Engineers Australia.

Biomedical engineering

The provision of first-rate health care and the prevention of disease are priorities for the 21st century. Advances in medicine in recent years have been assisted by new technology, including the applications of advanced electronics.

Biomedical engineers are at the forefront of the rapidly expanding, high-technology provision of these health services, including such fields as patient monitoring systems for operating theatres and intensive care units, computerised medical imaging and monitoring, artificial organs, neural prostheses and life-support systems, hospital safety and equipment management, as well as all other aspects of technology applied to medicine.

Communication engineering

The communications engineer today is faced with many challenges because of the rapid advances in computer, internet, multimedia, and telecommunication technologies. For example, mobile phones have become readily available, the introduction of optical fibres has improved long distance communications, and the move to digital techniques has allowed many new features to be introduced to the telephone network. Communications is now of great importance to organisations of all sizes and to all people. As a result, communications is now the fastest growing industry sector in the world.

Electronic systems engineering

New developments in the field of electronics continue to appear at an ever-increasing rate and microelectronics has made an impact in nearly every aspect of our lives. An immense amount of computing power can now be provided by microprocessors for embedded systems and robotics. Modern scientific and industrial instrumentation relies heavily on electronic techniques of measurement, storage, processing, and display of information. Electronic control systems are an integral part of modern society in industrial, commercial, and domestic environments.

Optical engineering

The 21st century will be the age of photonics and optical engineering, when opto-electronics and light (photons) will replace electrons as the principal transmission carrier, as well as in some signal processing and sensing applications. Using optical engineering techniques, massive amounts of information (for example, telephone conversations, television signals and data communications) can be transmitted as light waves through an optical fibre that is thinner than a human hair. The main emphasis in the optical engineering specialisation is centred on fibre-optic systems and related optical devices.

Entry with advanced standing

Students who have completed or partially completed a Diploma or Certificate studies may be granted advanced standing.

Industry experience

Students are required to complete at least 12 weeks certified practical experience under the guidance of an experienced engineer before being deemed to have completed the course and therefore qualify to graduate. This is preferably undertaken during the annual vacation following the third year of the course but may be done at the conclusion of the final year.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Electronic Engineering early in their Year-12 studies for details.

Course structure

The course consists of units with a total work value of 480 credit points, taken over four years or an equivalent part-time duration. For professional accreditation purposes, the syllabus is mostly fixed, with the first two years common to all students and a selection of specialised units available in the third and fourth years. Students may elect to specialise in biomedical, communication, electronic systems, or optical engineering. Practical work forms an important part of the course and is compulsory. The third and fourth years of the course comprise a common core, with specialty units and the final year engineering project taken according to the specialist stream chosen. The course comprises the following units:

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Calculus and Probability for Engineers	MAT1CPE	15
TE-SEM-1	C Programming for Engineers and Scientists	CSE1CES	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Electronic Engineering Design Project	ELE1EDP	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Second year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Electrical Systems and Design	ELE2ELE	15
TE-SEM-1	Linear Circuits and Signals	ELE2CIR	15
TE-SEM-1	Microprocessors and Digital Design	MAT2MDD	15
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-2	Digital Design with Programmable Logic	ELE2DDP	15
TE-SEM-2	Analogue Circuits and Interfacing	ELE2ANI	15
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Physics for Engineering	PHY2EPB	15

Third year (120 credit points)

Core units (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Communication Systems	ELE3CMN	15
TE-SEM-1	Control Systems	ELE3CON	15
TE-SEM-1	Embedded Processors	ELE3EMB	15
TE-SEM-1	Instrumentation Electronics and Sensors	ELE3IES	15
TE-SEM-2	Digital Signal Processing	ELE3SIP	15
TE-SEM-2	Third Year Project	ELE3PRO	15

Specialty option (15 credit points)

Students must undertake a specialty unit from one of the following streams.

Biomedical Engineering Stream:

TE-SEM-2	Biomedical Engineering A	ELE3BIO	15
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Optical and Communication Engineering Streams:

TE-SEM-2	Digital Communication Systems	ELE3DCS	15
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Electronic Systems Stream:

TE-SEM-2	Electronic Design Automation – Tools and Techniques	ELE3DDE	15
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Elective unit (15 credit points)

Students may take 15 credit points of third year level units available in other electronic streams as listed above or from other units available in the School of Engineering and Mathematical Sciences, or the University, for which they are eligible to enrol.

Recommended electives from within the School:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Applied Probability for Computer Systems Engineers	STA3AP	15
TE-SEM-2	Linear Programming and Game Theory	MAT3LPG	15

Fourth year (120 credit points)*Core units (60 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Applied Management for Engineers	ELE4EMT	15
TE-SEM-1	Engineering Project A ¹	ELE4EPA	15
TE-SEM-2	Engineering Project B ¹	ELE4EPB	30

Specialty options (30 credit points)

Students must undertake two specialty units from one of the following streams.

Biomedical Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biomedical Engineering	ELE4BME	15
TE-SEM-2	Clinical Engineering	ELE4CLN	15

Communication Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Advanced Communication Systems	ELE4ACS	15
TE-SEM-2	Communication Networks	ELE4NET	15

Electronic Systems Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Digital Systems Design	ELE4ADD	15
TE-SEM-2	Digital Control Theory	ELE4DCT	15

Optical Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Optical Fibre Communication Systems	ELE4OFC	15
TE-SEM-2	Communication Networks	ELE4NET	15

Elective units (30 credit points)

Any other electronics units from the fourth year recommended list or other units as approved by the course adviser.

Recommended list of fourth year electronic units.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Digital Systems Design	ELE4ADD	15
TE-SEM-1	Advanced Signal Processing	ELE4ASP	15
TE-SEM-1	Advanced Topics A ²	ELE4ATA	15
TE-SEM-1	Biomedical Engineering	ELE4BME	15
TE-SEM-1	Reconfigurable Computing Hardware ²	ELE4RCH	15
TE-SEM-1	Radio Frequency Design	ELE4RFD	15
TE-SEM-1 or TE-SEM-2	Directed Study ³	ELE4DIR	15
TE-SEM-2	Advanced Communication Systems	ELE4ACS	15
TE-SEM-2	Advanced Instrumentation Electronics	ELE4AAE	15
TE-SEM-2	Advanced Topics B ²	ELE4ATB	15
TE-SEM-2	Antennas and Propagation	ELE4ANS	15
TE-SEM-2	Clinical Engineering	ELE4CLN	15
TE-SEM-2	Communication Networks	ELE4NET	15
TE-SEM-2	Digital Control Theory	ELE4DCT	15
TE-SEM-2	Image Processing and Coding ²	ELE4IPC	15
TE-SEM-2	Optical Fibre Communication Systems	ELE4OFC	15
TE-SEM-2	Optical Fibre Sensors ²	ELE4OFS	15

Key: ¹ Linked units: both units must be taken in the one academic year.

² Unit not available in 2008.

³ Enrolment in ELE4DIR requires the approval of the Bachelor of Electronic Engineering Course Adviser.

The recommended units available may vary from year to year according to staff availability and student demand. Details of the units available, and the teaching period in which they will run, will be finalised in February of each year.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Electronic Technology (SBET) – Melbourne (Bundoora)

The Bachelor of Electronic Technology is a three-year course that prepares students for the profession of engineering technology in the field of electronics and offers minor specialisations in biomedical, optical and communication and electronic systems engineering. It introduces students to electronic engineering technology and develops an understanding of the pure and engineering sciences, computing, mathematics and management practices needed in the profession of electronic technology. Students develop an appreciation of the role of engineering technologists in the community, and an awareness of the social and environmental effects of their decisions. Graduates may apply for membership of Engineers Australia at the grade of Affiliate and seek employment in industry as an engineering technologist. This program is fully accredited by Engineers Australia.

Biomedical engineering

The provision of first-rate health care and the prevention of disease are priorities for the 21st century. Advances in medicine in recent years have been assisted by new technology, including the applications of advanced electronics.

Biomedical engineers are at the forefront of the rapidly expanding, high-technology provision of these health services, including such fields as patient monitoring systems for operating theatres and intensive care units, computerised medical imaging and monitoring, artificial organs, neural prostheses and life-support systems, hospital safety and equipment management, as well as all other aspects of technology applied to medicine.

Optical and Communication engineering

Technologists working in the area of optical and communication engineering are faced with many challenges because of the rapid advances in computer, internet, multimedia, and telecommunications technologies. For example, mobile phones have become common and the move to digital techniques has allowed many new features to be introduced to the telephone network. The introduction and expansion of optical fibre networks has meant that massive amounts of information (for example telephone conversations, television signals and data communications) can be transmitted as light waves. This specialisation emphasises the digital communications techniques, which underpin many of these developments.

Electronic systems engineering

New developments in the field of electronics continue to appear at an ever-increasing rate and microelectronics has made an impact in nearly every aspect of our lives. An immense amount of computing power can now be provided by microprocessors for embedded systems and robotics. Modern scientific and industrial instrumentation relies heavily on electronic techniques of measurement, storage, processing, and display of information. Electronic control systems are an integral part of modern society in industrial, commercial, and domestic environments.

Entry with advanced standing

Students who have completed or partially completed a Diploma or Certificate studies may be granted advanced standing.

Articulation to Bachelor of Electronic Engineering

Students who have passed the Bachelor of Electronic Technology may apply to articulate to the Bachelor of Electronic Engineering degree. For such students it may be possible to complete the Bachelor of Electronic Engineering with a further 150 credit points of study over at least one year.

Industry experience

Students are required to complete at least 8 weeks certified practical experience under the guidance of an experienced engineer before being deemed to have completed the course and therefore qualify to graduate. This is preferably undertaken during the annual vacation following the second year of the course but may be done at the conclusion of the final year.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Electronic Engineering early in their Year-12 studies for details.

Course structure

The course consists of units with a total work value of 360 credit points, taken over three years full-time or an equivalent part-time duration. It has many units in common with the first three years of the Bachelor of Electronic Engineering course.

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Calculus and Probability for Engineers	MAT1CPE	15
TE-SEM-1	C Programming for Engineers and Scientists	CSE1CES	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Electronic Engineering Design Project	ELE1EDP	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Second year (120 credit points)

Core units (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Electrical Systems and Design	ELE2ELE	15
TE-SEM-1	Linear Circuits and Signals	ELE2CIR	15
TE-SEM-1	Microprocessors and Digital Design	ELE2MDD	15
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-2	Digital Design with Programmable Logic	ELE2DDP	15
TE-SEM-2	Analogue Circuits and Interfacing	ELE2ANI	15
TE-SEM-2	Linear Algebra	MAT2LAL	15

Elective (15 credit points)

Fifteen credit points may be chosen from any discipline. Recommended unit: PHY2EPB.

Third year (120 credit points)

Core units (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Communication Systems	ELE3CMN	15
TE-SEM-1	Control Systems	ELE3CON	15
TE-SEM-1	Embedded Processors	ELE3EMB	15
TE-SEM-1	Instrumentation Electronics and Sensors	ELE3IES	15
TE-SEM-2	Electronics Technology Project	ELE3ETP	30

Specialty option (15 credit points)

Students must undertake a specialty unit from one of the following streams.

Biomedical Engineering Stream:

TE-SEM-2	Biomedical Engineering A	ELE3BIO	15
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Optical and Communication Engineering Stream:

TE-SEM-2	Digital Communication Systems	ELE3DCS	15
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Electronic Systems Stream:

TE-SEM-2	Electronic Design Automation – Tools and Techniques	ELE3DDE	15
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Elective unit (15 credit points)

Students may take 15 credit points from third year level electronic engineering, fourth year level electronic engineering, third year level mathematics, or any other unit approved by the undergraduate course adviser.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this

chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Civil Engineering (RBE) – Bendigo

For full details of this degree structure, see the Bendigo section of this Handbook.

Bachelor of Environmental Science (SBES) – Melbourne (Bundoora)

This degree is being phased out. No new enrolments will be permitted from 2008.

From 2008, students who wish to undertake a 'specialisation' in Environmental Science may do so under the Bachelor of Science (SBS) degree program.

This interdisciplinary degree is based in the physical sciences and addresses environmental problems relating to air, water, land, and energy. The course is broadly based and provides grounding in chemistry, geology, mathematics, and physics together with a biology component.

The course aims to develop a wide knowledge base, a multidisciplinary view of environmental problems, a critical assessment of scientific information, skills in the analysis of problems and an ability to report on environmental problems.

The course focuses on current environmental issues such as air pollution, water pollution, waste disposal, soil degradation, salination, greenhouse and ozone depletion, and teaches the science related to these issues.

Seminar, workshop, and project components are included in second and third year, and provide vehicles for application of the science in the course and a stimulus for wider investigation. They also encourage the development of skills required to work as an environmental scientist.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. All students must complete a minimum of 90 credit points at third year level.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (120 credit points)

Core units: (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Physics for Life Sciences A	PHY1LSA	15
TE-SEM-1	Processes that Shape the Earth	GEO1PRO	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Earth Structure, Resources and History of Life	GEO1ERS	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, units 3 and 4 or equivalent, must choose GHE1GEN.

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Electives (15 credit points)

The remaining 15 credit points may be selected from any science units.

Recommended units:

TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15

Second year (120 credit points)*Core units (45 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-2	Plant Science	BIO1PS	15
TE-SEM-1	Environmental Enquiry A ¹	ENV2ESA	5
TE-SEM-1 or			
TE-SEM-2	Statistics for Life Sciences	STA2LS	20
TE-SEM-2	Environmental Enquiry B ¹	ENV2ESB	5

Electives (75 credit points)

Students must include a minimum of three units from the list below. The remaining credit points can be selected from those units not already taken or from any other second year level science units. Enrolment in units not listed below must be approved by the course adviser.

TE-SEM-1	Surface/Groundwater Flow and Chemistry	GEO2EGW	20
TE-SEM-2	Chemistry of Water Quality	CHE2CWQ	15
TE-SEM-1	Introduction to Land and Soil Management	AGR2ILM	20
TE-SEM-2	Imaging and Materials Characterisation	PHY2IMC	10

Third year (120 credit points)*Core unit (10 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or			
TE-SEM-2	Environmental Research	ENV3ENV	10

Electives (110 credit points)

Students must select units to the value of 80 credit points from those listed below. The remaining 30 credit points may be chosen from units in the list not already taken at second year level, or from other third year science units. Students must take at least 90 credit points of third year level units in total.

TE-SEM-1	Advanced Environmental Analytical Chemistry A ³	CHE3EAA	10
TE-SEM-1	Animal Ecology ²	ZOO2AE	10
TE-SEM-1	Entomology ²	ZOO2ENT	10
TE-SEM-1	Surface/Groundwater Flow and Chemistry	GEO3EGW	20
TE-SEM-1	Water Resource Management	ENV3WRM	10
TE-SEM-2	Advanced Environmental Analytical Chemistry B ¹	CHE3EAB	5
TE-SEM-2	Landscape and Climate Change	GEO3EGL	10
TE-SEM-2	Remote Sensing and GIS	GEO3EGR	10
TE-SEM-2	Greenhouse Effect and Climate Change	PHY3GRE	10
TE-SEM-2	Land and Soil Management	AGR3LSM	20
TE-SEM-2	Plant Ecology	BOT2PE	10
TE-SEM-2	Remote Sensing	PHY3REM	10

Key: ¹ Linked units, normally taken together.

² Linked units, normally taken together.

³ Linked units: both units must be taken in the one academic year.

Honours

Students who satisfy the requirements for Honours entry are eligible for the Honours programs in any unit stream offered by the departments involved in the undergraduate course. Those students who wish to undertake cross-disciplinary coursework will be permitted to do so with the permission of the course adviser. The possibility of supervision across the disciplines also exists. All environmental science Honours programs must be approved by the Honours coordinator in the particular discipline and the Environmental Science Course Adviser.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Human Nutrition (SBNS) – Melbourne (Bundoora)

The interdisciplinary nature of nutritional science is reflected in the units comprising this three-year degree course. The core nutrition units in the second and third years are strongly supported by the other core units in basic sciences, biochemistry, physiology and psychological sciences.

The course is designed to provide a structure which, in the third year, allows for specialisation in areas such as eating disorders, dietary management, advanced topics in nutrition and disease, nutrition and performance, management of dietary behaviour and anthropological and public health aspects of nutrition.

Graduates may apply to Nutrition Society of Australia for accreditation as a Registered Nutritionist.

Seminar program

Students in all three years are expected to attend the seminar programs arranged in both first and second semesters. Details will be provided during the year. Attendance at seminars and tutorials on library use and those given by the Language and Academic Skills Unit is a requirement of the course.

Course structure

The course is of three years duration and is taken on a full-time or equivalent part-time basis and requires the completion of 360 credit points. The course structure is summarised below. Elective units will normally be chosen from those listed, but permission to take alternative electives may be given by the course adviser prior to the start of the academic year.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements are met within the course structure.

First year (120 credit points)*Core units (105 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-1	Psychology A	PSY1PYA	15
TE-SEM-1 or			
TE-SEM-2	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-2	Public Health for Nutrition Studies	PHE1BHN	15

The remaining 15 credit points must be chosen from the following units:

TE-SEM-1	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-2	Mathematics and Computing for Biology	MAT1MCB	15
TE-SEM-2	Plant Science	BIO1PS	15
TE-SEM-2	Psychology B	PSY1PYB	15
TE-SEM-1 or			
TE-SEM-2	or an approved first year level elective		15

Second year (120 credit points)*Core units (100 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biochemistry and Molecular Biology A	BCH2BMA	20
TE-SEM-1	Human Physiology A	HBS2HPA	20
TE-SEM-1	Principles of Nutrition	AGR2PNU	20
TE-SEM-2	Biochemistry and Molecular Biology B	BCH2BMB	20
TE-SEM-2	Human Physiology B	HBS2HPB	20

The remaining 20 credit points must be chosen from the following second-semester units:

TE-SEM-2	Animal Nutrition	AGR3ANN	20
TE-SEM-2	Australian Ecology and Systematics	BOT2AES	20
TE-SEM-2	Developments in Chemistry	CHE2DEV	20
TE-SEM-2	Ecological and Evolutionary Genetics	GEN2EEG	20
TE-SEM-2	Medical and Veterinary Microbiology	MIC2MVM	20
TE-SEM-2	Organisational Psychology of Health	PHE2OPH	20
TE-SEM-2	Vertebrate Morphology, Evolution and Comparative Physiology	ZOO2VMP	20
TE-SEM-2	or an approved elective		20

Third year (120 credit points)*Core units (60 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Topics in Nutrition	NUT3ATN	30
TE-SEM-2	Community and Cross Cultural Perspectives on Human Nutrition	NUT3CPN	30

The remaining 60 credit points must be chosen from the following units:

TE-SEM-1	Advanced Physiology A – Cell Communication Systems and Pharmacology	HBS3APA	30
TE-SEM-1	Biochemistry and Molecular Biology 3A	BCH3BMA	30
TE-SEM-1	Human and Molecular Genetics	GEN3HMG	30
TE-SEM-1	Zoology A	ZOO3EPA	30
TE-SEM-2	Advanced Physiology B – Normal Function, Drugs and Disease	HBS3APB	30
TE-SEM-2	Biochemistry and Molecular Biology 3B	BCH3BMB	30
TE-SEM-2	Plant Biotechnology	BOT3PB	30
TE-SEM-2	Zoology B	ZOO3EPB	30

Honours

Honours degree students are selected based on their performance in the final year of the pass degree course. Students must obtain a minimum average of 60% across all of their third year units and obtain at least 65% in units germane to the Honours discipline to the value of 60 credit points. An Honours year may be taken in any of the departments contributing to the third year of the pass degree course or in the interdisciplinary program, Nutrition Honours NUT4HNA and NUT4HNB. Students must consult the course coordinator prior to enrolment to obtain approval for the proposed program.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Information Systems (SBIS) – Melbourne (Bundoora)

The Bachelor of Information Systems course is designed to place a strong emphasis on the management and design of information systems, including the design and use of software and applications in business organisations. The course allows students the opportunity to select a variety of units from other areas of science, business, economics, and commerce, corresponding to areas of domain related knowledge. It is a three-year, full-time course, and the Honours program requires a further year of study. The course aims to train graduates to become ICT professionals. Graduates of the course are eligible for membership of the Australian Computer Society (ACS).

Upon completion of this course, students should possess:

- a comprehensive knowledge and understanding of the core body of mathematics and computer science required for the construction of information processing systems;
- a comprehensive understanding of the different types of information technology tools, and their role in managing knowledge and information
- an understanding of the role of modern information systems within organisations and familiarity with the business settings in which these systems are used;
- an ability to critically evaluate currently existing information technology systems and new developments
- familiarity with the latest developments in information technology
- skills in software engineering and object-oriented programming currently using Java;
- skills and abilities necessary to function effectively in project teams;
- written and oral communication skills enabling effective communication with professional colleagues and the wider community;
- ability to engage in lifelong learning, and
- an appreciation of pertinent social, legal, and ethical issues faced by today's computing professional

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Computer Science and Computer Engineering early in their Year-12 studies for details.

Course structure

In first year, students are required to take units from a list of core and recommended units from within the disciplines of computer science, information systems, and discrete mathematics.

Optional units from other disciplines offered by the University are also available. In second and third years, the course concentrates on computer science and information systems, together with optional units from other disciplines.

Mid-year commencement

Students entering the course mid year with equivalent year-12 studies will commence second semester on 30th June 2008, three weeks earlier than the normal commencement date for second semester. Some students with prior tertiary studies may also be required to commence their course on 30th June. These students will be advised by the faculty office at the time of offer.

First year (120 credit points)*Core units (75 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1 or			
TE-SEM-2	One first year level business elective ¹		15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15

Electives (45 credit points)

The remaining 45 credit points may be chosen from first year units offered by any department, subject to meeting the prerequisites for those units.

Second year (120 credit points)*Core units (105 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1 or			
TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-1 or			
TE-SEM-2	One second year level business elective ²		15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15
TE-SEM-2	Professional Environment	CSE3PE	15

Students must choose one of the following two units:

TE-SEM-1 or	System Testing and Quality	CSE2STQ	15
TE-SEM-1	Internet Client Engineering	CSE2ICE	15

Electives (15 credit points)

The remaining 15 credit points may be chosen from any units offered by any department for which the prerequisites are satisfied.

Third year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Database Management Systems	CSE3DMS	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15
TE-SEM-1 or			
TE-SEM-2	Third-year level computer science units chosen from the list below ³ .		60
TE-SEM-1 or			
TE-SEM-2	One business elective ²		15
TE-SEM-2	E-Business Systems	BUS3EBS	15

Third year level computer science electives must be chosen from the list below. Other units may be chosen in special cases, subject to prerequisites and the permission of the Course Adviser.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Artificial Intelligence: Logic and Reasoning	CSE3ALR	15

TE-SEM-1	Intelligent Multimedia Systems	CSE3IMS	15
TE-SEM-2	Web Applications Engineering	CSE3WAE	15
TE-SEM-2	Computational Intelligence	CSE3CI	15
TE-SEM-2	Networks, Systems and Web Security	CSE3NSW	15
TE-SEM-2	Object-Oriented Application Development	CSE3OAD	15

Key: ¹ the unit BUS1MIS is not permitted.

Key: ² the units BUS2BAD and MGT2BCO are not permitted

Key: ³ students must include either the software engineering project (CSE3PRA and CSE3PRB) (30 credit points) or the programming Project (CSE3PRG) (30 credit points) in their choice of units.

Honours

Honours degree students are selected based on their performance in the final year of the pass degree course. To qualify for entry to the Honours year in information systems students must obtain a minimum average of 60% across all of their third year units and obtain an average of at least 70% over their best third year level computer science and computer-engineering units (which must include a project) to the value of 60 credit points. The units CSE3PRA and CSE3PRB (30 credit points) and CSE3PRG (30 credit points) will count as 15 credit points only in this calculation. Meeting this requirement, however, does not guarantee a place in the Honours year as resources may limit the total number of places available, and students are expected to find a supervisor prior to re-enrolment.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Information Technology (RBC) – Bendigo

For full details of this degree structure, see the Bendigo section of this Handbook.

Bachelor of Information Technology (Computer Networks) (RBITCN) – Bendigo

For full details of this degree structure, see the Bendigo section of this Handbook.

Bachelor of Information Technology (Information Systems) (RBITIS) – Bendigo

For full details of this degree structure, see the Bendigo section of this Handbook.

Bachelor of Information Technology (Professional) (SBITL) – Bendigo

For full details of this degree structure, see the Bendigo section of this Handbook.

Bachelor of Information Technology (Software Development) (RBITSD) – Bendigo

For full details of this degree structure, see the Bendigo section of this Handbook.

Bachelor of Mathematical and Statistical Science (SBMSS) – Melbourne (Bundoora)

This degree program is being phased out. No new enrolments will be permitted from 2008.

In the last 50 years, mathematics has found widespread applications in areas as diverse as information technology, economics,

management, finance and biology, as well as deepening its traditional relationships with physics, chemistry, and engineering. Statistical science plays a crucial role in providing the tools necessary for the understanding of scientific, engineering, and economic data. Demand for mathematicians and statisticians is currently high. This degree course provides the opportunity for students to combine significant studies in mathematics and statistics with units from a wide variety of disciplines, including those with which mathematics and statistics have not traditionally been associated. In doing this, students have the opportunity to design their studies to meet their future employment needs: for example, Australian Computer Society membership is available to graduates with an approved computer science co-major (details available from the course adviser). Students can also specialise entirely in mathematics and statistics from second year onwards. Students completing the accredited major in statistical science are entitled to Graduate Statistician status upon joining the Statistical Society of Australia Inc. Students are advised to visit the web pages of the Mathematics or Statistical Science Sections for details of streams within the degree involving the study of computer science, finance, economics or applied statistics.

Graduates with a major in mathematics will be eligible for accreditation with the Australian Mathematical Society.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. This degree is one of the most flexible in the faculty. To provide a broad base in mathematics and statistics, students are required to include 60 credit points of mathematics and statistics units in their first year. Then, to encourage the combination of mathematics and statistics with a wide range of units from other discipline areas at second and third year level, only 45 credit points at second year level and 60 credit points at third year level will be required to be taken from available mathematics and statistics units. This allows students to take a major study of almost any other discipline in the University within the total 360 credit points required for the degree.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (120 credit points)

Core units (60 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Statistical Science	STA1SS	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15

Electives (60 credit points)

The remaining 60 credit points may be chosen from any units offered by the University, as approved by the course adviser.

Second year (120 credit points)

A minimum of 45 credit points must be chosen from available second year mathematics or second year statistics units. The remaining 75 credit points may be chosen from any units offered by the University. All enrolments should be made after consultation with the course adviser.

Third year (120 credit points)

A minimum of 60 credit points must be chosen from available third year mathematics or third year statistics units. The remaining 60 credit points may be chosen from any units offered by the University. All enrolments should be made after consultation with the course adviser.

Honours

Suitably qualified students may be permitted to enrol in an Honours year in mathematics or statistics. An Honours year consists of units with a total value of 120 credit points and must include a thesis. There is the flexibility to include coursework material from related

disciplines and to select a thesis project reflecting a desired vocational orientation.

In a mathematics Honours year, coursework units are normally at fourth year level and students may take a limited number of units in a related discipline with the approval of the mathematics Honours coordinator. In a statistics Honours year, a limited number of third year units and/or a limited number of units in related disciplines may be taken subject to the approval of the Head of Statistical Science.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Medical Science (SBMS) – Melbourne (Bundoora)

This course is designed to provide a broad training in the medical sciences in order to lead to:

- employment in the biomedical research field (e.g., pharmaceutical companies, biomedical scientific instrument suppliers, medical research institutes, hospitals, public service departments dealing with health care)
- postgraduate studies in the medical sciences
- graduate entry to medicine.

The course is designed to provide a foundation year in science (with a focus on biology and chemistry), a choice of biomedical units in second year (biochemistry, human anatomy, human physiology, immunology, genetics, microbiology) and a specialised course in medical science in third year.

Seminar program

The seminar program is an integral part of the medical science course. Seminars are held regularly throughout both semesters and students in their final year must attend at least two thirds of the seminars.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. The course structure is outlined below. Electives are normally selected from the list of recommended units provided for each year level, but other units may be taken with the approval of the course adviser.

As a guide, useful electives for those aiming at graduate entry to medicine are, in the first year, PSY1BNA (Introduction to Behavioural Neuroscience A), PSY1BNB (Introduction to Behavioural Neuroscience B) and STA1LS (Statistics for Life Sciences), and in the second year 80 credit points from human anatomy, human physiology, genetics, immunology or microbiology. For those considering a career in medical biotechnology, useful second year electives include chemistry, genetics, immunology, and microbiology.

Students should be careful in selecting second year units to ensure that the appropriate prerequisites have been met for the intended program of study at the third year and at Honours level.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (120 credit points)

Core units (60 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15

Electives (60 credit points)

Students in this course are not permitted to enrol in HBS1API or HBS1HRB.

Recommended unit options are:

TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1	Infections and Epidemics	MIC1IEP	15
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Introduction to Public Health A	PHE1IBA	15
TE-SEM-1	Introduction to Behavioural Neuroscience A	PSY1BNA	15
TE-SEM-1	Psychology A ²	PSY1PYA	15
TE-SEM-1	Statistical Science	STA1SS	15
TE-SEM-1	Physics for Life Sciences A	PHY1LSA	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-1 or			
TE-SEM-2	Statistics for Life Sciences ¹	STA1LS	15
TE-SEM-2	Australia's Health Care System	PHE1AHS	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Introduction to Public Health B ¹	PHE1IBB	15
TE-SEM-2	Introduction to Behavioural Neuroscience B	PSY1BNB	15
TE-SEM-2	Mathematics and Computing for Biology	MAT1MCB	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15
TE-SEM-2	Psychology B ²	PSY1PYB	15
TE-SEM-2	Public Health for Nutrition Studies ¹	PHE1BHN	15
TE-SEM-2	Statistics for Psychology ²	STA1PSY	15

Key: ¹ PHE1IBB is incompatible with STA1LS and PHE1BHN.

² Entry into PSY1PYA and PSY1PYB is subject to achieving the minimum ENTER required for entry into the Bachelor of Psychological Science program.

Students wishing to proceed to second year level psychology should include STA1PSY in their choice of units.

Second year (120 credit points)

Core units (80 credit points)

Students must choose the following biochemistry units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biochemistry and Molecular Biology A	BCH2BMA	20
TE-SEM-2	Biochemistry and Molecular Biology B	BCH2BMB	20

Plus a further 40 credit points must be selected from the following list:

TE-SEM-1	Anatomy: Lower Limbs	HBS2ALL	20
TE-SEM-1	Human and Molecular Genetics	GEN2HMG	20
TE-SEM-1	Human Physiology A	HBS2HPA	20
TE-SEM-1	Introductory Microbiology	MIC2IM	20
TE-SEM-2	Anatomy: Trunk and Upper Limbs	HBS2ATL	20
TE-SEM-2	Ecological and Evolutionary Genetics	GEN2EEG	20
TE-SEM-2	Human Physiology B	HBS2HPB	20
TE-SEM-2	Immunology	MED2IMM	20
TE-SEM-2	Medical and Veterinary Microbiology	MIC2MVM	20

Electives (40 credit points)

An additional 40 credit points may be selected either from the units listed above not already taken, from the following list, or from second year units in the following disciplines: chemistry (CHE2FND and CHE2DEV are particularly useful for those interested in Medicinal Chemistry), mathematics, public health, physics, psychology, statistical science (or other disciplines for which the appropriate prerequisites have been met).

TE-SEM-1	Medical Statistics	STA2MS	20
TE-SEM-1	Principles of Nutrition	AGR2PNU	20
TE-SEM-2	Vertebrate Morphology, Evolution and Comparative Physiology	ZOO2VMP	20

Third year (120 credit points)

Core units (60 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Topics in Medical Science A	MED3MSA	30
TE-SEM-2	Advanced Topics in Medical Science B	MED3MSB	30

Electives (60 credit points)

Students choose a total of 60 credit points from units for which prerequisites were obtained at the second year level.

Honours

Honours degree students are selected based on their performance in the final year of the pass degree course. Students must obtain a

minimum average of 60% across all of their third year units and obtain at least 65% in units germane to the Honours discipline to the value of 60 credit points. An Honours year may be taken in any of the departments contributing to the pass degree course for which they have the appropriate prerequisites, or in the interdisciplinary program Medical Science Honours (MED4HNA and MED4HNB).

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Medicinal Chemistry (SBMC) – Melbourne (Bundoora)

Medicinal chemistry is a strongly growing area within pharmaceutical and biotechnology companies and research organisations such as the CSIRO. It is well known that companies are moving to exploit emerging technologies in this post-genomic era and opportunities for employment are expanding rapidly as biotechnology and drug design-based companies begin to proliferate.

Graduates of the Bachelor of Medicinal Chemistry will graduate with majors in chemistry and biochemistry with an additional area of specialisation in drug design. With a cross-disciplinary background and enhanced skills at the boundaries of these traditional disciplines, graduates will be particularly sought after by the biotechnology industry.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. Students complete units to the value of 120 credit points at each year level.

First year (120 credit points)

Core units (75 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Human Physiology for Medicinal Chemists	HBS1HPM	15

Electives (45 credit points)

The remaining 45 credit points may be chosen from first year level units offered by any department.

Recommended unit options are:

TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Infections and Epidemics	MIC1IEP	15
TE-SEM-1	Physics for Life Sciences A	PHY1LSA	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-1	Statistical Science	STA1SS	15
TE-SEM-1 or			
TE-SEM-2	Statistics for Life Sciences ¹	STA1LS	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Mathematics and Computing for Biology	MAT1MCB	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Second year (120 credit points)

Core units (100 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biochemistry and Molecular Biology A	BCH2BMA	20
TE-SEM-1	Fundamentals of Chemistry	CHE2FND	20
TE-SEM-2	Biochemistry and Molecular Biology B	BCH2BMB	20
TE-SEM-2	Medicinal Chemistry	CHE2MEC	20
TE-SEM-2	Pharmacology for Medicinal Chemists	HBS2PMC	20

Electives (20 credit points)

The remaining 20 credit points may be chosen from second year level units offered by any department, subject to meeting the prerequisites for those units. Recommended unit options are:

TE-SEM-1	Introductory Microbiology	MIC2IM	20
TE-SEM-1	Human and Molecular Genetics	GEN2HMG	20
TE-SEM-1	Statistics for Life Sciences ¹	STA2LS	20

Third year (120 credit points)

Core units (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biochemistry and Molecular Biology 3A	BCH3BMA	30
TE-SEM-1	Medicinal Chemistry C	CHE3MCC	30
TE-SEM-2	Biochemistry and Molecular Biology 3B	BCH3BMB	30
TE-SEM-2	Medicinal Chemistry D	CHE3MCD	30

Key: ¹ STA1LS and STA2LS are incompatible.

Honours

The Honours program will be taken in one of the Departments, Chemistry, or Biochemistry. The rules and organisation will be as for that department's Honours program. Honours degree students are selected based on their performance in the final year of the pass degree course. Students must obtain a minimum average of 60% across all of their third year units and obtain at least 65% in units germane to their Honours discipline to the value of 60 credit points.

Fourth (Honours) year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Honours Chemistry	CHE4HNA	60
TE-SEM-2 or	Honours Chemistry	CHE4HNB	60
TE-SEM-1	Honours in Biochemistry	BCH4HNA	60
TE-SEM-2	Honours in Biochemistry	BCH4HNB	60

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Pharmacy (RBP) – Bendigo

For full details of this degree structure, see the Bendigo section of this Handbook.

Bachelor of Psychological Science (BVBBWS) – Albury-Wodonga

For full details of this degree structure, see the Albury Wodonga section of this Handbook.

Bachelor of Psychological Science (RBBS) – Bendigo

For full details of this degree structure, see the Bendigo section of this Handbook.

Bachelor of Psychological Science (SBBS) – Melbourne (Bundoora)

The Bachelor of Psychological Science (BPsySc) is a coherent program of core areas of study in psychology that includes other units, such as biological and social aspects of behaviour deemed desirable to a broad education in behavioural science.

The course prepares students for careers in a range of settings including personnel, management, and mental health and human services.

It is important to emphasise that the Bachelor of Psychological Science does not qualify a graduate to work as a psychologist. Further education, training and supervised experience is required for registration as a professional psychologist with the Psychologists' Registration Board of Victoria and for membership of the Australian Psychological Society (APS).

Course structure

The BPsySc may be undertaken in three years of full-time or equivalent part-time study. Students intending to study part-time should note that this means enrolling in a lesser workload, rather than studying after hours, as BPsySc units are not available as evening classes.

The degree requires the completion of 360 credit points, consisting of 120 credit points accrued from units taken at each of the first, second and third year levels.

An additional requirement is that students must successfully complete a minimum of 150 credit points of psychology units across the three years of the degree, with no less than 120 credit points of psychology accrued from units at second and third year level.

Note that the four third year psychology units PSY3ANA, PSY3CDB, PSY3CFA, and PSY3SCB (each worth 20 credit points) will be available in alternate years. PSY3CFA and PSY3SCB will be available in 2008 and PSY3ANA and PSY3CDB will be available in 2009.

Units taught by the School of Psychological Science and which normally are components of the degree are PSY1PYA, PSY1PYB, PSY1BNA, PSY1BNB, PSY2PYA, PSY2PYB, PSY3PYA, PSY3PYB, PSY3RSA and PSY3RSB.

(Full details of the units offered by the School of Psychological Science are available in the unit handbooks produced by the School in February of each year and the School website at www.latrobe.edu.au/psy).

First year (120 credit points)

Core units (75 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Psychology A	PSY1PYA	15
TE-SEM-2	Psychology B	PSY1PYB	15
TE-SEM-2	Statistics for Psychology	STA1PSY	15
either			
TE-SEM-1	Introduction to Behavioural Neuroscience A	PSY1BNA	15
and			
TE-SEM-2	Introduction to Behavioural Neuroscience B	PSY1BNB	15

or
Any other first year biological science units totalling not less than 30 credit points.

Electives (45 credit points)

At least 15 credit points must be chosen from one of the following discipline areas: Business studies, legal studies, sociology and anthropology, politics, linguistics, Asian Studies, philosophy, computer science and computer engineering, mathematics or statistics.

At least 15 credit points must be selected from other science units. However, with the approval of the course adviser, students may choose units offered by other Faculties.

The remaining 15 credit points may be chosen from any first year level unit offered by any department.

Second year (120 credit points)

Core units (40 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Psychology A	PSY2PYA	20
TE-SEM-2	Psychology B	PSY2PYB	20

Electives (80 credit points)

Second/third year level units to the value of 80 credit points chosen from units offered by any department.

Highly Recommended units:

TE-SEM-1	Applied Neuroscience A ¹	PSY3ANA	20
TE-SEM-1	Counselling and Family Psychology A	PSY3CFA	20
TE-SEM-2	Cognitive and Developmental Psychology B ¹	PSY3CDB	20
TE-SEM-2	Social and Community Psychology B	PSY3SCB	20

Third year (120 credit points)

Core units (80 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Psychology A	PSY3PYA	20
TE-SEM-1	Research Project A	PSY3RSA	20
TE-SEM-2	Psychology B	PSY3PYB	20
TE-SEM-2	Research Project B	PSY3RSB	20

Electives (40 credit points)

Students choose third year level units for which prerequisite requirements have been met.

Highly Recommended units:

TE-SEM-1	Applied Neuroscience A ¹	PSY3ANA	20
TE-SEM-1	Counselling and Family Psychology A	PSY3CFA	20
TE-SEM-2	Cognitive and Developmental Psychology B ¹	PSY3CDB	20
TE-SEM-2	Social and Community Psychology B	PSY3SCB	20

Key: ¹ Not available in 2008.

Honours

Students who perform at a high standard may apply to undertake a further year of psychology study in Honours (PSY4HNA and PSY4HNB), which is a prerequisite for most postgraduate courses of study. Following the successful completion of the Honours year, these students will graduate with a Bachelor of Psychological Science (Honours). The Honours course is presently offered only at the Melbourne (Bundoora) campus although students from the Bendigo and Albury-Wodonga campus may apply.

Bachelor of Science in Environmental Management and Ecology (SBSEME) – Albury-Wodonga

For full details of this degree structure, see the Albury-Wodonga section of this Handbook.

Bachelor of Software Engineering (SBSE) – Melbourne (Bundoora)

The Bachelor of Software Engineering is a four-year pass or Honours degree, and provides the opportunity to be a specialist engineer who can provide a totally integrated operation of complex computer systems with a particular focus on software engineering. The course aims to produce engineering professionals and prepares students for work in all types of software from real-time to business systems, and emphasises communication and presentation skills, working in teams, management techniques, and entrepreneurship. A distinguishing feature of the course is the fourth year thesis, which provides students with research skills and the opportunity to study a current research area in the field of software engineering in great depth. Graduates of the course are eligible for membership of Engineers Australia and the Australian Computer Society.

Upon completion of this course, students should possess:

- a comprehensive knowledge and understanding of the core body of mathematics physics, electronics and computer science subject matter that forms the academic basis of computer engineering;
- in-depth knowledge and understanding of the digital circuitry constituting computer hardware, as evidenced through completion of a digital electronics design project in which this knowledge is applied;
- high level skills in developing software using high level languages, with a current emphasis on C++ and Java;
- proficiency in applying an object-oriented approach to software systems analysis, design and implementation;
- a sound knowledge of the basic engineering principles and methodologies underlying the analysis design and implementation of total systems composed of hardware, software, and an interface between the two;
- depending on electives chosen, advanced knowledge and skills in other areas of computer science including networks and communications, software engineering, intelligent systems, compilers and systems software, numerical computing ;
- skills in the management of resources and technology, as required of an engineering professional;
- skills and abilities necessary to function effectively in project teams as a manager, leader or team member;
- written and oral communication skills enabling effective communication with professional colleagues and the wider community;
- ability to engage in lifelong learning; and
- an appreciation of pertinent social, legal, ethical, and environmental issues faced by today's engineering professional.

Articulation

Students who have completed the Bachelor of Computer Technology may apply for entry to the third year of this course.

Industry experience

Students are required to complete at least 12 weeks of certified practical experience before being deemed to have completed the course. This usually is undertaken during the annual vacation following the third year of the course.

Scholarships

First year scholarships are available for high achieving local students. Prospective candidates should contact the Department of Computer Science and Computer Engineering early in their year-12 studies for details.

CISCO Program

A CISCO certification-training program is available for students who passed the units CSE2/3NET, CSE3PPR, and CSE3LAN in their undergraduate studies. From 2008, students will take CSE2NEF and CSE3INE. Any students interested in obtaining full details of this CISCO program should contact the Department of Computer Science and Computer Engineering at the beginning of first semester.

Course structure

The course is of four years full-time or equivalent part-time duration and requires the completion of 480 credit points. In the first and second years, students study a fixed combination of units in computer science and electronics, together with mathematics, computer systems, physics, and engineering management. A major industry-relevant project must be completed in third year and a research project in fourth year. The course structure offers a comprehensive specialisation in software engineering in the final two years.

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Probability for Engineers	MAT1CPE	15
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15

Second year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Microprocessors and Digital Design	ELE2MDD	15
TE-SEM-1	Network Engineering Fundamentals	CSE2NEF	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-1 or			
TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	Digital Design with Programmable Logic	ELE2DDP	15
TE-SEM-2	Mathematics Topics for Computer Science	MAT2MFC	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15

Third year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15
TE-SEM-1	Software Engineering Project A ¹	CSE3PRA	15
TE-SEM-2	Metrics, Quality and Reliability	CSE3MQR	15
TE-SEM-2	Software Engineering Project B ¹	CSE3PRB	15
TE-SEM-2	Operating Systems	CSE3OSS	15
TE-SEM-2	Applied Probability for Computer Systems Engineers	STA3AP	15

Plus a further 15 credit points of computer science units chosen from the following:

TE-SEM-1	System Testing and Quality	CSE2STQ	15
TE-SEM-1	Embedded Processors	ELE3EMB	15

Key: ¹ Linked units: both units must be taken in the one academic year.

Fourth year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced System Design	CSE4ASD	15
TE-SEM-1	Applied Management for Engineers	ELE4EMT	15
TE-SEM-1	Thesis A	CSE4THA	30
TE-SEM-2	Advanced Quality and Reliability	CSE4AQR	15
TE-SEM-2	Performance Analysis of Computer Systems	CSE4PCS	15
TE-SEM-2	Thesis B	CSE4THB	30

Honours

Students completing the degree will have their degree awarded with Honours provided they are accepted as Honours candidates at the beginning of their final year. Entry to the Honours course is based on academic performance in third year. Those students not eligible for entry to Honours are required to undertake the Major Computer Engineering Project units (CSE4CPA and CSE4CPB) (45 credit points) and an additional third or fourth year level computer science unit, in place of Thesis A (CSE4THA) and Thesis B (CSE4THB) (60 credit points).

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Space Science (SBSS) – Melbourne (Bundoora)

This degree is being phased out. No new enrolments will be permitted from 2008.

From 2008, students who wish to undertake a 'specialisation' in Space Science may do so under the Bachelor of Science (SBS) degree program.

This course provides students with an understanding of basic principles in areas of space science, including astronomy, relevant to industries using space technology and prepares them for admission to higher degrees in space science and other areas of physical science and mathematics. Students are educated in a broad range of space sciences that includes astronomy, remote sensing, GPS techniques, space weather, and the geospace environment. The course includes basic mathematics and physics, and students can take options from a wide range of units including computer science and electronics.

Course structure

The course requires three years of full-time study or the equivalent part-time enrolment. Units having a total work value of 360 credit points must be completed, including units with a total value of at least 120 credit points in each of the three years. Core units make up 75, 100 and 70 credit points at first, second and third year levels respectively. At second year level a further 15 credit points of mathematics units (MAT2MEC) are strongly recommended.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (120 credit points)

Core units (75 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-2	Astronomy and Space: The Infinite Frontier	PHY1AST	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Electives (45 credit points)

Students may choose first year units offered by the Faculty of Science, Technology and Engineering to the value of 45 credit points. Units may be chosen from other faculties provided they total no more than 30 credit points.

Second year (120 credit points)

Core units (100 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Astronomy and Astrophysics	PHY2ASA	15
TE-SEM-1	Principles of Physics A	PHY2SCA	20
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-2	Linear Algebra	MAT2LAL	15

TE-SEM-2	Principles of Physics B	PHY2SCB	20
TE-SEM-2	Space Science Instruments	PHY2SPI	15

Electives (20 credit points)

The remaining 20 credit points may be chosen from any second year level units offered by any department, subject to meeting the prerequisites for those units. Highly recommended unit:

TE-SEM-2	Mechanics	MAT2MEC	15
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Third year (120 credit points)**Core units (70 credit points)**

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Principles of Physics A	PHY3SCA	30
TE-SEM-2	Principles of Physics B	PHY3SCB	30
TE-SEM-2	Remote Sensing	PHY3REM	10

Electives (50 credit points)

Students choose third year units offered by the Faculty of Science, Technology and Engineering or by other faculties.

Honours

Honours degree students are selected based on their performance in the final year of the pass degree. To be eligible, students must obtain a minimum average of 60% across their third year units and obtain at least 65% in relevant third year units comprising at least 60 credit points. Students enrol in PHY4HNA and PHY4HNB and undertake a space physics project.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Viticultural Science (STBVS) – Melbourne (Bundoora)

This degree has been phased out. Students will not be permitted to graduate in this degree unless they were enrolled initially in the Bachelor of Viticultural Science and Wine Production (SBVSWP)

Students enrolled initially in the Bachelor of Viticultural Science and Wine Production, but who do not wish to proceed to the fourth year may graduate at the end of the third year with the Bachelor of Viticultural Science.

Students who wish to graduate with a Bachelor of Viticultural Science must see the course adviser and advise the faculty office before completion of the final semester of their third year units.

Bachelor of Viticultural Science and Wine Production (SBVSWP) – Melbourne (Bundoora)

This degree is being phased out. No new enrolments will be permitted from 2008.

From 2008, students who wish to undertake a 'specialisation' in Viticultural Science may do so under the Bachelor of Science (SBS) degree program.

This course is designed to provide professional scientific training in all aspects of viticultural science and wine production plus practical experience in vineyard operations, viticultural science, winemaking and marketing, oenology and wine production, with experience in commercial vineyards and wineries and a major placement with a commercial winemaker.

It is expected that graduates will be employed within a wide range of positions in the grape and wine industries.

Industry experience

In the first three years of the degree, industry experience in viticulture is required in each of three different climatic regions. In the Honours (fourth) year, a major placement in one or two commercial wineries is required.

Course structure

The course requires the completion of 480 credit points over four years of full-time study or the part-time equivalent.

The first year of the course covers the basic sciences microeconomics, management of grapevines and palate training. Second year of the degree covers advanced sciences, statistics, agribusiness, vineyard operations, and wine appraisal plus one or two elective units. The agribusiness unit MGF1240 is taught by Monash University and is taken during the winter break as a one-week residential unit. The third year of the degree includes advanced sciences plus specialist studies in viticultural science, case studies in viticulture and wine, wine appraisal, plus one or two elective units. In the case studies, students solve problems on real issues in viticulture and winemaking.

The fourth year of the degree includes a major work placement in one or two approved commercial wineries, which may include wineries in the southern and/or northern hemisphere, three coursework units, wine appraisal, and a major research project. Entry to the fourth (Honours) year of the degree is based on academic achievement in the prerequisite units AGR3WPT and AGR3VTS. Students who pass the first three years of the degree but fail to obtain entry to the fourth year, or students who do not wish to proceed to the Honours year, will be awarded the degree of Bachelor of Viticultural Science.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Microeconomics	ECO1MI	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-1	Vine Production, Propagation and Establishment	AGR1VPE	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Plant Science	BIO1PS	15
TE-SEM-2	Vineyard Cultivation and Maintenance	AGR1VCM	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, Units 3 and 4 or equivalent, must choose CHE1GEN.

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Second year (120 credit points)**Core units (105 credit points)**

Teaching period	Unit name	Unit code	Credit Points
Winter	Introduction to Agribusiness ¹	MGF1240	15
TE-SEM-1	Biochemistry for Agricultural Sciences	AGR2BAS	20
TE-SEM-1	Introduction to Land and Soil Management	AGR2ILM	20
TE-SEM-1	Plant Molecular Biology, Physiology and Nutrition	BOT2MPN	20
TE-SEM-1 or			
TE-SEM-2	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Vineyard Operations	AGR2VO	15

Electives (15 credit points)

Recommended unit options:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Environmental Enquiry A ²	ENV2ESA	5
TE-SEM-1	Globalisation	ECO2GLO	15
TE-SEM-1	Introductory Microbiology	MIC2IM	20
TE-SEM-1 or			
TE-SEM-2	Marketing Principles and Practice	MKT2MPP	15
TE-SEM-2	Australian Ecology and Systematics	BOT2AES	20
TE-SEM-2	Chemistry of Water Quality	CHE2CWQ	15
TE-SEM-2	Environmental Enquiry B ²	ENV2ESB	5
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-2	Mathematics and Computing for Biology	MAT1MCB	15
TE-SEM-2	Plant Ecology	BOT2PE	10

Third year (120 credit points)*Core units (90 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Plant Pests and Diseases	AGR3PPD	10
TE-SEM-1	Wine Production Technology	AGR3WPT	20
TE-SEM-1	Viticulture and Wine Production Issues A	AGR3VWA	5
TE-SEM-2	Crop and Vine Agronomy	AGR3CVA	10
TE-SEM-2	Land and Soil Management	AGR3LSM	20
TE-SEM-2	Viticulture and Wine Production Issues B	AGR3VWB	5
TE-SEM-2	Viticultural Science	AGR3VTS	20

Electives (30 credit points)

Any unit from the above second year list of recommended units, or units from the following:

Teaching period	Unit name	Unit code	Credit Points
Summer	International Agribusiness ¹	MGF3760	15
Winter	Agribusiness Marketing ¹	MKF2761	15
TE-SEM-1	Communication and Critical Analysis	AGR4CCA	15
TE-SEM-1	Field and Environmental Botany	BOT3FEB	30
TE-SEM-1	Human and Molecular Genetics	GEN2HMG	20
TE-SEM-1	Marketing Communication	MKT3MCO	15
TE-SEM-1	Water Resource Management	ENV3WRM	10
TE-SEM-2	Agriculture Environment Interactions	AGR3AEI	10
TE-SEM-2	Ecology, Systematics and Evolution	BOT3ESE	30
TE-SEM-2	International Marketing	MKT3IMK	15
TE-SEM-2	Landscape Management with GIS and Remote Sensing	AGR2LMG	10
TE-SEM-2	Plant Biotechnology	BOT3PB	30
TE-SEM-2	Strategic Marketing	MKT3SMK	15

Fourth year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Wine Making Issues and Marketing	AGR4WMM	15
TE-SEM-1	Wine Production Technology	AGR4WPT	15
TE-SEM-1	Wine Appreciation Project A ²	AGR4WAA	5
TE-SEM-1	Wine Industry /Oenology Project A ³	AGR4WIA	30
TE-SEM-2	Wine Appreciation Project B ²	AGR4WAB	5
TE-SEM-2	Wine Industry/Oenology Project B ³	AGR4WIB	35
TE-SEM-2	Oenology – Wine Science and Analysis	AGR4OEN	15

Key: ¹ Monash University subject. See course structure above for full details.

² Linked units: normally taken in the one academic year.

³ Linked units: both units must be taken in the one academic year.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Science Double Degree Program (SZSSB) – Bendigo

For full details of this degree structure, see the Bendigo Campus section of this Handbook.

Science Double Degree Program (SZSS) – Melbourne (Bundoora)

This four-year double degree program is designed to allow academically able students to combine any two of the three-year degrees offered by the Faculty of Science, Technology and Engineering. A course adviser will assist students in designing a program that will suit their individual interests.

If the core requirements for each degree are met, graduates will be awarded both selected degrees.

Eligible three-year degrees offered by the faculty are:

- Bachelor of Animal and Veterinary Biosciences
- Bachelor of Biological Sciences¹
- Bachelor of Biotechnology and Cell Biology
- Bachelor of Chemical Science
- Bachelor of Computer Science²
- Bachelor of Computer Science in Games Technology

- Bachelor of Conservation Biology and Ecology
- Bachelor of Human Nutrition
- Bachelor of Information Systems
- Bachelor of Medical Science
- Bachelor of Medicinal Chemistry
- Bachelor of Psychological Science²
- Bachelor of Science¹

Key: ¹ A course of study in Bioinformatics can be pursued by taking a specified sequence of units normally within the Bachelor of Biological Sciences and the Bachelor of Science or possibly within the Bachelor of Computer Science and the Bachelor of Science.

Key: ² A course of study in Cognitive Science can be pursued by taking a specified sequence of units within the Bachelor of Psychological Science and the Bachelor of Computer Science.

Contact details for obtaining advice about these two programs are available in the Faculty Office.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points. Students may complete this double degree in four years as part of an accelerated study program. The maximum number of first year level credit points to be taken is 180 and the minimum number of third year level credit points required is 180. Normally the maximum load permitted in any one semester is 80 credit points. Students are required to complete the core requirements for each of the two degrees. For new students an adviser will be available at the enrolment session to plan their individual course structure. Students who have trouble with the overloaded nature of the course may apply to transfer to either of the degrees.

Honours

Suitably qualified students may be eligible to undertake an Honours year, which will require an additional full-time or equivalent part-time year of study.

Bachelor of Agricultural Science/Bachelor of Business (SZASB) – Melbourne (Bundoora)

This double degree provides selected students with the opportunity to combine the practical career-orientated science of the agricultural sciences degree with the business and management skills of the Bachelor of Business. The course combines an agricultural science degree with Honours with a business degree, to provide a powerful set of skills for the multi-billion dollar a year agricultural and agribusiness industries.

Industry experience

An essential requirement of the agricultural science degree is twelve weeks of approved industry experience taken during vacations.

Course structure

This double degree is of five and a half years' full-time or equivalent part-time duration and requires the completion of 630 credit points overall. Students may complete this double degree in five years as part of an accelerated study program.

Students will take first year chemistry, biology and economics units, followed by units in the second and third year in soil management, animal nutrition, animal protection, plant pests and diseases, management, marketing, financial management and business economics. Electives are chosen from those available in the Bachelor of Business to extend interests in particular areas of business studies. Professional recognition would apply for graduates, as they could be eligible to become members of the Australian Institute of Agricultural Science and Technology.

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Agricultural Systems	AGR1SYS	15
TE-SEM-1	Macroeconomics	ECO1IMA	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15

TE-SEM-2	Microeconomics	ECO1IMI	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Plant Science	BIO1PS	15

Choose one first-semester chemistry unit. Students who have passed VCE chemistry, units 3 and 4 or equivalent, must choose CHEIGEN.

Either

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Second year (130 credit points)

Core units (115 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biochemistry for Agricultural Sciences	AGR2BAS	20
TE-SEM-1	Plant Molecular Biology, Physiology and Nutrition	BOT2MPN	20
TE-SEM-1 or	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1 or	Foundations of Management	MGT1FOM	15
TE-SEM-1 or	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Business Law	LST1BSL	15
TE-SEM-2	Management Information Systems	BUS1MIS	15

Business elective (15 credit points)

One second year level business unit in keeping with the chosen major¹ 15

Third year (125 credit points)

Core units (80 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Introduction to Land and Soil Management	AGR2ILM	20
TE-SEM-1	Animal Health	AGR3ANH	20
TE-SEM-2	Physiology of Domestic Animals	AGR2PDA	20
TE-SEM-2	Land and Soil Management	AGR3LSM	20

Business electives (45 credit points)

Three second year level business units in keeping with the chosen major¹ 45

Fourth year (130 credit points)

Core units (40 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Plant Pests and Diseases	AGR3PPD	10
TE-SEM-2	Animal Nutrition	AGR3ANN	20
TE-SEM-2	Crop and Vine Agronomy	AGR3CVA	10

Business electives (90 credit points)

Four third year level business units in keeping with the chosen major¹ 60

Two second or third year level business units 30

Fifth year (125 credit points)

Core units (95 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Agricultural Case Studies	AGR4ACS	20
TE-SEM-1	Communication and Critical Analysis	AGR4CCA	15
TE-SEM-2	Research Project	AGR4RPR	60

Business electives (30 credit points)

Two third year level business units 30

Key: ¹ Business electives must be chosen to ensure that at least one of the following four majors is completed.

Majors offered by the School of Business

Business Economics

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Introduction to Quantitative Analysis	ECO1IQA	15
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB	15
TE-SEM-2	Managerial Economics	ECO2MEC	15
TE-SEM-1 or	Finance	FIN2FIN	15

Plus four units chosen from the following list:

TE-SEM-1	Corporate Finance	FIN3CFI	15
TE-SEM-1	Cost-Benefit Analysis	ECO3CBA	15
TE-SEM-1	Decision Analysis with Spreadsheets	ECO3DAS	15

TE-SEM-1	Economics of Sport	ECO3EOS	15
TE-SEM-1	Industrial Organisation	ECO3IND	15
TE-SEM-1	Industrial Relations	ECO3IRE	15
TE-SEM-1	International Trade	ECO3ITR	15
TE-SEM-1	Marketing Economics	ECO3MKE	15
TE-SEM-2	Economics of the Internet	ECO3INT	15
TE-SEM-2	Financial Risk Management	FIN3FRM	15
TE-SEM-2	Mergers and Acquisitions	FIN3MAQ	15

Financial Management

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Introduction to Quantitative Analysis	ECO1IQA	15
TE-SEM-1 or	Finance	FIN2FIN	15
TE-SEM-2	Financial Instruments	FIN2FII	15
TE-SEM-1	Corporate Finance	FIN3CFI	15
TE-SEM-1	International Financial Management	FIN3IFM	15
TE-SEM-2	Investment and Portfolio Management	FIN3IPM	15

Plus one of the following two units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB	15
TE-SEM-2	Managerial Economics	ECO2MEC	15

Plus one of the following four units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Financial Planning	FIN3FPL	15
TE-SEM-1	Financial Institutions Management	FIN3FIM	15
TE-SEM-1	Security Valuation	FIN3SEV	15
TE-SEM-2	Financial Risk Management	FIN3FRM	15

Management

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	International Management	MGT3IMG	15
TE-SEM-1	Strategic Management	MGT3SMG	15
TE-SEM-1 or	Human Resource Management	MGT2HRM	15
TE-SEM-2	Finance	FIN2FIN	15
TE-SEM-1 or	Organisational Behaviour	MGT2OBE	15
TE-SEM-2	Business Ethics	MGT2BET	15
TE-SEM-2	Organisational Change and Development	MGT3OCD	15
TE-SEM-2	Organisational Structure and Design	MGT3OSD	15

Marketing

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Consumer Behaviour	MKT2CBE	15
TE-SEM-1	Marketing Communication	MKT3MCO	15
TE-SEM-1 or	Marketing Principles and Practice	MKT2MPP	15
TE-SEM-2	Marketing Law	LST2MAL	15
TE-SEM-2	Marketing Research ¹	MKT3MRE	15
TE-SEM-2	Services Marketing	MKT2SMA	15
TE-SEM-2	Strategic Marketing ¹	MKT3SMK	15

Plus one of:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Electronic Marketing ²	MKT3ELM	15
TE-SEM-2	International Marketing	MKT3IMK	15

Key: ¹ It is highly recommended that students undertake these two units in the final year of their degree.

² Offered online at the Albury-Wodonga Campus.

Honours

An Honours degree in business is available to suitably qualified students and will require an additional year of full-time study. Honours units are part of the Bachelor of Agricultural Science program and those students achieving a sufficient standard in these units will be awarded an Honours degree. It is anticipated that in either case students may incorporate some material from the other area of study.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Agricultural Science/Bachelor of International Development (SZASID) – Melbourne (Bundoora)

This double degree program will provide graduates with understanding in two complementary discipline areas. The first is the scientific understanding of the processes in agriculture, while the second is an understanding of the political and social requirements for international development, when developing countries grapple with political, economic, and social constraints to alleviate poverty and participate in the global economy.

These challenges are among the most important that impact on global development. Frequently it is the agricultural sector, which is best able to assist the development process in these countries, as most of the population are involved in agriculture. Graduates who are aware of the human dimensions of development, and are skilled in the principles of agricultural science, would be versatile and be well equipped to find employment in the development assistance field. Professional recognition would apply for graduates, as they could be eligible to become members of the Australian Institute of Agricultural Science and Technology.

Industry experience

An essential requirement of the agricultural science degree is twelve weeks of approved industry experience taken during vacations.

Course structure

This double degree program is of five and a half years' full-time or equivalent part-time duration and requires the completion of 630 credit points overall. Students may complete the degree in five years as part of an accelerated study program.

Students will take core agricultural science units involving basic science units in first year, followed by soil, plant and animal science units without specialisation in any one area. Case study teaching allows for the integration of the earlier disciplinary knowledge using a problem-solving approach with real-life agricultural enterprises. The international development units are offered from a range of disciplines across the University, including anthropology, economics, history, linguistics, politics and sociology, with almost half of these being electives, allowing students to focus on areas of interest.

The table below summarises the credit point requirements from each faculty.

Year Level	Humanities and Social Sciences	Science, Technology and Engineering	Total
1	90	105	195
2	80	80	160
3	100	80	180
4	0	95	95

First year (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Agricultural Systems	AGR1SYS	15
TE-SEM-1	Culture and Globalisation: Introduction to Anthropology	ANT1CAG	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Globalisation: The Rise of the Modern World	HIS1DEV	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Plant Science	BIO1PS	15

Choose one first-semester chemistry unit. Students who have passed VCE Chemistry, units 3 and 4 or equivalent, must choose CHEIGEN. Either:

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Second year (135 credit points)

Core units (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biochemistry for Agricultural Sciences	AGR2BAS	20
TE-SEM-1	Conquest of the Americas: Aztecs, Incas, Mayans, Spaniards	HIS1CAM	15
TE-SEM-1	Plant Molecular Biology, Physiology and Nutrition	BOT2MPN	20
TE-SEM-2	Statistics for Life Sciences	STATLS	15
TE-SEM-2	The World Since 1945	HIS2WOR	20

Electives (45 credit points)

Students choose three first year level Humanities and Social Sciences units from the recommended list below.

Third year (120 credit points)

Core units (100 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Health	AGR3ANH	20
TE-SEM-1	Development, Globalisation and Culture	ANT2DGC	20
TE-SEM-1	Introduction to Land and Soil Management	AGR2ILM	20
TE-SEM-2	Physiology of Domestic Animals	AGR2PDA	20
TE-SEM-2	Land and Soil Management	AGR3LSM	20

Electives (20 credit points)

Students choose a second year level Humanities and Social Sciences unit from the recommended list below.

Fourth year (140 credit points)

Core units (100 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Development in Practice	SOC3DIP	20
TE-SEM-1	Gender and Development	SOC2GAD	20
TE-SEM-1	Plant Pests and Diseases	AGR3PPD	10
TE-SEM-2	Animal Nutrition	AGR3ANN	20
TE-SEM-2	Crop and Vine Agronomy	AGR3CVA	10

Choose one of the following units:

TE-SEM-1	Introduction to Social Research Methods	SOC3MSR	20
TE-SEM-2	Introduction to Ethnographic Research	ANT3MQA	20

Electives (40 credit points)

Students must choose two third year level Humanities and Social Sciences units from the recommended list below.

Fifth year (115 credit points)

Core units (95 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Agricultural Case Studies	AGR4ACS	20
TE-SEM-1	Communication and Critical Analysis	AGR4CCA	15
TE-SEM-2	Research Project	AGR4RPR	60

Electives (20 credit points)

Students must choose one third year level Humanities and Social Sciences unit from the recommended list below.

Recommended units

Recommended elective unit options for first year are:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJI	15
TE-SEM-1	Introduction to Aboriginal Australia	ANT1IIA	15
TE-SEM-1	Law and Society	LST1LAS	15
TE-SEM-1	Self and Community: Introduction to Sociology	SOC1SAC	15
TE-SEM-1	Sex, Gender and Identity	GSD1SGI	15
TE-SEM-1	States, Nations and Security: World in Transition	POL1SNS	15
TE-SEM-2	Australia and Beyond: Introduction to Sociology	SOC1AAB	15
TE-SEM-2	Economy, Environment and Human Rights: World in Transition	POL1EEH	15
TE-SEM-2	Our Global Village: Introduction to Anthropology	ANT1FET	15
TE-SEM-2	Introduction to Asia: China and India	AST1ICI	15
TE-SEM-2	Sex, Gender and Diversity	GSD1SGD	15
	First year Spanish		
	First year Chinese		
	First year Indonesian/Malay		

Recommended elective unit options for second and third year are:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Applied Anthropology	ANT2APA/ANT3APA	20
TE-SEM-1	Childhood and Culture	ANT2CAC/ANT3CAC	20
TE-SEM-1	Community Studies	SOC2CMS/SOC3CMS	20
TE-SEM-1	Comparative Social Movements	SOC2CSM/SOC3CSM	20
TE-SEM-1	Crises in South Asia:	POL2CSA/POL3CSA	20
	Weapons, Women, Well-Being		
TE-SEM-1	Critical Social Research:	GSD2CSR/GSD3CSR	20
TE-SEM-1	Critical Social Policy:	SOC2CSP/SOC3CSP	20
TE-SEM-1	Cross cultural Communication	LIN2CCC/LIN3CCC	20
TE-SEM-1	Economic Growth and Development	ECO2EGD	15
TE-SEM-1	Food and Drink and World History:	HIS2FDA/HIS3FDA	20
	Ancient to Modern Australia		
TE-SEM-1	Gender and Sexuality:	SOC2GES/SOC3GES	20
	Contemporary Debates		
TE-SEM-1	Global Environmental Issues	ECO2GEI	15
TE-SEM-2	International Law and	POL2ILO/POL3ILO	20
	International Organisation		
TE-SEM-1	International Relations:	POL2INR/POL3INR	20
	The Cold War and the Great Powers		
TE-SEM-1	Latin America Through Film	HIS2LFP/HIS3LFP	20
	and Popular Culture 1820–2000		
TE-SEM-1	Peasants and Politics in Latin America	HIS2PPL/HIS3PPL	20
TE-SEM-2	Political Change and Development	POL2DDA/POL3DDA	20
	in the Third World		
TE-SEM-1	Reconciliation	POL2REC/POL3REC	20
TE-SEM-1	Regional Economic Development	ECO3RED	15
TE-SEM-1	Research in Development	SOC3RID	20
TE-SEM-1	Sociology and Everyday Life	SOC2SEL/SOC3SEL	20
TE-SEM-1	Sociology of the Environment	SOC2SOE/SOC3SOE	20
TE-SEM-1	South African History	HIS2SAH/HIS3SAH	20
TE-SEM-2	Aboriginal Australia	ANT2ABA/ANT3ABA	20
TE-SEM-2	Visual Anthropology:	ANT2ASF/ANT3ASF	20
	Documenting Cultures		
TE-SEM-2	Australia, Asia and the World	POL2AAW/POL3AAW	20
TE-SEM-2	Australian Foreign Policy	HIS2AAH/HIS3AAH	20
TE-SEM-2	Culture, Race and Difference	ANT2CRD/ANT3CRD	20
TE-SEM-2	Ecological Philosophies	PHI2ECP/PHI3ECP	20
TE-SEM-2	Ecology, Democracy and Utopia	PHI2EDU/PHI3EDU	20
TE-SEM-2	Ethnicity and Identity:	SOC2EAI/SOC3EAI	20
	Social and Political Approaches		
TE-SEM-2	Language in Asia	LIN2LIA/LIN3LIA	20
TE-SEM-2	Modern World Economy	ECO2MWE	15
TE-SEM-2	Peace and Change	POL2PAC/POL3PAC	20
TE-SEM-2	Politics and the Economy	POL2PAE/POL3PAE	20
TE-SEM-2	Politics of Non-violent Activism	POL2PNV/POL3PNV	20
TE-SEM-2	Postcolonial Perspectives	ANT2PCP/ANT3PCP	20
TE-SEM-2	Social Policy, Welfare and the State	SOC2SWS/SOC3SWS	20
TE-SEM-2	Society and State in Japan and China	AST2EAS/AST3EAS	20
TE-SEM-2	South-East Asian Politics:	POL2SEA/POL3SEA	20
	Change and Conflict		
TE-SEM-2	The Politics of Economic Regions	POL2PER/POL3PER	20
	Second/Third year Chinese		
	Second/Third year Indonesian/Malay		
	Second/Third year Portuguese		
	Second/Third year Spanish		

Honours

An Honours degree in International Development / Development Studies is available to suitably qualified students and will require an additional year of full-time study. Honours units are part of the Bachelor of Agricultural Science program and those students achieving a sufficient standard in these units will be awarded the degree with Honours. It is anticipated that in either case students may incorporate some material from the other area of study.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Applied Science/Bachelor of Business (RZASB) – Bendigo

This degree is being phased out. No new enrolments will be permitted from 2007.

Bachelor of Applied Science/Bachelor of Computing (RZASC) – Bendigo

For full details of this course structure, see the Bendigo section of this Handbook.

Bachelor of Arts/Bachelor of Science (SZAS) – Melbourne (Bundoora)

This four-year double degree course is designed to allow students to pursue their areas of interest in both science and arts. Students select units from the Faculty of Science, Technology and Engineering and the Faculty of Humanities and Social Sciences. Course advisers are available to assist students in designing programs to meet their individual interests. If the course set out below is adhered to and there are no unreasonable timetable clashes, students are free to select any combination of science and arts units in which they are interested.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

First year level

Core units (120 credit points)

60 credit points in arts

60 credit points in science

Second year level

Core units (160 credit points)

80 credit points in arts

80 credit points in science

Third year level

Core units (170 credit points)

80 credit points in arts

90 credit points in science

Elective units (90 credit points)

The 90 elective credit points can be chosen from units at any year level and in any discipline offered by the University, subject to the following restrictions:

- the maximum number of first year level credit points is 180, and the minimum number of third year level credit points is 180 and
- a minimum of one major in one arts discipline must be taken where a major is 30 credit points in first year, 40 in second year and 60 in third year and
- normally, the maximum load permitted in any one semester is 80 credit points.

Honours

Suitably qualified students may be eligible to undertake an Honours year, which will require an additional full-time year of study. Honours may be undertaken in either arts or science.

Definitions

Arts units are those taught by the Faculty of Humanities and Social Sciences for the Bachelor of Arts. Science units are those taught within the Faculty of Science, Technology and Engineering for any science degree offered by the faculty, including specialist science degrees such as the Bachelor of Psychological Science, Bachelor of Computer Science etc.

Bachelor of Bioinformatics/Bachelor of Science (SZBS) – Melbourne (Bundoora)

This double degree program is being phased out. No new enrolments will be permitted from 2008.

From 2008, students who wish to study Bioinformatics may do under the Science double degree program. Interested students should consult the Course Adviser for full details.

This double degree provides training in molecular biology and information technology. Students gain a multidisciplinary education in science, consisting of core units from areas of information technology and molecular biology, and achieve prerequisites for postgraduate studies in any one of the core units covered in the course. In addition to their specialist training, graduates are fully trained as molecular biologists and will therefore be competitive for a broad range of research jobs.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

It is vital that all students obtain grounding in both the molecular biology and information technology arms of the double degree. The course is deliberately designed to provide maximum flexibility to students in the third and fourth years of study. The first year is therefore prescribed to provide all of the prerequisite units needed for later choices of study. An additional statistics unit is prescribed in second year and two bioinformatics units are available to inform students about the breadth of opportunities in the area of bioinformatics. Students are provided with a broad range of choices at the second, third and fourth years, and many second year level units are available in the third year of the degree to provide more breadth in student choice.

The maximum number of credit points permitted at first year level is 180 and the required minimum number of credit points at third year level is 180. Up to 125 credit points of units are optional and can be chosen either from the list of electives or from other units. Individual course plans should be designed in conjunction with the course adviser.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-1 or			
TE-SEM-2	Discrete Mathematics	MAT1DM	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15

Second, third and fourth years (135 credit points each year)

Students must complete a minimum of 280 credit points of second and third year level science units over the second, third and fourth years of the degree.

Core units (40 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Statistics for Life Sciences ¹	STA2LS	20
TE-SEM-1	Sequence and Structure analysis	BNF3SEQ	10
TE-SEM-2	Molecular Structure and Modelling ^{3,4}	BNF3MOL	10

Second year level science electives (120 credit points)

120 credit points of science electives must be chosen from the following list and taken during the second or third year of the course. Students intending to take the major project CSE3PRA and CSE3PRB (30 points) must include CSE2ALG, CSE2DES, CSE2DBF, and CSE3SDM in their choice of units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biostatistics	STA2BS	20
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1	Fundamentals of Chemistry	CHE2FND	20
TE-SEM-1	Human and Molecular Genetics	GEN2HMG	20
TE-SEM-1	Modern Applied Statistics	STA2AS	15
TE-SEM-1	Network Engineering Fundamentals	CSE2NEF	15
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-1 or			
TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-2	Applied Algebra	MAT2AAL	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	Biochemistry and Molecular Biology B	BCH2BMB	20
TE-SEM-2	Developments in Chemistry	CHE2DEV	20
TE-SEM-2	Ecological and Evolutionary Genetics	GEN2EEG	20
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Mathematics Topics for Computer Science	MAT2MFC	15
TE-SEM-2	Mechanics	MAT2MEC	15
TE-SEM-2	Models for Data Analysis	STA2MD	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15

Third year level science electives (120 credit points)

A further 120 credit points of science electives must be chosen from the following list and taken during the third and fourth years of the course:

TE-SEM-1	Biochemistry and Molecular Biology 3A	BCH3BMA	30
TE-SEM-1	Biostatistics	STA3BS	15
TE-SEM-1	Human and Molecular Genetics	GEN3HMG	30
TE-SEM-1	Scientific Computing	MAT3SC	15
TE-SEM-1	Software Engineering Project A ^{5,6}	CSE3PRA	15
TE-SEM-1	Statistical Inference	STA3SI	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15
TE-SEM-2	Materials and Methods for a Joint Chemistry Majors	CHE3ADB	30
TE-SEM-2	Analyses Based on linear Models	STA3LM	15
TE-SEM-2	Applied Mathematics Project	MAT3AMP	15
TE-SEM-2	Applied Statistics	STA3AS	15
TE-SEM-2	Discrete Algebraic Structures	MAT3DS	15
TE-SEM-2	Ecological and Evolutionary Genetics	GEN3EEG	30
TE-SEM-2	Computational Intelligence	CSE3CI	15
TE-SEM-2	Biochemistry and Molecular Biology 3B	BCH3BMB	30
TE-SEM-2	Programming Project ⁵	CSE3PRG	30
TE-SEM-2	Software Engineering Project B ^{5,6}	CSE3PRB	15

Other units (125 credit points)

The remaining 125 credit points may be selected from units in the above lists, not already taken, or from other units offered by the Faculty of Science, Technology and Engineering or by other Faculties. At least 40 credit points must be chosen at third year level.

Key: ¹ This unit must be taken in the second year of the degree.

² Those students taking a biochemistry major must not take BNF3SEQ.

³ Those students taking a chemistry major must not take BNF3MOL.

⁴ These units must be taken in the third or fourth year of the degree.

⁵ Incompatible units. Enrolment in the major project CSE3PRA and CSE3PRB is subject to quota. Selection is based on academic merit.

⁶ Linked units: both units must be taken in the one academic year.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Business/Bachelor of Computing (RZBC) – Bendigo

For full details of this degree structure, see the Bendigo Campus section of this Handbook.

Bachelor of Civil Engineering/Bachelor of Applied Science (RZASE) – Bendigo

For full details of this degree structure, see the Bendigo Campus section of this Handbook.

Bachelor of Civil Engineering/Bachelor of Science (RZCES)– Bendigo

For full details of this degree structure, see the Bendigo Campus section of this Handbook.

Bachelor of Cognitive Science/Bachelor of Computer Science (SZCSCS) – Melbourne (Bundoora)

This double degree program is being phased out. No new enrolments will be permitted from 2008.

From 2008, students who wish to study Cognitive Science may do under the Science double degree program. Interested students should consult the Course Adviser for full details.

This course provides students with a good grounding in cognitive science and especially in computer science and psychology. It equips students with the skills and knowledge required to qualify them for employment as an ICT professional in a variety of businesses and industries.

Successful graduates will have an understanding of the nature of human intelligence processes, methods, and criteria for problem solving and computer simulations of information processing. They will be qualified to work in financial organisations in which information systems are designed and in government agencies and industries in which simulations of decision making and strategies are developed. Graduates are also likely to find employment in the design of expert systems, decision support and cooperative work systems, computer-aided instruction and learning, artificial communication systems, software design (data-based and knowledge-based), industrial and organisational psychology and human resources.

Graduates of this double degree, who have a strong academic performance, may be invited to undertake an Honours program in cognitive science, psychology, or computer science.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 545 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

At first year level, students complete a set of core units from within the disciplines of psychological science, computer science, mathematics, and logic to a total of 180 credit points.

At second year level students take units to build on the knowledge gained in psychology and computer science, and the unit, COG2TOP (Topics in Cognitive Science), which integrates some of this knowledge. At third year level, students may undertake a research project in computer science that involves the design of software and a research project in psychology. Electives at second and third year level allow students to study some logic, philosophy, or linguistics.

Set out below is a suggested program of study. This is intended as a model only and may be varied to meet individual student's needs and is subject to prerequisite and timetabling constraints. Please note that 'Recommended electives' should be selected from the list of units at the end of this description. Students are advised to consult with an adviser of studies prior to finalising their programs.

Mid-year commencement

Students who commence the degree mid year will commence their studies on 30th June, three weeks earlier than the normal commencement date of semester. Psychology units would normally commence in first semester of the following year.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15

TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Psychology A	PSY1PYA	15
TE-SEM-2	Beginning Logic	LOG1BEL	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Psychology B	PSY1PYB	15
TE-SEM-2	Statistics for Psychology	STA1PSY	15

Second year (140 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1	Introduction to Behavioural Neuroscience A	PSY1BNA	15
TE-SEM-1	Psychology A	PSY2PYA	20
TE-SEM-1	System Design Engineering Fundamentals	CSE2DES	15
TE-SEM-1 or			
TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-2	Introduction to Behavioural Neuroscience B	PSY1BNB	15
TE-SEM-2	Psychology B	PSY2PYB	20
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15
TE-SEM-2	Topics in Cognitive Science	COG2TOP	10

Third year (140 credit points)

Core units (60 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Network Engineering Fundamentals	CSE2NEF	15
TE-SEM-1	System Design and Methodologies ¹	CSE3SDM	15
TE-SEM-1	Computer System Architecture	CSE2CSA	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15

Recommended electives (80 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or			
TE-SEM-2	Second year level recommended electives		60
TE-SEM-1 or			
TE-SEM-2	Third year level recommended electives		20

Fourth year (130 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Psychology	PSY3PYA	20
TE-SEM-1	Research Project A	PSY3RSA	20
TE-SEM-2	Psychology	PSY3PYB	20
TE-SEM-2	Research Project B	PSY3RSB	20
TE-SEM-1 and/or			
TE-SEM-2	Third year level computer science project ¹		30
TE-SEM-1 or			
TE-SEM-2	One psychology unit chosen from the following list.		20
TE-SEM-1	Counselling and Family Psychology A	PSY3CFA	20
TE-SEM-1	Applied Neuroscience A ²	PSY3ANA	20
TE-SEM-2	Social and Community Psychology B	PSY3SCB	20
TE-SEM-2	Cognitive and Development Psychology B ²	PSY3CDB	20

Key: ¹ Must include either the Software Engineering Project (CSE3PRA and CSE3PRB) (30 credit points) or the Programming Project (CSE3PRG) (30 credit points). Students who undertake the software engineering project, must also take the third year computer science core unit CSE3SDM (System Design and Methodologies) in the same semester as CSE3PRA.

² Not available in 2008.

Recommended electives

Second year level

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Automated Reasoning ¹	LOG2AUR	20
TE-SEM-1	History and Philosophy of Science A ²	PHI2HPA	20
TE-SEM-1	Philosophy of Science A	PHI2PSA	20
TE-SEM-1	Phonetics and Phonology: The Sounds of Language	LIN2PHP	20
TE-SEM-1	Syntax	LIN2SYN	20
TE-SEM-2	Certainty and Subjectivity	PHI2CAS	20
TE-SEM-2	Frontiers of Logic ¹	LOG2FOL	20
TE-SEM-2	History and Philosophy of Science B 3	PHI2HPB	20
TE-SEM-2	Semantics	LIN2SEM	20

Third year level

TE-SEM-1	Automated Reasoning ¹	LOG3AUR	20
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TE-SEM-1	Philosophy of Science	PHI3PSA	20
TE-SEM-1	Phonetics and Phonology: The Sounds of Language	LIN3PHP	20
TE-SEM-1	Syntax	LIN3SYN	20
TE-SEM-2	Certainty and Subjectivity	PHI3CAS	20
TE-SEM-2	Computational Intelligence	CSE3CI	15
TE-SEM-2	Professional Environment	CSE3PE	15
TE-SEM-2	Frontiers and Logic ¹	LOG3FOL	20
TE-SEM-2	Semantics	LIN3SEM	20
TE-SEM-2	Web Applications Engineering	CSE3WAE	15
TE-SEM-2	Intermediate Games Technology	CSE3IGT	15

Key: ¹ Unavailable in 2008

² Incompatible with PHI1AAP

³ Incompatible with PHI1BAP

Honours

Admission to Honours in Cognitive Science is by application only, admission to computer science or other disciplines is by invitation only. All disciplines require qualifications and entry requirements that would admit the student into the Honours course in that discipline.

For Honours in cognitive science, students must complete 120 credit points comprising recommended fourth year units from two of the disciplines contributing to the Bachelor of Cognitive Science/Bachelor of Computer Science course and a research project in computer science or psychology.

Students selecting a computer science project (60 credit points) must also complete units to a total of 60 credit points. Students selecting a psychology project (60 credit points) must also complete units to 60 credit points. Units will be assessed by the department offering them. Meeting this requirement, however, does not guarantee a place in the Honours year as resources may limit the total number of places available and students are expected to find a supervisor prior to re-enrolment.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Computer Science/Bachelor of Commerce (SZCSC) – Melbourne (Bundoora)

This innovative double degree program offers a comprehensive program of study to meet the significant increase in demand for ICT professionals with a commerce background and leads to professional accreditation in the Australian Society of and the Institute of Chartered Accountants, Australia (ICAA) and the Australian Computer Society.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

For professional accreditation purposes, the syllabus is mostly fixed, although electives constitute approximately 35% of the final two years. The workload in each year is equivalent to 12.5% more than that required in either single degree. The order in which students take the units may be varied to suit individual needs. Further, some prescribed units may be replaced by others in special circumstances. Students who have trouble with the overloaded nature of the course may apply to transfer to either a Bachelor of Computer Science or a Bachelor of Commerce.

Students should note that the units, BUS1MIS, BUS2BAD and MGT2BCO are not permitted. The unit MAT1CNS may be substituted for MAT1CFE if desired.

Mid-year commencement

Students entering the course mid year with equivalent year-12 studies may commence second semester on 30th June 2008, three weeks earlier than the normal commencement date for that teaching period. Some students with prior tertiary studies may also be required to commence their course on 30th June. These students will be advised by the faculty office at the time of offer.

Scholarships

First year scholarships are available for high achieving students.

Prospective candidates should contact the Department of Computer Science and Computer Engineering early in their year-12 studies.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1	Calculus and Functions for Economics	MAT1CFE	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1 or			
TE-SEM-2	Introductory Statistics for Business	ECO1ISB	15
TE-SEM-2	Foundations of Management	MGT1FOM	15
TE-SEM-2	Introductory Financial Accounting	ACC1IFA	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15

Second year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Computer System Architecture	CSE2CSA	15
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1 or			
TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-1 or			
TE-SEM-2	Introduction to Business Law	LST1BSL	15
TE-SEM-1 or			
TE-SEM-2	Macroeconomics	ECO1IMA	15
TE-SEM-1 or			
TE-SEM-2	Microeconomics	ECO1IMI	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	Law of Business Association	LST2LBA	15
TE-SEM-2	Mathematics Topics for Computer Science	MAT2MFC	15

Third year (135 credit points)

Core units (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
3TE-SEM-1 or			
TE-SEM-2	Finance	FIN2FIN	15
TE-SEM-1 or			
TE-SEM-2	Corporate Reporting	ACC2CRE	15
TE-SEM-1 or			
TE-SEM-2	Introductory Management Accounting	ACC2IMA	15
TE-SEM-1 or			
TE-SEM-2	Intermediate Management Accounting	ACC2IMB	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15
TE-SEM-2	Professional Environment	CSE3PE	15

Electives (45 credit points)

One second year level computer science unit chosen from a 'stream' list of units	15
One computer science elective	15
One third year level accounting unit ¹	15

Fourth year (135 credit points)

Core units (30 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	System Design and Methodologies	CSE3SDM	15
TE-SEM-1 or			
TE-SEM-2	Advanced Financial Accounting	ACC3AFA	15

Electives (105 credit points)

Third year level computer science project, either the Software Engineering Project (CSE3PRA and CSE3PRB) (30 credit points) or the Programming Project (CSE3PRG) (30 credit points).	30
One third year level computer science unit, which may be chosen from either the list of 'stream' units or other third year level list below	15
Two third year level accounting units ¹	30
General third year electives	30

Key: ¹ Taxation (ACC3TAX) and Auditing (ACC3AUD) are highly recommended. These two units are required for membership of the Institute of Chartered Accountants, Australia (ICAA) although they are no longer required for accreditation for CPA Australia. Those students who do not complete Taxation and Auditing as part of their undergraduate degree will be admitted to membership in CPA Australia, but will be required to complete further studies in both areas to maintain their accreditation.

*Computer Science Specialty Streams:**Software Engineering Stream:*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Second year: System Testing and Quality	CSE2STQ	15
TE-SEM-1	Third year: Metrics Quality and Reliability	CSE3MQR	15

Data Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Second year: Internet Client Engineering	CSE2ICE	15
TE-SEM-1	Third year: Database Management Systems	CSE3DMS	15
TE-SEM-2	Web Applications Engineering	CSE3WAE	15

Artificial Intelligence Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Third year: Artificial Intelligence: Logic and Reasoning	CSE3ALR	15
TE-SEM-2	Computational Intelligence	CSE3CI	15

Network Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or SEM-2	Second year: Network Engineering Fundamentals	CSE2NEF	15
TE-SEM-1	Third year: Intermediate Network Engineering	CSE3INE	15
TE-SEM-2	Networks, Systems and Web Security	CSE3NSW	15

Other available third-year level computer science units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Intelligent Multimedia Systems	CSE3IMS	15
TE-SEM-1	Intermediate Graphics Programming	CSE3IGR	15
TE-SEM-2	Intermediate Games Technology	CSE3IGT	15
TE-SEM-2	Object Oriented Application Development	CSE3OAD	15
TE-SEM-2	Operating Systems	CSE3OSS	15

Honours

An Honours degree in either computer science or commerce is available to suitably qualified students and will require an additional year of full-time study. It is anticipated that in either case, students may incorporate some material from the other area in their Honours program.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Computer Science (Honours)/Bachelor of Electronic Engineering (SZCSEE) – Melbourne (Bundoora)

This double degree course reflects the integration of electronic engineering and computer science in the rapidly expanding area of information technology. The course aims to produce engineering professionals who have core skills in hardware and software engineering.

Professional recognition

The course is fully accredited by Engineers Australia. Graduates are eligible for professional membership of the Australian Computer Society.

Industry experience

It is a requirement for graduate membership of Engineers Australia that students undertake 12 weeks of approved industry experience under the guidance of an experienced engineer before graduating.

This usually is obtained during the vacation following the end of either third or fourth year.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Computer Science and Computer Engineering early in their Year-12 studies.

CISCO program

A CISCO certification training program is available for students who pass the units CSE2/3NET, CSE3PPR, and CSE3LAN in their undergraduate studies. From 2008, students take CSE2NEF and CSE3INE. Any students interested in obtaining full details of this CISCO program should contact the Department of Computer Science and Computer Engineering at the beginning of first semester.

Course structure

This double degree is of six years' full-time or equivalent part-time duration and requires the completion of 690 credit points overall. Students may complete this double degree in five years as part of an accelerated study program.

For professional accreditation purposes, the course is mostly fixed and is overloaded by approximately 15% each year compared with a normal BCompSc or BElectEng degree to allow students to complete the double degree in five years.

In the first year, all students study computer science, mathematics, electronics, and physics. At second and third year levels, students concentrate on computer science and electronics.

Honours work in computer science is undertaken in the fourth and fifth years of the course, in conjunction with components of the Bachelor of Engineering degree.

Progression to the fourth year Honours program in computer science is conditional upon completion of the first three years of the course at a satisfactory level, which is defined as a minimum mark of 70%, calculated over the best third year level computer science units. The units CSE3PRA and CSE3PRB (30 credit points) may be included, but will be calculated at 15 credit points only. Students are not permitted to include fourth year computer science or electronic engineering foundation units as part of the Honours years.

In addition, students who do not wish to undertake the computer science Honours program may complete a specified program of 630 credit points, taken over five years full-time or equivalent part-time studies, which will enable them to qualify with a Bachelor of Computer Science and a Bachelor of Electronic Engineering (pass or Honours). Students considering such an option require the approval of the relevant departments.

Mid-year commencement

Students who commence the degree in second semester will commence their studies on 30th June 2008, three weeks earlier than the normal commencement date for that semester. Some students with prior tertiary studies may also be required to commence on 30th June also. The students will be advised by the Faculty Office.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Probability for Engineers	MAT1CPE	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Second year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Microprocessors and Digital Design	ELE2MDD	15
TE-SEM-1	Linear Circuits and Signals	ELE2CIR	15
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-1 or TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-2	Digital Design with Programmable Logic	ELE2DDP	15

TE-SEM-2	Analogue Circuits and Interfacing	ELE2ANI	15
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Physics for Engineering	PHY2EPB	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15

Third year (150 credit points)*Core unit (90 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Control Systems	ELE3CON	15
TE-SEM-1	Communication Systems	ELE3CMN	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15
TE-SEM-2	Digital Signal Processing	ELE3SIP	15

Students choose one of the following two computer science units:

TE-SEM-1 or	Network Engineering Fundamentals	CSE2NEF	15
TE-SEM-1	Database Fundamentals	CSE2DBF	15

Students choose one of the following two computer science units:

TE-SEM-2 or	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15

Electives (60 credit points)

Computer science units¹ 60

Key: ¹ Students must include either the software engineering project CSE3PRA and CSE3PRB (30 credit points) or the programming project CSE3PRG (30 credit points) in their choice of units. Students who choose CSE3PRA must take CSE3SDM as co-requisite.

Fourth year (135 credit points)*Core units (90 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Embedded Processors	ELE3EMB	15
TE-SEM-1	Thesis A	CSE4THA	30
TE-SEM-2	Thesis B	CSE4THB	30
TE-SEM-2	Third Year Project	ELE3PRO	15

Electives (45 credit points)

Students must undertake one specialisation unit from their chosen stream.

Biomedical Engineering Stream:

TE-SEM-2	Biomedical Engineering A	ELE3BIO	15
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Optical or Communication Engineering Streams:

TE-SEM-2	Digital Communication Systems	ELE3DCS	15
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Electronic Systems Stream:

TE-SEM-2	Electronic Design Automation – Tools and Techniques	ELE3DDE	15
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Two third or fourth year level computer science units 30

Fifth year (135 credit points)*Core units (60 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Applied Management for Engineers	ELE4EMT	15
TE-SEM-1	Engineering Project A ²	ELE4EPA	15
TE-SEM-2	Engineering Project B ²	ELE4EPB	30

Specialty units (30 credit points)

Students must undertake two specialisation units from their chosen stream. All units are worth 15 credit points:

Biomedical Engineering Stream:

TE-SEM-1	Biomedical Engineering B	ELE4BME	15
TE-SEM-2	Clinical Engineering	ELE4CLN	15

Communication Engineering Stream:

TE-SEM-2	Advanced Communication Systems	ELE4ACS	15
TE-SEM-2	Communication Networks	ELE4NET	15

Electronic Systems Stream:

TE-SEM-1	Advanced Digital Systems Design	ELE4ADD	15
TE-SEM-2	Digital Control Theory	ELE4DCT	15

Optical Engineering Stream:

TE-SEM-2	Optical Fibre Communication Systems	ELE4OFC	15
TE-SEM-2	Communication Networks	ELE4NET	15

Electives (45 credit points)

Two fourth year level computer science units	30
One fourth year level engineering unit	15

Honours

The Honours thesis in the chosen area of computer science must be accepted as applicable to engineering. Successful students are awarded first class, second class (upper division), second class (lower division) or third class Honours.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Computer Science/Bachelor of Mathematical and Statistical Science (SZCSMS) – Melbourne (Bundoora)

This double degree program is being phased out. No new enrolments will be permitted from 2008.

This double degree program provides the opportunity for students to undertake major studies in mathematical and statistical science, while at the same time completing all the core material from the Bachelor of Computer Science. The course aims to produce ICT professionals. The double degree enables students with a vocational interest in mathematics, statistics, or computer science to enhance their employability by a major in two areas of study.

In particular, the double degree gives students an opportunity to combine major studies in mathematics or statistics with computer science, which addresses the frequent need to combine mathematical and statistical modelling of practical problems with a computer-implemented solution. Graduates are eligible for professional membership of the Australian Computer Society. Graduates may be eligible for accreditation with the Australian Mathematical Society and/or the Australian Statistical Society, depending on the units studied in the Bachelor of Mathematical and Statistical Science.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

Certain computer science, mathematics, and statistics units are prescribed. Students may choose any other units for which they satisfy the prerequisites, subject to meeting the minimum credit point levels prescribed below.

Mid-year commencement

Students entering the course mid year with equivalent Year-12 studies will commence second semester on 30th June 2008, three weeks earlier than the normal commencement date for that teaching period. Some students with prior tertiary studies may also be required to commence their course on 30th June. These students will be advised by the faculty office at the time of offer.

First year (135 credit points)*Core units (105 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Statistical Science	STA1SS	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15

Electives (30 credit points)

Students choose units to the value of 30 credit points from any first year level units. (The unit BUS1MIS is not permitted.)

Second year (135 credit points)*Core units (90 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Computer System Architecture	CSE2CSA	15
TE-SEM-1	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-2	Applied Algebra	MAT2AAL	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	Professional Environment	CSE3PE	15
TE-SEM-2	Mathematics Topics for Computer Science	MAT2MFC	15

Electives (45 credit points)

One second year level mathematics or statistics unit	15
Two second year level computer science units, which may be chosen from the speciality streams below	30

Third year (135 credit points)

Unit name	Credit Points
Second year level units offered by any faculty (the unit MGT2BCO is not permitted)	30
Third year level mathematics or statistics units	45
Third year level computer science units which may be chosen from the list of speciality stream units:	60

*Computer Science Specialty Streams:**Software Engineering Stream:*

Teaching period	Unit name	Unit code	Credit Points
Second year:			
TE-SEM-1	System Testing and Quality	CSE2STQ	15
Third year:			
TE-SEM-1	Metrics Quality and Reliability	CSE3MQR	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15

Data Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
Second year:			
TE-SEM-1	Internet Client Engineering	CSE2ICE	15
Third year:			
TE-SEM-1	Database Management Systems	CSE3DMS	15
TE-SEM-2	Web Applications Engineering	CSE3WAE	15

Artificial Intelligence Stream:

Teaching period	Unit name	Unit code	Credit Points
Third year:			
TE-SEM-1	Artificial Intelligence: Logic and Reasoning	CSE3ALR	15
TE-SEM-2	Computational Intelligence	CSE3CI	15

Network Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
Second year:			
TE-SEM-1 or SEM-2	Network Engineering Fundamentals	CSE2NEF	15
Third year:			
TE-SEM-1	Intermediate Network Engineering	CSE3INE	15
TE-SEM-	Networks, Systems and Web Security	CSE3NSW	15

Fourth year (135 credit points)

Unit name	Credit Points
Third year level computer science project, either the software engineering project CSE3PRA and CSE3PRB (30 credit points) or the programming project CSE3PRG (30 credit points). If CSE3PRA and CSE3PRB are chosen, CSE3SDM must be chosen as co-requisite to CSE3PRA.	30
Third year level mathematics or statistics units, subject to there being a total of at least 60 credit points of third year level mathematics or statistics units in the overall enrolment.	30
Third year level units offered by any faculty (the unit BUS4CTB is not permitted).	75

The order in which students take the units may be varied to suit individual needs.

Honours

An Honours degree in mathematics, statistics, or computer science will be available to suitably qualified students and will require an additional year of full-time study. It is anticipated that, in any case, students may incorporate some material from the other area, in their Honours program.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Computer Science/Bachelor of Science (SZCSS) – Melbourne (Bundoora)

This degree is being phased out. No new enrolments have been permitted since 2005.

This double degree program provides the opportunity for students to undertake major studies in any area of science offered by the Faculty of Science, Technology and Engineering, while at the same time completing all the core material from the Bachelor of Computer Science.

The double degree enables students with a vocational interest in either computer science or science to enhance their employability by a major study of both areas.

In particular, the double degree gives students an opportunity to combine major studies in mathematics or statistics with computer science, which addresses the frequent need to combine mathematical and statistical modelling of practical problems with a computer-implemented solution. Graduates are eligible for professional membership of the Australian Computer Society.

Course structure

This course is of four years full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Certain computer science, mathematics, and statistics units are prescribed. Students may choose any other units for which they satisfy the prerequisites, subject to meeting the minimum credit point levels prescribed below and subject to the limits, which apply in the general Bachelor of Science on the amount, which may be taken from one discipline area.

First year (135 credit points)*Core units (105 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Statistical Science	STA1SS	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Object Oriented Programming Using C++	CSE1CPP	15

Electives (30 credit points)

Thirty credit points of electives may be chosen from any first year units, subject to meeting the prerequisites for those units. (The unit BUS1MIS is not permitted.)

Second year (135 credit points)*Core units (60 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Computer System Architecture	CSE2CSA	15
TE-SEM-1 or TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	Professional Environment	CSE3PE	15

Electives (75 credit points)

Any first or second year science units, subject to meeting the prerequisites for those units and subject to a maximum of 30 credit points at first year level. 60

One second year level computer science unit which may be chosen from the list of stream units below 15

*Computer Science Specialty Streams:**Software Engineering Stream:*

Teaching period	Unit name	Unit code	Credit Points
	Second year:		
TE-SEM-1	System Testing and Quality	CSE2STQ	15
	Third year:		
TE-SEM-1	Metrics Quality and Reliability	CSE3MQR	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15

Data Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
	Second year:		
TE-SEM-1	Internet Client Engineering	CSE2ICE	15
	Third year:		
TE-SEM-1	Database Management Systems	CSE3DMS	15
TE-SEM-2	Web Applications Engineering	CSE3WAE	15

Artificial Intelligence Stream:

Teaching period	Unit name	Unit code	Credit Points
	Third year:		
TE-SEM-1	Artificial Intelligence: Logic and Reasoning	CSE3ALR	15
TE-SEM-2	Computational Intelligence	CSE3CI	15

Network Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
	Second year:		
TE-SEM-1 or TE-SEM-2	Network Engineering Fundamentals	CSE2NEF	15
	Third year:		
TE-SEM-1	Intermediate Network Engineering	CSE3INE	15
TE-SEM-2	Networks, Systems and Web Security	CSE3NSW	15

Third year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
	Second year level units, subject to meeting required prerequisites (the units MGT2BCO and BUS4CTB are not permitted)		45
	Third year level science units		30
	Third year level computer science units chosen from the following list. Students must include either the software engineering project CSE3PRA and CSE3PRB (30 credit points) or the programming project CSE3PRG (30 credit points) in their third year units. Students who choose the PRA and PRB option must also choose CSE3SDM as co-requisite.		60

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Artificial Intelligence: Logic and Reasoning	CSE3ALR	15
TE-SEM-1	Database Management Systems	CSE3DMS	15
TE-SEM-1	Intelligent Multimedia Systems	CSE3IMS	15
TE-SEM-1	Intermediate Graphics Programming	CSE3IGR	15
TE-SEM-1	Intermediate Network Engineering	CSE3INE	15
TE-SEM-1	System Design and Methodologies ¹	CSE3SDM	15
TE-SEM-2	Computational Intelligence	CSE3CI	15
TE-SEM-2	Professional Environment	CSE3PE	15
TE-SEM-2	Intermediate Games Technology	CSE3IGT	15
TE-SEM-2	Networks, Systems and Web Security	CSE3NSW	15
TE-SEM-2	Metrics Quality and Reliability	CSE3MQR	15
TE-SEM-2	Object-Oriented Application Development	CSE3OAD	15
TE-SEM-2	Operating Systems	CSE3OSS	15
TE-SEM-2	Web Applications Engineering	CSE3WAE	15

Key: ¹ This unit is co-requisite to the first semester of the Software Engineering Project (CSE3PRA)

Fourth year (135 credit points)

	Credit Points
Third year level computer science unit.	15
Third year level science units (subject to meeting the prerequisites for those units)	60
Third year level units offered by any faculty (subject to meeting the prerequisites for those units)	60

The order in which students take the units may be varied to suit individual needs. In addition, later year science units may be substituted for earlier year science units of the same value. Science units that may be taken as part of the Bachelor of Science degree are units offered by any department within the Faculty of Science,

Technology and Engineering, other than the Department of Computer Science and Computer Engineering.

Honours

An Honours degree in either science or computer science will be available to suitably qualified students and will require an additional year of full-time study. It is anticipated that in either case, students may incorporate some material from the other area in their Honours program.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Electronic Engineering/Master of Biomedical Engineering (SZEEBE) – Melbourne (Bundoora)

This is a double degree program offered by the Department of Electronic Engineering that enables completion of a Bachelor of Electronic Engineering degree in combination with a Masters level degree in biomedical engineering. This program is designed for people interested in the expanding discipline of biomedical engineering, leading to a career in the professional health sector. It will provide training in electronic engineering to graduate engineering level, as well as training in the specialty of biomedical engineering. Graduates may apply for membership of Engineers Australia at the grade of Professional Engineer and seek employment in industry as an electronic engineer or as a biomedical engineering specialist. Graduates can, after holding a position of professional responsibility in biomedical engineering, apply for registration with the College of Biomedical Engineers. This program is fully accredited by Engineers Australia.

Biomedical engineering

The provision of first-rate health care and the prevention of disease are priorities for the 21st century. Advances in medicine in recent years have been assisted by new technology, including the applications of advanced electronics.

Biomedical engineers are at the forefront of the rapidly expanding, high-technology provision of these health services, including such fields as patient monitoring systems for operating theatres and intensive care units, computerised medical imaging and monitoring, artificial organs, neural prostheses and life-support systems, hospital safety and equipment management, as well as all other aspects of technology applied to medicine.

Entry with advanced standing

Students who have completed or partially completed a Diploma or Certificate studies may be granted advanced standing.

Industry experience

Students are required to complete at least 12 weeks certified practical experience under the guidance of an experienced engineer before being deemed to have completed the course and therefore qualify to graduate. This is preferably undertaken during the annual vacation following either the third or the fourth years of the course but may be done at the conclusion of the final year.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Electronic Engineering early in their Year-12 studies for details.

Course structure

This double degree program is of five and a half years full-time or equivalent part-time duration and requires the completion of 670 credit points. Students may complete the program in five years as part of an accelerated study program.

As well as meeting the requirements of the Bachelor of Electronic Engineering degree, the first two years of the concurrent program include the basic life science training required for a career in

biomedical engineering. The biomedical specialisation is commenced in the third year and continues through to the fifth year. In the third year, students combine physiology or anatomy studies with their engineering studies and in the fourth year students complete their engineering project. In the fifth and final year, students complete their thesis, along with specialist biomedical units. The first four years of the course are overloaded by 15 or 20 credit points to enable completion of the combined program in five years of full-time study. This course is structured to allow reversion to the single Bachelor of Electronic Engineering course at any time and students must perform at a level satisfactory to the Head of Department in the third and fourth years of the course to be permitted to continue in the double degree program. Practical work is an integral part of the course and is compulsory.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Calculus and Probability for Engineers	MAT1CPE	15
TE-SEM-1	C Programming for Engineers and Scientists	CSE1CES	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Electronic Engineering Design Project	ELE1EDP	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Second year (140 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Electrical Systems and Design	ELE2ELE	15
TE-SEM-1	Human Physiology A	HBS2HPA	20
TE-SEM-1	Linear Circuits and Signals	ELE2CIR	15
TE-SEM-1	Microprocessors and Digital Design	ELE2MDD	15
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-2	Digital Design with Programmable Logic	ELE2DDP	15
TE-SEM-2	Analogue Circuits and Interfacing	ELE2ANI	15
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Physics for Engineering	PHY2EPB	15

Third year (140 credit points)

Core units (125 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Communication Systems	ELE3CMN	15
TE-SEM-1	Control Systems	ELE3CON	15
TE-SEM-1	Embedded Processors	ELE3EMB	15
TE-SEM-1	Instrumentation Electronics and Sensors	ELE3IES	15
TE-SEM-2	Digital Signal Processing	ELE3SIP	15
TE-SEM-2	Human Physiology B	HBS2HPB	20
TE-SEM-2	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Third Year Project	ELE3PRO	15

Elective unit (15 credit points)

Students may take a 15 credit point third year level electronic unit available as listed below or select from any third year units available in the School of Engineering and Mathematical Sciences, or from any other unit approved by the undergraduate course adviser. The elective can be taken in first or second semester.

Recommended electives from within the School:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Digital Communication Systems	ELE3DCS	15
TE-SEM-2	Electronic Design Automation – Tools and Techniques	ELE3DDE	15

Fourth year (135 credit points)

Core units (120 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Applied Management for Engineers	ELE4EMT	15
TE-SEM-1	Biomedical Engineering	ELE4BME	15
TE-SEM-1	Engineering Project A ¹	ELE4EPA	15
TE-SEM-1	Modern Applied Statistics	STA2AS	15
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-2	Clinical Engineering	ELE4CLN	15
TE-SEM-2	Engineering Project B ¹	ELE4EPB	30

Elective (15 credit points)

Students choose from fourth year level units offered by the Department of Electronic Engineering, or any other unit approved by the undergraduate course adviser.

Fifth year (120 credit points)

Core units (60 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Electronic Engineering Major Project A ¹	ELE5MPA	30
TE-SEM-2	Electronic Engineering Major Project B ¹	ELE5MPB	30

Electives (60 credit points)

Sixty credit points are chosen from available fourth or fifth year level electronic units, in keeping with the biomedical engineering specialty or other units approved by the postgraduate course adviser.

Key: ¹ Linked units: both units must be taken in the one academic year.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Electronic Engineering/Master of Microelectronic Engineering (SZEEME) – Melbourne (Bundoora)

This is a double degree program offered by the Department of Electronic Engineering that enables completion of a Bachelor of Electronic Engineering degree in combination with a Masters level degree in microelectronics. It provides electronic engineering students with a direct path from first year through to a Masters degree specialising in microelectronic design. Graduates may apply for membership of Engineers Australia at the grade of Professional Engineer and seek employment in industry as an electronic engineer or a microelectronic engineering specialist. This program is fully accredited by Engineers Australia.

Microelectronic engineering

The course is designed to produce graduates with specialist skills in microelectronic engineering, which is an area that has been recognised as a strategic business development requirement by the Victorian government. The course offers a unique concurrent program, combining undergraduate and Masters level studies in the one program.

Entry with advanced standing

Students who have completed or partially completed a Diploma or Certificate studies may be granted advanced standing.

Industry experience

Students are required to complete at least 12 weeks certified practical experience under the guidance of an experienced engineer before being deemed to have completed the course and therefore qualify to graduate. This is preferably undertaken during the annual vacation following either the third or the fourth years of the course but may be done at the conclusion of the final year.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Electronic Engineering early in their Year-12 studies for details.

Course structure

This double degree program is of five and a half years full-time or equivalent part-time duration and requires the completion of 660 credit points. Students may complete the program in five years as part of an accelerated study program. The first two years encompass studies in electronics, mathematics, computer science, and physics. The microelectronics specialisation is commenced in the third year and continues through to the fifth year. Topics covered include digital system design, software tools and integrated circuit design. This course is structured to allow reversion to the single Bachelor of Electronic Engineering course at any time and students must perform at a level satisfactory to the Head of Department in the third and

fourth years of the course to continue in the double degree program. Practical work is an integral part of the course and is compulsory.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Calculus and Probability for Engineers	MAT1CPE	15
TE-SEM-1	Object-Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Electronic Engineering Design Project	ELE1EDP	15
TE-SEM-2	Intermediate Object-Oriented Programming	CSE1IOO	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Second year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Electrical Systems and Design	ELE2ELE	15
TE-SEM-1	Linear Circuits and Signals	ELE2CIR	15
TE-SEM-1	Microprocessors and Digital Design	ELE2MDD	15
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-2	Digital Design with Programmable Logic	ELE2DDP	15
TE-SEM-2	Analogue Circuits and Interfacing	ELE2ANI	15
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Object-Oriented Programming Using C++	CSE1CPP	15
TE-SEM-2	Physics for Engineering	PHY2EPB	15

Third year (135 credit points)

Core units (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Communication Systems	ELE3CMN	15
TE-SEM-1	Control Systems	ELE3CON	15
TE-SEM-1	Embedded Processors	ELE3EMB	15
TE-SEM-1	Instrumentation Electronics and Sensors	ELE3IES	15
TE-SEM-2	Digital Signal Processing	ELE3SIP	15
TE-SEM-2	Electronic Design Automation – Tools and Techniques	ELE3DDE	15
TE-SEM-2	Third Year Project	ELE3PRO	15

Elective units (30 credit points)

Students may take 30 credit points of third year level electronics units as listed below or select from any third year units available in the School of Engineering and Mathematical Sciences, or any other unit approved by the undergraduate course adviser. One of the electives may be taken in the first semester.

Recommended electives from within the School:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Biomedical Engineering A	ELE3BIO	15
TE-SEM-2	Digital Communication Systems	ELE3DCS	15

Fourth year (135 credit points)

Core units (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Digital Systems Design	ELE4ADD	15
TE-SEM-1	Applied Management for Engineers	ELE4EMT	15
TE-SEM-1	Engineering Project A ¹	ELE4EPA	15
TE-SEM-1	Semiconductor Materials and Devices ⁴	ELE5SDP	15
TE-SEM-2	EDA Tools and Design Methodology	ELE5TDM	15
TE-SEM-2	Engineering Project B ¹	ELE4EPB	30

Electives (30 credit points)

Students choose two units from the following list or other units approved by the undergraduate course adviser. The units available may vary from year to year according to staff availability and student demand. Details of the units available, and the teaching period in which they will run, are finalised in February of each year.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Signal Processing	ELE4ASP	15
TE-SEM-1	Biomedical Engineering	ELE4BME	15
TE-SEM-1	Reconfigurable Computing Hardware ²	ELE4RCH	15
TE-SEM-1	Radio Frequency Design	ELE4RFD	15

TE-SEM-1 or			
TE-SEM-2	Directed Study ³	ELE4DIR	15
TE-SEM-2	Advanced Communication Systems	ELE4ACS	15
TE-SEM-2	Advanced Instrumentation Electronics	ELE4AAE	15
TE-SEM-2	Advanced Management Information Systems ²	CSE4AMI	15
TE-SEM-2	Advanced Topics B ²	ELE4ATB	15
TE-SEM-2	Antennas and Propagation	ELE4ANS	15
TE-SEM-2	Clinical Engineering	ELE4CLN	15
TE-SEM-2	Communication Networks	ELE4NET	15
TE-SEM-2	Digital Control Theory	ELE4DCT	15
TE-SEM-2	Image Processing and Coding ²	ELE4IPC	15
TE-SEM-2	Optical Fibre Communication Systems	ELE4OFC	15
TE-SEM-2	Optical Fibre Sensors ²	ELE4OFS	15

Fifth year (120 credit points)

Core units (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Test and Verification ²	ELE5TAV	15
TE-SEM-1	Integrated Circuit Design	ELE5ICD	15
TE-SEM-2	Emerging Topics in IC Design	ELE5ETD	15
and either			
TE-SEM-1 or			
TE-SEM-2	Microelectronic Major Project ⁵	ELE5MAP	60
or			
TE-SEM-1	Microelectronic Major Project A ^{1,5}	ELE5MXA	30
and			
TE-SEM-2	Microelectronic Major Project B ^{1,5}	ELE5MXB	30

Elective unit (15 credit points)

Any other fifth year level electronics unit or other unit as approved by the postgraduate course adviser.

Key: ¹ Linked units: both units must be taken in the one academic year.

² Not available in 2008.

³ Enrolment in ELE4DIR requires the approval of the Bachelor of Electronic Engineering Course Adviser.

⁴ Available every second year, from and including 2008.

⁵ Students complete 60 credit points of major project work in the 5th year, either across two semesters (ELE5MXA and ELE5MXB) or in a single semester (ELE5MAP).

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Electronic Engineering/Master of Telecommunication Engineering (SZEETE) – Melbourne (Bundoora)

This is a double degree program offered by the Department of Electronic Engineering that enables completion of a Bachelor of Electronic Engineering degree in combination with a Masters level degree in telecommunications. This course is designed to produce graduates with specialist skills in telecommunication engineering who will be able to design telecommunication devices, circuits, and systems and therefore obtain employment in one of the many telecommunication companies now in Australia. It will provide training in electronic engineering to graduate engineer level, as well as training in the specialty of telecommunication engineering. Graduates may apply for membership of Engineers Australia at the grade of Professional Engineer and seek employment in industry as an electronic engineer or a telecommunication engineering specialist. This program is fully accredited by Engineers Australia.

Telecommunication engineering

The communications engineer today is faced with many challenges because of the rapid advances in computer, internet, multimedia, and telecommunication technologies. For example, mobile phones have become readily available, the introduction of optical fibres has improved long distance communications, and the move to digital techniques has allowed many new features to be introduced to the telephone network. Communications is now of great importance to

organisations of all sizes and to all people. As a result, communications is now the fastest growing industry sector in the world.

Entry with advanced standing

Students who have completed or partially completed a Diploma or Certificate studies may be granted advanced standing.

Industry experience

Students are required to complete at least 12 weeks certified practical experience under the guidance of an experienced engineer before being deemed to have completed the course and therefore qualify to graduate. This is preferably undertaken during the annual vacation following either the third or the fourth years of the course but may be done at the conclusion of the final year.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Electronic Engineering early in their Year-12 studies for details.

Course structure

This double degree program is of five and a half years full-time or equivalent part-time duration and requires the completion of 660 credit points. Students may complete the program in five years as part of an accelerated study program.

The first two years encompass studies in electronics, mathematics, computer science, and physics. The telecommunications specialisation is commenced in the third year and continues through to the fifth year. Topics covered include mobile communications, optical fibre systems, computer networks, and satellite systems. This course is structured to allow reversion to the single Bachelor of Electronic Engineering course at any time and students must perform at a level satisfactory to the Head of Department in the third and fourth years of the course to continue in the double degree program. Practical work is an integral part of the course and is compulsory.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Calculus and Probability for Engineers	MAT1CPE	15
TE-SEM-1	Object-Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Electronic Engineering Design Project	ELE1EDP	15
TE-SEM-2	Intermediate Object-Oriented Programming	CSE1IOO	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Second year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Electrical Systems and Design	ELE2ELE	15
TE-SEM-1	Linear Circuits and Signals	ELE2CIR	15
TE-SEM-1	Microprocessors and Digital Design	ELE2MDD	15
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-2	Digital Design with Programmable Logic	ELE2DDP	15
TE-SEM-2	Analogue Circuits and Interfacing	ELE2ANI	15
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Object-Oriented Programming Using C++	CSE1CPP	15
TE-SEM-2	Physics for Engineering	PHY2EPB	15

Third year (135 credit points)

Core units (105 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Communication Systems	ELE3CMN	15
TE-SEM-1	Control Systems	ELE3CON	15
TE-SEM-1	Embedded Processors	ELE3EMB	15
TE-SEM-1	Instrumentation Electronics and Sensors	ELE3IES	15
TE-SEM-2	Digital Communication Systems	ELE3DCS	15
TE-SEM-2	Digital Signal Processing	ELE3SIP	15
TE-SEM-2	Third Year Project	ELE3PRO	15

Elective units (30 credit points)

Students may take 30 credit points of third year level electronics units as listed below or select from any third year units available in the

School of Engineering and Mathematical Sciences, or from any other units approved by the undergraduate course adviser. One of the units may be taken in the first semester.

Recommended electives from within the School:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Biomedical Engineering A	ELE3BIO	15
TE-SEM-2	Electronic Design Automation – Tools and Techniques	ELE3DDE	15

Fourth year (135 credit points)

Core units (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Applied Management for Engineers	ELE4EMT	15
TE-SEM-1	Engineering Project A ¹	ELE4EPA	15
TE-SEM-1	Radio Frequency Design	ELE4RFD	15
TE-SEM-2	Engineering Project B ¹	ELE4EPB	30
TE-SEM-2	Optical Fibre Communication Systems	ELE4OFC	15

Specialty options (30 credit points)

Students must undertake two specialty units from the following list.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Advanced Communication Systems	ELE4ACS	15
TE-SEM-2	Communication Networks	ELE4NET	15
TE-SEM-2	Antennas and Propagation	ELE4ANS	15

Elective (15 credit points)

Students choose from fourth year level units offered by the Department of Electronic Engineering, or any other unit approved by the undergraduate course adviser.

Fifth year (120 credit points)

Core units (60 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Telecommunications Major Project A ¹	ELE5TPA	30
TE-SEM-2	Telecommunications Major Project B ¹	ELE5TPB	30

Specialty options (30 credit points)

Students must undertake two specialty units from the following list.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Broadband Digital Communications	ELE5BDC	15
TE-SEM-1	Personal Mobile Communication	ELE5PMC	15
TE-SEM-1	Telecommunications Systems Engineering	ELE5TSE	15

Electives (30 credit points)

Students choose from fifth year level units offered by the Department of Electronic Engineering, or select any other unit approved by the postgraduate course adviser. The units available may vary from year to year according to staff availability and student demand. Details of the units available, and the teaching period in which they will run, will be finalised in February of each year.

Key: ¹ Linked units: both units must be taken in the one academic year.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Engineering (Civil)/Bachelor of Business (RZBE) – Bendigo

For full details of this degree structure, see the Bendigo Campus section of this Handbook.

Bachelor of Environmental Science/Bachelor of Biological Sciences (SZESBS) – Melbourne (Bundoora)

This double degree program is being phased out. No new enrolments will be permitted from 2008.

From 2008, students who wish to study Environmental Science may do under the Science double degree program. Interested students should consult the Course Adviser for full details.

Environmental science is an area of great importance to the community. Government funding for research and problem solving (e.g., salinity, water resources) is being increased. The breadth of science required in such studies is considerable and the double degree structure will permit students to gain a background in all areas related to environmental problems, both the physical and biological.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

The environmental science component considers issues related to the earth, to water and to the air. Thus, units are taken which cover the earth's surface, air chemistry, pollution, greenhouse and ozone depletion. Water chemistry and studies of soils lead to units on ground water, contaminant transfer, salinity, and hydrology. The biological sciences units cover the basics of botany, genetics, and zoology, which then lead to specialisations in human biology, microbiology, and biochemistry with the possibility of specialisation in ecology.

Career opportunities

Depending on the choice of units, graduates can expect to find career opportunities in areas such as hydrology, land conservation, pollution control, salination, clean production, ground water contamination, soil reclamation, radiation control, forestry, and conservation. These may be pursued under the auspices of various organisations, for example: government agencies, environmental consultancies, oil companies, mining companies, chemical manufacturing companies, food and pharmaceutical industries, forensic science laboratories, hospitals and research laboratories.

Students who commenced this degree before 2005 must meet the English Language Proficiency requirement in order to graduate. To satisfy this requirement, students should contact the Language and Academic Skills unit to arrange an appointment for an individual assessment of their English proficiency. For students commencing their degree from 2005, the requirements have been met within the course structure.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-1	Physics for Life Sciences A	PHY1LSA	15
TE-SEM-1	Processes that Shape the Earth	GEO1PRO	15
Choose one first-semester chemistry unit: Students who have passed VCE Chemistry, units 3 and 4 or equivalent, must choose CHEIGEN.			
TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Earth Structure, Resources and History of Life	GEO1ERS	15
TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15

Second year (135 credit points)

For admission to second year, students would normally be expected to have completed the units prescribed for first year. Students wishing to transfer to this course are required to have completed units in chemistry, geology, mathematics, and physics with a C average.

Core units (65 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-1 or			
TE-SEM-2	Statistics for Life Sciences	STA2LS	20
TE-SEM-2	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-2	Plant Science	BIO1PS	15

Environmental Science electives (70 credit points)

Students must include a minimum of three units from the list below. The remaining credit points can be selected from those units not already taken or from any other second year level science units. Enrolment in units not listed below must be approved by the course adviser.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Introduction to Land and Soil Management	AGR2ILM	20
TE-SEM-1	Surface/Groundwater Flow and Chemistry	GEO2EGW	20
TE-SEM-2	Chemistry of Water Quality	CHE2CWQ	15
TE-SEM-2	Imaging and Materials Characterisation	PHY2IMC	10

Third year (140 credit points)

Core unit (10 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Environmental Enquiry A ¹	ENV2ESA	5
TE-SEM-2	Environmental Enquiry B ¹	ENV2ESB	5

Environmental Science electives (40 credit points)

Students must select units to the value of 40 credit points from those listed below.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Environmental Analytical Chemistry A ²	CHE3EAA	10
TE-SEM-1	Water Resource Management	ENV3WRM	10
TE-SEM-2	Advanced Environmental Analytical Chemistry B ²	CHE3EAB	5
TE-SEM-2	Land and Soil Management	AGR3LSM	20
TE-SEM-2	Landscape and Climate Change	GEO3EGL	10
TE-SEM-2	Remote Sensing and GIS	GEO3EGR	10
TE-SEM-2	Greenhouse Effect and Climate Change	PHY3GRE	10
TE-SEM-2	Remote Sensing	PHY3REM	10

Biological Science electives (80 credit points)

Students choose units to the value of 80 credit points from the following list. It is highly recommended that students complete a full year of study in at least two biological science disciplines in order to ensure flexibility of unit choice at third year.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Animal Ecology ³	ZOO2AE	10
TE-SEM-1	Biochemistry and Molecular Biology A	BCH2BMA	20
TE-SEM-1	Entomology ³	ZOO2ENT	10
TE-SEM-1	Human and Molecular Genetics	GEN2HMG	20
TE-SEM-1	Introductory Microbiology	MIC2IM	20
TE-SEM-1	Issues in Conservation	CBE2IC	20
TE-SEM-1	Plant Molecular Biology, Physiology and Nutrition	BOT2MPN	20
TE-SEM-2	Australian Ecology and Systematics	BOT2AES	20
TE-SEM-2	Biochemistry and Molecular Biology B	BCH2BMB	20
TE-SEM-2	Ecological and Evolutionary Genetics	GEN2EEG	20
TE-SEM-2	Medical and Veterinary Microbiology	MIC2MVM	20
TE-SEM-2	Vertebrate Morphology, Evolution and Comparative Physiology	ZOO2VMP	20

Elective (10 credit points)

Second or third year level elective from any department subject to meeting prerequisite requirements

Fourth year (130 credit points)

Core unit (10 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or			
TE-SEM-2	Environmental Research	ENV3ENV	10

Environmental Science electives (30 credit points)

Students must select 30 credit points of third year level environmental science electives from those listed above.

Biological Science electives (60 credit points)

Students must select units to the value of 60 credit points from those listed below. All units are worth 30 credit points.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Medical and Veterinary Microbiology	MIC3AMM	30
TE-SEM-1	Applications in Conservation	CBE3AC	30

TE-SEM-1	Biochemistry and Molecular Biology 3A	BCH3BMA	30
TE-SEM-1	Field and Environmental Botany	BOT3FEB	30
TE-SEM-1	Human and Molecular Genetics	GEN3HMG	30
TE-SEM-1	Zoology A	ZOO3EPA	30
TE-SEM-2	Ecological and Evolutionary Genetics	GEN3EEG	30
TE-SEM-2	Ecology, Systematics and Evolution	BOT3ESE	30
TE-SEM-2	Advanced General Microbiology	MIC3AGM	30
TE-SEM-2	Biochemistry and Molecular Biology 3B	BCH3BMB	30
TE-SEM-2	Plant Biotechnology	BOT3PB	30
TE-SEM-2	Zoology B	ZOO3EPB	30

Electives (30 credit points)

Students choose third year level units from any department subject to meeting the prerequisite requirements for those units.

Key: ¹ Linked units, normally taken in the one academic year.

² Linked units, recommended to be taken in the one academic year.

³ Linked units, normally taken together.

Honours

Students who satisfy the requirements for Honours entry are eligible for the Honours programs offered by the departments involved. Those students who wish to undertake cross-disciplinary coursework will be permitted to do so with the permission of the course adviser. The possibility of supervision across the disciplines also exists. All Environmental Science Honours programs must be approved by the Honours coordinator in the particular discipline and the Environmental Science Course Adviser.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Finance/Bachelor of Mathematical and Statistical Science (SZFMS) – Melbourne (Bundoora)

This double degree program is being phased out. No new enrolments will be permitted from 2008.

This double degree program provides the opportunity for students to undertake major studies in mathematical and statistical science, while at the same time completing all the core material from the Bachelor of Finance.

The double degree enables students with a vocational interest in finance to enhance their employability in the sector with a strong background in mathematics and statistics while qualifying to apply for accreditation with the Australian Institute of Banking and Finance and either or both the Australian Mathematical Society and the Statistical Society of Australia Inc. The flexibility of the non-finance half of the degree will allow students to further enhance their employability by allowing them significant study in an elective from anywhere across the University or the ability to do additional mathematics, statistics and finance units.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

It must include the following:

- all the prescribed units for finance (270 credit points) listed below including at least 90 credit points at third year level
- all the prescribed units for mathematics and statistics (165 credit points) including at least 45 credit points at second year level and at least 60 credit points at third year level
- the remaining 105 credit points may be taken as general electives
- a maximum of 180 credit points at first year level
- a minimum of 180 credit points at third year level.

Set out below is a suggested program of study. This is intended as a model only and may be varied to meet an individual student's needs and is subject to prerequisite and timetabling constraints. Students are advised to consult with the course adviser prior to finalising their programs.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1	Statistical Science	STA1SS	15
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1 or	Macroeconomics	ECO1IMA	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Introductory Financial Accounting	ACC1IFA	15
TE-SEM-2	Microeconomics	ECO1IMI	15

TE-SEM-1	First year level or above elective		15
or	Calculus and Functions for Economics	MAT1CFE	15
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15

Second year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Modern Applied Statistics	STA2AS	15
TE-SEM-2	Finance	FIN2FIN	15
TE-SEM-2	Financial Instruments	FIN2FII	15
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Models for Data Analysis	STA2MD	15
	First year level or above elective		15
	Second year level elective		15
	First year level business elective		15

Third year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	International Financial Management	FIN3IFM	15
TE-SEM-1	Microeconomic Theory	ECO2MIT	15
TE-SEM-1	Scientific Computing	MAT3SCS	15
TE-SEM-2	Analyses Based on Linear Models	STA3LM	15
TE-SEM-2	Investment and Portfolio Management	FIN3IPM	15
TE-SEM-2	Macroeconomic Theory	ECO2MAT	15
	Second year level or above elective		15
	Third year level mathematics or statistics elective		15
	Second year level business elective		15

Fourth year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Corporate Finance	FIN3CFI	15
TE-SEM-1 or	Second year level or above elective		15
TE-SEM-1 or	Third year level or above mathematics or statistics elective		15
TE-SEM-2	Third year level or above elective		15
TE-SEM-2	Banking and Finance Law	LAW2BFL/LAW3BFL	15
TE-SEM-2	Financial Risk Management	FIN3FRM	15
	Third year level mathematics or statistics elective		15

Two finance electives from the School of Business to be chosen from the following list. All units are worth 15 credit points.

Teaching period	Unit name	Unit code
TE-SEM-1	Derivatives	FIN3DER
TE-SEM-1	Econometric Methods	ECO3EME
TE-SEM-1	Financial Institutions Management	FIN3FIM
TE-SEM-1	Financial Planning	FIN3FPL
TE-SEM-1	Microeconomic Analysis	ECO3MIA
TE-SEM-1	Security Valuation	FIN3SEV
TE-SEM-1 or	Taxation	ACC3TAX
TE-SEM-2	Applied Econometrics	ECO3AEC
TE-SEM-2	Case Studies in Finance	FIN3CSF
TE-SEM-2	Case Studies in Financial Planning	FIN3CFP
TE-SEM-2	Computational Finance	FIN3CLF
TE-SEM-2	Macroeconomic Analysis	ECO3MAA
TE-SEM-2	Mergers and Acquisitions	FIN3MAQ
TE-SEM-2	Retirement and Estate Planning	FIN3REP

Honours

An Honours degree in mathematics, statistics, or finance will be available to suitably qualified students and will require an additional year of full-time study. It is anticipated that in either case, students may incorporate some material from the other area in their Honours program.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Finance/Bachelor of Science (SZFS) – Melbourne (Bundoora)

This double degree program provides the opportunity for students to undertake major studies in any area of science offered by the Faculty of Science, Technology and Engineering, while at the same time completing all the core material from the Bachelor of Finance.

The double degree enables students with a vocational interest in finance to enhance their employability by completing a major study of germane areas of science such as mathematics, statistics, and computer science. Graduates may apply for accreditation with the Australian Institute of Banking and Finance.

Course structure

This degree is of four years full-time or equivalent part-time duration and requires the completion of 540 credit points overall and must include the following:

- All the core units for finance (255 credit points) including at least 90 credit points at third year level
- all the prescribed units for science (240 credit points) including at least 60 credit points at second year level and at least 90 credit points at third year level. To fulfil the requirements for a science major, students must take at least 30 credit points at first year level, 40 credit points at second year level, and 60 credit points at third year level in a single science discipline.
- the remaining 45 credit points may be taken as general electives
- a maximum of 180 credit points at first year level
- a minimum of 180 credit points at third year level.

Set out below is a suggested program of study. This is intended as a model only and may be varied to meet an individual student's needs and is subject to prerequisite and timetabling constraints. Students are advised to consult with an adviser of studies prior to finalising their programs.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1	Calculus and Functions for Economics	MAT1CFE	15
TE-SEM-1	Statistical Science	STA1SS	15
TE-SEM-1 or TE-SEM-2	First year level science major		30
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Introductory Financial Accounting	ACC1IFA	15
TE-SEM-2	Microeconomics	ECO1IMI	15

Second year (135 credit points)

TE-SEM-1	Modern Applied Statistics	STA2AS	15
TE-SEM-1	Management Information Systems	BUS1MIS	15
TE-SEM-1 or TE-SEM-2	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM	15
TE-SEM-2	First year level or above science elective		15
TE-SEM-1 or TE-SEM-2	Second year level science major		20
TE-SEM-1 or TE-SEM-2	Second year level science major		20

TE-SEM-2	Statistics Projects	STA2PR	5
TE-SEM-2	Finance	FIN2FIN	15
TE-SEM-2	Financial Instruments	FIN2FII	15

Third year (135 credit points)

TE-SEM-1	International Financial Management	FIN3IFM	15
TE-SEM-1	Microeconomic Theory	ECO2MIT	15
TE-SEM-1 or TE-SEM-2	Marketing Principles and Practice	MKT2MPP	15
TE-SEM-1 or TE-SEM-2	Third year level science major		30
TE-SEM-1 or TE-SEM-2	Third year level science major		30
TE-SEM-2	Investment and Portfolio Management	FIN3IPM	15
TE-SEM-2	Macroeconomic Theory	ECO2MAT	15

Fourth year (135 credit points)

TE-SEM-1	Corporate Finance	FIN3CFI	15
TE-SEM-1 or TE-SEM-2	Second year level or above electives		30
TE-SEM-1 or TE-SEM-2	Third year level science elective		30
TE-SEM-2	Banking and Finance Law	LAW2BFL/ LAW3BFL	15
TE-SEM-2	Financial Risk Management	FIN3FRM	15
	Two electives from the School of Business to be chosen from the following list:		30
TE-SEM-1	Econometric Methods 3 ¹	ECO3EME	15
TE-SEM-2	Case Studies in Finance	FIN3CSF	15
TE-SEM-2	Computational Finance	FIN3CLF	15
TE-SEM-2	Introduction to Time-Series Econometrics	ECO3ITE	15
TE-SEM-2	Financial History	FIN3FHY	15
TE-SEM-2	Financial Planning	FIN3FPL	15

Key: ¹ Prospective Honours candidates should include at least one of these units.

Honours

An Honours degree in either science or finance will be available to suitably qualified students and will require an additional year of full-time study. It is anticipated that in either case, students may incorporate some material from the other area in their Honours program. Precise specification of this aspect of the program remains to be finalised.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Information Systems/Bachelor of Business (SZISB) – Melbourne (Bundoora)

Graduates gain skill in management information systems (including the design and use of software and applications in business organisations) together with the relevant expertise required for a career in business management as an ICT professional. An Honours degree in either information systems or business (with a specialisation in management) requires an additional year of study. The course aims to train graduates to become ICT professionals. Graduates of the course are eligible for membership of the Australian Computer Society (ACS).

Upon completion of this course, students should possess:

- a comprehensive knowledge and understanding of the core body of mathematics and computer science required for the construction of information processing systems;
- a comprehensive understanding of the different types of information technology tools, and their role in managing knowledge and information
- an understanding of the role of modern information systems within organisations and familiarity with the business settings in which these systems are used;
- an ability to critically evaluate currently existing information technology systems and new developments
- familiarity with the latest developments in information technology
- skills in software engineering and object-oriented programming currently using Java;

- skills and abilities necessary to function effectively in project teams;
- written and oral communication skills enabling effective communication with professional colleagues and the wider community;
- ability to engage in lifelong learning, and
- an appreciation of pertinent social, legal and ethical issues faced by today's computing professional.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Computer Science and Computer Engineering early in their year-12 studies for details.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

The syllabus is mostly fixed, although business and computer science electives constitute approximately 45% of the final two years. The workload in each of the first three years is equivalent to 12.5% more than that in either single degree. Students who have trouble with the overloaded nature of the course may apply to transfer to either a Bachelor of Information Systems or Bachelor of Business.

The order in which students take the units may be varied to suit individual needs. Further, some prescribed units may be replaced by others in special circumstances.

Set out below is a suggested program of study. This is intended as a model only and may be varied to meet an individual student's needs and is subject to prerequisite and timetabling constraints. Students are advised to consult with an adviser of studies prior to finalising their programs.

Mid-year commencement

Students entering the course mid-year with equivalent year 12 studies will commence second semester on 30th June 2008, three weeks earlier than the normal commencement date for that teaching period. Some students with prior tertiary studies may also be required to commence their course on 30th June. These students will be advised by the faculty office at the time of offer.

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Discrete Mathematics	MAT1DM	15
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Macroeconomics	ECO1IMA	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-2	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-2	Foundations of Management	MGT1FOM	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Introductory Statistics for Business	ECO1ISB	15
TE-SEM-2	Microeconomics	ECO1IMI	15

Second year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Database Fundamentals	CSE2DBF	15
TE-SEM-1	Internet Client Engineering	CSE2ICE	15
TE-SEM-1	Modern Applied Statistics	STA2AS	15
TE-SEM-1 or TE-SEM-2	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-1 or TE-SEM-2	Introduction to Business Law	LST1BSL	15
TE-SEM-2	Artificial Intelligence Fundamentals	CSE2AIF	15
TE-SEM-2	System Design Engineering Fundamentals	CSE2DES	15
TE-SEM-1 or TE-SEM-2	Two business units, in keeping with the chosen major ¹		30

Third year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	E-Business Systems	BUS3EBS	15
TE-SEM-2	Web Applications Engineering	CSE3WAE	15

TE-SEM-2	Professional Environment	CSE3PE	15
Unit name			Credit Points
	Third year level computer science elective		15
	Three second or third year level business electives in keeping with the chosen major ¹		45
	Two third year level general business electives		30

Fourth year (135 credit points)

Core units (75 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Database Management Systems	CSE3DMS	15
TE-SEM-1	System Design and Methodologies	CSE3SDM	15

The remaining 45 credit points of core units must be taken from any third year level computer science units and must include either the Software Engineering Project (CSE3PRA and CSE3PRB) (30 credit points) or the Programming Project (CSE3PRG) (30 credit points). Students who choose CSE3PRA must also choose CSE3SDM as co-requisite.

Electives (60 credit points)

Unit name	Credit Points
Three second or third year level business electives in keeping with the chosen major ¹	45
One second or third year level general business elective	15

Key: ¹ Business electives must be chosen to ensure that at least one of the following majors is completed: business economics, human resource management, management, marketing or financial management (see below).
(The units BUS4CTB and MGT2BCO are not permitted.)

Majors offered by the School of Business

Financial Management

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Introduction to Quantitative Analysis	ECO1IQA	15
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN	15
TE-SEM-2	Financial Instruments	FIN2FII	15
TE-SEM-1	Corporate Finance	FIN3CFI	15
TE-SEM-1	International Financial Management	FIN3IFM	15
TE-SEM-2	Investment and Portfolio Management	FIN3IPM	15

Plus one of the following two units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB	15
TE-SEM-2	Managerial Economics	ECO2MEC	15

Plus one of the following four units:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Financial Planning	FIN3FPL	15
TE-SEM-1	Financial Institutions Management	FIN3FIM	15
TE-SEM-1	Security Valuation	FIN3SEV	15
TE-SEM-2	Financial Risk Management	FIN3FRM	15

Human Resource Management

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Human Resource Development	MGT2HRD	15
TE-SEM-1	Industrial Relations	ECO3IRE	15
TE-SEM-2	Human Resource Information Systems	MGT3HRI	15
TE-SEM-1 or TE-SEM-2	Human Resource Management	MGT2HRM	15
TE-SEM-2	Interpersonal Skills and Conflict Management	MGT2ISC	15
TE-SEM-2	Organisational Change and Development	MGT3OCD	15
TE-SEM-1 or TE-SEM-2	Organisational Behaviour	MGT2OBE	15

Plus one unit from the following list:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Employment and Labour Relations Law	LAW2ELR	15
TE-SEM-2	International Human Resource Management	MGT3IHR	15

Management

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	International Management	MGT3IMG	15
TE-SEM-1	Strategic Management	MGT3SMG	15
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN	15
TE-SEM-1 or TE-SEM-2	Human Resource Management	MGT2HRM	15
TE-SEM-1 or TE-SEM-2	Organisational Behaviour	MGT2OBE	15
TE-SEM-2	Business Ethics	MGT2BET	15
TE-SEM-2	Organisational Change and Development	MGT3OCD	15
TE-SEM-2	Organisational Structure and Design	MGT3OSD	15

Marketing

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Consumer Behaviour	MKT2CBE	15
TE-SEM-1	Marketing Communication	MKT3MCO	15
TE-SEM-1 or TE-SEM-2	Marketing Principles and Practice	MKT2MPP	15
TE-SEM-2	Marketing Law	LST2MAL	15
TE-SEM-2	Marketing Research ¹	MKT3MRE	15
TE-SEM-2	Services Marketing	MKT2SMA	15
TE-SEM-2	Strategic Marketing ¹	MKT3SMK	15

Plus one unit from the following list:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Electronic Marketing ²	MKT3ELM	15
TE-SEM-2	International Marketing	MKT3IMK	15

Business Economics

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Introduction to Quantitative Analysis	ECO1IQA	15
TE-SEM-1	Intermediate Statistics for Business	ECO2ISB	15
TE-SEM-2	Managerial Economics	ECO2MEC	15
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN	15

Plus four units from the following list:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Corporate Finance	FIN3CFI	15
TE-SEM-1	Cost-Benefit Analysis	ECO3CBA	15
TE-SEM-1	Decision Analysis with Spreadsheets	ECO3DAS	15
TE-SEM-1	Industrial Organisation	ECO3IND	15
TE-SEM-1	Industrial Relations	ECO3RE	15
TE-SEM-1	International Trade	ECO3ITR	15
TE-SEM-1	Marketing Economics	ECO3MKE	15
TE-SEM-2	Economics of Sport	ECO3EOS	15
TE-SEM-2	Economics of the Internet	ECO3INT	15
TE-SEM-2	Financial Risk Management	FIN3FRM	15
TE-SEM-2	Mergers and Acquisitions	FIN3MAQ	15

Key: ¹ It is highly recommended that students undertake these two units in the final year of their degree.

² Offered online at Albury-Wodonga Campus.

Bachelor of Information Technology/Bachelor of Commerce (SZCITB) – Bendigo

For full details of this degree structure, see the Bendigo Campus section of this Handbook.

Bachelor of Laws/Bachelor of Science (LZLS) – Melbourne (Bundoora)

For full details of this degree structure, see the Faculty of Law and Management section of this Handbook.

Bachelor of Laws/Bachelor of Psychological Science (LZLBS) – Melbourne (Bundoora)

For full details of this degree structure, see the Faculty of Law and Management section of this Handbook.

Bachelor of Laws/Bachelor of Electronic Engineering (LZLEE) – Melbourne (Bundoora)

This degree is being phased out. No new enrolments will be permitted from 2007.

Bachelor of Laws/Bachelor of Information Systems (LZLIS) – Melbourne (Bundoora)

This degree is being phased out. No new enrolments will be permitted from 2007.

Bachelor of Nanotechnology/Bachelor of Science (SZNTS) – Melbourne (Bundoora)

Nanotechnology is an emerging field of endeavour, which aims to understand and exploit the science of the very small. It covers a wide range of areas including semiconductors where it is hoped that very small components will continue the increase in computational speed predicted by Moore's Law. Nanotechnology is expected to provide sophisticated sensors for the detection of chemicals at low concentrations with applications to biological systems. Biologists seek means of manipulating and sensing biological processes within cells. This double degree structure is chosen for the teaching of nanotechnology, as it requires knowledge of a broad range of supporting sciences and time to develop the required specialisation. Graduates from this degree will be eligible for accreditation with the Australian Institute of Physics. Those students completing the Nanostructure Materials Stream will also be eligible for accreditation with the Royal Australian Chemical Institute.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

The course features streams in nanostructure materials and bionanotechnology. These incorporate core studies in physics, chemistry or biochemistry, biology and mathematics together with specialised studies in nanotechnology at all year levels; units include nanochemistry, scanning probe microscopies, synchrotron science and technology, imaging and materials characterisation, nanomaterials and fabrication, sensors and devices and a nanotechnology research project.

First year (130 credit points)

Core units (115 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Issues in Nanotechnology A	NAN1ISA	5
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-1	Calculus and Number Systems	MAT1CNS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Issues in Nanotechnology B	NAN1ISB	5
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Elective (15 credit points)

An elective may be chosen from any first year unit offered by any discipline in the University.

Second year (130/140 credit points)

Students undertake one of the following specialised streams of study.

*Nanostructure Materials Stream:**Core units (140 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Issues in Nanotechnology A	NAN2ISA	5
TE-SEM-1	Principles of Physics A	PHY2SCA	20
TE-SEM-1	Fundamentals of Chemistry	CHE2FND	20
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-2	Developments in Chemistry	CHE2DEV	20
TE-SEM-2	Nanochemistry	CHE2NAN	10
TE-SEM-2	Imaging and Materials Characterisation	PHY2IMC	10
TE-SEM-2	Issues in Nanotechnology B	NAN2ISB	5
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Principles of Physics B	PHY2SCB	20

*Bionanotechnology Stream:**Core units (130 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biochemistry and Molecular Biology A	BCH2BMA	20
TE-SEM-1	Issues in Nanotechnology A	NAN2ISA	5
TE-SEM-1	Principles of Physics A	PHY2SCA	20
TE-SEM-1	Fundamentals of Chemistry	CHE2FND	20
TE-SEM-2	Biochemistry and Molecular Biology B	BCH2BMB	20
TE-SEM-2	Nanochemistry	CHE2NAN	10
TE-SEM-2	Imaging and Materials Characterisation	PHY2IMC	10
TE-SEM-2	Issues in Nanotechnology B	NAN2ISB	5
TE-SEM-2	Principles of Physics B	PHY2SCB	20

Third year (135/145 credit points)*Nanostructure Materials Stream:**Core units (135 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Issues in Nanotechnology A	NAN3ISA	5
TE-SEM-1	Biochemistry and Molecular Biology A	BCH2BMA	20
TE-SEM-1	Selected Topics for Joint Chemistry Major	CHE3ADA	30
TE-SEM-1	Synchrotron Science and Technology	PHY2SYN	15
TE-SEM-2	Issues in Nanotechnology B	NAN3ISB	5
TE-SEM-2	Scanning Probe Microscopy	PHY2SPM	15
TE-SEM-2	Materials and Methods for a Joint Chemistry Majors	CHE3ADB	30
TE-SEM-2	Mechanics	MAT2MEC	15

*Bionanotechnology Stream:**Core units (145 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biochemistry and Molecular Biology 3A	BCH3BMA	30
TE-SEM-1	Issues in Nanotechnology A	NAN3ISA	5
TE-SEM-1	Synchrotron Science and Technology	PHY2SYN	15
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-2	Issues in Nanotechnology B	NAN3ISB	5
TE-SEM-2	Biochemistry and Molecular Biology 3B	BCH3BMB	30
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Mechanics	MAT2MEC	15
TE-SEM-2	Scanning Probe Microscopy	PHY2SPM	15

Fourth year (135 credit points)*Core units (120 credit points)*

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Issues in Nanotechnology C	NAN3ISC	5
TE-SEM-1	Principles of Physics A	PHY3SCA	30
TE-SEM-1	Nanomaterials and Fabrication	PHY3NMF	15
TE-SEM-2	Issues in Nanotechnology D	NAN3ISD	5
TE-SEM-2	Nanotechnology Research Project ¹	NAN3PRJ	20
TE-SEM-2	Principles of Physics B	PHY3SCB	30
TE-SEM-2	Sensors and Devices	CHE3SEN	15

Elective (15 credit points)

Electives may be chosen from any unit offered by the University.

Key: ¹ Nanotechnology Research Project (NAN3PRJ) and the elective may be substituted with the Extended Nanotechnology Research Project (NAN3PRX) (40 credit points) or the Extended Nanotechnology Research Projects (NAN3PXA and NAN3PXB) (40 credit points) across two semesters.

Honours

Honours students are selected based on their performance in the final year of the pass degree. The Honours year and projects are carried out under the auspices of a department in the faculty but usually Chemistry, Physics, or Biochemistry. Approval must be given by the Supervising Department and the Nanotechnology Coordinator.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Occupational Therapy/Bachelor of Psychological Science (HZOTBB) – Melbourne (Bundoora)

For full details of this degree structure, see the Faculty of Health Sciences section of the Handbook.

Bachelor of Science/Bachelor of Commerce (SZSCB) – Bendigo

For full details of this degree structure, see the Bendigo Campus section of this Handbook.

Bachelor of Science/Bachelor of Commerce (SZSC) – Melbourne (Bundoora)

This double degree program provides the opportunity for students to undertake major studies in any area(s) of science offered by the faculty, while at the same time completing studies in commerce, economics, and legal studies, leading to accreditation with the Australian Society of CPAs and the Institute of Chartered Accountants in Australia. Depending on the choice of science units, accreditation with the relevant science professional association is also possible.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 545 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

For professional accreditation purposes, 18 commerce, economics and legal studies units are prescribed. Students may choose any science units for which they satisfy the prerequisites, subject to meeting the minimum credit-point levels prescribed below and subject to the limits, which apply in the general Bachelor of Science on the amount, which may be taken from one discipline area. Students who have trouble with the overloaded nature of the course may apply to transfer to either a Bachelor of Science or a Bachelor of Commerce.

To satisfy the requirements for the Bachelor of Science/Bachelor of Commerce program, a student must complete the following units:

First year (135 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB	15
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA	15
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI	15
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS	15
TE-SEM-2	Introductory Financial Accounting	ACC1IFA	15
	First year level science units ¹		45

Second year (130 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM	15
TE-SEM-1 or TE-SEM-2	Introduction to Business Law	LST1BSL	15
TE-SEM-1 or TE-SEM-2	Introductory Management Accounting	ACC2IMA	15
TE-SEM-2	Law of Business Association	LST2LBA	15
	First year science units		30
	Second year level science units		40

Third year (130–140 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or TE-SEM-2	Finance	FIN2FIN	15
TE-SEM-1 or TE-SEM-2	Corporate Reporting	ACC2CRE	15
TE-SEM-1 or TE-SEM-2	Intermediate Management Accounting	ACC2IMB	15
	Second year level science units		40
	Third year level science units		30–40
	Third year level accounting unit		15

Fourth year (140–150 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 or TE-SEM-2	Advanced Financial Accounting Second year level and/or third year level electives	ACC3AFA	15
	Third year level science units ¹		30
	Third year level accounting units ²		50–60
	Third year level business elective		30
			15

Key: ¹ For students with the appropriate prerequisites, STA1SS (Statistical Science) may be taken in place of ECO1ISB (Introductory Statistics for Business).

² Taxation (ACC3TAX) and Auditing (ACC3AUD) are highly recommended. These two units are required for membership of the Institute of Chartered Accountants, Australia (ICAA) although they are no longer required for accreditation for Credit Points A Australia. Those students who do not complete Taxation and Auditing as part of their undergraduate degree will be admitted to membership in Credit Points A Australia, but will be required to complete further studies in both areas to maintain their accreditation.

³ The total number of credit points required over the third and fourth years is 280.

⁴ A total of 90 credit points is required for the prescribed third year science units (normally either 30 and 60 or 40 and 50 in years 3 and 4, respectively).

The order in which students take the units may be varied to suit individual needs. Further, later year science units may be substituted for earlier year science units of the same value, while some prescribed business units may be replaced by others in special circumstances.

Honours

An Honours degree in either science or commerce is available to suitably qualified students and will require an additional year of full-time study. It is anticipated that in either case, students may incorporate some material from the other area in their Honours program.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Science (Honours)/Bachelor of Electronic Engineering (SZSEE) – Melbourne (Bundoora)

This double degree program is being phased out. No new enrolments will be permitted from 2008.

This double degree program enables students to complete an Honours degree in science in combination with a degree in electronic engineering. Students can choose to study any science discipline that is available in the faculty, subject to timetable constraints. The

program provides flexibility of choice so that students do not become locked into a science discipline early in their degree. In addition, students who do not wish to undertake the science Honours program may complete a specified program of 630 credit points, taken over five years full-time or equivalent part-time studies, which will enable them to qualify with pass degrees in both a Bachelor of Science and a Bachelor of Electronic Engineering (pass or Honours). Students considering such an option require the approval of the relevant departments. This program is fully accredited by Engineers Australia.

Entry with advanced standing

Students who have completed or partially completed a Diploma or Certificate studies may be granted advanced standing.

Industry experience

Students are required to complete at least 12 weeks certified practical experience under the guidance of an experienced engineer before being deemed to have completed the course and therefore qualify to graduate. This is preferably undertaken during the annual vacation following either the third or the fourth years of the course but may be done at the conclusion of the final year. Graduates may apply for membership of Engineers Australia at the grade of Professional Engineer and for employment in industry as an electronic engineer or as a scientist.

Scholarships

First year scholarships are available for high achieving students. Prospective candidates should contact the Department of Electronic Engineering early in their Year-12 studies for details.

Course structure

This double degree program is of five and a half years full-time or equivalent part-time duration and requires the completion of 680 credit points. Students may complete the program in five years as part of an accelerated study program.

The course pathways are designed to provide a variety of science specialisations with Honours to complete the double degree. The compaction of the course is accommodated by overloads of approximately 15% per year compared with a normal Bachelor of Science or Bachelor of Electronic Engineering program.

In the first year of the course students undertake studies in mathematics, physics, computer science, and electronic engineering and choose additional science units. The strong science base is maintained in the second year with elective science units. In years three to five, the chosen specialist units are combined with studies in engineering. The science Honours thesis is completed in the fourth year. The course is designed to permit students to terminate studies after three years with a Bachelor of Science degree, so that students are not disadvantaged if they decide not to complete the full five year program. Progression to the fourth year of the program is conditional on completion of the first three years at a level sufficient for entry into the Honours degree of the science major. Students who wish to complete the degree without Honours are required to complete a minimum of 630 credit points including all the compulsory units, with no more than 180 credit points of first year level units and a minimum of 180 credit points of third year level units. In addition, students must complete at least 180 credit points of science units with at least 60 credit points being at third year level. Note that 120 credit points of fourth year level electronic engineering units is required to fulfil the Honours component of the engineering degree.

First year (135 credit points)**Core units (105 credit points)**

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Introductory Electronics	ELE1IEL	15
TE-SEM-1	Calculus and Probability for Engineers	MAT1CPE	15
TE-SEM-1	Principles of Physics A	PHY1SCA	15
TE-SEM-2	Basic Electronic Circuits	ELE1CCT	15
TE-SEM-2	Calculus and Linear Algebra	MAT1CLA	15
TE-SEM-2	Object-Oriented Programming using C++	CSE1CPP	15
TE-SEM-2	Principles of Physics B	PHY1SCB	15

Electives (30 credit points)

Students will choose units worth 30 credit points from units offered by the faculty. Students must include sufficient prerequisites to lead to

60 points in the chosen science discipline at third year. If physics is chosen as the science major then CSE1100 is recommended as an elective.

Second year (130 credit points)

Core units (90 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Linear Circuits and Signals	ELE2CIR	15
TE-SEM-1	Microprocessors and Digital Design	ELE2MDD	15
TE-SEM-1	Vector Calculus	MAT2VCA	15
TE-SEM-2	Analogue Circuits and Interfacing	ELE2ANI	15
TE-SEM-2	Linear Algebra	MAT2LAL	15
TE-SEM-2	Physics for Engineering ¹	PHY2EPB	15

Key: ¹ PHY2EPB can be replaced by a 15 credit point elective if PHY2SCA and PHY2SCB are taken as the science major.

Electives (40 credit points)

Students choose units worth 40 credit points from units offered by the Faculty of Science, Technology and Engineering. Students must include sufficient prerequisites to lead to 60 credit points in the chosen science discipline at third year.

Third year (135 credit points)

Core units (45 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Control Systems	ELE3CON	15
TE-SEM-1	Embedded Processors	ELE3EMB	15
TE-SEM-2	Digital Signal Processing	ELE3SIP	15

Specialty options (30 credit points)

Students must undertake two specialty units from one of the following streams.

Biomedical Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Instrumentation Electronics and Sensors	ELE3IES	15
TE-SEM-2	Biomedical Engineering A	ELE3BIO	15

Optical and Communication Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Communication Systems	ELE3CMN	15
TE-SEM-2	Digital Communication Systems	ELE3DCS	15

Electronic Systems Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Communication Systems	ELE3CMN	15
TE-SEM-2	Electronic Design Automation – Tools and Techniques	ELE3DDE	15

Science major (60 credit points)

Students must undertake 60 credit points of third year level units in the chosen science discipline.

Fourth year (145 credit points)

Core unit (15 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Third Year Project	ELE3PRO	15

Science major (120 credit points)

Students must undertake 120 credit points of fourth year coursework and thesis units from the chosen science discipline.

Electives (10 credit points)

Students choose units worth 10 credit points from units offered by the Faculty of Science, Technology and Engineering.

Fifth year (135 credit points)

Core units (75 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Embedded Processors	ELE3EMB	15
TE-SEM-1	Engineering Project A ¹	ELE4EPA	15
TE-SEM-1	Applied Management for Engineers	ELE4EMT	15

TE-SEM-2	Engineering Project B ¹	ELE4EPB	30
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Specialty options (30 credit points)

Students must undertake two specialty units from one of the following streams.

Biomedical Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Biomedical Engineering	ELE4BME	15
TE-SEM-2	Clinical Engineering	ELE4CLN	15

Communication Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Advanced Communication Systems	ELE4ACS	15
TE-SEM-2	Communication Networks	ELE4NET	15

Electronic Systems Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Advanced Digital Systems Design	ELE4ADD	15
TE-SEM-2	Digital Control Theory	ELE4DCT	15

Optical Engineering Stream:

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-2	Optical Fibre Communication Systems	ELE4OFC	15
TE-SEM-2	Communication Networks	ELE4NET	15

Electives (30 credit points)

Approved fourth year level electronics units

Key: ¹ Linked units must be taken in the one academic year.

The fourth year level units available may vary from year to year according to staff availability and student demand. Details of the units available, and the teaching period in which they will run, will be finalised in February of each year.

Honours

The Honours thesis in the particular scientific discipline chosen must be approved by the discipline concerned and be accepted by the Department of Electronic Engineering as applicable to engineering. Students are awarded first class, second class (upper division), second class (lower division) or third class Honours depending on their performance.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Science/Bachelor of Science Education (STBSSW) – Albury-Wodonga

Only the first year of this degree is offered at the Albury-Wodonga campus. See the Albury-Wodonga Campus section of this Handbook.

Bachelor of Science/Bachelor of Science Education (SZSSEB) – Bendigo

For full details of this structure, see the Bendigo Campus section of this Handbook.

Bachelor of Science/Bachelor of Science Education (SZSSE) – Melbourne (Bundoora)

This innovative double degree has been developed in response to the Federal Government's 'Innovation Statement' and aims to integrate full science degree studies with a complete teaching qualification, with a particular emphasis on mathematics, statistics (taught as part of mathematics in secondary schools), physics, chemistry, and/or information technology. Graduates of this double degree will have a deepened understanding of their teaching units and will be equipped to adapt their teaching to engage with the needs of their teaching settings, including their own students and the nature of the areas of

knowledge and behaviour that constitute the discipline. In this program, emphasis is placed on the teacher's ability to adapt teaching to continuously changing circumstances while fostering deep understanding of relevant areas of scientific disciplines.

Please note: students must complete a 'Working with Children' check form, available from Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card prior to undertaking teaching placements in schools.

Scholarships

Some scholarships may be available for this degree. Prospective applicants should contact the Faculty of Science, Technology and Engineering Faculty office.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

Students will gain a foundation in science in the first year. Combined studies in science and education will commence in the second year and continue during the third year. Two science disciplines must be studied through to third year: the 'major' discipline comprising units to the value of 60 credit points in the third year and the 'minor' discipline 30 credit points. The 'major' discipline must be one of mathematics, statistics, physics, and chemistry or computer science. (Note that the first year statistics discipline requirement may be satisfied by enrolling in STA1SS and one of STA1LS or MAT1DM.) The 'minor' discipline may also be chosen from among the 'major' discipline areas or from any other science discipline offered by the Faculty of Science, Technology and Engineering. The science disciplines are those defined for the Bachelor of Science degree. The final year will consist of full teacher training, including the practicum requirement and will include a combined science and education project. Normally, students would be expected to have satisfactorily completed all of the requirements for the first three years before progressing to the fourth year.

Notes:

- Your unit choices at first and second year must ensure that one of mathematics, physics, chemistry, statistics or computer science can be taken as a 'major' at third year level. You cannot have a major/minor combination of mathematics and statistics as double mathematics method is not offered in the fourth year.
- You will be qualified to teach subjects corresponding to your chosen major and minor disciplines, but not subjects corresponding to your terminating first year science discipline. If your major or minor is in physics or chemistry, you will also be qualified to teach secondary school general science. As general science also covers biology, such students should consider taking a first year biology unit as a first year level elective.
- The research project must relate to science education or mathematics education.
- All units must be chosen in consultation with, and approved by the course adviser.

First year (120 credit points)

Unit name	Credit Points
30 credit points in each of three different science disciplines	90
First year level electives (education units excluded)	30

Note: the maximum number of credit points in any one science discipline is 45.

Second year (140 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Teaching Practice A	EDU2TPA	20
	40 credit points in each of two different science disciplines		80
	20 credit points second year level elective(s) (chosen from any discipline and which may be a further science or education unit)		20
	20 credit point education unit (chosen from the list below)		20

Third year (140 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-S	Issues in Education	EDU4IIE	20
TE-SEM-1 or TE-SEM-2	Science Education Mentoring ²	EDU3SEM	10

TE-SEM-2	Teaching Practice B	EDU3TPB	20
	60 credit points chosen from one of the disciplines: mathematics, physics, chemistry, statistics, computer science		60
	30 credit points chosen from a single science discipline (which differs from that already chosen as the 'major' discipline)		30

Fourth year (140 credit points)

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Context of Learning	EDU4COL	20
TE-SEM-1	Teaching Practice and Skills	EDU4TPS	20
TE-SEM-1 or TE-SEM-2	Research Practicum	EDU4RP	20
TE-SEM-2	Issues in Secondary Education	EDU4SEI	20
TE-SEM-2	Teaching Practice and Models	EDU4TPM	20
	Plus two methods (A and B) units to be chosen from the following		40

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 and TE-SEM-2	Chemistry Teaching Method A	EDU4CHA	10
TE-SEM-2	Chemistry Teaching Method B	EDU4CHB	10
TE-SEM-1 and TE-SEM-2	IT Teaching Method A	EDU4ITA	10
TE-SEM-2	IT Teaching Method B	EDU4ITB	10
TE-SEM-1 and TE-SEM-2	Mathematics Teaching Method A	EDU4MAA	10
TE-SEM-2	Mathematics Teaching Method B	EDU4MAB	10
TE-SEM-1 and TE-SEM-2	Physics Teaching Method A	EDU4PHA	10
TE-SEM-2	Physics Teaching Method B	EDU4PHB	10
TE-SEM-1 and TE-SEM-2	Science Teaching Method A	EDU4SCA	10
TE-SEM-2	Science Teaching Method B	EDU4SCB	10

List of education units

Note that units may vary from year to year according to availability.

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1 and TE-SEM-2	Issues in Science Education 1 ¹	EDU4SC1	15
TE-SEM-2	Issues in Science Education 2 ¹	EDU4SC2	15
TE-SEM-1	Approaches to Pastoral Care	EDU4APC	20
TE-SEM-1	Intercultural Communication and Education	EDU5CCU	20
TE-SEM-1	Enhancing Teaching and Learning with ICT and Multimedia	EDU4ITM	15
TE-SEM-1	Interpersonal Skills	EDU4IS	20
TE-SEM-1	Learning Technologies in Education 1	EDU4LTE	20
TE-SEM-1	Science, Technology and Society in Education	EDU4STS	15
TE-SEM-1	Science and Technology in Contemporary Society	EDU5STC	20
TE-SEM-1 or TE-SEM-2	Studies in Technology: Materials and Systems	EDU4TMS	20
TE-SEM-2	'At Risk' Students: Critical Considerations	EDU5ARS	20
TE-SEM-2	Curriculum Development and Design	EDU4CDD	20
TE-SEM-2	Education and Cultural Diversity	EDU5ECD	20
TE-SEM-2	Holistic Education	EDU4HE	20
TE-SEM-2	Working With Different Learning Needs	EDU5WWD	20
TE-SEM-S	Classroom Discipline	EDU4CSD	20

Key: ¹ Not available in 2008.

² Students taking EDU3SEM in first semester must be available to commence the training session mid-late February 2008.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites, and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

AGR1ANS ANIMAL SYSTEMS (15. CPs Sem. TE-SEM-1 BU.) Dr Mark Jois

In this unit, students will gain an overview of animals in wild and domesticated situations, their management, welfare, and basic requirements. The unit will tie together the various basic sciences concerned with animals to provide an introduction to the issues and major topics that concern those interested in maintaining viable, healthy, and thriving animal populations in both managed and wild habitats. Specific topics may include animal handling and welfare, animal behaviour and animal management. These and other aspects of animal science will be illustrated by field trips and practical exercises.

Incompatible unit: AGR1SYS

Class requirements: Three 1-hour lectures and one 3-hour practical per week.

Assessment: Two 250 word excursion reports (10%), Practical exercises totalling 1500 words (30%), one 2-hour examination (60%)

AGRISYS AGRICULTURAL SYSTEMS (15. CPs Sem. TE-SEM-1 BU.) *Dr Peter Sale*

An introductory subject about agriculture and farming systems of Australia. The main areas covered are the history and current situation of agriculture in Australia, climate and its impact on agricultural ecosystems, contemporary agricultural issues, e.g., sustainability, the impact of global warming on agriculture and the impact of agriculture on the environment, cropping systems, horticulture, pastures and extensive and intensive animal systems.

Incompatible unit: AGR1ANS

Class requirements: Three 1-hour lectures and one 3-hour practical class per week.

Assessment: One 3-hour examination (65%), one 1000-word assignment (25%), two 250-word practical reports (10%)

Prescribed Reading:

Malcolm L. Sale P. W. and Egan A. *Agriculture in Australia* Oxford University Press, 1996.

AGRIVCM VINEYARD CULTIVATION AND MAINTENANCE (15. CPs Sem. TE-SEM-2 BU.) *Mr Lindsay Corby*

Students will be introduced to the principles underpinning the use of cultivation, irrigation, spraying, harvesting, and other equipment used for cultivation and maintenance of vineyards. The characteristics of the equipment and the principles underpinning use of the equipment will be described in lectures and experience with the use of the equipment will be gained during practical classes designed to complement the lectures.

Prerequisite: AGR11VPE.

Class requirements: Three 1-hour lectures and one 3-hour practical class per week or equivalent. Practical classes may be delivered at relevant TAFE Institutes.

Assessment: 4 x 300 word practical class reports (25%), one 3-hour examination (75%)

Prescribed Reading:

Smart, R. E. and Robinson, M. *Sunlight into wine*, Wine titles, Adelaide, 1991
Coombe, B. G. and Dry, P. R. (Eds.) *Viticulture*, Vol.2, (1992), Wine titles, Adelaide
Dry, P.R. and Coombe, B.G. *Viticulture, Volume 1* 2nd edn, Wine titles, Adelaide 2004

AGRIVPE VINE PRODUCTION, PROPAGATION AND ESTABLISHMENT (15. CPs Sem. TE-SEM-1 BU.) *Mr Lindsay Corby*

Students will be introduced to the principles of production and propagation of vines and the establishment of vineyards. The following topics will be covered in lectures; propagation and culture media; selection of suitable material for propagation; propagation procedures; varietal differences; preparation of soil for planting; planting of vines; irrigation and trellis systems; fertiliser requirements of young vines; protection of young vines. Lectures will be complemented by practical classes in which students will gain experience with the procedures described during lectures.

Class requirements: Three 1-hour lectures and one 3-hour practical class per week. Practical classes may be delivered at relevant TAFE Institutes.

Assessment: Practical class reports (10%), one 2-hour written examination (50%), two 750-word assignments (40%)

Prescribed Reading:

Smart, R. E. and Robinson, M. *Sunlight into wine*, Wine titles, Adelaide, 1991
Coombe, B. G. and Dry, P. R. (Eds.) *Viticulture*, Vol 2, (1992) Wine titles, Adelaide.
Dry, P.R. & Coombe, B.G. *Viticulture, Volume 1*, 2nd edn, Wine titles, Adelaide 2004

Recommended Reading:

Gladstones, J. *Viticulture and Environment* (Wine titles, Adelaide) 1992

AGR2BAS BIOCHEMISTRY FOR AGRICULTURAL SCIENCES (20 CPs Sem. TE-SEM-1 BU.) *Dr Richard Luke*

This unit is only available to students in Bachelor of Agricultural Science, Bachelor of Agricultural Science/Bachelor of Business, Bachelor of Agricultural Science/Bachelor of International Development, Bachelor of Viticultural Science, and Wine Production.

In this unit, students will be introduced to the biology and the metabolism of cells in living organisms. They will consider protein structure; enzymes; metabolism of carbohydrates, amino acids and lipids; photosynthesis; nitrogen fixation; nitrification and denitrification; nucleic acids, and their transcription and translation; fermentations of industrial and environmental significance; biocidal agents and selective toxicity.

Prerequisite: CHE11BAS or CHE11GEN, plus CHE12APL and BIO11OF.

Incompatible unit: BCH2BMA and BCH2BMB

Class requirements: Three 1-hour lectures and one 3-hour practical session per week.

Assessment: Computer/tutorial work (5%), one 3-hour examination (55%), two practical reports equivalent to 1000 words each (25%), four 10-minute tests (15%)

AGR2ILM INTRODUCTION TO LAND AND SOIL MANAGEMENT (20 CPs Sem. TE-SEM-1 BU.) *Dr Caixian Tang*

In this unit, students are introduced to the basics of land and soil management particularly in agricultural and environmental context. The physical, chemical, and biological processes in soils and landscapes are investigated. Important issues such as salinity, acidity, and fertiliser use and soil fertility will also be discussed.

Prerequisite: CHE1BAS or CHE1GEN and CHE1APL.

Incompatible unit: AGR2SS

Class requirements: Up to four lectures and 3-hours of laboratory practice per week.

Assessment: One 3-hour final examination (60%), eight 250-word practical reports (40%)

Preliminary Reading:

Charman PEV and Murphy BW *Soils: Their properties and management* 3rd edn, Oxford University Press, 2007

Recommended Reading:

Brady, NC. and Weil, R.R *The nature and properties of soils* 13th edn, Prentice Hall International, London 2002.

AGR2LMG LANDSCAPE MANAGEMENT WITH GIS AND REMOTE SENSING (10 CPs Sem. TE-SEM-2 BU.) *Dr John Webb*

This unit is only available to students enrolled in Bachelor of Agricultural Science, Bachelor of Agricultural Science/Bachelor of Business, Bachelor of Viticultural Science and Wine Production and Bachelor of Animal and Veterinary Biosciences.

In this unit students will be introduced to the two main ways in which remotely sensed data can be collected (satellites and air photos), basic techniques of processing and interpreting the data, and how this data (and all other spatial data) can be plotted onto maps using geographical information systems (GIS) computer programs. In addition, global positioning systems (GPS) are discussed. This course introduces the basic theory of remote sensing, DIS and GPS, but focuses on the practical applications of the techniques while the practical exercises cover a wide variety of topics.

Incompatible unit: GEO3EGR

Class requirements: Two 1-hour lectures and one 3-hour practical session each week for 11 weeks.

Assessment: One 2-hour examination (60%), assignments equivalent to 1000 words (40%)

Recommended Reading:

Lo, C.P. *Applied remote sensing* Longman Inc. 1986
Lilles and, T.M. and Keifer, R.W. *Remote sensing and image interpretation. 2nd Edition* John Wiley & Sons, 1987
Sabins Jnr, F.F. *Remote sensing; principles and interpretation.* W.H. Freeman and Co., 1987

AGR2PDA PHYSIOLOGY OF DOMESTIC ANIMALS (20. CPs Sem. TE-SEM-2 BU.) *Dr Richard Luke*

This unit is designed to provide an understanding of the principles of animal physiology. Students examine functions of the basic cell, and analyse the concept of the body's internal environment, the nature of biological control systems and properties of major specialised cell types. Coordination of body functions such as circulation, respiration, reproduction, regulation of water, electrolyte balance, digestion, and absorption of food are discussed in terms of the principles.

Prerequisite: BIO11OF and either CHE11BAS or CHE11GEN.

Recommended Prior Studies: CHE12APL.

Class requirements: Three 1-hour lectures and one 3-hour practical class per week.

Assessment: One 3-hour examination (60%), one 1.5-hour practical examination (20%), ten 150-word or equivalent practical assignments (20%)

AGR2PNU PRINCIPLES OF NUTRITION (20. CPs Sem. TE-SEM-1 BU.) *Dr Theresa Frankel*

The principles of nutrition and some aspects of applied and comparative nutrition are covered in this unit. Topics include chemical composition of foods, nutrient requirements, and recommended allowances, assessment of nutritional status, characteristics of specific nutrients, energy balance, and regulation of energy metabolism, consequences of deficiencies or excesses of specific nutrients, nutrition, and behaviour.

Prerequisite: CHE12APL or BIO11OF or equivalent.

Class requirements: Three 1-hour lectures and one 3-hour practical class a week.

Assessment: One 2.5-hour examination, one 1-hour multiple-choice quiz and one 1-hour practical examination (80%), four practical class reports (equiv. to 500 words each) (20%). Hurdle requirements: must attend 80% of practical classes

Prescribed Reading:

Department of Community Services and Health, *Nutritional values of Australian foods*, Australian Government Publishing Service, 1991.

Recommended Reading:

Gropper, S.S., Smith, J.L. and Groff, J.L. *Advanced nutrition and human metabolism*, 4th edn. Wadsworth Publishers 2005.

Geissler, C., Powers, H *Human nutrition* 11th edn. Elsevier 2005

AGR2VO VINEYARD OPERATIONS (15. CPs Sem. TE-SEM-2 BU.) *Mr Lindsay Corby*

The principles underpinning vineyard operations and the conduct of these operations will be covered in lectures and in practical classes complementing the lectures. Information introduced during first year studies will be enhanced during the course. Topics covered will include: timing of irrigation and fertiliser applications; procedures for applying water and fertiliser; control of pests, weeds and diseases; mitigation of adverse effects of climate; timing of harvesting; differences in practices adopted associated with varieties of grapes and climatic region.

Class requirements: Three 1-hour lectures and one 3-hour practical class per week or equivalent. Practical classes may be delivered at relevant TAFE Institutes.

Assessment: Practical class reports (10%), two assignments (15%), one 2.5-hour written examination (75%)

Prescribed Reading:

Smart, R. E. and Robinson, M. *Sunlight into wine*, Wine titles, Adelaide, 1991.

Coombe, B. G. and Dry, P. R. (Eds.) *Viticulture* Vol 2 (1992) Wine titles, Adelaide.

Dry, P.R., and Coombe, B.G. *Viticulture, Volume 1* 2nd edn, Wine titles, Adelaide, 2004

Recommended Reading:

Krstic, M., Moulos, G., Panagiotopoulos, B., West, S., *Growing quality grapes to winery specification* (2003) Wine titles, Adelaide
Nicholas, P. *Soil, irrigation, and nutrition*, Sardi, S.A. 2004
Gladstones, J. *Viticulture and Environment*, Wine titles, Adelaide, 1992.

AGR3AEI AGRICULTURE ENVIRONMENT INTERACTIONS (10 CPs Sem. TE-SEM-2 BU.) *Dr Peter Sale*

In this unit, students will be exposed to case studies in which agricultural activity has significantly impacted upon the environment. They will consider the causes and processes whereby this impact has occurred and how such impact might be managed or avoided. They will also be exposed to strategies that are being developed by farmers, industry and by local and state governments to minimise environmental damage from agricultural activity.

Incompatible unit: AGR4AEI

Class requirements: Two 1-hour lectures per week and eight 3-hour workshops.

Assessment: One 2-hour examination (70%), one 1000-word case study report (30%)

AGR3ANH ANIMAL HEALTH (20 CPs Sem. TE-SEM-1 BU.) *Dr Mark Sandeman*

This unit presents the principles of microbiology, parasitology, and immunology as they pertain to animal diseases. Major components include parasitic, bacterial, and viral diseases of animals, immunology of animal infections, and the diagnosis and control of infection and disease

Prerequisite: BIO11OF.

Incompatible unit: MIC2IM

Class requirements: Four 1-hour lectures and one 3-hour practical class per week.

Assessment: Two 2-hour examinations (60%), eight 250-word reports (40%)

AGR3ANM ANIMALS AND MANKIND (30. CPs Sem. TE-SEM-2 BU.) *Dr Mark Sandeman*

This unit considers the principles and problems of topical issues in the management of animal species by humans. Topics under discussion will vary from year to year but may include the loss of species and genetic diversity; animal welfare; genetic manipulation; population and pest control; animals and diseases. In addition, students will be expected to carry out a research project/work experience programme. This project will be undertaken on or off campus during one or two semester breaks preferably before the second semester of the third year of study. Students will be expected to complete a major report on their findings and experiences.

Prerequisite: ZOO31EPA or equivalent.

Incompatible unit: AGR4ACS

Class requirements: An average of 7 hours of seminars/lectures/discussions per week plus 21 days of work experience or research project.

Assessment: One 2-hour examination (25%), one 1500-word work experience project (20%), performance in seminars (5%), four 800-word executive summaries (35%), one 1500-word assignment (15%)

AGR3ANN ANIMAL NUTRITION (20. CPs Sem. TE-SEM-2 BU.) *Dr Theresa Frankel*

Nutrient requirements of domestic animals used for production of food and fibre are covered in this unit. Topics included are the interrelationships between dietary requirements and the physiological and biochemical aspects of digestion, absorption and metabolism of monogastric and ruminant animals and birds, the theoretical and practical aspects of the dietary supply of protein and energy to satisfy requirements for growth, pregnancy and the economic production of milk, wool and eggs, the metabolic and functional consequences of under-nutrition, the nutritional requirements for vitamins and minerals and the biochemical and clinical effects of dietary deficiencies or excesses of vitamins and minerals.

Prerequisite: CHE11BAS or CHE11GEN and CHE12APL.

Recommended Prior Studies: BCH21BMA, AGR22PDA or equivalent subject.

Incompatible unit: AGR4ATN

Class requirements: Four 1-hour lectures and one 3-hour practical per week.

Assessment: One 3-hour examination and one 1-hour practical examination (80%), one 500-word assignment and two 250-word practical assignments (20%). Must participate in 80% of practical classes.

Prescribed Reading:

McDonald, P., Edwards, R.A., Greenhalgh, J.F.D., and Morgan, C.A. *Animal nutrition* 6th edn, Prentice-Hall, 2002

AGR3CVA CROP AND VINE AGRONOMY (10. CPs Sem. TE-SEM-2 BU.) *Dr Peter Sale*

In this unit, the eco-physiological relationships between crop and vine plants growing in communities, their interactions with each other and competing species and with the physical environment will be examined. Topics will include the carbon economy of plants, and water use by plants, and how management might optimize these processes. Environmental stresses caused by too much or too little water, light, or extreme temperatures are also examined. A feature of the unit will be a series of field trips to see how eco-physiological principles are applied in field crops and vineyards and to interact with industry specialists in these areas.

Prerequisite: PHY12AGR or PHY1LSB and BOT21MPN.

Recommended Prior Studies: STA12SS or STA21LS.

Class requirements: Two 1-hour lectures per week, plus one 1-hour tutorial and one 3-hour practical class per fortnight.

Assessment: One 2-hour exam (70%), one 1000-word practical report (30%)

Prescribed Reading:

Larcher, W. *Physiological plant ecology*, 3rd edn, Springer Verlag, 1995.

AGR3LSM LAND AND SOIL MANAGEMENT (20 CPs Sem. TE-SEM-2 BU.)

Dr Caxian Tang

In this advanced unit of land and soil management, the importance of nutrient recycling, water movement and soil biology in sustainable land use is studied. Management of land degradation including salinity, soil acidification, and soil structure decline and soil contamination is a core component.

Prerequisite: AGR2ILM.

Incompatible unit: AGR3SS

Class requirements: Four 1-hour lectures and one 4-hour practical class per week.

Assessment: One 3-hour examination (50%), six 200-word practical reports (24%), a 5-minute oral presentation (6%), one 1500-word scientific paper (20%)

Recommended Reading:

Charman PEV and Murphy BW *Soils: Their properties and management* 3rd edn, Oxford University Press, 2007

Brady, N.C., and Weil, R. R *The nature and properties of soils* 13th edn, Prentice Hall International, London 2002

AGR3PPD PLANT PESTS AND DISEASES (10. CPs Sem. TE-SEM-1 BU.) *Dr Peter Sale*

Peter Sale

This unit provides an introduction to insects and plant diseases and the problems that they cause in agriculture, horticulture, and viticulture. The agricultural entomology component covers morphology and taxonomy, life histories, metamorphosis, kinds of insect larvae and pupae, seasonal regulation of development and feeding. The mycology and plant pathology component covers fungal growth and morphology, diversity and taxonomy, life cycles, dissemination, the nature of plant diseases, host-parasite relationships, biotrophic and necrotrophic pathogens and disease resistance and epidemiology. Agricultural case studies are used throughout to illustrate important principles.

Prerequisite: BIO11OF or BIO12PS.

Incompatible unit: ZOO2AE and BOT3FEB.

Class requirements: Three 1-hour lectures per week and one 3-hour practical per fortnight.

Assessment: One 2-hour examination (70%), two 500-word laboratory reports (30%)

Prescribed Reading:

New, T. R. *Introductory entomology for Australian students* NSW University Press, 1992.

AGR3VTS VITICULTURAL SCIENCE (20. CPs Sem. TE-SEM-2 BU.) *Dr Judy Tisdall*

In this unit, the physiology of the grapevine including water relations in the grapevine, growth, and development of the grapevine, flower initiation, fruit composition, and quality is covered. The unit also discusses the science behind factors in the vineyard that affect yield and quality of grapes, and of wine, including grape variety, climate, soils, irrigation and irrigation strategies, canopy management and light interception, vine balance, nutrition and plant pathogens.

Prerequisite: AGR22VO.

Recommended Prior Studies: AGR31WPT.

Class requirements: Four 1-hour lectures and 4 hours of practical work or excursions per week.

Assessment: One assignment (1500 words) (20%), one 3-hour examination (60%), ten practical exercises (equiv. to 1500 words) (20%)

Prescribed Reading:

Mullins, M.G., Bouquet, A., and Williams, L.E. *Biology of the grapevine* Cambridge University Press, Cambridge, 1992

Winkler, A.J., Cook, J.A., Kliewer, W.M. and Lider, L.A. *General viticulture*, University of California Press, Berkeley, 1974

AGR3VWA VITICULTURE AND WINE PRODUCTION ISSUES A (5.0 CPs Sem. TE-SEM-1 BU.) *Dr Judy Tisdall*

This unit is usually taken in conjunction with AGR3VWB. Students attend a series of case studies and seminars that will address topical issues in the wine and grape industries. The issues may vary from year to year and will be addressed through student reading, excursions, and by lectures/seminars from industry and research personnel.

Prerequisite: AGR22VO.

Incompatible unit: AGR30VWI, AGR31VWI

Class requirements: Two 1-hour lectures or seminars per fortnight plus one 2-hour discussion or excursion per fortnight.

This unit is not available for study abroad students.

Assessment: Six 10-minute case study presentations taken over AGR3VWA and AGR3VWB (50%), one 1500-word major report related to one case study (50%). which combines the assessment for AGR3VWA and AGR3VWB

AGR3VWB VITICULTURE AND WINE PRODUCTION ISSUES B (5.0 CPs Sem. TE-SEM-2 BU.) *Dr Judy Tisdall*

This unit is usually taken in conjunction with AGR3VWA. Students attend a series of case studies and seminars that will address topical issues in the wine and grape industries. The issues may vary from year to year and will be addressed through student reading, excursions, and by lectures/seminars from industry and research personnel.

Prerequisite: AGR22VO.

Incompatible unit: AGR30VWI, AGR32VWI

Class requirements: Two 1-hour lectures or seminars per fortnight plus one 2-hour discussion or excursion per fortnight.

This unit is not available for study abroad students.

Assessment: Six 10-minute case study presentations taken over AGR3VWA and AGR3VWB (50%), one 1500-word major report related to one case study (50%). which combines the assessment for AGR3VWA and AGR3VWB

AGR3WPT WINE PRODUCTION TECHNOLOGY (20. CPs Sem. TE-SEM-1 BU.) *Dr Judy Tisdall*

This unit covers the principles, which underpin the fermentation of grape sugars, the development of aroma, and flavours in wine, wine making, and introduction to sensory studies. Students will be introduced to the factors affecting fermentation, ageing, and wine quality. Theoretical aspects, including chemistry, biochemistry, and microbiology, will be covered in lectures and practical classes.

Recommended Prior Studies: AGR22VO.

Class requirements: Four 1-hour lectures or seminars/discussions and four hours of practical work or excursions per week.

Assessment: One assignment (1500 words) (20%), one 3-hour examination (60%), ten practical exercises (equiv. to 1500 words) (20%)

AGR4ACS AGRICULTURAL CASE STUDIES (20 CPs Sem. TE-SEM-1 BU.) *Dr**Peter Sale*

In this unit, students will participate in a series of case studies. They will work in groups and act as advisers to real clients who require information and advice on how best to manage their farm or agricultural business. Students will be required to integrate their understanding of biological and economic principles and processes as they address the complex management tasks in the case study. They will gain a range of teamwork and communication skills as they develop and present recommendations to the client in the case study.

Prerequisite: AGR32SS, AGR32ANN, and AGR31PPD.

Incompatible unit: AGR3ANM

Class requirements: Three 1-hour lectures and one 3-hour workshop on average per week. Three field trips during the semester.

Assessment: Three 10-minute short-answer tests (10%), three reports equivalent to 500 words each (20%), one 3-hour examination (60%), and study participation and performance (10%)

AGR4AED ADVANCED EXPERIMENTAL DESIGN (10. CPs Sem. TE-SEM-1*BU.) Dr Mark Sandeman*

This unit examines the statistical methodology used in the design and analysis of agricultural experiments. Includes non-parametric inference for one and two samples, multiple linear regression, analysis of variance and common experimental designs including randomised complete block, Latin squares and factorial designs. In addition, the design of experiments in the animal, plant and soil sciences will be considered with respect to achievable aims, suitable methods, the control of variables, and the reporting of results. Specific legislative requirements including animal and human ethics and welfare considerations will be addressed.

Recommended Prior Studies: STA21LS.

Incompatible unit: STA31BS

Class requirements: Two 1-hour lectures and two hours of tutorial or practical classes per week.

Assessment: One 2-hour examination (80%), two 250-word assignments (20%)

AGR4AHA HONOURS ANIMAL SCIENCE A (50 CPs Sem. TE-SEM-1 BU.) *Dr**Mark Sandeman*

Honours degree students are selected based on their performance in the final year of the pass degree.

This unit of study represents one semester of a year long Honours program. The Honours year will comprise a project related to Animal Science plus associated coursework. However, because there is no Department of Animal Science, students will be based in one of the participating departments. Overall assessment will be the same as for the existing Honours program offered by that Department (Dept of Agricultural Sciences assessment outlined below). Each Honours program requires approval by the potential supervisor and the relevant Departmental Honours Coordinator. The Animal Science Course Adviser may facilitate this process.

Incompatible unit: AGR40ANH

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

This unit is not available for study abroad students.

Assessment: One 20,000-word thesis (70%), three 3500-word literature reviews (30%). Dept of Agricultural Sciences, combined assessment for AGR4AHA and AGR4AHB. Complete details are available in the Dept of Agriculture Handbook. Programs from other departments may be assessed differently.

AGR4AHB HONOURS ANIMAL SCIENCE B (60 CPs Sem. TE-SEM-2 BU.) *Dr**Mark Sandeman*

Honours degree students are selected based on their performance in the final year of the pass degree.

This unit of study represents one semester of a year long Honours program. The Honours year will comprise a project related to animal science plus associated coursework. However, because there is no Department of Animal Science, students will be based in one of the participating departments. Overall assessment will be the same as for the existing Honours program offered by that department (Department of Agricultural Sciences assessment outlined below). Each Honours

program requires approval by the potential supervisor and the relevant departmental Honours coordinator. The Animal Science course adviser may facilitate this process.

Incompatible unit: AGR42ANH

Class requirements: 30 hours per week of research.

This unit is not available for study abroad students.

Assessment: One 20,000-word thesis (70%), three 3500-word literature reviews (30%). Dept of Agricultural Sciences, combined assessment for AGR4AHA and AGR4AHB. Complete details are available in the Dept of Agriculture Handbook. Programs from other departments may be assessed differently.

AGR4CCA COMMUNICATION AND CRITICAL ANALYSIS (15 CPs Sem. TE-*SEM-1 BU.) Dr Mark Sandeman*

This unit is only available to students in Bachelor of Agricultural Science, Bachelor of Agricultural Science/Bachelor of Business, Bachelor of Agricultural Science/Bachelor of International Development and Bachelor of Viticultural Science and Wine Production.

In this unit, students will receive guidance in scientific communication in the written and spoken word. They will attend workshops in scientific writing of reviews, research papers, information retrieval skills in the library, CVs, in verbal presentation skills, and creative and critical thinking. A series of written assignments will be completed by each student, who will receive individual guidance from staff supervisors in the planning and the preparation of their written work

Incompatible unit: AGR5CCA

Class requirements: One 1-hour workshop participation, one 1-hour discussion session between individual student and staff supervisor, and a minimum of 10 hours non-contact hours per week.

Assessment: Evidence of work completed between staff/student meetings (5%), two written assignments equivalent to 250 words each (15%), two literature reviews equivalent to 2000 words each (80%)

AGR4HNA HONOURS AGRICULTURE A (50 CPs Sem. TE-SEM-1 BU.) *Dr**Peter Sale*

This unit of study represents one semester of a year long Honours program. Students who have completed a three-year Bachelor of Science degree with majors in fields relevant to studies on plants, soils, or animals are able to undertake an Honours year in the Department of Agricultural Sciences. This unit of study together with AGR4HNB consists of a research project under appropriate supervision with course-work and literature reviews to complement the research project. The research thesis is usually based on laboratory or field experiments, or both, but may, in appropriate cases be a theoretical treatise.

Incompatible unit: AGR40HON, AGR41HON

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

This unit is not available for study abroad students.

Assessment: One 20,000-word thesis (70%), three 3500-word literature reviews (30%). This is the combined assessment for AGR4HNA and AGR4HNB. Full details available in the Dept of Agriculture Handbook.

AGR4HNB HONOURS AGRICULTURE B (60 CPs Sem. TE-SEM-2 BU.) *Dr**Peter Sale*

This unit of study represents one semester of a year long Honours program. Students who have completed a three-year Bachelor of Science degree with majors in fields relevant to studies on plants, soils, or animals are able to undertake an Honours year in the Department of Agricultural Sciences. This unit of study together with AGR4HNA consists of a research project under appropriate supervision with course-work and essays to complement the research project. The research thesis is usually based on laboratory or field experiments, or both, but may in appropriate cases, be a theoretical treatise.

Incompatible unit: AGR40HON, AGR42HON

Class requirements: Completion of 30 hours of research per week.

This unit is not available for study abroad students.

Assessment: One 20,000-word thesis (70%), three 3500-word

literature reviews (30%). This is the combined assessment for AGR4HNA and AGR4HNB. Full details available in the Dept of Agriculture Handbook.

AGR4OEN OENOLOGY- WINE SCIENCE AND ANALYSIS (15 CPs Sem. TE-SEM-2 BU.) *Mr Lindsay Corby*

This unit is taught as an intensive two-week unit of lectures and practicals at the Bundoora campus in July.

This unit covers the major issues involved in wine making including fermentation, oxidation, CO₂ and N₂ use, SO₂ and other anti-oxidants, must and wine additions and their effects and timing, phenolic in wine and a full range of analytical methods

Prerequisite: The completion of the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Class requirements: Up to 8 hours of lectures and/or practicals each day for two weeks (approximately 40 hours of lectures and 40 hours of practicals).

This unit is not available for study abroad students.

Assessment: One 2-hour examination (50%) To be held on the last day of the two-week lecture and practical period, 5500-word practical reports (50%). Practical reports to be written up as advised with a due date six weeks after the completion of the lecture and practical period

Prescribed Reading:

Iland, P., Bruer, N., Edwards, G., Weeks, S., Wilkes, E. *Chemical analysis of grapes and wine: techniques and concepts* Patrick Iland Wine Promotions 110pp 2004

Ribereau-Gayon, Dubourdieu, Doneche & Lonvaud *Handbook of oenology Vol 1* Wiley, 2000 or 2nd edn. 2006

Ribereau-Gayon, Glories, Maujean, & Dubourdieu *Handbook of oenology Vol 2* Wiley, 2000 or 2nd edn. 2006

Rankine, B.C. (1999) *Making good wine: a manual of winemaking practise for Australia and New Zealand* (Sun), 372pp

Iland, P., Bruer, N., Ewart, A., Markides, A., and Sitters, J. *Monitoring the winemaking process from grapes to wine: techniques and concepts*, Patrick Iland Promotions, Adelaide (2004)

AGR4RPR RESEARCH PROJECT (60. CPs Sem. TE-SEM-2 BU.) *Dr Mark Sandeman*

Students undertaking the BAgScience, BAgScience/BBus, BAgScience/BInternational Development are required to complete a literature review and undertake a research project to be written up in thesis form. Students are able to develop their own particular interests to a considerable extent, with support from supervisors in the Department.

Prerequisite: AGR4ACS.

Class requirements: Twenty-four hours of research per week.

This unit is not available for study abroad students.

Assessment: One 12,000-word thesis (80%), one 3000-word literature review (20%)

AGR4VHA HONOURS VITICULTURAL SCIENCE A (50 CPs Sem. TE-SEM-1 BU.) *Dr Judy Tisdall*

To be eligible for consideration for Honours, candidates must achieve a minimum average of 60% in their third year level studies to the value of 120 credit points and 65% in 60 credit points of units germane to the Honours year.

This unit of study represents one semester of a year long Honours program. Students must complete both AGR4VHA and AGR4VHB in the one academic year. The Honours year consists of a project related to Viticultural Science and associated coursework. However, because there is no Department of Viticultural Science, students will be based in one of the participating departments and use that Department's system for determination of final results. With the approval of the Departmental Honours Coordinator, the coursework component may include work undertaken in another Department. Overall assessment will be the same as for the existing Honours program offered by that Department. A consolidated ranking of Honours students in the Department will be produced. Each fourth year program requires approval by the supervisor and the relevant Departmental Honours Coordinator. The Viticultural Science Course Adviser may facilitate this process.

Incompatible unit: AGR40VTH, AGR41VTH

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

This unit is not available for study abroad students.

Assessment: One 20,000-word thesis (70%), three 3500-word literature reviews (30%). This is the combined assessment for AGR4VHA and AGR4VHB. Complete details are available in the Viticultural Science (Honours) manual.

AGR4VHB HONOURS VITICULTURAL SCIENCE B (60 CPs Sem. TE-SEM-2 BU.) *Dr Judy Tisdall*

To be eligible for consideration for Honours, candidates must achieve a minimum average of 60% in their third year level studies to the value of 120 credit points and 65% in 60 credit points of units germane to the Honours year.

This unit of study represents one semester of a year long Honours program. Students must complete both AGR4VHA and AGR4VHB in the one academic year. The Honours year consists of a project related to Viticultural Science and associated coursework. However, because there is no Department of Viticultural Science, students will be based in one of the participating departments and use that Department's system for determining final results. With the approval of the Departmental Honours Coordinator, the coursework component may include work undertaken in another Department. Overall assessment will be the same as for the existing Honours program offered by that Department. A consolidated ranking of Honours students in the Department will be produced. Each fourth year program requires approval by the supervisor and the relevant Departmental Honours Coordinator. The Viticultural Science Course Adviser may facilitate this process.

Incompatible unit: AGR40VTH, AGR41VTH

Class requirements: 30 hours of research per week.

This unit is not available for study abroad students.

Assessment: One 20,000-word thesis (70%), three 3500-word literature reviews (30%). This is the combined assessment for AGR4VHA and AGR4VHB. Complete details are available in the Viticultural Science (Honours) manual.

AGR4WAA WINE APPRECIATION PROJECT A (5.0 CPs Sem. TE-SEM-1 BU.) *Mr Lindsay Corby*

This unit of study represents the first semester of a year long program. Students MUST take both AGR4WAA and AGR4WAB in the one academic year. Building on previous wine appraisal skills this unit involves the self-directed organoleptic analysis of at least 100 wines through the year and the keeping of industry standard tasting and evaluation notes. Normal wine show descriptors, scoring, production style and if aims have been achieved, should be included in the diary. Students will undertake the tastings in their own time and might be expected to use their experience in the placement winery to provide a selection of wines at various stages of production

Prerequisite: Students must have successfully completed the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Co-requisite: AGR4WIA.

Incompatible unit: AGR40WAP, AGR41WAP

Class requirements: Over both AGR4WAA and AGR4WAB, students undertake twenty hours of wine tasting practice.

This unit is not available for study abroad students.

Assessment: One 2500-word diary evaluating the tasting of 100 wines (100%) One diary combines the assessment of both AGR4WAA and AGR4WAB. Due date for submission: completion of AGR4OEN.

Recommended Reading:

Iland, P. and Gago, P. *Australian Wine, Styles, and Tastes*. Patrick Iland Promotions, Adelaide. 2002

AGR4WAB WINE APPRECIATION PROJECT B (5.0 CPs Sem. TE-SEM-2 BU.) *Mr Lindsay Corby*

This unit of study represents the second semester of a year long program. Students MUST take both AGR41WAP and AGR42WAP in the one academic year. Building on previous wine appraisal skills this unit involves the self-directed organoleptic analysis of at least 100 wines through the year and the keeping of industry standard tasting and evaluation notes. Normal wine show descriptors, scoring, production style and if aims have been achieved, should be included

in the diary. Students will undertake the tastings in their own time and might be expected to use their experience in the placement winery to provide a selection of wines at various stages of production

Prerequisite: Students must have successfully completed the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Co-requisite: AGR4WIB.

Incompatible unit: AGR40WAP, AGR42WAP

Class requirements: Over both AGR4WAA and AGR4WAB, students undertake twenty hours of wine tasting practice.

This unit is not available for study abroad students.

Assessment: One 2500-word diary evaluating the tasting of 100 wines (100%) One diary combines the assessment of both AGR4WAA/AGR4WAB. Due date for submission: completion of AGR42OEN.

Recommended Reading:

To Be Advised

AGR4WIA WINE INDUSTRY/OENOLOGY PROJECT A (30 CPs Sem. TE-SEM-1 BU.) *Mr Lindsay Corby*

This unit of study represents the first semester of a year long program. Students MUST take both AGR4WIA and AGR4WIB in the one academic year. The student must complete an Oenology research project on the wine industry or wine science. The project topic and scope will be defined during an individual interview at the start of the year. The project will be supervised by the unit coordinator and may be based on business or scientific research. The project may consider factors in either the success of the industry in terms of operational philosophy and business plan or specific research hypotheses.

Prerequisite: Must have completed the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Co-requisite: AGR4WAA.

Incompatible unit: AGR40WIP, AGR41WIP

Class requirements: Data collection and laboratory data and sample analysis sessions will be allocated as defined and agreed by the supervisor and student.

This unit is not available for study abroad students.

Assessment: One oenology project or thesis equivalent to 8000 words. Combined assessment for AGR4WIA and AGR4WIB (75%) This is a major thesis on an approved aspect of oenology or a critical assessment of a commercial winery as experienced and researched by the student. , wine operations journal (4000 words) (25%). A substantial record of previous or current wine industry experience

AGR4WIB WINE INDUSTRY/OENOLOGY PROJECT B (35 CPs Sem. TE-SEM-2 BU.) *Mr Lindsay Corby*

This unit of study represents the second semester of a year long program. Students MUST take both AGR4WIA and AGR4WIB in the one academic year. The student must complete an Oenology research project on the wine industry or wine science. The project topic and scope will be defined during an individual interview at the start of the year. This project will be supervised by the unit coordinator and may be based on business or scientific research. The project may consider factors in either the success of the industry in terms of operational philosophy and business plan or specific research hypotheses.

Prerequisite: Must have completed the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent and AGR4WIA.

Co-requisite: AGR4WAB.

Incompatible unit: AGR40WIP, AGR42WIP

Class requirements: Data collection and laboratory data and sample analysis sessions will be allocated as defined and agreed by the supervisor and student.

This unit is not available for study abroad students.

Assessment: One Oenology project or thesis equivalent to 8000 words. Combined assessment for AGR4WIA and AGR4WIB (75%) This is a major thesis on an approved aspect of oenology or a critical assessment of a commercial winery, wine operations journal (4000 words) (25%). A substantial record of previous or current wine industry experience.

AGR4WMM WINE MAKING ISSUES AND MARKETING (15 CPs Sem. TE-SEM-1 BU.) *Mr Lindsay Corby*

This unit runs as a two-week intensive lecture and laboratory workshop. The location of the unit may vary from year to year but will usually include time in North Eastern Victoria and will be held in January or early February. This subject may be taken as part of a continuing education program.

This unit serves as an orientation for students entering the wine industry and introduces the wine industry, health, safety, and quality assurance issues, grape and wine quality, various wine production techniques, and wine marketing

Prerequisite: Completion of the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Class requirements: The class requirements will consist of up to eight hours of lectures and/or practicals per day for two weeks (approximately 40 hours of lectures and 40 hours of practicals).

This unit is not available for study abroad students.

Assessment: One 2-hour examination (40%) To be held on the final day of the lecture and practical period, a micro vinification process plan (500 words) (15%). Following this subject and using their own resources students will produce a batch of wine using micro vinification techniques. Four bottles are due on commencement of the subject AGR42OEN, A marketing plan for the wine (500 words) (10%). This is due on commencement of the subject AGR41WPT, A bottle of wine with details of the production process (1500 words) (25%). This is due on commencement and assessed during the subject AGR42OEN, Details of packaging and presentation, with a legal label design (500 words) (10%). This is due on commencement of the subject AGR41WPT

Prescribed Reading:

Iland, P., Bruer, N., Edwards, G., Weeks, S. and Wilkes, E. *Chemical analysis of grapes and wine: techniques and concepts*, Patrick Iland Promotions, Adelaide, 2004.

Ribereau-Gayon, Debordieu, Doneche and Lonvaud, *Handbook of oenology Vol 1* Wiley, 2000 or 2nd edn. 2006

Bryce Rankin *Making Good Wine* Sun

Recommended Reading:

Ribereau-Gayon, Glories, Maujean and Debordieu. *Handbook of oenology Vol 2* Wiley 2000 or 2nd edn. 2006

AGR4WPT WINE PRODUCTION TECHNOLOGY (15 CPs Sem. TE-SEM-1 BU.) *Mr Lindsay Corby*

At Mildura, this unit will be run as lectures and practicals taught intensively over a two-week period in May. This unit may be taken as part of a continuing education program.

This unit concentrates on the process of wine production including the issues of water use and waste management, materials handling, heat systems and loads, storage vessels, bottling procedures and packaging. The students will be expected to plan and cost a small winery considering all production, health and safety, waste and market issues

Prerequisite: Completion of the third year of the Bachelor of Viticultural Science or the Bachelor of Viticultural Science and Wine Production or equivalent.

Class requirements: Up to eight hours of lectures and/or practicals per day for two weeks (approximately 40 hours of lectures and 40 hours of practicals).

This unit is not available for study abroad students.

Assessment: One 2-hour examination (50%) To be held on the last day of the lecture and practical period, a 2500-word winery plan (50%). Plan a 500 tonne winery with cellar door facility, processing Sauvignon Blanc, Chardonnay, Pinot Noir, and Shiraz Include a floor plan, list and justify all equipment and machinery. Provide costings.

Prescribed Reading:

Schahinger, G., and Rankine, B. *Cooperage for Winemakers* Ryan Publications, 1992

Ribereau-Gayon, Glories, Maujean, & Dubordieu *Hand book of oenology Vol 2* Wiley, 2000 or 2nd edn. 2006

Rankine, B.C. (1999) *Making good wine: a manual of winemaking practice for Australia and New Zealand* (Sun), 372pp

White, R., Adamson, B., Rankine, B. (1998) *Refrigeration for*

winemakers Wine Titles Adelaide 95pp
Chapman, J. (2001) *Winery wastewater handbook* Wine Titles, Adelaide

BCH2BMA BIOCHEMISTRY AND MOLECULAR BIOLOGY A (20. CPs Sem. TE-SEM-1 BU.) *Dr Peter Cartwright, Dr Elizabeth Johnson*

Students are introduced to nucleic acids, proteins, and their functions in cells. Discussion covers RNA, DNA, transcription, translation, and gene expression. Students also study the structure of proteins, the action of enzymes and bioenergetics. Students cover the foundation material for a discussion of cell biology and cell metabolism. The practical work allows hands-on experience in quantitative biochemical techniques including spectrophotometry, PCR, DNA electrophoresis and enzyme activity.

Prerequisite: CHE1GEN or CHE1BAS, plus CHE1APL and BIO1OF.

Quota: 200. Administered based on academic merit in prerequisite units, except where core unit for a degree program.

Class requirements: Three 1-hour lectures and one 3-hour practical session per week.

Assessment: computer/tutorial work (5%), one 3-hour examination, (55%), practical work as outlined in the unit guide (25%), one mid-semester, 45-minute open book examination (15%)

BCH2BMB BIOCHEMISTRY AND MOLECULAR BIOLOGY B (20. CPs Sem. TE-SEM-2 BU.) *Dr Peter Cartwright, Dr Elizabeth Johnson*

This unit introduces students to cell biology and cell metabolism. Students discuss the conversion of simple carbohydrates and lipids to ATP, the energy currency of cells via glycolysis, tricarboxylic acid cycle and oxidative phosphorylation and B-oxidation. Students also study cellular membrane, compartmentation, and cell biology (the co-ordination and regulation of cellular activity at a molecular level). Practical work allows hands-on experience in quantitative biochemical techniques including protein purification and organelle isolation.

Prerequisite: CHE1GEN or CHE1BAS, CHE1APL, BIO1OF, plus satisfactory performance in BCH2BMA.

Quota: 200. Administered based on academic merit in prerequisite subjects, except where core subject for a degree program.

Class requirements: Three 1-hour lectures and one 3-hour practical session per week.

Assessment: Computer/tutorial work (5%), one 3-hour examination (55%), Practical work (25%), one mid-semester, 45-minute open book examination (15%)

BCH3BMA BIOCHEMISTRY AND MOLECULAR BIOLOGY 3A (30. CPs Sem. TE-SEM-1 BU.) *Mr Steve Jones*

Topics: protein chemistry (protein structure and function; purification, sequencing, crystallisation; folding and molecular chaperones); cell membranes (structure, dynamics, isolation, visualisation; membrane fluidity, phospholipid asymmetry; protein organisation; membrane fusion in disease processes); biopolymer structure and function (spectroscopic procedures (fluorescence, ORD and CD); DNA secondary/tertiary structure, dynamics, flexibility; DNA topology; Z-DNA; RNA structure; DNA damage, detection and repair); bioinformatics (genome sequencing projects; databases; computer analyses to detect sequence homologies, open reading frames, protein structure/function; micro array technology to monitor gene expression); recombinant DNA technology (gene structure and function; cloning of cDNA and genes; restriction enzymes; DNA library construction and screening; southern/northern blot analysis; PCR for mRNA detection, diagnostics; genetic engineering, social/environmental/ethical issues).

Prerequisite: BCH2BMA and BCH2BMB.

Quota: 100. The quota for this unit will be administered based on marks in prerequisite subjects.

Class requirements: Four 1-hour lectures and an average of eight hours of practical work per week.

Assessment: Two x 3-hour written examinations (70%), Practical work assessments (30%)

BCH3BMB BIOCHEMISTRY AND MOLECULAR BIOLOGY 3B (30. CPs Sem. TE-SEM-2 BU.) *Mr Steve Jones*

Topics: life and death of the cell (mitosis, protein synthesis and targeting, cell and organelle biogenesis, apoptosis); cellular responses to stress and protein quality control (role of proteases and molecular chaperones, signalling pathways and gene regulation); immunology (generation of immunological diversity; B-cell and T-cell responses; action of lymphokines; immunochemistry; monoclonal antibody production and utilisation); plant and animal biotechnology; impact of biotechnology on agriculture and the pharmaceutical industry; signal transduction (role of receptors in receiving and transmitting signals from the environment to the cell, G-complex receptors, kinase/phosphatase pathways, signal amplification, activation of transcription factors); molecular basis of cancer resulting from perturbation of signalling pathways.

Prerequisite: BCH2BMA and BCH2BMB.

Quota: 100. The quota for this unit will be administered based on marks in prerequisite subjects.

Class requirements: Four 1-hour lectures and an average of eight hours of practical work per week.

Assessment: Two x 3-hour written examinations (70%), Practical work assessments (30%)

BCH4HNA HONOURS IN BIOCHEMISTRY (60 CPs Sem. TE-SEM-1 BU.) *Dr John Silke*

This unit of study represents the first semester of a year long program. Students must complete BCH4HNA and BCH4HNB in the one academic year.

The full program lasts approximately nine months and starts early February. This course is available to students who have fulfilled the requirements of a Bachelor of Science degree, if their previous academic record is of sufficient standard. The Honours year consists of an individual research project under supervision and a course-work component. Students should consult with potential supervisors during their final year to discuss placement and design of the research project. The course-work component includes written assignments based on a lecture course and a seminar.

Incompatible unit: BCH40HON, BCH41HON

Quota: 18. Academic merit

Class requirements: Over both BCH4HNA and BCH4HNB, students are required to attend a laboratory induction course and departmental seminars, prepare, and submit a literature review, three seminars and a research report, perform a satisfactory amount of laboratory work.

This unit is not available for study abroad students.

Assessment: Research component (70%) Literature review; seminar on research proposal; research report; seminar on research outcomes; oral examination; supervisor mark, course-work (30%). Composed of assignments and a seminar on a research paper. The assessment components listed are the combined assessment for BCH4HNA and BCH4HNB.

BCH4HNB HONOURS IN BIOCHEMISTRY (60 CPs Sem. TE-SEM-2 BU.) *Dr John Silke*

This unit of study represents the second semester of a year long program. Students must complete BCH4HNA and BCH4HNB in the one academic year.

The full program lasts approximately nine months and starts early February. This course is available to students who have fulfilled the requirements of a Bachelor of Science degree, if their previous academic record is of sufficient standard. The Honours year consists of an individual research project under supervision and a course-work component. Students should consult with potential supervisors during their final year to discuss placement and design of the research project. The course-work component includes written assignments based on a lecture course and a seminar.

Incompatible unit: BCH40HON, BCH42HON

Quota: 18. Academic merit

Class requirements: Over both BCH4HNB and BCH4HNB, students are required to attend a laboratory induction course and departmental seminars, prepare, and submit a literature review, three seminars and a research report, perform a satisfactory amount of laboratory work.

This unit is not available for study abroad students.

Assessment: Research component (70%) Literature review; seminar on research proposal; research report; seminar on research outcomes; oral examination; supervisor mark, course-work (30%). Composed of assignments and a seminar on a research paper. The assessment components listed are the combined assessment for BCH4HNA and BCH4HNB.

BIO1AD ANIMAL DIVERSITY, ECOLOGY AND BEHAVIOUR (15. CPs Sem.

TE-SEM-1 BU. TE-SEM-2 AW.) *AW: Dr Dennis Black, BU: Dr Brian Malone*

Students should obtain from the University Bookshop a copy of the Biology 1AD Unit Guide and Laboratory Manual, an A4 sketchpad, laboratory coat, and dissecting kit before the first practical, which is held during the first week of the semester.

This is an introductory unit for students wishing to pursue advanced studies in biology units in subsequent years. It may also serve as a one-semester terminal unit. It consists of an introduction to animal diversity, ecology, and behaviour. The unit provides an introduction to the biology of animals, including the origin of animals and an evolutionary approach to the study of the protozoa, sponges, cnidarians, and flatworms, as well as the two major lines of coelomata animals, the annelid-arthropod-mollusc line and the echinoderm-chordate line, including a treatment of the origin of our own phylum, the Chordate and of the vertebrate classes; and concepts in animal ecology, such as the ecosystem, community, food web, energy flow, predation, parasitism and competition. The study of animal behaviour covers instinctive behaviour, learning and memory, social behaviour and the development of behaviour in an individual.

Class requirements: Three 1-hour lectures per week and one 3-hour practical class per week. The practical component includes dissections of dead animals and experiments using live animals.

Assessment: One 3-hour examination (70%), practical work (15%), practical reports (15%)

Prescribed Reading:

Hickman, C. P. Roberts, L. S. and Larson, A. *Integrated principles of zoology* 13th edn, McGraw-Hill, 2006.

BIO1GEN GENETICS, HUMAN BIOLOGY AND EVOLUTION (15. CPs Sem.

TE-SEM-1 AW. TE-SEM-2 BU.) *AW: Dr Susan Lawler, BU: Ms Tania*

Blanksby

This is an introduction to general genetics and human biology suitable for students intending to pursue further studies in these areas or as a one-semester terminal subject. Included is the history and importance of genetics in understanding human nature and in improving quality of life. Topics include the nature and functioning of the genetic message, the mechanics of inheritance, developmental and quantitative genetics, genes in populations, conservation and ecological genetics, human behavioural genetics, and the significance of human genetic variation, genetics in larger evolutionary patterns, the origin of life, speciation, macroevolution, and the origins of modern humans.

Prerequisite: Students from other faculties require the approval of the unit coordinator.

Class requirements: Three 1-hour lectures and one 3-hour practical or workshop per week.

Assessment: One 3-hour examination (70%), practical reports (10%), two 300-word assignments (taken as tests) (10%), two scientific reports (equivalent to 800 words) (10%)

Prescribed Reading:

AW: Starr, C. & Taggart, R *Biology: The unity and diversity of life* 10th edition, Thomson Learning 2004

BU: Brooker, R.J., *Genetics: analysis and principles* 2nd edn. McGraw-Hill 2005

BIO1OF ORGANISATION AND FUNCTION OF CELLS AND ORGANISMS

(15. CPs Sem. TE-SEM-1 AW, BU.) *AW: Dr Peter Pridmore, BU: Dr Tony Gendall*

The practical component of this unit includes dissections of dead animals and working with live animals.

This unit comprises a study of cells and their molecular organisation, including methods for studying cells, cell structure, structure and function of sub-cellular organelles and components, features of prokaryotic and eukaryotic cells, the activities of cells, including production of energy, cell cycle, the role of proteins in cells, the role

of DNA and RNA in the synthesis of proteins, and gene control in prokaryotes and eukaryotes. Also studied is the structure and function of various systems and their co-ordination in animals, from cells to multicellular organisms, basic concepts underlying animal design and the interaction of animals with their environment.

Prerequisite: Students from other faculties require approval by a Subject Adviser.

Class requirements: Three 1-hour lectures per week and one three-hour practical class per week. Students are required to purchase a special manual for use in conjunction with practical work. The manual (and other equipment necessary for the practical classes) is available before the beginning of the academic year. Details will be made available to students at enrolment. Laboratory attendance is compulsory.

Assessment: One 3-hour examination (75%), pre-practical tests, and practical assignments. (25%)

Prescribed Reading:

Knox, R., Ladiges, P., Evans, B., and Saint, R. *Biology* 3rd edn. McGraw-Hill, Roseville NSW, 2004

Recommended Reading:

Schmidt-Nielsen, K. *Animal Physiology* 5th edn, Cambridge University Press 1997.

BIO1PS PLANT SCIENCE (15. CPs Sem. TE-SEM-2 AW, BU.) *AW: Dr Roger*

Croome, BU: Dr Philip Keane

Students are required to purchase a special manual for use in conjunction with practical work. The practical manual (and other equipment necessary for the practical component) is available before the beginning of the semester. Details will be made available to students at enrolment.

In this unit students will be introduced to the biology of plants, their role in natural landscapes and their use by human societies, with particular emphasis on the distribution and adaptation of vegetation, especially desert vegetation, grasslands and tropical rainforests; the origin and adaptation of the unique Australian flora; the structure and functioning of plants in the Australian environment and in agriculture; and the diversity, evolution and ecological importance of bacteria, fungi, algae and land plants. Two case studies are used to introduce students to plant biotechnology. Students are introduced to the diversity of plants through visits to the wildlife reserves of the university and the Botanic Gardens and the observation and experimental study of plants in practical classes.

Prerequisite: Students from other faculties require approval by a Subject Adviser.

Class requirements: Three 1-hour lectures per week and one 3-hour practical class per week.

Assessment: One 3-hour examination (70%), nine 15-minute pre-practical tests equivalent to 1500 words (30%). To pass the laboratory component, it is advisable that students attend every laboratory class

Prescribed Reading:

Knox, R.B., Ladiges, P., Evans, B. and Saint, R. *Biology* 3rd edn. McGraw-Hill. 2004.

Costermans, L. F. *Trees of Victoria and adjoining areas*, 5th edn, Costermans Publishing 1994.

BNF3MOL MOLECULAR STRUCTURE AND MODELLING (10. CPs Sem. TE-

SEM-2 BU.) *Dr Bob Brownlee*

The primary aim of this unit is to gain an understanding of the processes of computer modelling of molecules. Both molecular mechanics and molecular orbital modelling will be covered. Research-based topics will be presented from the Department of Chemistry, including methods for structure determination, converting structures to molecular coordinates, and modelling drug binding to protein and DNA molecules.

Prerequisite: Completion of second year of the Bachelor of Bioinformatics/Bachelor of Science.

Incompatible unit: CHE30EAC, CHE31ADA, CHE31SPA, CHE32ADB, CHE32CLP, or CHE32SPB,

Class requirements: One 1-hour lecture per week and one 2.5-hour laboratory/workshop class per week.

Assessment: Assigned problems (1500 words) (60%), a major project assessment (1000 words) (40%)

BNF3SEQ SEQUENCE AND STRUCTURE ANALYSIS (10. CPs Sem. TE-SEM-1 BU.) *Dr Leann Tilley*

This subject is normally only available to students enrolled in the Bachelor of Bioinformatics/Bachelor of Science degree.

The unit provides both theoretical and practical experience in protein structure and function and in protein and DNA sequence analysis including the searching of protein and nucleic acid databases using homology-based and pattern-based search algorithms, as well as sequence comparisons and alignments and evolutionary analysis.

Prerequisite: Second year of the BBioinformatics/BScience degree.

Incompatible unit: BCH31MMB

Class requirements: Four 1-hour lectures for four and a half weeks and one 6-hour laboratory class per week for five weeks.

Assessment: One 1000-word assessment. (40%), one 2-hour examination (60%)

Prescribed Reading:

Baxeavanis, A. D. and Ouellette, B. F. F. *Bioinformatics. A practical guide to the analysis of genes and proteins*. Wiley Interscience, 2nd edn. 2001.

Lodish, H., Matsudaira P. and Darnell J. *Molecular cell biology* 4th edn. W.H. Freeman, 2000.

BOT2AES AUSTRALIAN ECOLOGY AND SYSTEMATICS (20. CPs Sem. TE-SEM-2 BU.) *Dr John Morgan*

The field trip is an essential part of the subject and reports based on it are used in the final assessment. It is not possible to set alternative work. All students must prepare a herbarium collection. Details will be provided at the beginning of the semester.

Important aspects of biodiversity and its conservation in Australia are covered in this unit and represent an introduction to plant ecology and plant systematics. In the component on plant ecology, the broad topic of the effects of environmental and biotic factors on the distribution of plant species is covered. Topics discussed include the effect of climate and competition on plant species, the nature of plant populations, fire ecology, and grazing, and the effects of climate change. In the component on plant systematics, the broad topic of the origin and evolution of the Australian flowering plant flora is covered. Topics discussed include an introduction to plant systematics, the evolution, and classification of flowering plants with particular reference to the Australian flora, plant geography of the Australian region and keys and identification of Australian flowering plants.

Prerequisite: BIO12PS, BIOIPS

Incompatible unit: BOT22PE, BOT22ES, BOT2PE, BOT2ES

Class requirements: Three 1-hour lectures, one 4-hour practical class per week, and a field trip of approximately four days duration during the mid-semester break.

Assessment: One 2-hour practical examination (10%), one 3-hour examination (60%), practical assignments and herbarium (20%), one 1000-word field trip report (10%)

Prescribed Reading:

Flora of Australia, Volume 1, 2nd edn Australian Government Publishing Service, 1999.

Duigan, S. L. *The families and genera of Victorian plants*, School of Botany, The University of Melbourne 1992.

BOT2MPN PLANT MOLECULAR BIOLOGY, PHYSIOLOGY AND NUTRITION (20 CPs Sem. TE-SEM-1 BU.) *Dr Tony Gendall*

The molecular biology lectures describe the contribution of the new technologies to an understanding of plant development, including fruit ripening and sexual incompatibility. The advances are presented in the context of the scientific method. Commercial applications are also discussed. The plant physiology component will consider light, carbon dioxide, water, and nutrients as key driving variables for vegetative growth responses. The studies will include the effects of environmental factors on managed and natural communities. The acquisition of nutrients from the soil solution by plants is examined in the plant nutrition section, together with the movement of nutrients through cells and tissues and their role in metabolism. Issues relating to the diagnosis of nutrient deficiency and how the requirements for nutrients are met in managed and natural communities will be discussed.

Prerequisite: BIO12PS and BIO11OF, or BIO1PS and BIO1OF

Class requirements: Three 1-hour lectures and one 4-hour practical class per week.

Assessment: One 3-hour examination (60%), practical assignments (25%), one 1-hour practical examination (15%)

Prescribed Reading:

Taiz, L. and Zeiger, E. *Plant physiology* 4th edn. Sinauer assoc Inc, 2006.

BOT2PE PLANT ECOLOGY (10. CPs Sem. TE-SEM-2 BU.) *Dr John Morgan*

Only available to students enrolled in Bachelor of Environmental Science or the Bachelor of Viticultural Science and Wine Production. All other students must obtain approval from the subject adviser.

In this unit, students will be given an introduction to plant ecology, which covers the broad topic of the effects of environmental and biotic factors on the distribution of plant species. Topics discussed include the effect of climate and competition on plant species, the nature of plant populations, fire ecology, and grazing, and the effects of climate change.

Prerequisite: BIO11AD or BIO12PS, or BIO1AD or BIO1PS

Incompatible unit: BOT22ES or BOT22AES, BOT2ES or BOT2AES

Class requirements: Three 1-hour lectures and one 4-hour practical class per week for half of the semester. A field trip of approximately four days duration during the mid-semester break. This is an essential part of the unit and reports based on it are used in the final assessment. It is not possible to set alternative work.

Assessment: One 1.5-hour examination (70%) and a field trip report. (30%)

BOT3ESE ECOLOGY, SYSTEMATICS AND EVOLUTION (30. CPs Sem. TE-SEM-2 BU.) *Dr Trevor Whiffin*

Students are expected to attend a field trip of approximately three days duration.

This unit is concerned with advanced aspects of plant ecology and systematics. In the component on plant ecology, the broad topic of community diversity and ecosystem function is covered. Concepts discussed include vegetation change, maintenance of species diversity, ecosystem disturbance, and conservation in fragmented ecosystems. In the component on plant systematics and biodiversity, students study patterns of variation and relationships in flowering plants, primarily at the species level. Examples are drawn from recent studies of Australian plant groups, showing the contribution of these studies to our knowledge of the origin, evolution, and phylogeography of the Australian flora. A component on biogeography covers the distribution of biodiversity within Australia, including patterns of species richness and species endemism.

Prerequisite: BOT22ES or BOT22AES, or BOT2ES or BOT2AES

Class requirements: Four 1-hour lectures, two 4-hour practical classes per week.

Assessment: Two 2-hour examinations (65%), practical assignments, and field trip reports. (35%)

BOT3FEB FIELD AND ENVIRONMENTAL BOTANY (30. CPs Sem. TE-SEM-1 BU.) *Dr John Morgan*

In this unit, the following topics will be explored: the diversity and ecology of Victorian ecosystems, including the effect of disturbance; the diversity and ecology of fungi in natural and managed ecosystems, particularly in relation to plant diseases and their biological control. There is a strong emphasis on methods of data collection and statistical analyses. An essential component of this unit is an extended field course prior to the start of semester that emphasises field methods in botany. All students must participate in one of the two topics offered. In addition, day-trips are conducted in prac-time during semester to a variety of sites near Melbourne, and there is at least one weekend field trip to study forest ecology and fungal diversity. The study of managed ecosystems includes plant domestication, the ecology of agriculture in relation to disease epidemics and biological control of weeds, pests, and pathogens.

Prerequisite: BOT22ES or BOT22AES, or BOT2ES or BOT2AES

Class requirements: Four 1-hour lectures per week, field trips, and laboratory classes equivalent to two 4-hour practical classes per week.

Assessment: Two 2-hour examinations (60%), practical assignments, and field trip reports equivalent to 3500 words (40%)

BOT3PB PLANT BIOTECHNOLOGY (30. CPs Sem. TE-SEM-2 BU.) *Dr Tony Gendall*

Plant biotechnology, based on cell and molecular biology, has become a central part of the biological revolution. This unit familiarises students with some of the latest developments and specific technologies. The advantages and problems associated with biotechnology are debated. Topics include the role of gene technology in the improvement of insect and disease resistance and specific technologies, including plant genome sequencing, RNA interference, functional genomics, and microarray analysis. Plant responses to hormones and environmental changes and herbicide resistance are discussed. A considerable portion of the unit involves working in small groups (two to four students) in the research laboratories, supervised by research staff, pursuing an original research project. Students are introduced to the scientific method and some of the formal lectures are replaced by informal discussions. Excursions to biotechnology companies are also organised.

Prerequisite: One of BCH21BMA, BCH22BMB, BOT21MPN, GEN21HMG, GEN22EEG, MIC21IM, MIC22MVM, BCH2BMA, BCH2BMB, BOT2MPN, GEN2HMG, GEN2EEG, MIC21M

Incompatible unit: AGR42ABT

Class requirements: Four 1-hour lectures per week and research projects equivalent to two 4-hour practical classes per week.

Assessment: One 3-hour examination (50%), practical assignments and laboratory notebooks equivalent to 3500 words (30%), two 5-minute oral presentations per student (10%), laboratory participation (10%)

Recommended Reading:

Hughes, M.A. *Plant molecular genetics*, Prentice Hall, 1996.
Taiz, L. and Zeiger, E. *Plant physiology*, 4th edn. Sinauer Associates Inc, 2006.

BOT4HNA HONOURS BOTANY (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Dr Peter Green

This unit of study represents one semester of a year long program. The course lasts approximately nine months and starts in either February or July. This fourth year course is available to students who have fulfilled the requirements of a Bachelor of Science, provided their previous academic record is of a sufficient standard. The course consists of a supervised research project, together with other prescribed work including essays, workshops, and seminars. Students should consult with potential supervisors during their final year.

Prerequisite: A grade average of at least 65% in at least 60 credit points of third year units germane to the discipline and a third year average of at least 60%.

Incompatible unit: BOT40HON, BOT41HON

Class requirements: Over this unit and BOT4HNB students, undertake an independent full-time research project plus three series of workshops.

This unit is not available for study abroad students.

Assessment: Research thesis (70%), workshop reports, and literature review (30%). The assessment components listed are the combined assessment for both BOT4HNA and BOT4HNB.

BOT4HNB HONOURS BOTANY (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Dr Peter Green

This unit of study represents one semester of a year long program. The course lasts approximately nine months and starts in either February or July. This fourth year course is available to students who have fulfilled the requirements of a Bachelor of Science, provided their previous academic record is of a sufficient standard. The course consists of a supervised research project, together with other prescribed work including essays, workshops, and seminars. Students should consult with potential supervisors during their final year.

Prerequisite: A grade average of at least 65% in at least 60 credit points of third year units germane to the discipline and a third year average of at least 60%.

Incompatible unit: BOT40HON, BOT42HON

Class requirements: In this unit and BOT4HNA students, undertake an independent full-time research project plus three series of workshops.

This unit is not available for study abroad students.

Assessment: Research thesis (70%), workshop reports and literature review (30%). The assessment components listed are the combined assessment for both BOT4HNA and BOT4HNB.

CBE21C ISSUES IN CONSERVATION (20. CPs Sem. TE-SEM-1 BU.)

Professor Tim New

This unit is for Bachelor of Conservation Biology and Ecology students. Other students must seek the approval of the course adviser. The course may include exercises including trapping, preservation, and examination of invertebrates. Students are required to attend a field trip one week before the commencement of semester one.

This unit covers rationales for biodiversity conservation: moral, aesthetic and utilitarian. Biodiversity and its **Assessment:** measures of biodiversity, survey methods for bacteria, protists, plants and animals, surrogate groups, molecular assessment of biodiversity as genetic information content, rapid assessment methods, endemism, taxonomy, and phylogeny. Biodiversity in Australia: continental biogeography, characteristics of Australian ecosystems. Maximising retained biodiversity through optimal reserve selection. Threatening processes. Ecosystem services: relationship to biodiversity. Management of endangered species: status evaluation, life histories, captive maintenance, inbreeding avoidance, reintroduction, population viability analysis, and impact of introduced species. Restoration ecology. Use of computer programs for conservation biological analysis: reserve selection, evolutionary distinctiveness, and population viability analysis.

Prerequisite: BIO1AD, BIO1GEN, and BIO1PS.

Recommended Prior Studies: BIO1OF, STA1LS.

Quota: 40.

Class requirements: Three 1-hour lectures per week, and one 4-hour practical session per week. There will be a field course in the week before semester one.

Assessment: One 3-hour examination (70%), three 1000-word assignments (30%)

Prescribed Reading:

Lindenmayer, D., Burgman, M. *Practical conservation biology*, Melbourne CSIRO 2005

Recommended Reading:

New, T.R. *Conservation biology in Australia. An introduction*, Melbourne Oxford University Press. 2006

CBE3AC APPLICATIONS IN CONSERVATION (30. CPs Sem. TE-SEM-1 BU.)

Dr Trevor Whiffin

This is an advanced study of conservation biology and ecology in practice, relating in particular to biodiversity assessment, species, and ecosystem management and conservation law. Biodiversity assessment will consider the determination and mapping of biodiversity, the modelling of distribution and habitat and reserve area selection. Species management will consider aspects of the captive breeding of species, population viability analysis and species re-introduction. Ecosystem management will consider the aims, goals and monitoring of management, the meanings of 'sustainability' and the processes by which it can be achieved in ecosystems. Conservation policy will consider the legal framework of biodiversity and environmental protection, legislation in Australia and overseas, international treaties and the practical application of policy within Australia.

Prerequisite: CBE21IC.

Class requirements: Four 1-hour lectures and two 4-hour practicals (or equivalent fieldwork, tutorials or workshops) per week.

Assessment: Two 3-hour examinations (70%), practical assignments, and reports (equivalent to 2500 words). (30%)

Prescribed Reading:

Lindenmayer, D., Burgman, M. *Practical conservation biology*, Melbourne CSIRO 2005

Recommended Reading:

New, T.R. *Conservation biology in Australia. An introduction*, Melbourne Oxford University Press. 2006

CBE4HNA HONOURS CONSERVATION BIOLOGY AND ECOLOGY (60(CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Professor Tim New*

This unit of study represents the first semester of a two-semester program. Honours degree students are selected based on their performance in the final year of the pass degree.

The Honours year will comprise a project related to Conservation Biology and Ecology plus associated coursework. However, because there is no Department of Conservation Biology and Ecology, students will be based in one of the participating departments. With the approval of the CBE Honours Coordinator, the assignments component may include work undertaken in another Department. Hours of study are unlimited – workshop attendance as specified.

Incompatible unit: CBE40HON, CBE41HON

Class requirements: Independent research project: Unlimited hours over 38 weeks.

Three workshops as foundations of reports.

This unit is not available for study abroad students.

Assessment: One research thesis (70%), three 3000-word assignments/reports (30%). The assessment components listed are the combined assessment for both CBE41HON and CBE42HON

CBE4HNB HONOURS CONSERVATION BIOLOGY AND ECOLOGY (60(CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Professor Tim New*

This unit of study represents the second semester of a two-semester program. Honours degree students are selected based on their performance in the final year of the pass degree.

The Honours year will comprise a project related to Conservation Biology and Ecology plus associated coursework. However, because there is no Department of Conservation Biology and Ecology, students will be based in one of the participating departments. With the approval of the CBE Honours Coordinator, the assignments component may include work undertaken in another Department. Hours of study are unlimited – workshop attendance as specified.

Incompatible unit: CBE40HON, CBE41HON

Class requirements: Independent research project: Unlimited hours over 38 weeks.

Three workshops as foundations of reports.

This unit is not available for study abroad students.

Assessment: One research thesis (70%), three 3000-word assignments/reports (30%). The assessment components listed are the combined assessment for both CBE41HON and CBE42HON

CHE1APL APPLICATIONS OF CHEMISTRY (15 CPs Sem. TE-SEM-2 AW, BU.)AW: *Mr Martin Fussell*, BU: *Dr Jeff Rowe*

Subjects studied include chemistry of solutions, equilibrium, entropy and free energy, acid-base equilibria, electrochemistry and chemical kinetics. The unit also examines chemicals in our environment, such as soaps, detergents, cleaning agents, water treatment to remove hardness and bacteria, pesticides and their analysis using chromatography. Chemistry of life: acid derivatives; food chemistry, amino acids and proteins, carbohydrates and synthetic polymers are also covered, along with metals in our environment, coordination compounds and the analysis of the metallic elements using spectroscopy.

Prerequisite: CHE1GEN or CHE1BAS (previously CHE11GEN or CHE11BAS).

Class requirements: Three 1-hour lectures and one 3-hour laboratory or workshop class per week.

Assessment: One 2-hour examination (70%), laboratory reports (20%), and workshops (10%). The laboratory course is compulsory and an attendance requirement applies.

Prescribed Reading:

Chang, R. *Chemistry* 9th edn, McGraw-Hill, 2007.

CHE1BAS BASIC CHEMISTRY (15 CPs Sem. TE-SEM-1 AW, BU.) AW: *Mr*Martin Fussell, BU: *Dr Jeff Rowe*

This unit is for students who have not taken VCE Chemistry. Students study the chemistry of atoms and molecules, atoms, molecules and ions, quantum theory and the electronic structure of the atom, periodic relationships among the elements, chemical bonding, and molecular geometry. Also studied is the chemistry of carbon compounds, hydrocarbons, delocalised bonding and aromatics, alkyl

halides, hydroxyl compounds, aldehydes and ketones and acids. In addition, gases and liquids, the properties of gases, thermochemistry, intermolecular forces, physical properties of solutions and acids and bases.

Incompatible unit: CHE11GEN, CHE1GEN

Class requirements: Three 1-hour lectures and one 3-hour laboratory or workshop class per week.

Assessment: One 2-hour examination (64%), laboratory reports (20%), workshops, and class tests (16%). The laboratory course is compulsory and an attendance requirement applies as per study guide

Prescribed Reading:

Chang, R. *Chemistry* 9th edn, McGraw-Hill, 2007.

CHE1GEN GENERAL PRINCIPLES OF CHEMISTRY (15 CPs Sem. TE-SEM-1AW, BU.) AW: *Mr Martin Fussell*, BU: *Dr Jeff Rowe*

Students study the chemistry of atoms and molecules, atoms, molecules and ions, quantum theory and the electronic structure of the atom, periodic relationships among the elements, chemical bonding, and molecular geometry. Also studied is the chemistry of carbon compounds, hydrocarbons, delocalised bonding and aromatics, alkyl halides, hydroxyl compounds, aldehydes and ketones and acids. In addition, gases and liquids, the properties of gases, thermochemistry, intermolecular forces, physical properties of solutions and acids and bases.

Prerequisite: VCE chemistry.

Incompatible unit: CHE11BAS, CHE1BAS

Class requirements: Three 1-hour lectures and one 3-hour laboratory or workshop class per week.

Assessment: One 2-hour examination (70%), laboratory reports (20%), and workshops (10%). The laboratory course is compulsory and an attendance requirement applies.

Prescribed Reading:

Chang, R. *Chemistry* 9th edn, McGraw-Hill, 2007.

CHE2CWQ CHEMISTRY OF WATER QUALITY (15 CPs Sem. TE-SEM-2 BU.)Dr *Ian Potter*

This unit deals with some contamination and treatment problems related to the quality of drinking and river waters. Physical, chemical, and biological measures of water quality are discussed, along with sampling and storage procedures. Detailed methods for analysis of trace metal and organic pollutants in natural waters and hands-on experience with some of these modern instrumental techniques is a key feature of the lectures and laboratory classes. Other topics covered include wastewater treatment procedures and examples of documented EPA and public health authority standard methods.

Prerequisite: CHE1GEN or CHE1APL.

Incompatible unit: CHE2RWD

Class requirements: Two 1-hour lectures, one 1-hour tutorial per week, and one 3-hour laboratory class for 10 weeks.

Assessment: One 1.5-hour examination (60%), laboratory reports (25%) and two essays (15%).

Recommended Reading:

Harris, D.C. *Quantitative chemical analysis*, 7th edn. Freeman, 2007.

CHE2DEV DEVELOPMENTS IN CHEMISTRY (20 CPs Sem. TE-SEM-2 BU.)Dr *Andrew Hughes*

The choice of components in this unit is from a pool of six topics. Each student based on interest and other second year units being taken determines the choice of three lecture topics. The six lecture topics, which may vary from year to year, include environmental analytical chemistry, carbonyl and aromatic chemistry, water quality and the monitoring of contaminants, biological chemistry including drug design, nanochemistry, and medicinal chemistry.

Prerequisite: CHE1GEN or CHE1BAS and CHE1APL.

Incompatible unit: CHE2MEC

Class requirements: Three 1-hour lectures per week and one 4-hour practical (compulsory) per week and tutorials as arranged.

Assessment: Written exam papers as required, three 1.5-hour exams (80%) and continuous assessment of practical laboratory (compulsory) performance (20%).

Prescribed Reading:

McMurry, J. *Organic chemistry*, 7th edn, Thomson-Brooks/Cole Publishing, 2008.
 Laidler, K. J. Meiser, J. H. & Sanctuary, B.C. *Physical chemistry*, 4th edn. Houghton Mifflin Company, 2003.
 Harris, D.C. *Quantitative chemical analysis*, 7th edn, Freeman, 2007.

CHE2FND FUNDAMENTALS OF CHEMISTRY (20 CPs Sem. TE-SEM-1 BU.)

Dr Andrew Hughes

Students study aspects of carbonyl chemistry, spectroscopic methods, occupational health and safety and the chemistry of elements of the periodic table.

Prerequisite: CHE1GEN or CHE1BAS and CHE1APL.

Class requirements: Three 1-hour lectures per week and one 4-hour practical (compulsory) per week and tutorials as arranged.

Assessment: Written papers as required, three 1.5-hour examinations (80%) and continuous assessment of practical laboratory (compulsory) performance (20%).

Preliminary Reading:

Scott, S. K. *Beginning mathematics for chemistry* Oxford University 1995.

Prescribed Reading:

Rodgers, G.E. *Descriptive inorganic, coordination and solid-state chemistry*, 2nd edn, Thomson-Brooks/Cole, 2002.
 McMurry, J. *Organic chemistry*, 7th edn, Thomson-Brooks/Cole Publishing, 2008.

CHE2MEC MEDICINAL CHEMISTRY (20 CPs Sem. TE-SEM-2 BU.)

Dr Andrew Hughes

This unit is available to students enrolled in Bachelor of Medicinal Chemistry. Other students will require the coordinator's approval to enrol into this unit.

In the core medicinal chemistry topic of this unit, students will be introduced to the fundamental concepts of the field of medicinal chemistry. This will include the definition and classifications of drugs, the historical perspectives of drug discovery and the role of the medicinal chemist today. The emphasis of this topic will be on the four main molecular targets of drugs, which are lipids, carbohydrates, nucleic acids, and proteins (particularly enzymes and receptors). The structure and function of these targets, the types of drugs and how they interact with their corresponding targets will be discussed, including the role of antagonists, agonists, and allosteric enhancers. Examples of relevant drugs will be used as appropriate. Students are free to choose two more topics from the pool described for CHE2DEV but students should be aware that the topics of Carbonyl Chemistry and Biological Chemistry are highly recommended.

Prerequisite: CHE2FND.

Incompatible unit:

Class requirements: Three 1-hour lectures and one 4-hour laboratory/workshop class per week.

This unit is not available for study abroad students.

Assessment: Three 1.5-hour examinations (80%) The laboratory/workshop program is compulsory and an attendance/satisfactory standard/progress applies (hurdle requirement), laboratory/workshop reports (20%)

Recommended Reading:

Patrick, G. *An introduction to medicinal chemistry*, 3rd. edn, Oxford University Press, 2005.

CHE2NAN NANO CHEMISTRY (10 CPs Sem. TE-SEM-2 BU.)

Dr Conor Hogan

This unit is available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science. Other students require the approval of the coordinator of the unit

Topics will include Colloids, Nanoparticles, Quantum Dots, Dendrimers; Self-Assembled Monolayers and Structures; Bucky Balls and Nanotubes; Supramolecular Chemistry; molecular electronics, drug-delivery systems and biological molecules.

Prerequisite: CHE1GEN and CHE1APL.

Co-requisite: CHE2DEV.

Class requirements: Twenty 1-hour lectures and one 4-hour laboratory per fortnight.

Assessment: One 1.5-hour examination and one 1-hour examination (80%), laboratory work (20%)

Recommended Reading:

Beer, P.D., Gale P.A. & Smith, D.K. *Super molecular Chemistry* Oxford, 1999.

CHE2RWD CHEMISTRY IN THE REAL WORLD (20 CPs Sem. TE-SEM-2 BU.)

Dr Andrew Hughes

The three lecture topics students choose for this course are those from the pool of six described under CHE2DEV. The associated laboratory program reinforces the lecture material and provides hands-on experience of the types of problems faced by practising chemists in Australia.

Prerequisite: 15 credit points of a first year physics or mathematics unit.

Co-requisite: CHE2DEV or CHE2MEC.

Incompatible unit: CHE2CWQ and ENV2AIR.

Class requirements: Three 1-hour lectures per week, tutorials as arranged and one 4-hour laboratory per week.

Assessment: Three 1.5-hour exams (80%) and continuous assessment of practical laboratory (compulsory) performance (20%).

Prescribed Reading:

Rodgers, G.E. *Descriptive inorganic coordination and solid-state chemistry*, 2nd edn. Thomson-Brooks/Cole, 2002.

Recommended Reading:

Mc Murry, J. *Organic chemistry*, 7th edn, Thomson-Brooks/Cole, 2008.
 Harris, D.C. *Quantitative chemical analysis*, 7th edn, Freeman, 2007.

CHE3ADA SELECTED TOPICS FOR A JOINT CHEMISTRY MAJOR (30 CPs Sem. TE-SEM-1 BU.)

Dr Andrew Hughes

Full details of each topic are available on the departmental web page at www.latrobe.edu.au/chemistry/. Topics may vary from year to year.

Students are required to take a selection of four topics from the following: fuels and energy, bonding, analytical mass spectrometry, separation science, organic synthesis, NMR and spectroscopy, and medical chemistry and special topics.

Prerequisite: Any two of CHE2FND, CHE2DEV, or CHE2RWD.

Class requirements: Four 1-hour lectures and eight hours of laboratory work per week.

Assessment: Four 1.5-hour examinations (80%), practical reports (20%). In order to pass the subject, students must obtain an overall pass grade of at least 40% in the practical component and pass the examinations.

Prescribed Reading:

McMurry, J. *Organic chemistry*, 7th edn, Thomson-Brooks/Cole, 2008
 Laidler, K.J., Meiser, J.H. & Sanctuary, B.C. *Physical chemistry*, 4th edn. Houghton Mifflin Company, 2003
 Harris, D.C. *Quantitative chemical analysis*, 7th edn, Freeman, 2007.

CHE3ADB MATERIALS AND METHODS FOR JOINT CHEMISTRY**MAJORS** (30 CPs Sem. TE-SEM-2 BU.)

Dr Andrew Hughes

Full details of each topic are available on the departmental web page at www.latrobe.edu.au/chemistry/ Topics may vary from year to year.

Students are required to take a selection of four topics from the following: heterocyclic chemistry, instrumental analytical chemistry, industrial chemistry, secondary metabolism, molecular design, electro analytical and materials chemistry, structures and energetics, medicinal chemistry and special topics.

Prerequisite: Any two of CHE2FND, CHE2DEV, and CHE2RWD.

Class requirements: Four 1-hour lectures and eight hours of laboratory work per week.

Assessment: Four 1.5-hour examinations (80%), practical reports (20%). In order to pass the subject, students must obtain an overall pass grade of at least 40% in the practical component and pass the examinations.

Prescribed Reading:

McMurry, J. *Organic chemistry*, 7th edn, Thomson-Brooks/Cole, 2008.
 Laidler, K. J., Meiser, J. H. & Sanctuary, B.H. *Physical chemistry*, 4th edn, Houghton Mifflin Company, 2003.
 Harris, D. C. *Quantitative chemical analysis*. 7th edn, Freeman, 2007.

CHE3EAA ADVANCED ENVIRONMENTAL ANALYTICAL CHEMISTRY (10 CPs Sem. TE-SEM-1 BU.) *Dr Ian Potter*

This unit is one semester of a two-semester program. It is highly recommended that students take both CHE3EAA and CHE3EAB in the one academic year

This unit provides students with an introduction to modern instrumental analytical chemistry techniques in separation science, which are relevant to problems arising in environmental, medicinal, and forensic chemistry. Topics include chromatographic theory, high performance liquid chromatography (HPLC), ion chromatography (IC), super critical fluid chromatography (SFC), and capillary electrophoresis (CE).

Prerequisite: Enrolment by Chemistry Course Adviser approval only.

Incompatible unit: CHE3SPA

Class requirements: One 1-hour lecture per week and 36 hours of laboratory classes.

This unit is not available for study abroad students.

Assessment: One 1.5-hour examinations (80%) and laboratory reports. (20%)

Prescribed Reading:

Harris, D.C. *Quantitative chemical analysis*, 7th edn, Freeman, 2007.

CHE3EAB ADVANCED ENVIRONMENTAL ANALYTICAL CHEMISTRY (5 CPs Sem. TE-SEM-2 BU.) *Dr Ian Potter*

This unit is one semester of a two-semester program. It is highly recommended that students take both CHE3EAA and CHE3EAB in the one academic year

This unit provides students with an introduction to modern instrumental analytical chemistry techniques, which are relevant to environmental, biological, and forensic chemistry. Topics include atomic absorption spectroscopy (AAS), inductively coupled plasma spectrometry (ICP), automation in analytical chemistry, chemical sensors, and miniaturisation in analytical chemistry.

Prerequisite: Enrolment by Chemistry Course Adviser approval only.

Incompatible unit: CHE3SPB

Class requirements: One 1-hour lecture per week.

This unit is not available for study abroad students.

Assessment: One 1.5-hour examination (100%)

Prescribed Reading:

Harris, D.C. *Quantitative chemical analysis*, 7th edn, Freeman, 2007.

CHE3MCC MEDICINAL CHEMISTRY C (30 CPs Sem. TE-SEM-1 BU.) *Dr*

Andrew Hughes

This unit is available to students enrolled in Bachelor of Medicinal Chemistry. Other students wishing to take the unit must obtain the coordinator's approval.

In the core medicinal chemistry topic of this unit, students will examine the pathway of drug discovery, design, and development. The sources of lead compounds, their isolation, and characterisation will be discussed. This will be followed by the strategies of drug design to optimise pharmacokinetic and pharmacodynamic properties, with structure-activity relationships (SAR) to be covered in detail. The development processes, which include commercialisation, manufacturing/production, clinical trials, and the importance of intellectual property, will be also considered. Case studies of the pathways taken to achieve selected drugs will be presented. Students are free to choose three more topics from the pool described for CHE3ADA but students should be aware that the topics of NMR and Molecular Spectroscopy, Synthesis and Analytical Mass Spectroscopy are highly recommended.

Prerequisite: CHE2MEC.

Class requirements: Four 1-hour lectures and eight hours of laboratory work per week.

This unit is not available for study abroad students.

Assessment: Four 1.5-hour examinations or equivalent (80%) The laboratory/workshop program is compulsory and an attendance/satisfactory standard/progress requirement applies (hurdle requirement), laboratory/workshop reports (20%)

Recommended Reading:

Patrick, G. *An introduction to medicinal chemistry*, 3rd edn, Oxford University Press, 2005.

CHE3MCD MEDICINAL CHEMISTRY D (30 CPs Sem. TE-SEM-2 BU.) *Dr*

Andrew Hughes

This unit is available to students enrolled in Bachelor of Medicinal Chemistry. Other students will require the coordinator's approval to enrol into this unit

In the core medicinal chemistry topic of this unit, students will study advanced aspects of medicinal chemistry. Key improvements in technology and techniques, which aid the medicinal chemist, will be examined. Examples of these will include the use of quantitative structure activity relationships (QSAR), combinatorial chemistry, and computer-aided drug design. Case studies of selected modern drugs will be presented.

Students are free to choose three more topics from the pool described for CHE3ADB but students should be aware that the topics of Heterocyclic Chemistry, Molecular Design, and Secondary Metabolism are highly recommended.

Class requirements: Four 1-hour lectures and eight hours of laboratory work per week.

This unit is not available for study abroad students.

Assessment: Four 1.5-hour examinations or equivalent (80%) The laboratory/workshop program is compulsory and an attendance/satisfactory standard/progress requirement applies (hurdle requirement), laboratory/workshop reports (20%)

Recommended Reading:

Patrick, G. *An introduction to medicinal chemistry*, 3rd edn, Oxford University Press, 2005.

CHE3MCE MEDICINAL CHEMISTRY E (30 CPs Sem. TE-SEM-S BU.) *Dr*

Andrew Hughes

This unit is available to students enrolled in the Bachelor of Medicinal Chemistry. Other students wishing to take the unit must obtain the coordinator's approval.

Students in this topic will undertake lecture or online instruction in the topics Heterocyclic chemistry, Molecular Design and Secondary Metabolism most closely related to medicinal chemistry. Advanced aspects of medicinal chemistry will be addressed through the substantial laboratory based research project students will undertake. The research project will involve working on and exposure to concepts of drug design and development. Through the research project, students will gain knowledge of case studies of selected modern drugs.

Prerequisite: CHE2MEC.

Class requirements: Eighteen hours of lectures or equivalent and twenty hours of laboratory work per week.

This unit is not available for study abroad students.

Assessment: Three 1.5-hour examinations or equivalent (60%), laboratory/research project report (equiv to 3000-4500 words) (40%)

Recommended Reading:

Patrick, G. *An introduction to medicinal chemistry*, 3rd edn, Oxford University Press, 2005.

CHE3SEN SENSORS AND DEVICES (15 CPs Sem. TE-SEM-2 BU.) *Dr Conor*

Hogan

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

In this unit, students will study many aspects of contemporary sensing theory and practice and the device technologies required for real world implementation. Unit themes include: (a) electrochemistry with a focus on electron transfer and mass transport and applications in batteries, fuel cells, solar conversion, microelectronics and sensors, (b) concepts of chemical, physical and biological sensing with electrochemical, optical and mass-based examples, (c) micro sensors and micro fluidics including 'lab-on-a-chip' designs and micro total analytical systems (mu-TAS), (d) biochips and micro arrays for DNA, protein and related large scale assays, and (e) nanostructured interfaces and molecular scale devices, examining the 'bottom-up' approach to fabrication. Students are not permitted to take the topics contained in this unit for credit in CHE3ADB.

Prerequisite: Third year of the Bachelor of Nanotechnology/Bachelor of Science degree.

Class requirements: Two 1-hour lectures and one 3-hour laboratory session per week.

This unit is not available for study abroad students.

Assessment: Two 1.5-hour examinations (80%), practical reports equivalent to 1500 words (20%). In order to pass the subject, students must obtain an overall pass grade of at least 40% in the practical component and pass the examinations.

CHE3SPA COMPLEMENTARY TOPICS FOR PURE CHEMISTRY MAJORS (30 CPs Sem. TE-SEM-1 BU.) *Dr Andrew Hughes*

Only available to students who are enrolled in, or who have passed, CHE3ADA.

Students are required to take a selection of four topics from the following: fuels and energy, bonding, analytical mass spectrometry, separation science, organic synthesis, NMR and spectroscopy, medicinal chemistry and special topics. Students are not permitted to take those topics taken for credit in CHE3ADA.

Prerequisite: Any two of CHE2FND, CHE2DEV, and CHE2RWD.

Co-requisite: CHE3ADA.

Incompatible unit: CHE3LAP, CHE3EAC

Class requirements: Four 1-hour lectures and eight hours of laboratory per week.

Assessment: Four 1.5-hour examinations (80%), practical reports (20%). In order to pass this subject, students must obtain an overall pass grade of at least 40% in the practical component and pass the examinations.

Prescribed Reading:

McMurry, J. *Organic chemistry*, 7th edn, Thomson-Brooks/Cole, 2008
Laidler, K. J., Meiser, J. H & Sanctuary, B.H. *Physical chemistry*, 4th edn, Houghton Mifflin Company, 2003
Harris, D. C. *Quantitative chemical analysis*, 7th edn, Freeman, 2007.

CHE3SPB STRUCTURES AND REACTIONS FOR A PURE CHEMISTRY MAJORS (30 CPs Sem. TE-SEM-2 BU.) *Dr Andrew Hughes*

Only available to students who are enrolled in CHE3ADB, or who have passed CHE3ADB.

Students are required to take a selection of four topics from the following: heterocyclic chemistry, instrumental analytical chemistry, industrial chemistry, secondary metabolism, molecular design, electroanalytical and materials chemistry, structure and energetics, medicinal chemistry and special topics. Students are not permitted to take those topics taken for credit in CHE3ADB.

Prerequisite: Any two of CHE2FND, CHE2DEV, and CHE2RWD.

Co-requisite: CHE3ADB.

Incompatible unit: CHE3CLP, CHE30EAC, CHE31EAC, CHE32EAC, CHE3EAA, CHE3EAB, and BNF3MOL

Class requirements: Four 1-hour lectures and eight hours of laboratory work per week.

Assessment: Four 1.5-hour examinations (80%), practical reports (20%). In order to pass the subject, students must obtain an overall pass grade of at least 40% in the practical component and pass the examinations.

Prescribed Reading:

McMurry, J. *Organic chemistry*, 7th edn, Thomson-Brooks/Cole, 2008
Laidler, K. J., Meiser, J. H. & Sanctuary, B.H. *Physical chemistry*, 4th edn, Houghton Mifflin Company, 2003
Harris, D. C. *Quantitative chemical analysis*, 7th edn, Freeman, 2007.

CHE4HNA HONOURS CHEMISTRY (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Conor Hogan*

This unit of study represents one semester of a year long program. Students commence their Honours program either in February for first semester or July for second semester

This unit comprises lectures that are more advanced and training in research. There are no formal or set experiments. Each student is required at the beginning of the course to choose the area of chemistry in which they wish to undertake a research investigation. The lecture units expected to be offered in the two areas of chemistry (instrumental and synthetic) comprise computational chemistry, computer interfacing, mass spectrometry, chemical sensors, modern electrochemistry, NMR, mechanistic organic chemistry, medicinal chemistry, and organometallic synthesis. The Department giving full details of all units offered will supply brochures.

Prerequisite: A grade average of at least 65% in at least 60 credit points of third year chemistry and a third year average of at least 60%.

Incompatible unit: CHE40HON, CHE41HON

Class requirements: Students commence their research project early in February or in July. Students select, (with the approval of the Head of Dept), nine lecture units from the list above, with the restriction that at least three must be from each of the two areas. Assessment is based on the best eight results. Students may, with the approval of the Head of Department, partly replace chemistry components with fourth year components offered by other relevant Departments. Students are required to present two seminars during the year and attend Departmental research seminars.

Assessment: The research project is assessed based on a thesis and by an oral examination (60%) The assessment components listed are the combined assessment for CHE4HNA and CHE4HNB, lecture units assessed by examination, or take-home project, in the first semester exam period (40%)

CHE4HNB HONOURS CHEMISTRY (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Conor Hogan*

This unit of study represents one semester of a year long program. Students commence their Honours program either in February for first semester or July for second semester

This unit comprises lectures that are more advanced and training in research. There are no formal or set experiments. Each student is required at the beginning of the course to choose the area of chemistry in which they wish to undertake a research investigation. The lecture units expected to be offered in the two areas of chemistry (instrumental and synthetic) comprise computational chemistry, computer interfacing, mass spectrometry, chemical sensors, modern electrochemistry, NMR, mechanistic organic chemistry, medicinal chemistry, and organometallic synthesis. Brochures will be supplied by the Department giving full details of all units offered.

Prerequisite: A grade average of at least 65% in at least 60 credit points of third year chemistry and a third year average of at least 60%.

Incompatible unit: CHE40HON, CHE42HON

Class requirements: Students commence their research project early in February or in July. Students select, (with the approval of the Head of Dept), nine lecture units from the list above, with the restriction that at least three must be from each of the two areas. Assessment is based on the best eight results. Students may, with the approval of the Head of Department, partly replace chemistry components with fourth year components offered by other relevant Departments. Students are required to present two seminars during the year and attend Departmental research seminars.

Assessment: Lecture units assessed by examination, or take-home project, in the first semester exam period (40%). The research project is assessed based on a thesis and by an oral examination (60%). The assessment components listed are the combined assessment for CHE4HNA and CHE4HNB.

COG2TOP TOPICS IN COGNITIVE SCIENCE (10. CPs Sem. TE-SEM-2 BU.)

Dr Edith Bavin

This unit is designed for students who have been admitted to the double degree course in cognitive science and computer science. Topics to be introduced will draw upon at least two approaches from the disciplines that contribute to the area of cognitive science. The focus is on integrating these approaches as well as practical applications. Topics include connectionist modelling of language processing and acquisition, neural mechanisms underlying cognitive functioning, the brain as a symbolic processor, the intentional stance and its alternatives and intelligent hybrid systems.

Prerequisite: Completion of a minimum of 135 credit points of the BCogScience/BCompScience degree, including PSY11PYA, PSY12PYB, CSE1100J, and CSE12IPJ.

Class requirements: One 2-hour seminar per week.

Assessment: One 3000-word essay (80%) and seminar participation (20%). one 3000-word essay (80%) and seminar participation (20%).

Prescribed Reading:

Thagard, P. *Mind: Introduction to cognitive science*. Cambridge, MA: MIT Press, 1996.

CSE1CES C PROGRAMMING FOR ENGINEERS AND SCIENTISTS (15. CPs Sem. TE-SEM-1 BU.) *Dr Zhen He*

Students study procedural programming using the C programming language. Topics include the C Compiler and pre-processor, functions and programme structures, pointers and arrays, structures, input/output and the UNIX interface.

Recommended Prior Studies: Year 12 Mathematical Methods or Specialist Mathematics is assumed.

Incompatible unit: CSE11SYS, CSE12SYS, CSE21CES

Class requirements: Two 1-hour lectures for 12-weeks of the semester, one 2-hour laboratory class per week for 9 weeks of the semester.

Assessment: One 3-hour end of semester examination (70%), programming assignments (equivalent to 750 words total) (20%), laboratory work (10%)

Prescribed Reading:

R. Johnsonbaugh & M. Kalin. *Applications programming in ANSI C* 3rd edn. Prentice-Hall, 1996

CSE1CPP OBJECT-ORIENTED PROGRAMMING USING C++ (15. CPs Sem. TE-SEM-2 BU.) *Mr Richard Tresider*

Note that students who have attempted, but not completed, their basic Java unit may still apply to the unit coordinator for admission to this unit.

C++ is one of the most widely used programming languages in industry. C++ is used extensively in games, operating systems, mobile devices, systems programming and application programming. Knowledge of C++ can also help when learning other object-oriented languages such as Java. CSE1CPP introduces students to the basics of C++ and progresses to an intermediate level, forming a solid basis for more advanced subjects in the areas of games, project, networks, and other areas. The topics studied include I/O streams and file I/O, classes, references, overloaded functions and operations, friend functions, inheritance, abstract classes, template classes and functions, exception handling, namespaces, memory management, the string class and an introduction to the Standard Template Library (STL). Also covered are the basics of systems programming.

Prerequisite: Must have attempted either CSE1OJA or CSE1OJA (from 2009 CSE1OOF or CSE1OFA)sss.

Incompatible unit: CSE1SYS, CSE12SYS, CSE11SYS

Class requirements: Two 1-hour lectures, one 2-hour laboratory, and one 1-hour practice class per week for 12 weeks.

Assessment: One 3-hour examination (70%), laboratory skills tests (5%), one computer programming assignment equivalent to 1000 words (25%). In order to pass the unit, students must obtain an overall pass grade, obtain at least 45% in the examination, and pass the combined non-examination components.

CSE1OO INTERMEDIATE OBJECT-ORIENTED PROGRAMMING (15 CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE: Ms Mary Martin, BU: Dr Julie Main*

The teaching of object-oriented concepts is continued while students gain more experience with the Java programming language and basic software engineering principles. Topics covered include inheritance (class hierarchies, abstract classes), input/output streams, file operations, exceptions, recursion, generics and dynamic data structures (linked lists). Software engineering principles are further developed, including parameters for characterising software quality, testing strategies, and debugging strategies.

Prerequisite: CSE1OFA or CSE1OOF, CSE1OOJ, CSE1OJA, CSE1OJA.

Incompatible unit: CSE12IPJ, CSE11IJA, CSE1IPJ, CSE1IJA, CSE12IJA.

Class requirements: Two 1-hour lectures, one 2-hour laboratory class, and one 1-hour practice class per week for 12 weeks.

Assessment: One 3-hour examination (70%), one computer programming assignment equivalent to 1500 words (30%). In order to pass the unit, students must obtain an overall pass grade, obtain at least 45% in the examination, and pass the non-examination component.

CSE1ITF INFORMATION TECHNOLOGY FUNDAMENTALS (15. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE.) *BE: Dr John McCullagh, BU: Dr Richard Lai*

Bundoora students who have taken CSE1IS, are not permitted to take this unit.

In this unit, students will be provided with a general and practical introduction to information technology for students in all disciplines. It consists of two compulsory modules:

Theory one: fundamental principles of computer operation, the main hardware components of the computer, data storage and retrieval, Theory two: introduction to system software, introduction to data communications, hardware selection and evaluation;

And four elective two-week modules to be chosen from:

Theory three: operating systems, file management systems, memory management, and CPU scheduling, data communications and networking, hardware management, security and backup;

Application software modules: spreadsheets, database packages, the World Wide Web, applied IT modules.

Incompatible unit: BUS1MIS, INT1ITF

Class requirements: BE: two 1-hour lectures and two 1-hour tutorial/practical classes per week

BU: two 1-hour lectures, one 2-hour laboratory class, and one 1-hour practice class per week.

Assessment: BU: one 2.5-hour examination (70%) BE: one 2-hour examination (60%). Hurdle: To pass the unit, students must submit all assessment material and achieve at least 45% for the examination, BE: one 750-word practical assignment (15%) BE: one assignment equivalent to 500 words (10%), BE: five tutorial tasks equivalent to 50 words each (5%), BE: 30-minute test equivalent to 500 words (10%), BU: one 1000-word programming assignment (23%), BU: three 10-minute laboratory tests (7%)

Prescribed Reading:

BENDIGO CAMPUS: Shelly, Cashman & Vermaat. *Discovering computers 2007 (introductory)* Thomson, 7th edn.

BUNDOORA CAMPUS: Stair & Stair *Principles of information systems*, 8th edn, Thomson.

CSE1OFA OBJECT-ORIENTED PROGRAMMING FUNDAMENTALS (15 CPs Sem. TE-W05-07 BU. TE-W26-28 BU.) *Dr Kinh Nguyen*

This unit commences three weeks prior to the commencement of the semester and class requirements run until the start of the semester. The unit is taught full-time over five days per week for the three weeks

Students are introduced to computers, object-oriented concepts and programming using Java. Students also gain a working knowledge of the UNIX operating system. Topics covered include classes and objects; primitive data types; flow of control; methods; basic input/output and arrays. Software engineering principles are introduced, including coding standards, class design and testing strategies

Incompatible unit: CSE11OOJ, CSE1OOJ, CSE12OJA, CSE11OJA, CSE1OJA, CSE1OOF,

Class requirements: Eight 1-hour lectures, four 2-hour laboratory classes, and four 1-hour practice classes per week for three weeks.

Assessment: Computer programming assignments equivalent to 1500 words (40%), one 2.5-hour examination (60%). In order to pass the unit, students must obtain an overall pass grade, obtain at least 45% in the examination, and pass the combined non-examination components.

CSE1OOF OBJECT-ORIENTED PROGRAMMING FUNDAMENTALS (15 CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE.) *BE: Dr Chris Cope, BU: Dr Kinh Nguyen*

Students are introduced to computers, object-oriented concepts and programming using Java. Students also gain a working knowledge of the UNIX operating system. Topics covered include classes and objects, primitive data types, flow of control, methods, basic input/output and arrays. Software engineering principles are introduced, including coding standards, class design and testing strategies

Incompatible unit: CSE1OOJ, CSE1OJA, CSE11OOJ, CSE11OJA, CSE12OJA, CSE1OFA

Class requirements: Two 1-hour lectures, one 2-hour laboratory class, and one 1-hour practice class per week for 12 weeks.

Assessment: Computer programming assignments equivalent to 1500 words (40%), one 2.5-hour examination (60%). In order to pass the unit, students obtain an overall pass grade, obtain at least 45% in the examination, and pass the combined non-examination components.

CSE2ACG ADVANCED C++ FOR GAMES TECHNOLOGY (15 CPs Sem. TE-SEM-2 BU.) *Dr Zhen He*

The purpose of this unit is to teach advanced aspects of C++ programming needed in Games Technology. This unit starts with a review of basic C++ programming and then moves into the more advanced topics of using pre-processor directives, class templates, multiple inheritance, mutable members, overloading and overriding methods, string streams, STL containers and algorithms, iterators, exception handling, namespaces, RTTI, function pointers and functors, context sensitive help, creating and loading DLLs, components and packages and .NET programming.

Prerequisite: CSE1CCP or CSE1SYS.

Incompatible unit: CSE2CGT.

Class requirements: One 2-hour lecture per week for 12 weeks and one 2-hour laboratory class for per week for 10 weeks.

Assessment: One 3-hour examination (60%), one programming assignment equivalent to 1000 words (30%), laboratory work (10%)

CSE2AIF ARTIFICIAL INTELLIGENCE FUNDAMENTALS (15 CPs Sem. TE-SEM-2 BU.) *Dr Andrew Skabar*

This unit covers the fundamental areas of AI, focusing on knowledge representation and search. Main topics include historical foundations and applications areas; state-space search; game-playing; knowledge representation languages including predicate calculus, semantic networks, conceptual graphs and frames; rule-based expert systems; and an introduction to symbolic and connectionist machine learning.

Prerequisite: CSE1IPJ or CSE1IJA (from 2009 CSE1IOO).

Incompatible unit: CSE2AI, CSE3AI, CSE4FAI

Class requirements: Two one-hour lectures and one two-hour laboratory per week.

Assessment: One 3-hour examination (70%), one programming assignment equivalent to 1500 words (30%)

Prescribed Reading:

Luger, G. *Artificial intelligence: structures and strategies for complex problem solving*. 5th edn. Addison Wesley

Recommended Reading:

Russel, S. and Norvig, P. *Artificial intelligence: A modern approach*. 2nd edn. Prentice-Hall

CSE2ALG ALGORITHMS AND DATA STRUCTURES (15 CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE: Mr Tim Whitfort, BU: Dr Julie Main*

This unit covers a range of important algorithms and data structures. Data structures for implementing containers are covered and include linear structures, tree structures and hash tables. Algorithms for insertion and deletion of elements, and algorithms for searching and sorting on these structures are covered where appropriate. Graphs and graph algorithms are also covered. Students will learn the construction and workings of the data structures and algorithms covered. They will learn to analyse the effectiveness of each data structure and algorithm for specific problems and categories of problems. Students will also implement in programs a wide range of the structures and algorithms covered.

Prerequisite: CSE1IPJ or CSE1IJA or CSE1IOO and MAT1DM.

Incompatible unit: CSE21ADS, CSE22ADS, CSE41FAS, CSE42FAS, CSE21ADC, CSE22ADC, CSE41FAD, CSE42FAD, CSE2ADS, CSE4FAS

Class requirements: Two 1-hour lectures, one 2-hour laboratory class per week for twelve weeks.

Assessment: One 3-hour examination (70%), one computer-programming assignment equivalent to 1000 words (30%). In order to pass the unit, students must obtain an overall pass grade, obtain at least 45% in the examination, and pass the non-examination component.

CSE2CSA COMPUTER SYSTEM ARCHITECTURE (15. CPs Sem. TE-SEM-1 BU.) *Dr Naveen Chilamkurti*

In this unit students study the computer architecture component of Von Neumann Computer Architecture. They also learn about Instruction Cycle, Introduction to Real Computer, Fetch-Execute cycle, Classification of Processors, and Instruction sets. A Review of Numbering Systems and Addressing Modes are also included. Computer Organisation includes Basic operations of CPU, Micro code, Protection, and Processor Modes. The Micro coded Instructions, Advantages of Micro codes, types of Micro codes and Out-of-Order instructions are also discussed. Students will learn about Assembly Language, Programming Paradigm, Processor type, instruction set, Memory Storage, Memory Technologies, and Virtual Memory Technologies. Introduction to Operating System will include Physical Memory, Device Management, Input/Output devices, Busses and Bus Architecture. Programmed I/O, Interrupt Driven I/O, Polling, Hardware Interrupt Mechanism, and Direct Memory Access (DMA) will also be discussed.

Prerequisite: MAT1DM.

Incompatible unit: CSE21DMO, CSE21COR, CSE2COR, CSE2DMO

Class requirements: Two 1-hour lectures and one 2-hour practical class per week.

Assessment: One 3-hour examination (70%), two-practical class tests equivalent to 750 words (20%), practical class attendance (10%)

CSE2DBF DATABASE FUNDAMENTALS (15. CPs Sem. TE-SEM-1 BU.) *Dr Wenny Rahayu*

This unit starts with an overview of databases and the architecture of database systems. The introduction is followed by a discussion on different database models, where the Relational data model is described in detail. This unit will be useful as a preparation for units such as Software Engineering Project, which requires understanding of database design and implementation. The topics covered include relational algebra as the foundation of relational operations, Normalisation, and integrity constraints – SQL implementation of relational database queries; Advanced PL/SQL of stored procedures and triggers. In this subject, students are required to build a database application that meets the needs of a system requirement specification and implementation of the system with a selected commercial DBMS such as ORACLE 10g.

Prerequisite: CSE1IPJ or CSE1IJA (from 2009 CSE1IOO).

Incompatible unit: CSE31DB or CSE41FDB or CSE3DB or CSE4FDB

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: One 3-hour examination (70%), one database development assignment (25%), one class test (5%). In order to pass the unit, students must obtain an overall pass grade, pass the examination, and pass the non-examination component.

CSE2DES SYSTEM DESIGN ENGINEERING FUNDAMENTALS (15. CPs Sem. TE-SEM-2 BU.) *Dr Kinh Nguyen*

This unit aims to introduce students to the concept of advanced object oriented conceptual modelling for software engineering and data modelling. It uses as its fundamental conceptual data model, the object-oriented model. Object-oriented ideas for modelling purposes are introduced and extensions of these for data modelling are discussed. The UML notation is adopted for graphical representation. The Rational Unified Process (RUP) is presented and its use for object-oriented data modelling is critically examined. Object Constraint Language (OCL) is presented as well as its uses in rigorous object-oriented data modelling. The unit also covers Data Flow Diagrams, Structure Charts, Finite-State Machines of different kinds and Petri-Nets, and their application to system modelling.

Prerequisite: CSE1IPJ or CSE1IJA (from 2009 CSE1IOO).

Incompatible unit: CSE2ODE, CSE2SDT, CSE3ODE, CSE4FOD, CSE4FSD

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week for 12 weeks.

Assessment: One 3-hour examination (70%), one 1000 word-assignment (30%)

CSE2ICE INTERNET CLIENT ENGINEERING (15 CPs Sem. TE-SEM-1 BU.)*Dr Seng Loke*

Topics covered in this unit include Web programming, audience-based web page/site development: HTML and DHTML links, images, Image Map, tables, frames, form; style sheets, JavaScript; logical design of web user interface; usability testing, web presence and visibility; XML, AJAX, and XSLT.

Prerequisite: CSE1IPJ or CSE1IJA (from 2009 CSE1IOO).

Corequisite: CSE2DB or CSE3DB or CSE2DBF.

Incompatible unit: CSE41FIC, BUS21BAD, BUS32EBS, CSE31ICC, CSE31UIE, BUS2BAD, BUS3EBS, CSE3ICC, CSE4FIC

Class requirements: Two 1-hour lectures and one 2-hour laboratory per week.

Assessment: One 3-hour examination (65%), one 750-word programming assignment (30%), one class test (5%)

CSE2NEF NETWORK ENGINEERING FUNDAMENTALS (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Naveen Chilamkurti*

In this unit students examine OSI 7-layer model, standards, definitions and terminology; data transmission, concepts and terminology, analogue and digital data transmission, transmission impairments and media; digital to analogue encoding algorithms, performance, efficiency and reliability measures/analysis; asynchronous and synchronous transmission techniques; multiplexing, frequency-division, synchronous time-division, statistical time division; error detection and correction approaches, 'flow control' at the physical layer; example physical layer protocol, role and issues in Data Link layer, flow control using simplex and more complex sliding window protocols, long propagation delay example; error detection and correction at the data link layer with reference to the sliding window protocol; Internet protocols-IPv4 and IPv6, including format, framing structure, sub netting, super netting, mobile IP. TCP-segment format and UDP protocol.

Prerequisite: C programming highly recommended.

Incompatible unit: CSE21NET, CSE22NET, CSE31NET, CSE32NET, CSE41FNT, CSE42FNT, CSE2NET, CSE3NET, CSE4FNT

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week for 12 or the 13 weeks of semester.

Assessment: One 3-hour examination (70%), two practical class tests (10% each) equivalent to 500 words each test (20%), practical class attendance (10%)

CSE2STQ SYSTEM TESTING AND QUALITY (15 CPs Sem. TE-SEM-1 BU.) *Mr Karl Reed*

Topics covered in this unit include testing of standalone, LAN based internet software, different forms of testing, test plan generation and execution, test coverage. Reliability estimates of software including error defect models, maintenance and modifiability effects. Introduction to software quality issues both process and product related and standards. Introduction to GQM. Factors influencing software quality, standards for software quality assurance, AS 3563, measures of quality, error rates, concept of a measurement environment for quality, design of experiments for quality measurement, use of metrics in quality control, reliability issues. A feature of this subject will be research preparation using extensive collections of readings.

Prerequisite: CSE1IPJ or CSE1IJA (from 2009 CSE1IOO).

Incompatible unit: CSE4FST, CSE3STR

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week for 12 weeks.

Assessment: One 1000-word programming assignment (30%), one 3-hour examination (70%)

CSE3ALR ARTIFICIAL INTELLIGENCE-LOGIC AND REASONING (15. CPs Sem. TE-SEM-1 BU.) *Dr Fei Liu*

In this unit, students are provided with the opportunity to study additional Artificial Intelligence topics to those studied in CSE2AIF. Topics covered in this unit focus on logic and reasoning, and include Inference in First-Order Logic; Logic Programming in PROLOG; Resolution, Natural Language Processing, Planning, and Artificial Agents.

Prerequisite: CSE2AI or CSE4FAI (from 2009 CSE2AIF).

Incompatible unit: CSE3AIL

Class requirements: Two 1-hour lectures for 13 weeks and one 2-hour laboratory class per week for 12 weeks.

Assessment: One 3-hour examination (70%), one programming assignment equivalent to 1000 words (30%)

CSE3CI COMPUTATIONAL INTELLIGENCE (15. CPs Sem. TE-SEM-2 BE, BU.)

BE: Mr Tim Whitfort, BU: Dr Dianhui Wang

This unit includes the main three components of computational intelligence, which are fuzzy logic, neural nets, and genetic algorithms (GA). The course provides students with concepts and fundamentals in intelligent systems design and applications. Technical aspects cover fuzzy inference mechanisms and applications, mapping neural networks, learning, functionality and applications in intelligent prediction and classification systems, and GA techniques for solving parameter optimisation problems. Students will work with real data to help consolidate their knowledge in this area.

Prerequisite: CSE2AI (from 2009 CSE2AIF).

Incompatible unit: CSE3ISE, CSE4FIS

Class requirements: One 2-hour lecture and one 2-hour laboratory class per week for 10 of the 13 weeks of semester.

Assessment: One 3-hour examination (70%), one programming assignment equivalent to 750 words (25%), and laboratory work. (5%)

Recommended Reading:

Lin, C.T., Lee, C.S. *A neuro-fuzzy synergism to intelligent systems*. Prentice-Hall, 1996.

Negnevitsky, M. *Artificial intelligence-a guide to intelligent systems*, Addison-Wesley, 2002.

Negnevitsky, M. *Artificial intelligence-a guide to intelligent systems*. Addison-Wesley, 2002.

Lin, C.T., Lee, C.S. *Neural fuzzy systems-a neuro-fuzzy synergism to intelligent systems*. Prentice-Hall. 1996.

CSE3DMS DATABASE MANAGEMENT SYSTEMS (15 CPs Sem. TE-SEM-1 BU.) *Dr Jinli Cao*

This unit covers the important knowledge and concepts of database management systems. The techniques of the multilevel indexes, B+ Trees, static and dynamic hashing used for database access structures and organisations are discussed. The algorithms for query processing and optimisation to improve the performance of the database system are detailed. Principles and theories of database management such as transaction management, serialisability, recoverability, concurrency control algorithms and recovery techniques are covered. This unit is also including the advanced database programming SQL such as advanced procedures, functions, triggers, packages, privileges, format models, transactions, and indexes. Oracle Forms Builder and Reports Builder will be used for creating user applications and providing reports. Database design tuning techniques are studied.

Prerequisite: CSE2DB or CSE3DB (from 2009 CSE2DBF).

Incompatible unit: CSE3DBP

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: One 1000-word equivalent programming assignment (30%), one 3-hour examination (70%)

CSE3IBA INDUSTRY-BASED LEARNING A (30. CPs Sem. TE-SEM-1 BE, BU.)

BE: Dr Lorraine Staehr, BU: Dr Torab Torabi

Students undertake a 20-week full-time industry-based learning program. A member of the academic staff acting in the capacity of industry based learning coordinator liaises with the placement provider to formulate and structure a program of learning for each student. This program is normally project-based, with day-to-day supervision by the placement provider. Progress is monitored at regular intervals.

Prerequisite: Application to and selection by industry-based learning committee. Normally only applications from students who have completed two years of a degree offered by the department of Computer Science and Computer Engineering will be considered.

Incompatible unit: INT3MP1 or CSE3MP1, INT3MP2 or CSE3MP2, INT3IEA or CSE3IEA, INT3IEB or CSE3IEB, INT3IBA

Class requirements: Industry placement for 20 weeks.

This unit is not available for study abroad students.

Assessment: one page preliminary report (5%), reflective diary, submitted weekly by email (25%), one 10-minute mid-semester presentation (10%), one 2000-word written report and documentation of placement (40%), one 20-minute formal presentation at end of placement (20%)

CSE3IBB INDUSTRY-BASED LEARNING B (30. CPs Sem. TE-SEM-2 BE, BU.)

BE: Dr Lorraine Staehr; **BU:** Dr Torab Torabi

Students undertake a 20-week full-time industry-based learning program. A member of the academic staff acting in the capacity of industry-based learning coordinator liaises with the placement provider to formulate and structure a program of learning for each student. This program is normally project-based, with day-to-day supervision by the placement provider. Progress is monitored at regular intervals.

Prerequisite: INT3IBA or CSE3IBA, or approved by the Department of Computer Science and Computer Engineering.

Incompatible unit: INT3IBB

Class requirements: Industry placement for 20 weeks.

This unit is not available for study abroad students.

Assessment: one page preliminary report (5%), reflective diary, submitted weekly by email (25%), one 10-minute mid-semester presentation (10%), one 2000-word written report and documentation of placement (40%), one 20-minute formal presentation at end of placement (20%)

CSE3IGR INTERMEDIATE GRAPHICS PROGRAMMING (15 CPs Sem. TE-SEM-1 BU.) Dr John Rankin

Topics covered in this unit include: Graphics hardware characteristics, aspect ratios, coordinate systems, graphics primitives, windowing and view-ports, 2-D plotting functions, axes, grids, attributes, polylines, design and editing, general curves and splines, fractals, 2-D transformations, animation methods, file formats and metagraphics commands. Also studied are the operations on dynamic poly objects, set operations on and clipping of general 2D regions, vector fills, raster algorithms, graphics animation with sprites and sprite managers, interactive graphics game design, designing the user interface, co-ordinating sound and motion and 3-D rendering multimedia systems. This unit teaches students the theory and practical laboratory work for the design of editors and tools for generating quality precision graphics.

Prerequisite: CSE2ADS or CSE21ADC or CSE22ADC (from 2009 CSE2ALG).

Recommended Prior Studies: MAT2MCS and CSE2CGT (from 2009 MAT2MFC and CSE2ACG).

Incompatible unit: CSE31GRA, CSE32GRA, CSE41FGR, CSE42FGR, CSE3GRA, CSE4FGR

Class requirements: Two 1-hour lectures and one 2-hour laboratory class for 10 of the 13 weeks of the semester.

Assessment: One 2-hour examination (55%), one programming assignment equivalent to 2000 words (35%), 10 minute weekly laboratory programming tests. (10%)

CSE3IGT INTERMEDIATE GAMES TECHNOLOGY (15 CPs Sem. TE-SEM-2 BU.) Dr John Rankin

Topics covered include: The games specifications document, the game design document format, game architecture, and games assets; Visual Studio .NET versus version 6; Visual C++ Win32 programming versus MFC programming; games development software and tools; the game loop; accessing DirectDraw through the DirectX7 COM interface; DirectDraw and 2D graphics programming using Direct3D; loading backdrops and scrolling backdrops; programming sprites; programming HUD information, programming sound effects and continuous background music, both with GDI+ and Direct Sound; animating sprites; user input processing. Game AI methods contrasted with traditional AI. Game Physics for realistic object motions and interactions. Use of multithreading in games. Case studies of commercial games are also investigated. Students work in teams to develop full working platform games.

Prerequisite: CSE31GRA, CSE3GRA, CSE4FGA (from 2009 CSE3IGR).

Incompatible unit: CSE42FGA, CSE4FGA, CSE3GAM

Class requirements: One 1-hour lecture, one 1-hour workshop and

one 2-hour laboratory class per week.

Assessment: One 1500-word equivalent group programming assignment (40%), one 3-hour examination (55%), laboratory work (5%). To pass this unit, students must pass the laboratory component.

CSE3IMS INTELLIGENT MULTIMEDIA SYSTEMS (15. CPs Sem. TE-SEM-1 BU.) Dr Dianhui Wang

Students without the mathematics prerequisite must see the lecturer for approval to enrol in this unit

In this unit students focus on media coding and content processing, which includes an overview of multimedia systems, multimedia data representation, audio and video technologies, image processing, content-based multimedia information retrieval techniques and fundamentals of data compression techniques. Design issues on content-based image retrieval systems for visual information database will be addressed, which contain image feature extraction, indexing, similarity measure, and lower-bounding lemma and performance evaluations. Practice on content-based multimedia retrieval systems will be offered in Labs. Knowledge on HTML, PHP and MySQL, will be involved in labs as necessary tools to display content-based image retrieval systems.

Prerequisite: CSE2ICC or CSE3ICC or CSE4FIC and MAT1CFN (from 2009 MAT1CNS and CSE2ICE).

Incompatible unit: CSE31MS, CSE32MS, CSE41FMS, CSE42FMS, BUS32MMI, CSE3MS, CSE4FMS

Class requirements: One 2-hour lecture per week and one 2-hour laboratory class per week for 10 of the 13 weeks of the semester.

Assessment: Laboratory work. (5%), one assignment equivalent to 1000 words (25%), one 3-hour examination (70%)

Recommended Reading:

Drozdek, A. *Elements of data compression*. Brooks/Cole, Thomson Learning, 2002.

Li, Z.N. and Drew, M.S., *Fundamentals of multimedia*, Pearson, Prentice Hall, 2004

Steimmetz, R., Nahrstedt, K. *Multimedia fundamental* IMSC Press Multimedia Series, 2002

CSE3INE INTERMEDIATE NETWORK ENGINEERING (15. CPs Sem. TE-SEM-1 BU.) Dr Naveen Chilamkurti

In this unit, students will examine – X.25 networking standard and local area networking standards with emphasis on CSMA/CS techniques and IEEE 802 series of standards, introduction to the MAN/FDDI and ISDN based networks, ATM networks. Routing protocols like ARP/RARP, ICMP, RIP, OSPF, EGP, GEP, and their performance under different operating environments.

Prerequisite: CSE2NET, CSE3NET, CSE4FNT (from 2009 CSE2NEF).

Incompatible unit: CSE3LAN and CSE3PPR, CSE4FPP, CSE4FLN

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week for 12 weeks.

Assessment: One assignment equivalent to 750 words (15%), one 3-hour examination (70%), one mid-term test equivalent to 500 words (15%)

CSE3MQR METRICS, QUALITY AND RELIABILITY (15 CPs Sem. TE-SEM-1 BU.) Mr Karl Reed

This unit examines what is to be measured and what does the measurement mean. It covers measurement of software quality and complexity and the use of product and process metrics, and reliability issues for software. The use of metrics to improve software quality. Metrics considered include both traditional and Object Oriented metrics, relating to size, complexity, control flow, data flow, re-use coupling, cohesion, and modularity. Design and programming strategies for reliability software. Robustness, recovery techniques, rollback of various levels the relationship between software reliability and database reliability concepts. Reliability estimation, advanced issues in testing, test-based system, and drivers are examined in this unit. A feature of this subject will be research preparation using extensive collections of readings.

Prerequisite: CSE2SDT (from 2009 CSE2STQ).

Incompatible unit: CSE41FSM or CSE3SMM

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week for 12 weeks.

Assessment: One 1000-word programming assignment (40%), one 3-hour examination (60%)

CSE3NSW NETWORKS SYSTEMS AND WEB SECURITY (15. CPs Sem. TE-SEM-2 BU.) *Dr Ben Soh*

In this unit, students study secret key systems, the role of cryptography in EDP, elementary information theory, redundancy, data-compression, perfect secrecy, and data encryption standard (DES). Communication security and web security, public key cryptosystem, RSA cryptosystems, authentication systems, digital signatures and minimum knowledge user identification. Key management and security protocols are also examined. System security: intruders and viruses; firewalls.

Prerequisite: CSE2NET or CSE3NET or CSE4FNT (from 2009 CSE2NEF).

Incompatible unit: CSE42FNS, CSE3NSS, CSE4FNS

Class requirements: Two 1-hour lectures and one 2-hour practice class per week for 12 of the 13 weeks of the semester.

Assessment: One 3-hour examination (70%), one programming, and/or essay assignment equivalent to 1500 words. (30%)

CSE3OAD OBJECT-ORIENTED APPLICATION DEVELOPMENT (15 CPs Sem. TE-SEM-2 BE, BU.) *BE: Ms Mary Martin, BU: Dr Julie Main, BU: Dr Kinh Nguyen*

Students are introduced to advanced application development in Java. Topics covered include design patterns, event-driven programming, and graphical user interfaces (layout management, GUI components), applets, multithreading, socket programming, and various build utilities.

Prerequisite: CSE1IOO or CSE1IPJ or CSE1IJA.

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week for 12 weeks.

Assessment: One computer-programming assignment equivalent to 1000 words (30%), one 3-hour examination (70%). In order to pass the unit students must obtain an overall pass grade, obtain at least 45% in the examination, and pass the non-examination component.

CSE3OSS OPERATING SYSTEMS (15. CPs Sem. TE-SEM-2 BU.) *Dr Zhen He*

This unit has the following main goals: 1) understanding key operating system concepts and algorithms and their realization in several different modern operating systems; 2) applying those concepts and algorithms to write high performance concurrent programs. The operating systems studied include Windows XP, Linux, and operating systems for small devices such as PDA and mobile phones. The following key concepts will be covered: concurrency, advanced memory management, advanced file systems implementation, security, and operating systems issues for small devices. Some introductory compiler construction techniques will also be covered.

Prerequisite: CSE2ADS or CSE4FAS, and CSE1SYS (from 2009 CSE1CPP or CSE1CES and CSE2ALG).

Incompatible unit: CSE3OS, CSE4FOS

Class requirements: One 2-hour lecture for 12 weeks of the semester and one 2-hour laboratory class for 8 weeks of the semester.

Assessment: One 3-hour end of semester examination (70%), one programming assignment equivalent to 1000 words (20%), weekly laboratory work (10%)

CSE3PE PROFESSIONAL ENVIRONMENT (15. CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE, BU.) *Dr Lorraine Staehr*

In this unit, students are introduced to the professional aspects of practising in the computing field, ethical and legal responsibilities of computing professionals, and are encouraged to consider the social implications of their work.

Prerequisite: Bendigo campus: Graduate Diploma students: permission of the coordinator – undergraduate students: for final year computing students only. Bundoora campus: no prerequisites required.

Incompatible unit: INT3PE, MGT2BCO, CSE2COM

Class requirements: One 3-hour session per week incorporating lectures, seminars and tutorials.

Assessment: Two 1000-word essays (each 25%) and two 10-minute presentations based on the essays (50%) To pass the unit, students must attempt all assessments, and must obtain an overall mark of at

least 50%., two 500-word equivalent assignments (each 15%) (30%), one 500-word equivalent reflective diary (10%), class participation (10%). Contributions to class discussions are noted

CSE3PRA SOFTWARE ENGINEERING PROJECT A (15 CPs Sem. TE-SEM-1 BU.) *Dr Torab Torabi*

This unit of study represents the first semester of a year long program. Students MUST complete both CSE3PRA and CSE3PRB in one academic year. All students must complete a 'Team Formation' form and submit this to the unit coordinator before the University closure date of the previous year. Deadline for enrolment in this unit is seven days prior to commencement of term.

The software engineering project enables students to experience real-life involvement in the planning and development of a medium sized software project. It utilises a teamwork approach to software engineering and integrates previously learned skills and knowledge relating to technical, social, and ethical issues. This unit covers project management, team organisation and communication, project estimation and planning, documentation and reporting and milestone presentation. Project teams must be finalised by the first week of the semester. The project is completed over the whole year, students will receive an X grade for CSE3PRA and must enrol in CSE3PRB in order to complete and receive a mark for this unit.

Prerequisite: CSE2ADS, CSE2DB or CSE3DB (from 2009 CSE2ALG and CSE2DES).

Co-requisite: CSE3SDM.

Incompatible unit: CSE30PRJ, CSE32PRO, BUS32EBS, CSE40PRJ, CSE41PRA, CSE42PRB, CSE42PRO

Class requirements: Two 1-hour lectures/workshop and one 2-hour laboratory class and project meeting for 12 weeks. Additional visiting lectures, site visits, and project supervision sessions are scheduled throughout the year.

This unit is not available for study abroad students.

Assessment: One 1-hour examination (25%) Hurdle requirement: Project Management Class Exercise, one team software engineering project (approx 7000 words per student) (75%). Complete details can be found in the Department of Computer Science Software Engineering Project Handbook. The assessment components listed are the combined assessment for CSE31PRA and CSE32PRB

CSE3PRB SOFTWARE ENGINEERING PROJECT B (15 CPs Sem. TE-SEM-1 BU.) *Dr Torab Torabi*

This unit of study represents the second semester of a year long program. Students MUST complete both CSE3PRA and CSE3PRB in the one academic year. Deadline for enrolment in this unit is seven days prior to commencement of first term.

The software engineering project enables students to experience real-life involvement in the planning and development of a medium sized team-based project. It utilises a teamwork approach to software engineering and integrates previously learned skills and knowledge relating to social and ethical issues. This unit follows on from CSE3PRA and covers project management, team organisation and communication, implementation, testing, integration, re-use, configuration management, user and system documentation, reporting, milestone and final presentation. The project is completed over the whole year – students will receive an X grade for CSE3PRA and must enrol in this unit in order to complete and receive a mark for the project.

Prerequisite: CSE3PRA.

Incompatible unit: CSE30PRJ, CSE32PRO, CSE40PRJ, CSE41PRA, CSE42PRB, CSE42PRO

Class requirements: Two 1-hour lectures/workshop and one 2-hour laboratory class and project meeting per week for 12 weeks. Additional visiting lectures, site visits, and project supervision sessions are scheduled throughout the year.

This unit is not available for study abroad students.

Assessment: One 1-hour examination (25%) Hurdle requirement: One Project Implementation Exercise, one team software engineering project (approx 7000 words per student) (75%). Complete details can be found in the Department of Computer Science Software Engineering Project Handbook. The assessment components listed are the combined assessment for CSE3PRA and CSE3PRB.

CSE3PRG PROGRAMMING PROJECT (30. CPs Sem. TE-SEM-2 BU.) *Dr John Rankin*

The programming project focuses on developing students skills in teamwork software design, implementation, testing and documentation. Students learn to design software for portability and re-use, as well as to take advantage of system utilities and standard libraries. The programming projects require students to work in small programming teams and result in the development of a small-scale industry-based software system. The laboratory work is designed to bring programmers, no matter what their previous programming language is, up to speed in good C++ programming skills and a working knowledge of Windows programming sufficient for industrial-type programming projects and integrates previously learned skills and knowledge relating to social and ethical issues.

Prerequisite: CSE21ADC or CSE22ADC or CSE21ADS or CSE22ADS or CSE2ADS (from 2009 CSE2DES and CSE2ALG)

Incompatible unit: CSE30PRJ, CSE31PRA, CSE32PRB, CSE40PRJ, CSE41PRA, CSE42PRB, CSE42PRO, CSE3PRO, CSE4PRO

Class requirements: Two 1-hour lectures, one 2-hour Windows programming laboratory class, one 2-hour project design laboratory class, one 1-hour group consulting session and one 1-hour problem-solving class per week for 12 weeks of the semester. A one 2-hour C++ refresher programming laboratory class also runs for 4 weeks. During the laboratory classes, students will learn fourth generation language programming which is required for their projects.

Assessment: Weekly laboratory work equivalent to 1000 words (10%), one 2-hour examination (30%), one 2000-word equivalent programming assignment – Project Part A (30%), one 1500-word equivalent programming assignment – Project Part B (20%), weekly tutorial tests equivalent to 1000 words (10%)

CSE3SDM SYSTEM DESIGN AND METHODOLOGIES (15 CPs Sem. TE-SEM-1 BU.) *Dr Seng Loke*

Topic covered in this unit include: Use Case analysis, UML design, User Interface and database design, design re-use, system architectures, Attribute-Driven Architectural Design, Architectural Styles and Patterns, Documenting Software Architectures (and Architecture Description Languages) Analysing Software Architectures, implementation, testing, integration, Software Product Lines, Service-oriented Architectures.

Prerequisite: CSE2SDT (from 2009 CSE2DES).

Incompatible unit: CSE4SAR, CSE4SPM

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week for 12 weeks.

Assessment: One engineering project equivalent to 1000 words (20%) This assessment task will be completed in a controlled laboratory class, one 3-hour examination (70%), and one 500-word programming assignment (10%)

CSE3TRA TRANSITIONAL UNIT A (5.0 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Ben Soh*

This unit is only available to students enrolled in a Computer Science, Computer Systems Engineering, or Information Systems degree, who require five credit points to complete their degree requirements.

In this unit, students undertake work from an existing computer science unit. The Department of Computer Science and Computer Engineering will provide a list of available units from which students will make their choice. Final approval of unit choices will be given within the Department. There is no examination component in the unit, submission of the assignment will complete the unit requirements.

Prerequisite: Requires Coordinator's approval/or Departmental approval.

Class requirements: Lectures and labs, as required for the unit being undertaken, until the assignment due date.

This unit is not available for study abroad students.

Assessment: Assignments equivalent to 1250 words (100%)

CSE3TRB TRANSITIONAL UNIT B (5.0 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Ben Soh*

This unit is only available to students enrolled in a Computer Science, Computer Systems Engineering, or Information Systems degree, who require five credit points to complete their degree requirements.

In this unit, students undertake work from an existing computer science unit. The Department of Computer Science and Computer Engineering will provide a list of available units from which students will make their choice. Final approval of unit choices will be given within the Department. There is no examination component in the unit, submission of the assignment will complete the unit requirements.

Prerequisite: Requires Coordinator's approval/or Department approval.

Class requirements: Lectures and labs, as required for the unit being undertaken, until the assignment due date.

This unit is not available for study abroad students.

Assessment: Assignments equivalent to 1250 words (100%)

CSE3WAE WEB APPLICATIONS ENGINEERING (15 CPs Sem. TE-SEM-2 BU.) *Dr Hongen Lu*

Topics in this unit include servlet fundamentals and overview of Java servlet; Java servlet architecture, JSP, JavaBeans, Enterprise JavaBeans properties, traditional session tracking techniques, servlet session tracking API, web application architecture and development.

Prerequisite: CSE2ICC or CSE3ICC and CSE1IPJ or CSE1IJA (from 2009 CSE2ICE and CSE1IOO).

Incompatible unit: CSE42FCS, CSE4FCS, CSE3ICS

Class requirements: One 2-hour lecture and one 2-hour laboratory class per week.

Assessment: One programming assignment equivalent to 1000 words (40%), one 3-hour examination (60%)

CSE4ADB ADVANCED DATABASES (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BE.) *Mr Noel McEwan, Dr Wenny Rahayu*

The concepts and implementations of next generation databases – object-oriented databases and object-relational databases are covered. Building a data warehouse, structuring and implementing OLAP (On-Line Analytical Processing) queries. Implementation of a Web/Internet database, XML database design and implementation, XPath and XQuery. Setting-up a Web database application, building a web database system that meets a system specification and implementation of the system on a selected commercial DBMS such as ORACLE10g application server.

Prerequisite: CSE21DB or CSE31DB or CSE41FDB.

Class requirements: One 2-hour lecture and one 2-hour laboratory per week.

Assessment: One 3-hour examination (65%), one programming assignment equivalent to 1500 words. (30%), one class test (5%)

CSE4AGR ADVANCED GRAPHICS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BU.) *BE: Dr Chris Cope, BU: Dr Richard Hall*

In this unit, studies will be focused on covering the theory and practice of advanced 3D graphics. The unit covers such topics as ray casting, local illumination, transformations, texture mapping, and Monte Carlo ray tracing. The laboratories will include exercises using popular 3D APIs such as OpenGL and Direct 3D.

Incompatible unit: CSE41AGR

Class requirements: One 2-hour lecture and one 3-hour laboratory class per week for 10 of the 13 weeks of the semester.

Assessment: One 3-hour examination (60%), one programming assignment equivalent to 1500 words. (30%), laboratory work. (10%)

CSE4AGT ADVANCED GAMES PROGRAMMING TECHNOLOGY (15 CPs Sem. TE-SEM-1 BU.) *Dr John Rankin*

Topics covered include games types, variety of games, team development skills, programming languages, platforms, console programming, target audience considerations, graphics theory, AI theory for games, games programmers' graphics techniques, digital artwork, animation and audio resources, games architecture, games design, packagings and development, games evaluation, sample case histories. Application of Direct X, Direct sound and Direct 3D programming to games. 3D meshes, 3D game worlds, and 3D programming considerations are also covered.

Prerequisite: CSE31GRA or CSE41FGR.

Class requirements: One 1-hour lecture, one 1-hour workshop and one 3-hour laboratory class per week.

Assessment: One programming assignment (equiv to 2500 words) (60%), one 2-hour examination (40%)

CSE4AQR ADVANCED QUALITY AND RELIABILITY (15. CPs Sem. TE-SEM-2 BU.) *Dr Torab Torabi*

Factors influencing software quality, standards for software quality assurance, Software Quality Models: six sigma, experience factory, Capability Maturity Model, measures of quality, error rates, models of failure, probabilistic models, concept of a measurement environment for quality, design of experiments for quality measurement, use of metrics in quality control, reliability issues, robustness, design strategies for reliable software, N-version programming, merits and demerits, recovery techniques, roll-back of various levels the relationship between software reliability and database, reliability estimation, advanced issues in testing, test-based system and drivers are examined in this unit.

Prerequisite: CSE3SMM (from 2009 CSE3MQR).

Incompatible unit: CSE4SQR

Class requirements: One 2-hour lecture and one 2-hour laboratory class per week.

Assessment: One 3-hour examination (60%), one programming assignment equivalent to 1500 words. (40%)

CSE4ASD ADVANCED SYSTEM DESIGN (15 CPs Sem. TE-SEM-1 BU.) *Dr Seng Loke*

This unit covers advanced topics in design including but not limited to (1) Aspect-Oriented Programming: cross-cutting concerns and design, aspects in object-oriented software, (2) Design patterns: pattern taxonomy — creational, structural and behavioural patterns, design pattern catalogues: e.g., Gamma et al. patterns, synergy between patterns, pattern application — anti-patterns and tool support, language-specific patterns. (3) Autonomic systems: introduction to self-management and adaptive middleware, issues in self-management, self-* properties, business drivers, approaches to modelling and software engineering for self-management.

Prerequisite: CSE4SAR, CSE4SPM (from 2009 CSE3SDM).

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week for 12 weeks.

Assessment: One programming assignment equivalent to 1500 words (40%), one 3-hour examination (60%)

CSE4AT1 ADVANCED TOPICS IN COMPUTER SCIENCE 1 (15. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BU.) *Dr Chris Cope*

This unit is offered from time-to-time as a seminar series. The majority of the seminars are conducted by external experts with an international reputation. Students should contact the department of Computer Science and Computer Engineering to confirm which topics will be available.

Class requirements: One 2-hour lecture and one 3-hour laboratory per week for 10 of the 13 weeks of semester.

This unit is not available for study abroad students.

Assessment: One 3-hour examination (70%), one assignment equivalent to 1500 words. (30%)

CSE4AT2 ADVANCED TOPICS IN COMPUTER SCIENCE 2 (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BE, BU.) *Dr Chris Cope*

This unit is offered from time-to-time as a seminar series. The majority of the seminars are conducted by external experts with an international reputation. Students should contact the department of Computer Science and Computer Engineering to confirm which topics will be available.

Incompatible unit: HUS20LBD/30LBD.

Quota: 50.

Class requirements: One 2-hour lecture and one 3-hour laboratory class per week for 10 of the 13 weeks of the semester.

Assessment: One 3-hour examination (60%), one assignment equivalent to 1500 words. (40%)

CSE4BIE BUSINESS INTELLIGENCE ENGINEERING (15. CPs Sem. TE-SEM-2 BU.) *Dr Jinli Cao*

Business Intelligence is an area of great interest to students in light of the huge job growth in the industry and its wide applicability to

numerous fields. The unit introduces engineering for business intelligence (BI) including the fundamental terms, concepts and practice associated issues. It also explores the role and values of business intelligence in supporting organisation goals. It presents a systematic guide for the entire BI project lifecycle. It covers engineering stages for business justification, infrastructure evaluation, BI project planning, business data analysis and modelling, application prototyping, data warehousing, extract/transform/load design and development, application implementation and evaluation. The unit also demonstrates how Dashboard, Business Scorecard, and Online Analytical Processing (OLAP) are used in the real world to support executives and business decision makers. The web services issues related to business intelligence are also explored.

Prerequisite: CSE2DB, CSE3DB or CSE4FDP (from 2009 CSE2DBF).

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: One 1500-word programming assignment (30%), one 3-hour examination, (70%)

CSE4CPA MAJOR COMPUTER ENGINEERING PROJECT A (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Wenny Rahayu*

This unit represents the first semester of a two-semester program. This project is only available to students enrolled in the Bachelor of Computer Systems Engineering, Bachelor of Software Engineering, or Bachelor of Computer Network Engineering.

Students undertake a project that takes the equivalent of eight or nine months of continuous work under the supervision of a member of staff. Students are required to develop a major piece of software based on a set of user requirements. There will be two major milestones in this project. (1) Students are required to define a complete technical requirement and specification report. (2) The development and implementation of the system.

Prerequisite: Requires coordinator's approval.

Class requirements: Supervised research under the direction of a member of staff equivalent to five hours per week.

This unit is not available for study abroad students.

Assessment: First semester of enrolment: requirement definition and specification report, equivalent to 3000 words (25%), second semester of enrolment: software implementation, including documentation, equivalent to 10,500 words (75%)

CSE4CPB MAJOR COMPUTER ENGINEERING PROJECT B (30 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Wenny Rahayu*

This unit represents the second semester of a two-semester program. This project is only available to students enrolled in the Bachelor of Computer Systems Engineering, Bachelor of Software Engineering, or Bachelor of Computer Network Engineering.

Students undertake a project that takes the equivalent of eight or nine months of continuous work under the supervision of a member of staff. Students are required to develop a major piece of software based on a set of user requirements. There will be two major milestones in this project. (1) Students are required to define a complete technical requirement and specification report. (2) The development and implementation of the system.

Prerequisite: Requires coordinator's approval.

Class requirements: Supervised research under the direction of a member of staff equivalent to five hours per week.

This unit is not available for study abroad students.

Assessment: First semester of enrolment: requirement definition and specification report, equivalent to 3000 words (25%), Second semester of enrolment: software implementation, including documentation, equivalent to 10,500 words (75%)

CSE4CPE COMMUNICATION PROTOCOL ENGINEERING (15. CPs Sem. TE-SEM-2 BU.) *Dr Richard Lai*

Topics covered in this unit are Communication protocol development methodology, communication modelling and analysis, protocol verification, conformance testing, test architecture, types of test cases, test suite design, test notation TTCN, formal specifications, Formal Description Techniques, Extended Finite State Machine, Numerical Petri Nets, Coloured Petri Nets, reachability analysis, verification methodology, protocol properties, verification tool, Protocol

performance analysis, performance analysis tools, performance index.

Prerequisite: CSE2NET or CSE3NET or CSE4FN4 (from 2009 CSE2NEF).

Incompatible unit: CSE42PNE, CSE4PNE

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week, one 1-hour consulting session.

Assessment: One 3-hour examination (70%), one problem solving assignment equivalent to 1500 words. (30%)

CSE4DIR DIRECTED STUDY (15. CPs Sem. TE-SEM-1 BE, BU, TE-SEM-2 BE, BU.) *BE: Dr Chris Cope, BU: Dr Wenny Rahayu*

This is a unit, which enables students to carry out independent study supervised by a member of staff. Enrolment requires the approval of the supervising member of staff in the Department of Computer Science and Computer Engineering and the Head of Department.

Class requirements: Supervised research under the direction of a member of staff equivalent to four-hours of class contact per week. This unit is not available for study abroad students.

Assessment: One 4000-word technical report or equivalent (100%)

CSE4DIS DISTRIBUTED COMPUTING (15. CPs Sem. TE-SEM-1 BE, BU.) *BE:*

Dr Chris Cope, BU: Dr Samar Singh

Not available in 2008

CSE4DMI DATA MINING (15. CPs Sem. TE-SEM-2 BE, BU.) *BE: Dr Chris Cope, BU: Dr Dianhui Wang*

Data Mining refers to various techniques, which can be used to uncover hidden information from a database. The data to be mined may be complex data including multimedia, spatial and temporal. Data Mining has evolved from several areas including databases, artificial intelligence, algorithms, information retrieval, and statistics. This unit is designed to provide graduate students with a solid understanding of data mining concepts and tools. The unit covers classification rule extraction, clustering, and association rule mining techniques. Two domain applications, multimedia data mining for visual information retrieval and pattern discovery for bioinformatics, will be addressed in this unit.

Prerequisite: CSE3ISE (from 2009 CSE3CI).

Class requirements: One 2-hour lecture and one 3-hour laboratory class per week.

Assessment: One 3-hour examination (50%), one programming assignment equivalent to 1500 words. (50%)

Recommended Reading:

Dunham, M.H. *Data Mining: introductory and advanced topics*. Prentice-Hall, 2003.

Tan, P.N., Steinbach, M. and Kumar, V. *Introduction to Data Mining* Pearson Education, Inc. 2006

CSE4DSS DECISION SUPPORT SYSTEMS (15. CPs Sem. TE-SEM-1 BU.) *Dr Jinli Cao*

The unit covers the fundamental terms, concepts and theories associated with decision support systems (DSS), computerised decision aids, human decision-making processes, and types of DSS. It explores the role of DSS in supporting organisation goals and the impact of information systems on organisations. It also covers the development skills in analysis, design, and implementation of computerised DSS and data warehousing. The DSS architectures, DSS software tools, various models used in DSS such as static/dynamic models, mathematical models, and optimisation methods are studied. The modelling and analysis with technologies for decision support are detailed. The business intelligence/business analytics and how decision-making can be improved through data manipulation and analytics are examined. The role and the impact of data warehouse with the analysis tools such as OLAP and data mining are discussed.

Prerequisite: CSE3MIS or CSE4FMI.

Incompatible unit: CSE41DSS

Class requirements: One 2-hour lecture and one 2-hour tutorial class per week.

Assessment: One 3-hour examination (70%), one programming assignment equivalent to 1500 words. (30%)

CSE4ENT ENTREPRENEURSHIP IN I.T. (15 CPs Sem. TE-SEM-2 BU.) *Dr*

Mario Davoli

The purpose of this unit is to outline the basic principles of Entrepreneurship. It will examine the steps required in developing an idea into a business, and will explore the tools and necessary insights in order to make a successful venture. The unit will involve theory, case studies, and guest speakers from the I.T. industry on Hi-tech start-up issues, pitfalls, and ingredients for success.

Topics include Introduction to I.T. Entrepreneurship; Negotiation and Leadership Principles; Strategy and Culture; Writing a Business Plan; The Tornado Model; Protecting your I.T. Intellectual Property (Patent, Trademark, and Copyright) and I.T. Assignment Presentations.

Prerequisite: Nil.

Class requirements: One 2-hour lecture per week for ten weeks of the semester and one 3-hour laboratory class per week.

Assessment: One group assignment equivalent to 1500 words (40%), one 3-hour examination (60%)

CSE4MAS MULTI-AGENT SYSTEMS (15 CPs Sem. TE-SEM-1 BU.) *Dr*

Hongen LU

In this unit, students will develop advanced knowledge in – what is an agent; typical application areas for agent systems; architectures for agents; design of intelligent agents, multi-agent interactions, cooperation, negotiation, cooperative distributed problem solving (CDPS) and applications of agent systems.

Prerequisite: CSE1IPJ (from 2009 CSE1IOO).

Class requirements: Two 1-hour lectures and one 3-hour laboratory class per week.

Assessment: One programming assignment equivalent to 1500 words using a Java-based agent platform, such as JACK (40%), one 3-hour examination (60%)

Prescribed Reading:

M, Wooldridge. *An introduction to multi-agent systems* John Wiley & Sons, 2002

CSE4MPC MOBILE AND PERVASIVE COMPUTING (15 CPs Sem. TE-SEM-2 BU.) *Dr Seng Loke*

Six topics are covered in this unit. 1) Context-Aware Computing: location-based systems, services and positioning technologies, location/context dependent queries and service discovery; 2) RFID-Based Systems: technology and standards, software components, system architecture and business applications; 3) Sensing Technologies: programming models for sensors, uses and applications; 4) Smart Spaces: concept, realisation and examples; 5) New Interaction Models: interaction and design, technologies behind the vision of ubiquitous computing and novel user interfaces for embedded and mobile computers; 6) Pervasive Computing and Middleware, Frameworks and Toolkits.

Prerequisite: CSE1OOJ and CSE1IPJ or CSE1IJA and CSE1OJA, CSE2DB or CSE3DB or CSE4FDB and CSE2NET or CSE3NET or CSE4FNT (from 2009 CSE1IOO, CSE2DBF and CSE2NEF.)

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week.

Assessment: One 3-hour examination (60%), one programming assignment equivalent to 1500 words. (40%)

CSE4PCS PERFORMANCE ANALYSIS OF COMPUTER SYSTEMS (15. CPs Sem. TE-SEM-2 BU.) *Dr Somnath Ghosh*

Topics studied include performance modelling and measurement, probability theory, simulations, Markov models, M/M/I model, and recurrence times, continuous time systems, queuing theory, single queues, discrete time systems, performance indices, Markovian process, non-Markovian systems, networks of queues, mean value analysis, case studies, modelling and measurement tools.

Recommended Prior Studies: STA31PE.

Incompatible unit: CSE41PCS

Class requirements: One 2-hour lecture and one 3-hour laboratory per week.

Assessment: One 3-hour examination (70%), two-programming assignments equivalent to 1500 words. (30%)

CSE4PND PERVASIVE NETWORK DESIGN (15 CPs Sem. TE-SEM-2 BU.) *Dr**Prakash Veeragahavan*

Students will cover key issues in Ad hoc and Sensor network, challenges in designing routing protocols and wireless security, in this unit. The wireless security aspect will look at security in ad hoc and sensor networks, wireless personal area networks, and wireless metropolitan networks.

Prerequisite: CSE21NET or CSE22NET or CSE2NEF or CSE31NET or CSE41FNT or CSE42FNT and CSE32NSS.

Class requirements: One 2-hour lecture and one 2-hour laboratory class per week.

Assessment: One 3-hour examination (75%), one 1-hour mid-term test (25%)

CSE4PRA ADVANCED SOFTWARE ENGINEERING PROJECT A (15 CPsSem. TE-SEM-1 BU.) *Dr Torab Torabi*

The software engineering project enables students to experience real-life involvement in the planning and development of a medium sized software project. It utilises a teamwork approach to software engineering and integrates previously learned skills and knowledge relating to technical, social, and ethical issues. The unit covers project management, team organisation and communication, project estimation and planning, documentation and reporting and milestone presentation. Project teams must be finalised by the first week of term. The project is completed over the whole year, students will receive an X grade for CSE4PRA and must enrol in CSE4PRB in order to complete and receive a mark for this unit.

Prerequisite: CSE1OJA and CSE1IJA or CSE1OOF and CSE1IOO and CSE2DES. Requires coordinator's approval.

Incompatible unit: CSE3PRA and CSE3PRB or CSE3PRO or CSE4PRO or CSE4OPRJ or CSE3OPRJ

Class requirements: Two 1-hour lectures/workshop and one 2-hour laboratory class and project meeting per week for 12 weeks. Additional visiting lectures, site visits, and project supervision sessions are scheduled throughout the year.

This unit is not available for study abroad students.

Assessment: One 1-hour examination (25%) Hurdle requirement: Project Management Class Exercise, one team software engineering project (approx 7000 words per student) (75%). Complete details can be found in the Department of Computer Science Software Engineering Project Handbook. The assessment components listed are the combined assessment for CSE4PRA and CSE4PRB

CSE4PRB ADVANCED SOFTWARE ENGINEERING PROJECT B (15 CPsSem. TE-SEM-1 BU.) *Dr Torab Torabi*

The software engineering project enables students to experience real-life involvement in the planning and development of a medium-sized team-based project. It utilises a teamwork approach to software engineering and integrates previously learned skills and knowledge relating to social and ethical issues. This unit follows on from CSE4PRA and covers project management, team organisation and communication, implementation, testing integration, re-use, configuration management, user and system documentation, reporting, milestone and final presentation. The project is completed over the whole year, students will receive an X grade for CSE4PRA and must complete this unit in order to complete and receive a mark for the project.

Prerequisite: CSE4PRA.

Incompatible unit: CSE3PRA and CSE3PRB or CSE3PRO or CSE4PRO, CSE4OPRJ or CSE3OPRJ

Class requirements: Two 1-hour lectures/workshops and one 2-hour laboratory class and project meeting per week for 12 weeks. Additional visiting lectures, site visits, and project supervision sessions are scheduled throughout the year.

This unit is not available for study abroad students.

Assessment: One 1-hour examination (25%) Hurdle requirement: One Project Implementation Class Exercise, one team software engineering project (approx 7000 words per student) (75%). Complete details can be found in the Department of Computer Science Software Engineering Project Handbook. The assessment components listed are the combined assessment for CSE31PRA and CSE32PRB

CSE4PRN PATTERN RECOGNITION (15. CPs Sem. TE-SEM-1 BU.) *Dr**Andrew Skabar*

This unit provides students with advanced knowledge in neural networks and related pattern recognition techniques. Main topics include: introduction to pattern recognition; discriminative versus generative approaches; multilayer perceptrons; radial basis function networks; support vector machines; mixture models and the Expectation-Maximisation algorithm; Bayesian methods; support vector machines, and Kohonen Networks. Case studies in bioinformatics and document categorization are included. Assignments offer students a sufficiently large space to explore neural networks and related pattern recognition techniques in terms of both theoretical issues and applications in the real world.

Prerequisite: CSE3ISE (from 2009 CSE3CI).

Incompatible unit: CSE4NN

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week, one 1-hour consulting session.

Assessment: One 3-hour examination (70%), one programming assignment equivalent to 1500 words. (30%)

CSE4RFS REAL-TIME AND FAULT-TOLERANT SYSTEMS (15. CPs Sem. TE-SEM-1 BU.) *Dr Ben Soh*

This unit examines the concept of fault, error, failure, layered machines, classification of faults, provision of static and dynamic redundancy, hardware, software, time and information redundancy, N-version and roll-back and recovery methods, concepts of local and global clocks, time validity of information, real time systems and networks.

Prerequisite: CSE3OS (from 2009 CSE3OSS).

Class requirements: One 2-hour lecture and one 3-hour laboratory per week.

Assessment: One 3-hour examination (70%), one programming, and/or essay assignment equivalent to 1500 words. (30%)

CSE4THA THESIS A (30. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE:**Dr Chris Cope, BU: Dr Wenny Rahayu*

The thesis is available to students enrolled in fourth year programs offered by the Department of Computer Science and Computer Engineering. The thesis is also available to Masters students who do not wish to undertake the major 90 credit point thesis. This unit together with CSE4THB must be completed consecutively over two semesters

Students undertake a project, across both CSE4THA and CSE4THB, which takes the equivalent of eight or nine months of continuous work under the supervision of a member of staff. Each project is written up as a minor thesis with all students presenting a seminar on their topic. A literature survey is required at the end of the first semester of enrolment as well as five small research-based exercises, which are a hurdle requirement for the unit. A list of prospective thesis topics is available from the Department of Computer Science and Computer Engineering.

Class requirements: One 1-hour lecture per week for 12 weeks of the semester. Supervised research under the direction of a member of staff equivalent to five-hours per week.

This unit is not available for study abroad students.

Assessment: Literature survey including a problem definition equivalent to 5000 words (25%) First semester: students submit the literature survey and the research-based exercises (which are a hurdle requirement), one-thesis equivalent to 10,000 words (60%), and one 30-minute oral presentation (5%). Second semester: students submit the 10,000-word thesis and deliver their oral presentation. , One research paper equivalent to 2000 words (10%). The assessment components listed are the combined assessment for CSE4THA and CSE4THB. A final grade will be awarded on CSE4THB.

CSE4THB THESIS B (30. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE:**Dr Chris Cope, BU: Dr Wenny Rahayu*

This thesis is available to students enrolled in fourth year programs offered by the Department of Computer Science and Computer Engineering. The thesis is also available to Masters students who do not wish to undertake the major 90 credit point thesis. This unit together with CSE4THA must be completed consecutively over two semesters

Students undertake a project, across both CSE4THB and CSE4THC, which takes the equivalent of eight or nine months of continuous work under the supervision of a member of staff. Each project is written up as a minor thesis, with all students presenting a seminar on their topic. A literature survey is required at the end of the first semester of enrolment as well as five small research-based exercises, which are a hurdle requirement. A list of prospective thesis topics is available from the Department of Computer Science and Computer Engineering.

Class requirements: Supervised research under the direction of a member of staff equivalent to five-hours per week.

This unit is not available for study abroad students.

Assessment: Literature survey including a problem definition equivalent to 5000 words (25%) First semester: students submit the literature survey and the five research-based exercises (hurdle requirement), one-thesis equivalent to 10,000 words (60%), and one 30-minute oral presentation (5%). Second semester: students submit the 10,000-word thesis and deliver their oral presentation. One research paper equivalent to 2000 words (10%). The assessment components listed are the combined assessment for CSE4THA and CSE4THB. The final grade will be awarded on CSE4THB

CSE4WNE WIRELESS NETWORK ENGINEERING (15 CPs Sem. TE-SEM-2 BU.) *Dr Somnath Ghosh*

Topics covered in this unit include: basic cellular architecture for mobile phones and extensions, basic ideas of technology at the PHY level, MAC layer issues and techniques, overview of current mobile systems and standards and possible evolution paths, interaction with/connection-to wired internet, further issues relating to QoS guarantees, wireless LANs and MANs, ad-hoc mobile networks (MANETs) and security issues.

Prerequisite: CSE2NET or CSE3NET or CSE4FNT (from 2009 CSE2NEF).

Recommended Prior Studies: CSE3PPR or CSE4FPP.

Incompatible unit: CSE41WIR, CSE42WIR, CSE4WIR

Class requirements: One 2-hour lecture and one 3-hour laboratory per week.

Assessment: One 3-hour examination (75%), one 1-hour written mid-term test (25%)

CSE4WSE WEB SERVICES ENGINEERING (15. CPs Sem. TE-SEM-1 BU.) *Dr Kinh Nguyen*

In this unit, students are taught concepts, principles, and implementations of Web Services. Contents of the unit include models, standards and mechanisms of web services; enterprise architectures; supply chains; ePayment mechanisms; semantic web and ontology; security requirements and mechanisms; and implementation tools. By taking this unit students will have a general understanding of the area and should gain the knowledge and skills to design and implement a service-oriented web application.

Prerequisite: CSE3ICS (from 2009 CSE3WAE).

Incompatible unit: CSE4ENC and CSE4ECS

Class requirements: One 2-hour lecture and one 2-hour laboratory per week.

Assessment: One programming assignment equivalent to 1500 words (30%), one 3-hour examination, (70%). In order to pass the unit, students must obtain an overall pass grade, pass the examination, and pass the non-examination component.

ELE1CCT BASIC ELECTRONIC CIRCUITS (15. CPs Sem. TE-SEM-2 BU.) *Dr David Tay*

This unit builds on the material introduced in ELE1IEL and serves as a sound background for continuing studies in this discipline. This unit consists of two components, AC circuit analysis, and Analog electronics. The first component covers sinusoidal and non-sinusoidal waveforms, phasors, impedance, network theorems applied to AC circuits, measurement systems and instruments. The second component covers amplifier concepts, operational amplifiers, transistor models, and transistor amplifiers. All students will be required to sit for both components.

Recommended Prior Studies: ELE1IEL.

Class requirements: Three 1-hour lectures, one 1-hour problem class and an average of two hours laboratory class work per week.

Assessment: One 3-hour examination (70%), laboratory work equivalent to 1000 words (20%), assignments equivalent to 500 words (10%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Boylstad, R.L. *Introductory circuit analysis*, 9th edn, Merrill, 2000.
Sedra, A.S and Smith, K.C. *Microelectronic circuits*, 5th edn, Oxford University Press, 2004.

ELE1EDP ELECTRONIC ENGINEERING DESIGN PROJECT (15. CPs Sem. TE-SEM-2 BU.) *Mr Geoff Tobin*

The basics of the electronic engineering design and the process of design management and engineering professionalism are covered. The unit includes an introduction to project management and students gain hands-on experience by participating in the design and construction of a small electronic system. Students learn to generate circuit schematics and layouts in line with Australian and International standards. It will involve a discussion of issues relevant to engineers through the development of written and oral communication skills. The course includes mandatory lectures on professional ethics and conduct.

Recommended Prior Studies: A basic knowledge of Electronics, such as that covered in ELE1IEL.

Class requirements: Three 1-hour lectures, two hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (40%), assignment equivalent to 500-word (10%), laboratory work (approx 2000 words) (50%). In order to pass the unit students must obtain an overall pass grade, pass the examination, pass the project, and pass the laboratory work.

Prescribed Reading:

Australian Standard 1000, 1102 and 1103. Standards Association of Australia.

Tocci, R. J. and Widmer, N. S., *Digital systems, principles and applications*, 8th edn, Prentice-Hall, 2001.

ELE1IEL INTRODUCTORY ELECTRONICS (15. CPs Sem. TE-SEM-1 BU.) *Dr Brian Usher*

This introductory unit assumes no prior knowledge of electronics. The unit consists of two components. The first component is DC Circuit Analysis and Semiconductors, including basic electrical quantities and circuits, methods of analysing simple circuits and basic semiconductor theory including simple diode and transistor circuits. The second component, Introduction to Digital Electronics, covers Boolean algebra, binary number systems, logic gates, combinational circuits, sequential circuits, flip-flops, counters, registers, and arithmetic circuits.

Class requirements: Three 1-hour lectures, one 1-hour tutorial and an average of two hours laboratory class work per week.

Assessment: One 3-hour examination (70%), laboratory work (approx 1000 words) (20%), assignments (approx 500 words) (10%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Tocci, R. J. and Widmer, N. S., *Digital systems, principles and applications*, 7th edn, Prentice-Hall, 1998.

Boylstad, R. L. *Introductory circuit analysis*, 9th edn, Merrill, 2000.

ELE2ANI ANALOG CIRCUITS AND INTERFACING (15. CPs Sem. TE-SEM-2 BU.) *Mr Graeme Rathbone*

Students study semiconductor device theory, device ratings, and models for BJT, FET and MOST devices. Digital structures, device biasing and operating point analysis, small signal transistor amplifier design and analysis, frequency response of simple amplifiers; gain-bandwidth product, feedback and feedback topologies, input and output resistance, frequency response with feedback. Differential amplifier configurations, common and differential mode gain and common mode rejection ratio, current sources and operational amplifiers. Active filters, including normalised filter specification and scaling, the Sallen/Key circuit, Butterworth and Chebyshev filters and low-pass to high-pass transformations. Power semiconductors' thermal performance and safe operating area.

Prerequisite: ELE1CCT and MAT1CLA.

Recommended Prior Studies: MAT2VCA (previously MAT2AVC).

Incompatible unit: ELE2ACI.

Class requirements: Two 1-hour lectures, three hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory work (approx 1500 words) (30%), assignments (approx 500-word equivalent) (10%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Sedra, A. S. and Smith, K. C. *Microelectronic circuits*, Oxford University Press, 5th edn, 2004.

ELE2CIR LINEAR CIRCUITS AND SIGNALS (15. CPs Sem. TE-SEM-1 BU.) *Dr Brian Usher*

Topics in this unit include methods of circuit analysis, time domain analysis of linear time-invariant networks, DC circuit analysis, steady-state AC analysis and phasor techniques, network parameters, resonant circuits, transient analysis, the state-space approach and definition of the Laplace transform. Also studied are transfer functions, poles and zeros, pole-zero plots in the s-plane, characteristics of the s-plane, stability in the s-plane and Bode plots. Frequency response of circuits and analysis and design of passive filters is introduced, as are analysis techniques applicable to 2-port networks.

Prerequisite: ELE1CCT and MAT1FEN (from 2009 ELE1CCT and MAT1CLA).

Co-requisite: MAT2AVC (from 2009 MAT2VCA).

Incompatible unit: ELE2LIN.

Class requirements: Two 1-hour lectures per week, three hours laboratory work per week, and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory work (approx 1500 words) (30%), assignments (approx 500 words) (10%). In order to pass the subject students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Carlson, A.B. *Circuits. Engineering concepts and analysis of linear electric circuits*, Brooks/Cole 2000.

ELE2DDP DIGITAL DESIGN WITH PROGRAMMABLE LOGIC (15. CPs Sem. TE-SEM-2 BU.) *Mr Darrell Elton*

This unit is only available to students enrolled in degrees offered through the Department of Computer Science and Computer Engineering

This unit introduces programmable logic and VHDL. A strong emphasis is placed on reliable synchronous design. A modular, reusable approach is encouraged. A strong emphasis is placed on demonstrated, working hardware implementations in the weekly laboratory sessions using a Xilinx CPLD and ISE software.

Prerequisite: ELE1IEL and ELE1EDP.

Incompatible unit: ELE2DSD.

Class requirements: Two 1-hour lectures and four hours of laboratory work per week.

Assessment: One 2-hour examination (60%), laboratory work 1500-word equivalent) (30%), assignments (approx 500 words) (10%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Skahill, K. *VHDL for Programmable logic*, Addison-Wesley, 1996.

ELE2ELE ELECTRICAL SYSTEMS AND DESIGN (15. CPs Sem. TE-SEM-1 BU.) *Mr Jim Royston*

In this unit, students will focus on electrical power, including magnetic circuits and transformers, DC and AC machines, three-phase electricity, stepper motors, power electronics, rectifiers and inverters, and power generation and distribution. Also studied is simulation and design with Altium software.

Prerequisite: ELE1CCT.

Co-requisite: ELE2CIR (previously ELE2LIN).

Incompatible unit: ELE2ESD.

Class requirements: Two 1-hour lectures, 3 hours of laboratory work and one hour of tutorials per week.

Assessment: One 2-hour examination (60%), laboratory work (approx 1500 words) (30%), assignments (approx 500 words) (10%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Wildi, T. *Electrical machines, drives, and power systems*, 6th edn. Prentice Hall International, 2006.

ELE2MDD MICROPROCESSORS AND DIGITAL DESIGN (15. CPs Sem. TE-SEM-1 BU.) *Professor John Devlin*

In this unit, students are introduced to microprocessors and embedded processors. An overview of the internal structure of processors is combined with interfacing to memory and other external logic and circuits. Memory devices, analogue to digital and digital to analogue converters, buttons, and high current drivers are also covered. This unit is enhanced with extensive laboratories based on programming a Z8 embedded processor with C and interfacing it with a variety of external circuits.

Prerequisite: ELE1IEL.

Recommended Prior Studies: MAT1EN and MAT1FEN (from 2009 MAT1CPE and MAT1CLA).

Incompatible unit: ELE2DIG.

Class requirements: Two 1-hour lectures, three hours laboratory work, one 1-hour practical per week.

Assessment: One 2-hour examination (60%), laboratory work (approx 1500 words) (30%), assignments (approx 500 words) (10%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Tocci, R. J. *Digital systems, principles and applications*, 7th edn, Prentice Hall 1998.

ELE3BIO BIOMEDICAL ENGINEERING A (15. CPs Sem. TE-SEM-2 BU.) *Dr Jim Cameron*

Students study a selection of the following topics as they apply to the profession of biomedical engineering. Biomedical approaches to physiology, including the cell and its functions, protein synthesis, transport across cell membranes and receptor function together with the origin of biopotentials including the Nernst and Goldman equations. In addition, the functional, organisation and chemical composition of the human body, nerve conduction, muscle contraction, and neuromuscular transmission are studied. Other topics include cardiac function and the cardiovascular system, immune mechanisms, haematology, the central nervous system and respiratory physiology. Definitions and medical terminology as required for the practice of biomedical engineering are an important part of the course. Substantial reading and additional work is expected to be completed in the student's own time.

Recommended Prior Studies: MAT2LA or MAT2ELA, MAT2AVC and MAT2APD (from 2009 MAT2VCA and MAT2LAL).

Co-requisite: ELE3IES (previously ELE3INS).

Incompatible unit: ELE4FBE, ELE3BME.

Class requirements: Three 1-hour lectures, two 1-hour practical work, and one 1-hour tutorial per week.

Assessment: One 3-hour examination (70%), laboratory work (approx 1000 words) (20%), assignments (approx 500 words) (10%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Vander, Sherman and Luciano, *Human physiology*, McGraw-Hill 8th edn, 2001.

ELE3CMN COMMUNICATION SYSTEMS (15. CPs Sem. TE-SEM-1 BU.) *Dr David Tay*

In this unit students will focus on the properties of signals and noise, Fourier analysis, linear systems and lossless transmission, linear and exponential modulation techniques, typical communications systems, such as radio broadcasting, receivers, FM stereo and TV broadcasting. Other topics include pulse code modulation, time division multiplexing, and frequency division multiplexing. Also included is transmissionline theory including distributed circuit analysis, characteristic impedance, skin effect, transient waves and reflections,

zigzag diagrams, time-domain reflectometry, and sinusoidal waves on transmission lines.

Prerequisite: ELE2LIN and MAT2LA or MAT2ELA (from 2009 ELE2CIR and MAT2LAL).

Incompatible unit: ELE4FCO, ELE3COM.

Class requirements: Two 1-hour lectures, three hours of practical work and one 1-hour tutorial per week.

Assessment: Laboratory work (approx 1500 words) (30%), one 2-hour examination (60%), assignments (approx 500 words) (10%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Haykin, S. *An introduction to analogue and digital communications* Wiley, 1994.

Carlson, A.B. *Communications systems*, McGraw-Hill, 1986.

ELE3CON CONTROL SYSTEMS (15. CPs Sem. TE-SEM-1 BU.) *Dr Song Wang*

In this unit, students will focus on nonlinear control systems. This includes analysis and modelling of physical systems, characteristics, and performance of feedback control systems, stability analysis, root-locus techniques, and frequency response methods.

Prerequisite: ELE2ACI and MAT2APD (from 2009 ELE2ANI, ELE2CIR, MAT2LAL and MAT2VCA).

Incompatible unit: ELE4FCT, ELE3CTL.

Class requirements: Two 1-hour lectures, three hours of practical work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory work (approx 1500 words) (30%), assignments (approx 500 words) (10%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Ogata, K. *Modern control engineering*, Prentice Hall, 1997.

Dorf, R. C. and Bishop, R. H. *Modern control systems*, 10th edn, Addison and Wesley, 2005.

ELE3DCS DIGITAL COMMUNICATION SYSTEMS (15. CPs Sem. TE-SEM-2 BU.) *Dr Harvey Ye*

In this unit, students will focus on basic principles and techniques in digital communication systems. It covers digitisation techniques for analogue signals, base band transmission, and pass band transmission, an introduction to information theory, source coding, channel capacity, and channel coding. It also covers the fundamentals of optical fibre communication systems.

Prerequisite: ELE3CMN (previously ELE3COM), (from 2009 MAT2LAL and MAT2VCA).

Incompatible unit: ELE4FTE, ELE3TEL.

Class requirements: Two 1-hour lectures, three hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory work (approx 1000 words) (20%), assignments (approx 1000-word equivalent) (20%). In order to pass the unit, students must obtain an overall pass grade, pass the examination, and pass the practical work.

ELE3DDE ELECTRONIC DESIGN AUTOMATION-TOOLS AND TECHNIQUE (15. CPs Sem. TE-SEM-2 BU.) *Mr Jim Whittington*

The increasing complexity of digital systems has led to development of modern methodologies in digital design, simulation, and production. Collectively known as electronic design automation (EDA), key elements include graphics-based design entry and verification, hardware description languages (HDLs), application specific integrated circuits (ASICs), complex programmable logic devices (CPLDs) and field programmable gate arrays (FPGAs). This subject introduces the electronic design automation process using the current technology in graphical tools for EDA. It will show how digital systems can be described as a hierarchical structure of block diagrams, state machines, flow charts, truth tables, and HDL code (VHDL). Designs can then be extensively simulated to check their integrity, and finally compiled and synthesized in a CPLD or FPGA. Hands-on practical work in laboratory classes, assignments and a team project form a major part of the learning in this unit.

Prerequisite: ELE2DSD (from 2009 ELE2DDP).

Incompatible unit: ELE4FED, ELE3EDA.

Class requirements: Two 1-hour lectures, three hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (40%), two assignments (600 words each) (30%). One design project (approx 1,200 words/ student equivalent) (30%). Project – completed by students normally working in teams of four students

Recommended Reading:

Lee, S. *Advanced digital logic design: using VHDL, state machines and synthesis for FPGAs*, Thomson, 2005.

Roth, C.H. *Digital systems design using VHDL*, PWS, 1998.

Hamblen, J., & Furman, M. *Rapid prototyping of digital systems*, 2nd edn, Kluwer, 2003.

Skahill, K. *VHDL for programmable logic*, Addison-Wesley, 1996.

Yalamanchili, S. *VHDL starter's guide*, Prentice-Hall, 1998.

ELE5EMB EMBEDDED PROCESSORS (15. CPs Sem. TE-SEM-1 BU.)

Professor John Devlin

In this unit, students will focus on the real-world application of microprocessors to perform task-specific functions. Design architectures include systems based on 8-bit micro-controllers through to 64-bit processors. Topics include RISC/CISC architectures, parallel architectures, hardware design, and power management and embedded software considerations. The course includes practical applications and laboratory sessions that allow students to develop programs in C and assemble and run these programs on embedded systems. The laboratory work focuses on C applications for a Z8 encore microcontroller.

Prerequisite: ELE2DIG (from 2009 ELE2MDD).

Incompatible unit: ELE4FEM and ELE3EMP.

Class requirements: Two 1-hour lectures, three hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory work (approx 1000 words) (20%), assignments (approx 1000 words) (20%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

ELE3ETP ELECTRONICS TECHNOLOGY PROJECT (30. CPs Sem. TE-SEM-2 BU. TE-SEM-S BU.) *Mr Darrell Elton*

The aim of this project is to build a micro-controller based system that receives and transmits signals from analogue transducers. The system may display some outputs. Skills required include use of a Gantt chart, prototyping, simulations and calculations, design for testability and de-buggability, layout and construction of a PCB, and the writing of a report.

Prerequisite: ELE2DIG (from 2009 ELE2MDD).

Class requirements: Two 1-hour lectures and six hours of laboratory work per week.

Assessment: Assignment equivalent to 1500 words (15%), laboratory work equivalent to 1500 words (35%), thesis equivalent to 5000 words (50%)

Prescribed Reading:

Haynes, M. E. *Project management*, 2nd edn, Crisp Publications Inc. 1997.

ELE3IES INSTRUMENTATION ELECTRONICS AND SENSORS (15. CPs Sem. TE-SEM-1 BU.) *Mr Paul Junor*

This unit concerns electronic instrumentation and sensors for biomedical, industrial, and scientific applications:

Sensors/transducers; signal conditioning; signal processing; data presentation, single/multi-channel acquisition systems. Review of semiconductor devices. Design of single, compound and hybrid-transistor amplifiers, current sources, active loads, power semiconductor thermal performance, and safe operating area. Op amp circuit design and application, feedback amps, instrumentation amps. Power supplies: transformers, rectifiers, filters, regulators, protection circuits. Measurement characteristics and errors, interfering/modifying inputs. Inherent and external noise, interference and shielding, ground loops, sources of internal noise, s/n ratio, active filters for noise reduction. Sensors for measurement of flow, pressure, temperature, displacement, strain, motion, chemical/biomedical electrodes. Industrial/medical electrical safety, signal grounding and shielding, isolation.

Prerequisite: ELE2ACI (from 2009 ELE2ANI and ELE2CIR).

Recommended Prior Studies: MAT2LAL and MAT2VCA.

Incompatible unit: ELE4FIN, ELE3INS.

Class requirements: Two 1-hour lectures and an average of two hours practical and/or tutorial work per week.

Assessment: One 2-hour examination (60%), laboratory work (approx 1500 words) (30%), assignments (approx 500 words) (10%). In order to pass the unit, students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Klaasen, K.B. *Electronic measurement and instrumentation*, Cambridge University Press, 1996.

Pallas-Areny, R., Webster, J.G. *Sensors and signal conditioning*, 2nd edn. John Wiley & Sons, 2001.

ELE3PRO THIRD YEAR PROJECT (15 CPs Sem. TE-SEM-2 BU.) *Mr Darrell Elton*

The aim of this unit is to extend and reinforce embedded programming concepts taught in ELE3EMB. Analogue circuit design, schematic capture, and circuit board layout are also covered. Students are also given an opportunity to demonstrate practical project management skills by keeping a detailed logbook, which culminates in a small formal report.

Prerequisite: ELE2DIG and ELE3EMP (from 2009 ELE2MDD and ELE3EMB).

Incompatible unit: ELE3PRJ.

Class requirements: Two 1-hour lectures, three hours of laboratory work per week.

This unit is not available for study abroad students.

Assessment: Laboratory work 3000 words (70%), assignments 1500-word equivalent (30%)

Prescribed Reading:

Haynes, M.E. *Project management*, 2nd edn, Crisp Publications Inc. 1997.

ELE3IP DIGITAL SIGNAL PROCESSING (15. CPs Sem. TE-SEM-2 BU.) *Dr G Deng*

Components of this unit include representation of signals and linear shift-invariant systems in the time domain and in the frequency domain, analogue-to-digital and digital-to-analogue conversion, the z-transform, design methods and applications of digital recursive and non-recursive filters.

Prerequisite: ELE2MIC and ELE2ACI (from 2009 MAT2LAL and MAT2VCA).

Incompatible unit: ELE4FSP, ELE3DSP.

Class requirements: Two 1-hour lectures, three hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory work (1000 words) (20%), assignments (1000-word equivalent) (20%). In order to pass this unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

McClellan, J. H., Schafer, R. W., Yoder, M. A. *DSP First: A multimedia approach*, Prentice-Hall 1998.

Proakis, J. and Manolakis, D. G. *Digital signal processing*, Prentice Hall, 1996.

Oppenheim, A. V. and Schafer, R. W. *Discrete time signal processing*, Prentice Hall, 1989.

ELE3TRA TRANSITIONAL UNIT A (5.0 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr John Devlin*

This unit is only available to students enrolled in an Electronic Engineering degree, who require five credit points to complete their degree requirements.

In this unit, students undertake work from an existing electronic engineering unit. The Department of Electronic Engineering will provide a list of available units from which students will make their choice. Final approval of unit choices will be given within the Department. There is no examination component in the unit, submission of one or more assignments will complete the unit requirements.

Prerequisite: Requires coordinator's approval/or Department approval.

Class requirements: Lectures and labs, as required for the unit being undertaken, until the final assignment due date.

This unit is not available for study abroad students.

Assessment: Assignment/s equivalent to 1250 words (100%)

ELE3TRB TRANSITIONAL UNIT B (5.0 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr John Devlin*

This unit is only available to students enrolled in an Electronic Engineering degree, who require five credit points to complete their degree requirements.

In this unit, students undertake work from an existing electronic engineering unit. The Department of Electronic Engineering will provide a list of available units from which students will make their choice. Final approval of unit choices will be given within the Department. There is no examination component in the unit, submission of one or more assignments will complete the unit requirements.

Prerequisite: Requires Coordinator's approval/or Department approval.

Class requirements: Lectures and labs, as required for the unit being undertaken, until the final assignment due date.

This unit is not available for study abroad students.

Assessment: Assignment/s equivalent to 1250 words (100%)

ELE4AAE ADVANCED INSTRUMENTATION ELECTRONICS (15. CPs Sem. TE-SEM-2 BU.) *Mr Paul Junor*

Advanced Device Modelling and Simulation: small and large signal, switching and noise behaviour of passive components, diodes, BJTs and FETs. High Performance Linear Circuits: non-ideal behaviour, frequency response, noise characteristics and applications of diff amps and op amps; feedback circuit noise and stability; specialized linear (CSOA, PGA, OTA, and CFA) I.Cs; low noise/low interference design; programmable analogue design techniques. Filters: Butterworth, Chebyshev, Elliptic, and Bessel filter functions, design methods; passive, active, and switched capacitor filters. Non-Linear Circuits: analogue switches and multiplexers, sample/hold amps, comparators, precision rectifiers, peak detectors, log amps, analogue multipliers, PLLs. Linear/Non-Linear Waveform Generators: RC, LC, crystal and relaxation oscillators, multivibrators, waveform generator I.C.s, Power electronics: power devices, power amps and switching circuits, switching regulators, switch-mode power supplies.

Prerequisite: ELE4FAC or ELE3ACD (from 2009 ELE3DDE).

Class requirements: Two 1-hour lectures and one 2-hour practical/tutorial class per week.

Assessment: One 2-hour examination (60%), laboratory reports totalling 1000 words (20%), assignments totalling 1000 words (20%). In order to pass the unit, students must obtain an overall pass grade, pass the examination, and pass the laboratory work.

Prescribed Reading:

Pallas-Areny, R. & Webster, J.G. *Analogue signal processing*, Wiley, 1999.

Gray, P. R. and Meyer, R. G. *Analysis and design of analogue integrated circuits*, 4th edn, Wiley, 2001.

Franco, S. *Design with operational amplifiers and analogue integrated circuits*, 3rd edn, McGraw Hill, 2002.

ELE4ACS ADVANCED COMMUNICATION SYSTEMS (15. CPs Sem. TE-SEM-2 BU.) *Mr Michael Feramez*

The unit continually evolves with time to reflect the current developments in the field of radio-based communication systems, including cellular mobile telecommunications, satellite, and global positioning systems. The topics include the mobile radio propagation environment and path loss models, coding and error control, cellular concept, multiple radio access, multiple division techniques, channel allocation, and management systems. After the successful completion of this unit, the student will gain systems knowledge in mobile communications and develop the ability to perform radio link calculations and performance assessment.

Prerequisite: ELE3COM (from 2009 ELE3CMN).

Class requirements: Two 1-hour lectures, two hours of laboratory work and one 1-hour tutorial per week.

Assessment: One two-hour examination (60%), laboratory reports

totalling 1000 words (20%), assignments totalling 1000 words (20%). In order to pass the unit, students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Dharma, P., Agrawal and Qing-An Zeng, *Introduction to wireless and mobile systems*, 2nd edn, Thomson, 2006.

ELE4ADD ADVANCED DIGITAL SYSTEMS DESIGN (15. CPs Sem. TE-SEM-1 BU.) *Mr Jim Whittington*

In this unit, students will focus on advanced design techniques and methodologies in digital system design. Students develop hands-on experience in design, simulation, verification, and implementation using industry standard CAD tools. The subject content includes: digital systems design methodology and design flow; programmable logic technology, architecture, design and synthesis issues; Register Transfer Level design, coding and synthesis; behavioural synthesis; sequential system design; binary arithmetic circuits; analysis and design of asynchronous systems; clocking and timing issues; design validation; design for test; boundary scan and build-in self test.

Prerequisite: A minimum grade of 65% in ELE32EDA (from 2009) a minimum grade of 65% in ELE3DDE).

Class requirements: Two 1-hour lectures, two hours laboratory work, and one 1-hour tutorial per week.

Assessment: One assignment (approx. 800 words) (20%), one design project (approx. 1600 words) (40%), one 2-hour examination (40%)

Prescribed Reading:

Zwolinski, M. *Digital systems design with VHDL*, 2nd edn, Prentice-Hall, 2004.

Rabaey, J.M., Chandrakasan, A. and Nicolic, B. *Integrated circuits — a design perspective*, 2nd edn, Prentice Hall, 2003.

Wolf, W. *Modern VLSI Design-System-on-Silicon*, 3rd edn, Prentice-Hall, 2002.

Wester, N., and Harris, D. *VLSI Design: A circuits and systems perspective*, 3rd edn, Addison Wesley, 2004.

ELE4ANS ANTENNAS AND PROPAGATION (15. CPs Sem. TE-SEM-2 BU.)

Mr Michael Feramez

In this unit, students will focus on the fundamentals of radio wave propagation and antenna theory (Maxwell's equations) to equip the student with the knowledge to select and use antennas in radio site design. The unit commences with a formal review of the fundamentals of electromagnetic wave propagation and antenna theory. The unit includes a number of practical wire and aperture antenna types for mobile and fixed radio services covering the HF, VHF, UHF, and microwave frequency bands. An emphasis is placed on radiation patterns and antenna parameter interpretation. In addition, methods of antenna combing for mobile radio and an analysis of intermodulation are studied. The unit also introduces the concepts of EMI/EMC and discusses how to make circuit boards that minimise EMI.

Prerequisite: ELE3RMO (from 2009 ELE3CMN and ELE3DCS).

Incompatible unit: ELE4ANT.

Class requirements: Two 1-hour lectures, two hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory reports totalling 1000 words (20%), assignments totalling 1000 words (20%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Balanis, C.A. *Antenna theory*, John Wiley, 1997.

Kraus, J.D. *Antennas*, McGraw Hill, 1988.

ELE4ASP ADVANCED SIGNAL PROCESSING (15. CPs Sem. TE-SEM-1 BU.)

Dr Guang Deng

Components of this unit include linear orthogonal transforms such as the fast Fourier transform and the discrete cosine transform, spectrum analysis, digital model of speech, linear predictive coding, polyphase filters, and multi-rate DSP, audio applications of DSP, communication system applications of DSP, implementation of FIR filters using digital signal processors.

Prerequisite: ELE3DSP (from 2009 ELE3SIP).

Class requirements: Two 1-hour lectures, two hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (50%), laboratory report equivalent to 750 words (15%), assignment equivalent to 750 words (15%), one programming project 1000 words (20%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Mitra, S. *Digital signal processing*, 2nd edn, McGraw Hill, 2001.

ELE4ATA ADVANCED TOPICS A (15. CPs Sem. TE-SEM-1 BU.) *Mr Graeme Rathbone*

Not available in 2008

ELE4ATB ADVANCED TOPICS B (15. CPs Sem. TE-SEM-2 BU.) *Mr Graeme Rathbone*

Not available in 2008

ELE4BME BIOMEDICAL ENGINEERING B (15. CPs Sem. TE-SEM-1 BU.) *Dr Jim Cameron*

Components of this unit examine advanced physiology and modelling, biomaterials and biomechanics. Students study special aspects relating to foetal, neonatal, paediatric and obstetric physiology, and neuromuscular modelling. An examination is also made of typical biomaterials (metals, ceramics, composites, carbons, and natural polymers), biological testing, biocompatibility, interaction with tissue, electrical, mechanical, and structural properties, implants, corrosion and absorbability, sterility and sterile packaging, rehabilitation devices and orthopaedic prosthesis and orthoses. Fundamentals of digital medical imaging are presented. Medical imaging modalities (radiography including X-ray, fluoroscopy, angiography and safety considerations), CT scanning principles, ultrasound imaging, MRI operating principles and image formation, developments in electrical impedance imaging and bio-magnetic imaging, PET and SPECT.

Prerequisite: ELE3BME or HBS2HPB (from 2009 ELE3BIO).

Class requirements: Two 1-hour lectures, two hours laboratory work, and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory reports totalling 1000 words (20%), assignments totalling 1000 words (20%). In order to pass the unit, students must obtain an overall pass grade, pass the examination, and pass the practical work.

Recommended Reading:

Webster, J. G. (Ed.) *Medical instrumentation application and design*, 3rd edn, Wiley 1998.

ELE4CLN CLINICAL ENGINEERING (15. CPs Sem. TE-SEM-2 BU.) *Dr Jim Cameron*

In this unit students continue to study concepts introduced in the unit ELE41BME and cover a selection of the following components on cardiac assist devices (pacemakers, defibrillators and cardioverters), electro-surgery (modes, generators, wave shapes, accessories, safety issues and standards), drug delivery systems (active, passive, volumetric, rate-controllers, pumps, syringe drivers, automatic control), dialysis (renal function, artificial kidney, haemodialysis, peritoneal dialysis, dialysers, dialysate), central monitoring stations and ambulatory monitoring. Electrical safety and standards. Equipment for surgery, anaesthesia, intensive care, and neonatology.

Prerequisite: ELE4BME.

Recommended Prior Studies: ELE32INS or ELE41ASP (from 2009 ELE3IES and ELE3SIP).

Class requirements: Two 1-hour lectures, two hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory work totalling 1000 words (20%), assignments totalling 1000 words (20%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Recommended Reading:

Webster, J. G. (Ed.) *Medical instrumentation application and design*, 3rd edn, Wiley, 1998.

ELE4DCT DIGITAL CONTROL THEORY (15. CPs Sem. TE-SEM-2 BU.) *Dr Song Wang*

In this unit, students will focus on input-output and state-space models of discrete-time systems, time response and stability analysis

of sampled-data control systems, digital controller design, optimal control, and digital implementations of control systems.

Prerequisite: ELE3CTL (from 2009 ELE3CON).

Class requirements: Two 1-hour lectures, two hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory work totalling 1000 words (20%), assignments totalling 1000 words (20%). In order to pass the unit, students must obtain an overall pass grade, pass the examination, and pass the practical work.

ELE4DIR DIRECTED STUDY (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Brian Usher*

Students may enrol in this unit in either first semester or second semester.

In this unit students carry out independent study supervised by a member of staff. Enrolment in the unit requires the approval of either the Bachelor of Electronic Engineering Course Adviser or the Postgraduate Course Coordinator.

Class requirements: Supervised research of up to 4 hours per week under the direction of a staff member.

This unit is not available for study abroad students.

Assessment: Technical report of approximately 4000 words (100%)

ELE4EMT APPLIED MANAGEMENT FOR ENGINEERS (15. CPs Sem. TE-SEM-1 BU.) *Mr George Alexander*

The aim of this unit is to promote and foster business sense amongst engineering students, and to raise awareness of the commercial and legal aspects of conducting business. This is achieved in two stages. Stage one: provides students with the tools and knowledge necessary to conduct effective business planning, including principles of marketing, strategy, environmental forces, consumer behaviour, market segmentation, pricing and legal principles. Other topics such as meetings skills, business planning, and leadership, innovation, and Total Quality Management principles are also covered. Stage two requires students to apply this knowledge in developing a business plan from business concept to business proposal. This simulates the 'real-world' situation of working in teams to develop the plan, which is then presented orally, involving team presentation, and as a professionally presented document.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Submission and presentation of a team business plan equivalent to 2000 words (50%) Note that the team business plan will be differentially assessed, one 2-hour examination (40%), assignment equivalent to 500 words (10%)

Prescribed Reading:

Latimer, P. *Australian business law*, CCH Ltd, 1997.

Schermerhorn, J. R. *Management for productivity*, 4th edn, Wiley, 1993.

Zikmoud, W. G. and D'Amico, M. *Marketing*, 4th edn, West Publishing, 1993.

ELE4EPA ENGINEERING PROJECT A (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Jim Cameron*

This unit represents the first semester of a year long program.

Students must take ELE4EPA and ELE4EPB in the one academic year.

Each student undertakes an engineering design project on a topic relevant to their chosen field of specialisation (biomedical, communication, electronic systems, or optical engineering) after selecting a topic in consultation with supervisors. The project may be a design of a system, including design computations, drawings and specifications, or it may take the form of a report of an industrial, laboratory investigation, or similar activity. The outcome of an investigation requires a project report of about 5000 words in length, excluding appendices, but supported by appropriate diagrams, charts, graphs and other illustrations.

Prerequisite: ELE32PRJ (from 2009 ELE3PRO).

Co-requisite: ELE4EMT and 30 credit points of fourth year level engineering units.

Incompatible unit: ELE4ENP.

Class requirements: The equivalent of six hours of laboratory time per week and weekly meetings with supervisor.

This unit is not available for study abroad students.

Assessment: One 1500-word plan (30%), one 2000-word report on the achievement of objectives (50%), one 10-minute oral presentation (20%)

ELE4EPB ENGINEERING PROJECT B (30. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Jim Cameron*

This unit represents the second semester of a year long program. Students must take ELE4EPA and ELE4EPB in the one academic year.

Each student undertakes an engineering design project on a topic relevant to their chosen field of specialisation (biomedical, communication, electronic systems, or optical engineering) after selecting a topic in consultation with supervisors. The project may be a design of a system, including design computations, drawings and specifications, or it may take the form of a report of an industrial, laboratory investigation, or similar activity. The outcome of an investigation requires a project report of about 5000 words in length, excluding appendices, but supported by appropriate diagrams, charts, graphs and other illustrations.

Prerequisite: ELE4EPA.

Co-requisite: 30 credit points of fourth year level engineering units.

Incompatible unit: ELE4ENP.

Class requirements: The equivalent of 12 hours of laboratory time per week and weekly meetings with supervisor.

This unit is not available for study abroad students.

Assessment: One 12-minute oral project presentation (20%), one 5000-word final thesis (50%), project demonstration, and achievement of objectives (30%)

ELE4IPC IMAGE PROCESSING AND CODING (15. CPs Sem. TE-SEM-2 BU.)

Dr Guang Deng

This unit is about fundamental concepts, techniques, and standards for the compression of digital images and video. Topics include information theory and entropy coding techniques such as, Huffman coding and arithmetic coding. Signal decorrelation techniques such as prediction, transformation, and sub-band coding. Digital image and video coding standards such as, JPEG, JPEG-LS, MPEG-1, and MPEG-2.

Prerequisite: ELE41ASP.

Class requirements: Two 1-hour lectures per week for nine weeks; one 2-hour practical class per week for three weeks.

Assessment: One 2-hour examination (50%), three laboratory reports (15%), three mathematical assignments (15%), one programming project (20%)

Prescribed Reading:

Rao, K. R., and Hwang, J. J. *Techniques and standards for image, video and audio coding* Prentice-Hall, 1996.

ELE4NET COMMUNICATION NETWORKS (15. CPs Sem. TE-SEM-2 BU.)

John Devlin

Students study network architecture (the OSI 7 layer mode), serial communication standards, termination of signal lines, driving CSMA/CD networks, the data link layer 9HDLC, SDLC and LAPB), the network or packet layer in X.25, routing techniques in computer communication networks, shortest path algorithms for routing, flow control, packet protocols for broadcast satellites, local area networks (Ethernet and token passing networks), introduction to queuing theory, simple queuing systems, polling in networks and reliability of networks, Wide Area Networks, ATM Networks, LANs Wireless networks, ISDN and Broadband ISDN, as well as computer to computer communications.

Prerequisite: ELE3TEL (from 2009 ELE3DCS).

Class requirements: Two 1-hour lectures, two hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory reports totalling 1000 words (20%), assignments totalling 1000 words (20%). In order to pass the unit, students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Stallings, W. *Data and computer communications*, Prentice Hall, 6th edn, 2000.

ELE40FC OPTICAL FIBRE COMMUNICATION SYSTEMS (15 CPs Sem. TE-SEM-2 BU.) *Professor Laurie Cahill*

The aims of this unit are: (i) to gain an in-depth understanding of the principles of optical devices, circuits, and systems that are used in today's telecommunication systems, (ii) to be able to design and analyse real-life optical fibre communication systems and (iii) to study in detail the design and operation of optical networks. Topics covered include an introduction to optical waveguides and planar waveguide circuits, a detailed study of multimode and single mode optical fibres, the characteristics of semiconductor lasers and photodiodes, the design of modern optical communication systems (including both multimode and single mode systems) and optical networking using wavelength division multiplexing.

Prerequisite: ELE3RMO (from 2009 ELE3DCS).

Recommended Prior Studies: ELE3COM and ELE3TEL (from 2009 ELE3IES).

Incompatible unit: ELE5OPN.

Class requirements: Two 1-hour lectures, two hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory reports totalling 1000 words (20%), assignments totalling 1000 words (20%). In order to pass the unit students must obtain an overall pass grade, pass the examination, and pass the practical work.

Prescribed Reading:

Palais, J.C. *Fibre optic communications*, Prentice Hall, 4th edn, 1998.
Senior, J. M. *Optical fibre communications: principles and practice*, 2nd edn, Prentice Hall, 1992.

ELE40FS OPTICAL FIBRE SENSORS (15 CPs Sem. TE-SEM-2 BU.) *Mr*

Darrell Elton

Not available in 2008

ELE4RCH RECONFIGURABLE COMPUTING HARDWARE (15 CPs Sem. TE-SEM-1 BU.) *Mr Graeme Rathbone*

Not available in 2008

ELE4RFD RADIO FREQUENCY DESIGN (15 CPs Sem. TE-SEM-1 BU.) *Mr*

Darrell Elton

The unit involves the practical design and simulation of several RF circuits including filters, couplers, and matched transistor amplifiers. Touchstone is used for simulation. Micro strip PCB implementation is extensively covered. Circuit simulation (Touchstone), board layout (Altium), construction, and analysis are covered in the laboratory.

Prerequisite: ELE3INS (from 2009 ELE3IES).

Class requirements: Two 1-hour lectures, two hours of laboratory work and one 1-hour tutorial per week.

Assessment: One 2-hour examination (60%), laboratory reports totalling 1500 words (30%), assignments totalling 500 words (10%). In order to pass the unit, students must obtain an overall pass grade, pass the examination, and pass the practical work.

ELE5ASA ADVANCED STUDIES IN TELECOMMUNICATIONS A (15 CPs Sem. TE-SEM-1 BU.) *Mr Michael Feramez*

Telecommunications is a very broad and rapidly changing field. This unit allows postgraduate students within the Master of Telecommunications Engineering course to tailor their studies to their own particular needs. Students will carry out a course of guided study supervised by a member of staff on an aspect of telecommunications. A very wide range of topics is available. Enrolment in this unit is subject to the approval of the course coordinator.

Class requirements: Directed study equivalent to four hours of class contact per week.

Assessment: Four 1000-word assignments (100%)

ELE5BDC BROADBAND DIGITAL COMMUNICATIONS (15 CPs Sem. TE-SEM-1 BU.) *Dr David Tay*

This unit will study principles and techniques of modern digital communication systems for wired and wireless applications. Topics will include advanced digital modulation and detection techniques, channel coding techniques for dealing with errors, and the trade-offs between modulation and coding. The effect of a fading channel on performance of wireless systems will also be studied. Techniques for

analysing system link budget will be covered. Other advanced topics include multiplexing, multiple access, and spread-spectrum techniques.

Prerequisite: ELE3COM or ELE4FCO (from 2009 ELE3CMN).

Class requirements: Two 1-hour lectures, one 1-hour tutorial, and an average of 1-hour laboratory per week.

Assessment: One 2-hour examination (50%), six 250-word laboratory reports (30%), two 500-word assignments (20%)

Recommended Reading:

Proakis, J.G., *Digital communications*, McGraw Hill, 2001.

Sklar, B., *Digital communications: fundamentals and applications*, Prentice Hall, 2001.

ELE5ETD EMERGING TOPICS IN IC DESIGN (15 CPs Sem. TE-SEM-2 BU.)

Professor Laurie Cahill

The unit contents are as follows: New technologies, such as: Silicon carbide high-power devices, Quantum based devices, quantum wells and quantum dots, nanometer MOSFETs, wide band gap materials and devices, plasma-wave electronics, ferroelectric devices, overview of new process technologies. Ultra-high-speed devices, including microwave and optical devices. New systems-level architectures, such as nanowire arrays, neuromorphic architectures, reconfigurable architectures, wafer-scale systems, memory systems. New EDA tools. Future technology projections. EMC: regulations, measurement and testing, EMC equipment, Design issues related to EMC. High-speed design. Deep sub-micron technology and noise.

Class requirements: Two 1-hour lectures and two hours of laboratory exercises and project per week.

Assessment: Two 500-word assignments (20%), one 2-hour examination

(50%), twelve 120-word laboratory reports (30%)

Recommended Reading:

The lecturer will advise appropriate references.

ELE5ICD INTEGRATED CIRCUIT DESIGN (15 CPs Sem. TE-SEM-1 BU.) *Mr*

Jim Whittington

Students are exposed to integrated circuit design techniques and methodologies in this unit. Topics covered include — Overview of MOS and sub-micron technology, scaling, and signal integrity, IC design techniques. CMOS cell design: device-level design constraints, gate design, pass transistor circuits, sequential circuits. Layout considerations, design rules and mask level design. Circuit optimisation techniques. ASIC and custom design. Timing issues in VLSI circuit design. Design of VLSI system sub-systems: Arithmetic and logic processing elements, I/Os, buffers, data path design and layout, . Chip floor planning. Basic analogue building blocks. Design tradeoffs-cost, power and performance. Testability and yield.

Prerequisite: ELE3EDA or ELE4FED or equivalent (from 2009 ELE3DDE).

Class requirements: One 2-hour lecture and one 2-hour practical class per week.

Assessment: One 750-word assignment (20%), one 1500-word project (40%), one 2-hour examination (40%)

Recommended Reading:

Rabaey, J.M. *Digital Integrated Circuits: A design Perspective*, Prentice Hall, 1996.

Rabaey, J.M., Chandrakasan, A. and Nikolic, B. *Integrated Circuits — A Design Perspective*, 2nd edn. Prentice Hall, 2002.

Eshraghian, K. and Weste, N.H.E., *Principles of CMOS VLSI Design: Systems perspective*, Addison Wesley, 1993.

Weste, N. and Harris, D. *VLSI Design: A Circuits and Systems Perspective*, 3rd edn, Addison Wesley, 2004.

ELE5MAP MICROELECTRONIC MAJOR PROJECT (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Jim Whittington*

To enrol in this unit, students must obtain approval from the Postgraduate Coursework Coordinator in the Department of Electronic Engineering.

Projects would be expected to demonstrate mastery in chip design and implementation at a level considered no less than that of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw upon their coursework studies relevant to the project. Industry-based students may undertake projects as part of

their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed. Collaboration with international partners will also be encouraged. Commercial in-confidence programs can be undertaken, with appropriate restrictions on publication and choice of examiners. Intellectual Property of projects initiated by a company and undertaken in that company will remain with the company. All other projects will be subject to the Intellectual Property policy of the university.

Prerequisite: Core units as prescribed in Master of Microelectronic Engineering.

Incompatible unit: ELE51MIP, ELE52MIP, ELE51MPA, ELE52MPA, ELE51MPB, ELE52MPB, ELE51MPC, ELE52MPC, ELE5MXA and ELE5MXB.

Class requirements: Sixteen hours laboratory time per week.

This unit is not available for study abroad students.

Assessment: A dissertation of no less than 15,000 to 18,000 words (100%) The dissertation will be examined by two examiners selected by an examining panel.

Recommended Reading:

Appropriate references will be advised by the lecturer.

ELE5MIP MICROELECTRONIC MINOR PROJECT (30 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Jim Whittington*

To enrol in this unit, students must obtain approval from the Postgraduate Coursework Coordinator in the Department of Electronic Engineering.

It is expected that the majority of industry-based students will undertake projects as part of their normal employment where relevant opportunities exist and suitable resources and supervision can be guaranteed. Projects can be structured to be the equivalent of two units. The duration of the project is expected to be no less than the equivalent of 2 months full-time and would be expected to demonstrate a good working knowledge in chip design and implementation at a level considered no less than that of an experienced practitioner. Students must demonstrate their ability to integrate and draw upon their coursework studies relevant to the project. Commercial in-confidence programs can be undertaken with appropriate restrictions on publication and choice of examiners. Intellectual Property of projects initiated by a company and undertaken in that company will remain with the company. All other projects will be subject to the Intellectual Property policy of the relevant university partner.

Prerequisite: ELE4FED, ELE5ICD, and ELE5TDM.

Core subjects as prescribed in Master of Engineering (Microelectronics) document from the Australian Microelectronic Institute — these subjects may be from other Universities.

Incompatible unit: ELE51/52MIP, ELE51/52MAP, ELE51/52MPA, ELE51/52MPB and ELE51/52MPC.

Class requirements: Twelve hours laboratory time per week.

This unit is not available for study abroad students.

Assessment: A dissertation of between 7,500 and 9000 words (100%) The dissertation will be examined by two examiners selected by an examining panel.

Recommended Reading:

Appropriate references will be advised by the lecturer.

ELE5MPA ELECTRONIC ENGINEERING MAJOR PROJECT A (30. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Jim Whittington*

To enrol in this unit, students must obtain approval from the Postgraduate Coursework Coordinator of the Department of Electronic Engineering

This is the first of two parts of the Electronic Engineering Major Project. In this section, students are required to complete a literature survey, develop a plan and implementation outline for the project, and give a formal presentation. In this Major Project, students are expected to demonstrate mastery in circuit or system design at the level of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw on their coursework studies relevant to the project. Industry-based students may undertake projects as part of their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed.

Incompatible unit: ELE51/52ERA, ELE51/52ERB, ELE51/52EDE, ELE51/52TDE.

Class requirements: Eight hours of directed study per week.

This unit is not available for study abroad students.

Assessment: One 6000-word literature survey (60%), one 1500-word project plan (20%), one 15-minute oral presentation (20%)

ELE5MPB ELECTRONIC ENGINEERING MAJOR PROJECT B (30. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Jim Whittington*

To enrol in this unit, students must obtain approval from the Postgraduate Coursework Coordinator of the Department of Electronic Engineering.

This is the second part of the Electronic Engineering Major Project. In this section, students are required to undertake the practical section of their project. In this Major Project, students are expected to demonstrate mastery in circuit or system design at the level of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw on their coursework studies relevant to the project. Industry-based students may undertake projects as part of their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed.

Prerequisite: ELE51/52MPA.

Incompatible unit: ELE51/525ERA, ELE51/52ERB, ELE51/52EDE, ELE51/52TDE.

Class requirements: Eight hours per week of laboratory work.

This unit is not available for study abroad students.

Assessment: One thesis of approximately 7,500 words (80%), one 20-minute oral presentation, and demonstration (20%)

ELE5MXA MICROELECTRONIC MAJOR PROJECT A (30 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Jim Whittington*

This is the first semester of a two-semester project to be taken over consecutive semesters. Students studying this unit must enrol in ELE5MXB in the following semester. To enrol in this unit, students must obtain approval from the Postgraduate Coursework Coordinator in the Department of Electronic Engineering.

Projects would be expected to demonstrate mastery in chip design and implementation at a level considered no less than that of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw upon their coursework studies relevant to the project. Industry-based students may undertake projects as part of their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed. Collaboration with international partners will also be encouraged. Commercial in-confidence programs can be undertaken, with appropriate restrictions on publication and choice of examiners. Intellectual Property of projects initiated by a company and undertaken in that company will remain with the company. All other projects will be subject to the Intellectual Property policy of the university.

Prerequisite: Core units as prescribed in Master of Microelectronic Engineering.

Incompatible unit: ELE51MIP, ELE52MIP, ELE51MPA, ELE52MPA, ELE51MPB, ELE52MPB and ELE5MAP.

Class requirements: Eight hours laboratory time per week.

This unit is not available for study abroad students.

Assessment: A dissertation of no less than 15,000 to 18,000 words (100%) The dissertation is the combined assessment for both ELE5MXA and ELE5MXB. At the completion of ELE5MXA, a mark of 'X' will be recorded. A final mark will be awarded at the completion of ELE5MXB.

Recommended Reading:

Appropriate references will be advised by the lecturer.

ELE5MXB MICROELECTRONIC MAJOR PROJECT B (30 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Jim Whittington*

This is the second semester of a two-semester project to be taken over consecutive semesters. Students studying this unit must have enrolled in ELE5MXA in the preceding semester. To enrol in this unit, students must obtain approval from the Postgraduate Coursework Coordinator in the Department of Electronic Engineering.

Projects would be expected to demonstrate mastery in chip design and implementation at a level considered no less than that of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw upon their coursework studies relevant to the project. Industry-based students may undertake projects as part of

their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed. Collaboration with international partners will also be encouraged. Commercial in-confidence programs can be undertaken, with appropriate restrictions on publication and choice of examiners. Intellectual Property of projects initiated by a company and undertaken in that company will remain with the company. All other projects will be subject to the Intellectual Property policy of the university.

Prerequisite: Core units as prescribed in Master of Microelectronic Engineering.

Incompatible unit: ELE51MIP, ELE52MIP, ELE51MPA, ELE52MPA, ELE51MPB, ELE52MPB, ELE51MPC, ELE52MPC, and ELE5MAP.

Class requirements: Eight hours laboratory time per week.

This unit is not available for study abroad students.

Assessment: A dissertation of no less than 15,000 to 18,000 words (100%) The dissertation is the combined assessment for both ELE5MXA and ELE5MXB. A mark will be awarded at the completion of ELE5MXB.

Recommended Reading:

Appropriate references will be advised by the lecturer.

ELE5PMC PERSONAL MOBILE COMMUNICATIONS (15 CPs Sem. TE-SEM-1 BU.) *Mr Michael Feramez*

The focus of this unit is on aspects planning and design of cellular mobile radio communication networks. The unit covers channel multiple access and frequency assignment techniques, handover techniques, signalling protocol structures, traffic considerations, and network management.

Prerequisite: ELE31COM or ELE41FCO (from 2009 ELE3CMN).

Class requirements: Two 1-hour lectures, one 1-hour tutorial, and an average of 1-hour laboratory per week.

Assessment: One 2-hour examination (70%), six 250-word laboratory reports (20%), two 500-word assignments (10%)

Prescribed Reading:

Schwartz, M. *Mobile Wireless Communications*, Cambridge University Press, 2005.

Recommended Reading:

Rappaport, T.S. *Wireless Communications Principles and Practice*, 2nd ed. Prentice Hall, 2002.

ELE5SEC SECURE COMMUNICATIONS (15 CPs Sem. TE-SEM-1 BU.) *Dr*

David Tay

Not available in 2008

ELE5SEL SPECIAL ELECTIVE IN MICROELECTRONIC ENGINEERING (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Jim Whittington*

To enrol in this unit students must obtain approval from the Postgraduate Coursework Coordinator in the Department of Electronic Engineering

This unit is offered from time-to-time as a lecture series. The majority of the lectures are conducted by external experts with an international reputation. At the time of enrolment, information that is more specific should be obtained from the department.

Class requirements: One 2-hour lecture and one 2-hour tutorial/practical class per week.

This unit is not available for study abroad students.

Assessment: Four 1000-word assignments (100%)

ELE5TAV TEST AND VERIFICATION (15 CPs Sem. TE-SEM-2 BU.) *Mr Jim Whittington*

Enrolment in this unit requires the approval of the Postgraduate Coursework Coordinator.

Test and verification techniques for modern integrated circuit and digital system design. Topics covered include reliability and failure rates, reliability as affected by smaller dimensions and faster devices, thermal considerations. Redundancy and fault tolerance, functional and formal verification and fault modelling. Hardware/software co-design, co-verification, and co-simulation. Timing and power analysis. Design for testability and ATPG and fault coverage tools. Layout issues for testability. Testing methodologies: in-circuit, built-in self-test, boundary scan, memory testing, embedded system testing. Board-level interconnect testing. Test bench design.

Prerequisite: ELE32EDA or ELE42FED or equivalent.

Class requirements: One 2-hour lecture and one 2-hour practical class per week.

Assessment: One 750-word assignment (20%), one 1500-word project (40%), one 2-hour examination (40%)

Recommended Reading:

Lala, Parag K. *Digital Circuit Testing and Testability*, Academic Press, 1997.

Lam, William K. *Hardware Design Verification: Simulation and Formal Method-Based Approaches*, Prentice Hall, 2005.

Bergeron, Janick *Writing Test benches: Functional Verification of HDL Models (2nd Ed.)*, Kluwer, 2003.

ELE5TPA TELECOMMUNICATIONS MAJOR PROJECT A (30 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Michael Feramez*

To enrol in this unit, students require the approval of the Postgraduate Coursework Coordinator in the Department of Electronic Engineering

This is the first of two parts of the Telecommunications Major Project. In this section, students are required to complete a literature survey, develop a plan and implementation outline for the project, learn to use the design tools and equipment required for the project and give a formal presentation. In the Telecommunication Major Project, students are expected to demonstrate mastery in telecommunication circuit or system design at the level of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw on their coursework studies relevant to the project. Industry-based students may undertake projects as part of their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed.

Class requirements: Eight hours per week of directed study.

This unit is not available for study abroad students.

Assessment: One 6000-word literature survey (60%), one 15-minute presentation (20%), one 1500-word project plan (20%)

ELE5TPB TELECOMMUNICATIONS MAJOR PROJECT B (30 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Mr Michael Feramez*

To enrol in this unit, students require the approval of the Postgraduate Coursework Coordinator in the Department of Electronic Engineering.

This is the second of two parts of the Telecommunications Major Project. In this section, students are required to undertake the practical section of their project.

In the Telecommunication Major Project, students are expected to demonstrate mastery in telecommunication circuit or system design at the level of an experienced practitioner in the field. Students must demonstrate their ability to integrate and draw on their coursework studies relevant to the project. Industry-based students may undertake projects as part of their normal employment, where relevant opportunities exist and suitable resources and supervision can be guaranteed.

Prerequisite: ELE51TPA or ELE52TPA.

Class requirements: Eight hours laboratory work per week.

This unit is not available for study abroad students.

Assessment: A thesis component of approximately 7,500 words (80%), one 20-minute oral presentation, and demonstration (20%)

ENV2ESA ENVIRONMENTAL ENQUIRY A (5.0 CPs Sem. TE-SEM-1 BU.) *Dr John Webb*

This unit represents the first semester of a year long program taken over ENV2ESA and ENV2ESB

In this unit, students are provided with a means of discussing environmental issues from different points of view and are introduced to the social, legal, and philosophical issues in environmental science. Students attend seminars covering topics relevant to the course, presented by a variety of speakers from the university and outside organisations. Students are required to write detailed reports on the material presented.

Class requirements: Six 1-hour seminars.

Assessment: Six seminar reports (100%)

ENV2ESB ENVIRONMENTAL ENQUIRY B (5.0 CPs Sem. TE-SEM-2 BU.) *Dr John Webb*

This unit represents the second semester of a year long program taken over ENV2ESA and ENV22ENB

In this unit, students are provided with a means of discussing environmental issues from different points of view and are introduced to the social, legal, and philosophical issues in environmental science. A particular environmental issue is considered, and students attend four seminars on the topic by outside speakers, presenting different points of view. Students are divided into groups and research a particular aspect of the topic, prepare a discussion paper and present a report, to the class.

Class requirements: Four 1-hour seminars.

Assessment: Group project oral presentation (5-minutes each student) (10%), individual written report of 1500 words (90%)

ENV3ENV ENVIRONMENTAL RESEARCH (10. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr John Webb*

This unit aims to introduce students to the problem of establishing scientific knowledge in environmental science. One afternoon per week is allocated and involves a project in which the student investigates an environmental problem and seeks a solution. The brief to acquire data, interpret it, and write a report is conducted under the supervision of a member of staff and possibly by an external organisation. A final verbal and visual presentation is made at the end of the semester.

Prerequisite: Second year of the Bachelor of Environmental Science degree or equivalent.

Incompatible unit: ENV30ENV, ENV31ENV, ENV32ENV

Class requirements: 3 hours per week.

Assessment: A project report equivalent to 2500 words (90%), one 10-minute verbal presentation (10%)

ENV3WRM WATER RESOURCE MANAGEMENT (10. CPs Sem. TE-SEM-1 BU.) *Dr John Webb*

This unit deals with water resource management, policies, practices and organisational arrangements aimed at the most effective and efficient use of the total water resource, while minimising adverse effects of water use on other natural resources. Topics include the history of water resource development in Australia, current government policy and the basic concepts of water resource management, data requirements, correction and analysis, allocation policies and practices, storage and distribution systems, irrigation, urban and industrial use, water quality, salinity and nutrient management and river and flood plain management.

Prerequisite: Second year of the Bachelor of Environmental Science degree or equivalent.

Class requirements: Two 1-hour lectures per week, one 3-hour practical class per fortnight and a one-day excursion.

Assessment: One 3-hour examination (60%), six practical reports (30%), and an excursion report (10%).

ENV4HNA HONOURS ENVIRONMENTAL SCIENCE (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr John Webb*

This unit of study represents one semester of a year long program. Honours degree students are selected based on their performance in the final year of the pass degree. There is no Department of Environmental Science so the Honours year and projects are carried out under the auspices of a department in the Faculty, usually agriculture, chemistry, geology, physics, or mathematics. The Honours year is structured according to principles applied to the other science discipline of the thesis supervisor and involves an extended scientific investigation into a scientific problem relating to the environment and some course-work relevant to the project. Approval of each fourth year enrolment must be given by the supervisor and the Environmental Science Coordinator.

Incompatible unit: ENV40HON

Class requirements: As determined by the relevant Honours department.

Assessment: Assessment determined by the relevant department's Honours program (100%)

ENV4HNB HONOURS ENVIRONMENTAL SCIENCE (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr John Webb*

This unit of study represents one semester of a year long program.

Honours degree students are selected based on their performance in the final year of the pass degree. There is no Department of Environmental Science so the Honours year and projects are carried out under the auspices of a department in the Faculty, usually agriculture, chemistry, geology, physics, or mathematics. The Honours year is structured according to principles applied to the other science discipline of the thesis supervisor and involves an extended scientific investigation into a scientific problem relating to the environment and some course-work relevant to the project. Approval of each fourth year enrolment must be given by the supervisor and the Environmental Science Coordinator.

Incompatible unit: ENV40HON

Class requirements: As determined by the relevant Honours department.

Assessment: Assessment determined by the relevant department's Honours program (100%)

GEN2EEG ECOLOGICAL AND EVOLUTIONARY GENETICS (20 CPs Sem. TE-SEM-2 BU.) *Dr Neil Murray*

Ideas and methods necessary for the study of animal, plant, and human populations are introduced and cover the following material. The nature and amounts of genetic variation in populations: protein and DNA variation, quantitative characters, mitochondrial, chloroplast, and nuclear genes. The genetic basis of micro evolutionary adaptation of organisms to their local environments, the distribution of genes in populations and molecular ecology. The use of DNA to determine evolutionary relationships in animals, plants, and humans. Also covered is application of these topics in the areas of plant and animal breeding, conservation biology and forensic science.

Prerequisite: BIO1GEN.

Quota: 160. Determined by results in BIO1GEN

Class requirements: Three 1-hour lectures and one 4-hour practical class per week.

Assessment: One 3-hour theory examination (70%), three practical assignments equivalent to 3000 words in total (30%)

GEN2HMG HUMAN AND MOLECULAR GENETICS (20 CPs Sem. TE-SEM-1 BU.) *Dr John Mitchell*

This unit introduces students to concepts and methods in human and molecular genetics. Topics covered may include: chromosome structure and function in eukaryotes; DNA synthesis and meiosis in eukaryotes; gene mapping in higher organisms; chromosome changes and their effects on meiosis; human chromosome abnormalities; chromosomes and cancer; the genetic basis of simple and complex traits in humans; the use of molecular techniques to identify polymorphisms of significance in human disease; micro evolutionary forces and genetic diversity; DNA in forensic sciences; human immunogenetics including genes controlling immune responses; immunogenetic markers in studies of disease and in anthropology; disease, immunity and lifestyle.

Prerequisite: BIO1GEN.

Quota: 160. Determined by academic performance in BIO1GEN

Class requirements: Three 1-hour lectures and one 4-hour practical class per week.

Assessment: One 3-hour theory examination (70%), practical assessment, and three tests equivalent to 3000 words in total (30%)

Recommended Reading:

Jobling, M.A., Hurler, M. and Tyler-Smith, C. *Human Evolutionary Genetics* Garland Science, New York, 2004.

Snustad, D.P. and Simmons, M.J. *Principles of Genetics (4th Ed)* John Wiley & Sons Inc., USA, 2006.

GEN3EEG ECOLOGICAL AND EVOLUTIONARY GENETICS (30 CPs Sem. TE-SEM-2 BU.) *Dr Yvonne Parsons*

This unit introduces students to advanced evolutionary and ecological genetics. The material is organized into four broad sections: (1) the origin, maintenance and distribution of genetic variation in natural populations; (2) evolutionary genetics of speciation and adaptation in natural populations incorporating quantitative genetics and the impact

of the change due to human disturbance; (3) human ecological and evolutionary genetics with a focus on human variation, disease and genomics; (4) population management for conservation and management of exploited populations. During the practical component, students will participate in the design and execution of a molecular research project aimed at providing useful skills for future studies and/or employment.

Prerequisite: GEN2EEG.

Recommended Prior Studies: GEN2HMG.

Quota: 100. Determined by results in GEN2EEG

Class requirements: Four 1-hour lectures and two 4-hour practical classes per week.

Assessment: Practical assignment (approx 4000 words) and assessments (40%), two 2-hour theory examinations (60%)

Recommended Reading:

Frankham, R., Ballou, J.D and Briscoe, D.A. *Introduction to conservation genetics* Cambridge University Press. 2002

GEN3HMG HUMAN AND MOLECULAR GENETICS (30 CPs Sem. TE-SEM-1 BU.) *Dr Mike Westerman*

This unit introduces students to more advanced concepts and methods in human and molecular genetics. Topics covered include: organisation of the genetic material, including molecular organisation of eukaryotic chromosomes, arrangement of chromosomes in the nucleus and mobile genetic elements in evolution; genetic structure of human populations; molecular evidence for human evolution; immunology — immunogenetics; differentiation, development and disease (including cancer and autoimmunity); interactions between culture and human biology; the Human Genome Project: its accomplishments; mapping of the human genome, implications and applications. The basis, identification, and diagnosis of single and multifactorial genetic diseases; gene therapy and stem cell therapy.

Prerequisite: GEN2HMG.

Recommended Prior Studies: GEN2EEG.

Quota: 100. Determined by performance in GEN2HMG

Class requirements: Four 1-hour lectures and two 4-hour practical classes per week.

Assessment: Practical assignments (30%), two 2-hour theory examinations (70%)

Recommended Reading:

Strachan, T. and Read, A. P. *Human molecular genetics*. 3. 3rd edn. Garland Science 2004

Li, W. H. *Molecular evolution*. Sinauer Assoc., 1997.

GEN4HNA HONOURS GENETICS (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Dr Graham Flannery

This unit of study represents one semester of a year long Honours program comprising GEN4HNA and GEN4HNB. This unit is available to students who have fulfilled the requirements of a science degree, provided their previous record be of a sufficient standard.

The Honours program lasts approximately nine months and usually commences in February each year, although it can commence in July. The program consists of a guided research project, a research essay on the area of the research project, two seminars on the topic of the research project and its findings, study units, and a thesis written at the completion of the research project. Potential students should contact the Honours coordinator in the Department for a full and comprehensive list of available research projects.

Class requirements: 40 to 60 contact hours per week.

This unit is not available for study abroad students.

Assessment: Semester 1: one 4000-word research essay (6%), two assignments, equivalent to 4500 words each (24%), Semester 2: one 15,000-word thesis (70%). The assessment components listed are the combined assessment for GEN4HNA and GEN4HNB

GEN4HNB HONOURS GENETICS (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Dr Graham Flannery

This unit of study represents one semester of a year long Honours program comprising GEN4HNA and GEN4HNB. This unit is available to students who have fulfilled the requirements of a science degree, provided their previous record be of a sufficient standard.

The Honours program lasts approximately nine months and usually

commences in February each year, although it can commence in July. The program consists of a guided research project, a research essay on the area of the research project, two seminars on the topic of the research project and its findings, study units, and a thesis written at the completion of the research project. Potential students should contact the Honours coordinator in the Department for a full and comprehensive list of available research projects.

Class requirements: 40 to 60 contact hours per week.

This unit is not available for study abroad students.

Assessment: Semester 1: one 4000-word research essay (6%), two assignments, equivalent to 4500 words each (24%), Semester 2: one 15,000-word thesis (70%). The assessment components listed are the combined assessment for GEN4HNA and GEN4HNB

GEO1ERS EARTH STRUCTURE, RESOURCES AND HISTORY OF LIFE (15

CPs Sem. TE-SEM-2 AW, BU.) *AW: Mr Martin Fussell, BU: Dr John Webb*

The first part of this unit covers the large-scale processes that deform the Earth's crust and cause earthquakes (plate tectonics), the faulting and folding that result, and the resources of the Earth (ore deposits, fossil fuels and groundwater) including their occurrence and formation. The following section describes the concept of geological time and the history of life on Earth, from microbes to humans, and the factors that have affected the evolution of plants and animals, including climate change and catastrophes like meteorite impacts. The practicals focus on the interpretation of geological maps and the study of fossils.

Class requirements: Three 1-hour lectures and one 3-hour practical period a week for 12 weeks and one one-day field excursion (weekend). Attendance at the practical classes and field excursions is essential and compulsory. The field excursion visits sites of particular geological interest and transport is provided.

Assessment: One 3-hour theory examination (60%), 1.5-hour practical examination (25%), five-practical assessments (equiv. to 500 words) (15%)

Prescribed Reading:

Marshak, S. *Essentials of geology*, Norton. 2007

GEO1PRO PROCESSES THAT SHAPE THE EARTH (15 CPs Sem. TE-SEM-1

AW, BU.) *AW: Mr Martin Fussell, BU: Dr John Webb*

In this unit, students are introduced to the study of planet Earth, its origin and evolution, its composition and the processes that have shaped it. After describing the planets of the solar system, the structure of the Earth, metamorphism and the composition of the Earth's crust are covered, particularly the different types of minerals and rocks that are present. Then the surface processes of volcanism, erosion, and deposition that shape the landscape are described, including the landforms and sediments produced in the various environments across the Earth's surface. The practical course focuses on mineral and rock identification.

Class requirements: Three 1-hour lectures and one 3-hour practical period a week and a one-day field excursion (weekend). Attendance at the practical classes and field excursion is essential and compulsory. The field excursion visits sites of particular geological interest and transport is provided.

Assessment: One 3-hour theory examination (60%), 1.5-hour practical examination (25%), five-practical reports (equiv. to 500 words) (15%)

Prescribed Reading:

Marshak, S. *Essentials of geology* Norton, 2007

GEO2EGL LANDSCAPE AND CLIMATE CHANGE (10 CPs Sem. TE-SEM-2

BU.) *Dr John Webb*

This unit may also be taken at third year level — refer to GEO3EGL. Students taking GEO3EGL will be expected to demonstrate a greater degree of subject understanding and discipline specific skills than students undertaking GEO2EGL do.

This unit covers the causes and effects of climate changes, particularly during the Quaternary glaciations over the last 2 million years, and discusses the impacts of these changes on the evolution of the Earth's landscape and on the people inhabiting it. The influence of tectonism (earth movements) on the landscape is also considered. Fundamental questions, including the formation and erosion of mountain ranges, the onset of aridity in Australia, and the impact of people on the landscape, are discussed. In addition, the soils and

regolith (weathered material) on the Earth's surface are described, along with the chemical and physical processes responsible for their formation, and related to climate history.

Class requirements: Two 1-hour lectures and one 3-hour practical session each week for nine weeks and one full-day excursion.

Assessment: One 2-hour examination (60%), five-practical reports (150 words each) and one-excursion assignment (equiv. to 250 words) (40%)

Recommended Reading:

Burroughs, W.J. *Climate change* Cambridge University Press, 2001.
Summerfield, M. A. *Global geomorphology* Longman 1991.

Williams, M. A. J. *Quaternary environments* Edward Arnold 1993.

GEO2EGR REMOTE SENSING AND GIS (10 CPs Sem. TE-SEM-2 BU.) *Dr John Webb*

This subject may also be taken at third year level, refer to GEO3EGR. Students taking GEO3EGR will be expected to demonstrate a greater degree of subject understanding and discipline specific skills than students taking GEO2EGR do.

This unit consists of several components, that cover the two main ways in which remotely sensed data can be collected (satellites and air photos), basic techniques of processing and interpreting the data, and how this data (and all other spatial data) can be plotted onto maps using GIS (geographic information systems) computer programs. In addition, GPS (global positioning systems) are discussed. The course introduces the basic theory of remote sensing, GIS and GPS, but focuses on the practical applications of the techniques, and the practical exercises cover a wide variety of topics.

Class requirements: Two 1-hour lectures and one 3-hour practical session each week.

Assessment: One 2-hour examination (60%), ten practical reports (100 words each) (40%)

Recommended Reading:

Lo, C. P. *Applied remote sensing* Longman Inc. 1986.

Lillesand, T. M. and Kiefer, R. W. *Remote sensing and image interpretation* 2nd edn, John Wiley and Sons 1987.

Sabins, F. F. Jnr. *Remote sensing: principles and interpretation* W. H. Freeman and Co. 1987.

GEO2EGW SURFACE/GROUNDWATER FLOW AND CHEMISTRY (20 CPs Sem. TE-SEM-1 BU.) *Dr John Webb*

This unit may also be taken at third year level, refer to GEO3EGW. Students taking GEO3EGW will be expected to demonstrate a greater degree of subject understanding and discipline specific skills than students taking GEO2EGW do.

In this unit different aspects of water, in terms of surface flows (flooding, relationship to climate), groundwater (movement, recharge and discharge) and water geochemistry (chemical processes influencing the composition of surface and groundwater) are looked at. Problem-solving and data-interpretation practicals and a one-day excursion are used to illustrate these topics. There is a strong emphasis on environmental aspects, including land contamination (e.g., acid mine drainage), salinisation of the landscape, and estimation and sustainability of water resources.

Class requirements: Three 1-hour lectures, two 3-hour practical sessions per week and one full-day excursion.

Assessment: One 3-hour examination (60%), ten practical reports (150 words each) and one-excursion assignment (equiv to 500 words) (40%).

Recommended Reading:

Viessman, W. and Lewis, G. I. *Introduction to hydrology* Harper Collins 1995.

Domenico, P.A. and Schwartz, F. W. *Physical and chemical hydrogeology* Wiley 1990.

Drever, J. I. *The geochemistry of natural waters* 3rd edn, Prentice Hall 1997.

GEO3EGL LANDSCAPE AND CLIMATE CHANGE (10 CPs Sem. TE-SEM-2 BU.) *Dr John Webb*

This unit covers the causes and effects of climate changes, particularly during the Quaternary glaciations over the last 2 million years, and discusses the impacts of these changes on the evolution of the Earth's landscape and on the people inhabiting it. The influence of

tectonism (earth movements) on the landscape is also considered.

Fundamental questions, including the formation and erosion of mountain ranges, the onset of aridity in Australia, and the impact of people on the landscape, are discussed. In addition, the soils and regolith (weathered material) on the Earth's surface are described, along with the chemical and physical processes responsible for their formation, and related to climate history.

Prerequisite: GEO11PRO or GEO1PRO.

Class requirements: Two 1-hour lectures and one 3-hour practical session each week for nine weeks and one full-day excursion.

Assessment: One 2-hour examination (60%), five-practical reports (150 words each) and one excursion assignment (equiv. to 250 words) (40%)

Recommended Reading:

Burroughs, W.J. *Climate change* Cambridge University Press, 2001
Summerfield, M. A. *Global geomorphology* Longman 1991.

Williams, M. A. J. *Quaternary environments* Edward Arnold 1993.

GEO3EGR REMOTE SENSING AND GIS (10 CPs Sem. TE-SEM-2 BU.) *Dr John Webb*

This unit consists of several components, that cover the two main ways in which remotely sensed data can be collected (satellites and air photos), basic techniques of processing and interpreting the data, and how this data (and all other spatial data) can be plotted onto maps using GIS (geographic information systems) computer programs. In addition, GPS (global positioning systems) are discussed. The course introduces the basic theory of remote sensing, GIS and GPS, but focuses on the practical applications of the techniques, and the practical exercises cover a wide variety of topics.

Prerequisite: GEO11PRO or GEO1PRO.

Incompatible unit: AGR22LMG

Class requirements: Two 1-hour lectures and one 3-hour practical session each week.

Assessment: One 2-hour examination (60%), ten practical reports (100 words each) (40%)

Recommended Reading:

Lo, C. P. *Applied remote sensing* Longman Inc. 1986.

Lillesand, T. M. and Kiefer, R. W. *Remote sensing and image interpretation* 2nd edn, John Wiley and Sons 1987.

Sabins, F. F. Jnr. *Remote sensing: principles and interpretation* W. H. Freeman and Co. 1987.

GEO3EGW SURFACE/GROUNDWATER FLOW AND CHEMISTRY (20 CPs Sem. TE-SEM-1 BU.) *Dr John Webb*

In this unit different aspects of water, in terms of surface flows (flooding, relationship to climate), groundwater (movement, recharge and discharge) and water geochemistry (chemical processes influencing the composition of surface and groundwater) are studied. Problem-solving and data-interpretation practicals and a one-day excursion are used to illustrate these topics. There is a strong emphasis on environmental aspects, including land contamination (e.g., acid mine drainage), salinisation of the landscape, and estimation and sustainability of water resources.

Prerequisite: GEO11PRO or GEO1PRO.

Class requirements: Three 1-hour lectures, two 3-hour practical sessions per week and one full day excursion.

Assessment: One 3-hour examination (60%), ten-practical reports (150 words each) and one-excursion assignment (equiv to 500 words) (40%)

Recommended Reading:

Viessman, W. and Lewis, G. I. *Introduction to hydrology* Harper Collins 1995.

Domenico, P.A. and Schwartz, F. W. *Physical and chemical hydrogeology* Wiley 1990.

Drever, J. I. *The geochemistry of natural waters* 3rd edn, Prentice Hall 1997.

MAT1CFE CALCULUS AND FUNCTIONS FOR ECONOMICS (15 CPs Sem. TE-SEM-1 BU.) *Dr Brian Davey*

Mathematics 1CFE provides the mathematical foundation for all studies requiring knowledge of calculus. The focus is on the concepts and techniques of differentiation and integration. Topics studied include functions, limits, curve sketching, and techniques of

differentiation and integration. In addition, there is a segment on constrained optimisation, including the use of Lagrange multipliers. The teaching emphasis is on active student engagement in solving mathematical problems.

Recommended Prior Studies: VCE Mathematical Methods or Specialist Mathematics.

Incompatible unit: MAT11CFN, MAT11EN, ECO11QA, ECO12QA, MAT1CNS, MAT1CPE

Class requirements: Two 1-hour lectures, two 1-hour practice classes and one 1-hour lecture/workshop per week.

Assessment: Six fortnightly assignments (equivalent to 500 words) (10%), one 3-hour examination (80%), mid-semester tests (equivalent to 500 words) (10%)

MAT1CLA CALCULUS AND LINEAR ALGEBRA (15. CPs Sem. TE-SEM-2 AW, BU.) *Dr Grant Cairns*

In this unit, students will build on MAT1CNS/CFE/CPE to complete a coverage of the mathematics required for second year study in mathematics, engineering and mathematically-based disciplines. Approximately half the unit is about calculus, covering Taylor polynomials and first and second order differential equations. The other half contains a study of vectors, matrices, and systems of linear simultaneous equations. The teaching emphasis is on active student engagement in solving mathematical problems.

Prerequisite: MAT1CFN or MAT1CFE or MAT1CNS or MAT1CPE or MAT1EN.

Incompatible unit: MAT1FEN, MAT12CLA, MAT12FEN

Class requirements: Two 1-hour lectures, two 1-hour practice classes and one 1-hour lecture workshop per week.

Assessment: One 3-hour examination (80%), six fortnightly assignments (equivalent to 500 words) (10%), three diagnostic tests (equivalent to 500 words) (10%)

Prescribed Reading:

Printed unit text available from University Bookshop

MAT1CNS CALCULUS and NUMBER SYSTEMS (15. CPs Sem. TE-SEM-1 AW, BU.) *Dr Brian Davey*

Mathematics 1CNS is the foundation unit for all studies requiring a knowledge of mathematics. It reviews and extends material covered in VCE and introduces the ideas of mathematical reasoning with an overarching theme of clear communication skills in the mathematical sciences. The unit runs in two streams. One stream is dedicated to the concepts and techniques of differentiation and integration and, whilst there is much revision, there are many refinements and extensions of the ideas presented in VCE. as well as greater expectations of presentation of written material. The other stream commences with a review of algebra techniques and a formal treatment of sets and number systems and then proceeds to use these ideas, in the second half of the semester, in an introduction to mathematical logic and proof. The teaching emphasis is on active student engagement in solving mathematical problems.

Incompatible unit: MAT1CFE, MAT1EN, ECO11QA, MAT1CFN, MAT1CPE

Class requirements: Two 1-hour lectures, two 1-hour practice classes and one 1-hour lecture/workshop per week.

Assessment: One 3-hour examination (80%), six fortnightly assignments (equivalent to 500 words) (10%), three diagnostic tests (equivalent to 500 words) (10%)

Prescribed Reading:

Printed unit text available from University Bookshop

MAT1CPE CALCULUS and PROBABILITY FOR ENGINEERS (15. CPs Sem. TE-SEM-1 BU.) *Dr Brian Davey*

Mathematics 1CPE is the foundation unit for all engineering students. It reviews and extends material covered in VCE and introduces some of the ideas of mathematical reasoning with an overarching theme of clear communication skills in the mathematical sciences. This unit runs in two streams. One stream is dedicated to the concepts and techniques of differentiation and integration and, whilst there is much revision, there are many refinements and extensions of the ideas presented in VCE as well as greater expectations of presentation of written material. The other stream commences with a review of algebra techniques and a formal treatment of sets and number systems

and then, in the second half of the semester, uses these tools and calculus in a formal introduction to probability. The teaching emphasis is on active student engagement in solving mathematical problems.

Incompatible unit: MAT1CNS, ECO11QA, MAT1CFE, MAT1EN, MAT1CFN

Class requirements: Two 1-hour lectures, two 1-hour practice classes and one 1-hour problem solving class per week.

Assessment: One 3-hour examination (80%), six fortnightly assignments (equivalent to 500 words) (10%), three diagnostic tests (equivalent to 500 words) (10%)

Prescribed Reading:

Printed unit text available from University Bookshop

MAT1DM DISCRETE MATHEMATICS (15 CPs Sem. TE-SEM-1 BU.)

Coordinator to be advised

The unit is an introduction to discrete mathematics. In choosing the topics to be treated, particular attention has been paid to the important interface between mathematics and computer science. The underlying themes in the unit are introductions to algorithms and logic. Examples within each topic are chosen with a view to emphasising these underlying themes; wherever possible, examples are chosen to help develop students' problem-solving skills.

Recommended Prior Studies: VCE Mathematical Methods or VCE Specialist Mathematics or equivalent. MAT1CNS is highly recommended as a co-requisite.

Incompatible unit: CSE21DMO, MAT12DM, MAT11DM

Class requirements: Two 1-hour lectures, two 1-hour practice classes and one 1-hour tutorial per week.

Assessment: One 3-hour examination (80%), fortnightly assignments (10%), three short quizzes (equivalent to 500 words) (10%)

MAT1MCB MATHEMATICS AND COMPUTING FOR BIOLOGY (15. CPs Sem. TE-SEM-2 BU.) *Dr John Banks*

This unit is designed for students who do not have a strong background in mathematics. It provides the basic skills in algebra, calculus and computing that are required of students in the agricultural and biological sciences. Simple mathematical ideas are used to analyse examples drawn largely from agriculture and biology. This type of analysis is often useful in making predictions based on experimental data. In the mathematics tutorials, we use various software packages to extend the investigation of the mathematical models, which form the core of the unit. The computing component of the unit consists of lectures, practice classes, and programming work in the microcomputer laboratory. A bridging course for MAT1MCB students may be available if there is sufficient demand. **Recommended Prior Studies:** VCE Mathematical Methods, units 1 and 2.

Class requirements: Three 1-hour lectures, one 1-hour practice class and one 1-hour tutorial software laboratory per week.

Assessment: One 1.5-hour examination (40%), one 1.5-hour computer-based examination (35%), assignments equivalent to 1500 words (20%), regular quizzes (5%)

MAT2AAL APPLIED ALGEBRA (15. CPs Sem. TE-SEM-2 BU.) *Dr Brian Davey*

The study of algebraic structures, such as groups, fields, and vector spaces underpins a large amount of modern computer science. Group theory, the principal mathematical tool for analysing symmetry, is genuinely 20th century mathematics and has widespread applications in all areas of science. Field theory and linear algebra have important applications to coding theory, which is used to preserve the security of computer networks. This unit begins with some number theory then develops the basics of group theory, field theory and the axiomatic treatment of vector spaces. The material is presented with an emphasis on an understanding of the structures, and their applications.

Prerequisite: MAT1CLA.

Incompatible unit: MAT2PDM

Class requirements: Two 1-hour lectures and two 1-hour practice classes per week.

Assessment: One 3-hour examination (85%), six fortnightly assignments (equivalent to 750 words) (15%)

Prescribed Reading:

Printed unit text available from University Bookshop

MAT2ANA ANALYSIS (15. CPs Sem. TE-SEM-1 BU.) *Dr Jeffrey Brooks*

The limits of sequences and limits of functions are studied in this unit. Initially we study them in one-dimensional space and then in higher dimensions. We also study series and various tests are derived to determine the convergence or otherwise of these series. We then extend the basic idea of limit to include sequences of functions and sequences of sets. A powerful theorem called The Contraction Mapping Theorem will be derived. This theorem plays a fundamental role in analysis and its applications. We will use it to establish the existence and uniqueness of solutions to certain differential equations. We then use it together with the Hausdorff metric to study iterated function systems, which are used in computer graphics.

Prerequisite: MAT1CLA.

Incompatible unit: MAT2PAA

Class requirements: Two 1-hour lectures and two 1-hour practice classes per week.

Assessment: One 3-hour examination (85%), fortnightly assignments (equivalent to 750 words) (15%)

Prescribed Reading:

Printed unit text available from University Bookshop

MAT2LAL LINEAR ALGEBRA (15. CPs Sem. TE-SEM-2 BU.) *Dr Peter Stacey*

Linear algebra is one of the cornerstones of modern mathematics. Simple geometrical ideas, such as lines, planes, rules for vector addition and dot products arise in many places; including calculus, signal processing, mechanics, differential equations, and numerical analysis. This unit is an introduction to the mathematics, which allows these geometrical ideas to be applied in non-geometrical contexts, such as decomposing a signal into periodic components.

Prerequisite: MAT1CLA or MAT1FEN.

Incompatible unit: MAT21LA, MAT21ELA, MAT2LA, MAT2ELA

Class requirements: Two 1-hour lectures and two 1-hour practice classes per week.

Assessment: One 3-hour examination (85%), fortnightly assignments (equivalent to 750 words) (15%)

Prescribed Reading:

Printed unit text available from University Bookshop

MAT2MEC MECHANICS (15. CPs Sem. TE-SEM-2 BU.) *Professor E. Smith*

In this unit students deal with the kinematics and dynamics of a particle and systems of particles, and some of the types of differential equations, which arise in the mathematical descriptions of the motions, studied. The main mechanical topics emphasize the study of particle dynamics and conservation laws, rigid rotating bodies and the two-body problem with central forces, based on Newton's second law of motion. The new solutions of differential equations considered are solutions of second order differential equations with non-constant coefficients, with expansions about ordinary points and regular singular points. The main tools used are derived from concepts in MAT2VCA.

Prerequisite: MAT2VCA or MAT2AVC.

Incompatible unit: MAT2AM, MAT22AM

Class requirements: Two 1-hour lectures and two 1-hour practice classes per week.

Assessment: One 3-hour examination (85%), fortnightly assignments (equivalent to 750 words) (15%)

Prescribed Reading:

Printed unit text available from University Bookshop

MAT2MFC MATHS TOPICS FOR COMPUTER SCIENCE (15. CPs Sem. TE-SEM-2 BU.) *Mr Kevin Bickell*

In this unit students examine a number of mathematical topics of interest and use to computer science students. In particular, it is appropriate for students enrolled in the Bachelor of Computer Systems Engineering and Bachelor of Computer Science degrees and is a core subject for the former. The unit treats theoretical foundations and numerical aspects of topics including relational algebra, finite state machines, regular and context free languages, Turing machines and computability. Also covered are the Z-transform (generating functions), random number generators, cryptography, parameterised curves, and Bezier curves. These topics have applications to areas

such as databases, performance analysis and computer graphics.

Prerequisite: MAT1DM and (MAT1CNS or MAT1CPE or MAT1CFN).

Incompatible unit: MAT2MCS

Class requirements: Two 1-hour lectures and two 1-hour practice classes per week.

Assessment: One 3-hour examination (85%), fortnightly assignments (equivalent to 750 words) (15%)

Prescribed Reading:

Printed unit text available from University Bookshop

MAT2VCA VECTOR CALCULUS (15. CPs Sem. TE-SEM-1 BU.) *Dr Katherine Seaton*

Many quantities in the physical world can be represented by smoothly varying functions of position. This unit develops, with a computational flavour, the differential, and integral calculus of scalar and vector fields in Cartesian and curvilinear coordinates. Three important partial differential equations are introduced: the wave equation, the heat equation, and Laplace's equation; they are reduced to several ordinary differential equations by the technique of separation of variables. In another part of the unit, Laplace transforms are introduced as a technique for solving constant coefficient ordinary differential equations with discontinuous forcing terms.

Prerequisite: MAT12CLA OR MAT12FEN OR MAT1CLA OR MAT1FEN.

Incompatible unit: MAT2AVC

Class requirements: Two 1-hour lectures and two 1-hour practice classes per week.

Assessment: One 3-hour examination (85%), fortnightly assignments (equivalent to 750 words) (15%)

Prescribed Reading:

Printed unit text available from University Bookshop

MAT3AC ADVANCED CALCULUS AND COSMOLOGY (15 CPs Sem. TE-SEM-1 BU.) *Dr TBA*

This unit has a dual purpose. The first is to unify linear algebra and vector calculus from second year into the sort of calculus used in differential geometry and analysis. The second aim is to use this advanced calculus to model the evolution of the large-scale structure of the Universe using Einstein's theory of gravity. Topics include advanced calculus on curves and surfaces, implicit and inverse function theorems, the calculus of variations and geodesics, surfaces and curvature, introduction to space-time and its geometry, modelling the expansion of the Universe with general relativity. No background in physics is assumed.

Prerequisite: (MAT21LA and MAT21AVC) or (MAT2LAL and MAT2VCA).

Co-requisite: None.

Incompatible unit: None

Class requirements: Two 1-hour lectures and one 1-hour practice class per week.

Assessment: One 3-hour examination (80%), regular assignments (20%)

MAT3AMP APPLIED MATHEMATICS PROJECTS (15. CPs Sem. TE-SEM-2 BU.) *Dr TBA*

This unit introduces the student to mathematical modelling using some of the important computer-based tools available to the professional applied mathematician. Models in various areas of applied mathematics, such as heat and mass transport, financial mathematics, biomathematics, statistical mechanics and dynamic systems, are considered. The student will complete projects in these topics through integrated usage of FORTRAN programming for numerical analysis, Maple programming for symbolic computation and graphics, advanced spreadsheet use for data manipulation and a text-processing package for mathematical document preparation.

Prerequisite: (MAT2APD or MAT2VCA) and (MAT2AM or MAT2MEC) and (MAT3NA or MAT3SC).

Class requirements: One 1-hour lecture and two hours of computer laboratory sessions per week.

Assessment: One 1500-word literature survey (10%), and three programming projects (30% each) (90%)

MAT3CZ COMPLEX ANALYSIS (15. CPs Sem. TE-SEM-1 BU.) *Dr David McLaren*

The theory of functions of a complex variable aims at extending calculus to the complex domain. Both differentiation and integration acquire new depth and significance. After introducing complex functions of a complex variable, the course covers the differentiation, analyticity, and integration of such functions, including pole singularities and residues. Important integration theorems are followed by application to Fourier transforms and the use of the latter in solving ordinary differential equations. The discussion of complex functions includes branch points and branch cuts, and conformal mappings. The more advanced integration topics include a proof of Jordan's lemma, integration tricks for otherwise intractable real integrals, and the application of contour integration to find Laplace transforms.

Prerequisite: MAT21AVC and MAT22APD; or MAT21PAA; or MAT2ANA; or MAT2VCA.

Incompatible unit: MAT31CZE

Class requirements: Two 1-hour lectures and one 1-hour practice class per week.

Assessment: One 3-hour final examination (85%), regular assignments (15%)

MAT3DQ DYNAMICS AND QUANTUM MECHANICS (15 CPs Sem. TE-SEM-2 BU.) *Dr Peter Stacey*

The first component of this unit, dynamics, is concerned with the Hamiltonian description of classical mechanics (in contrast with MAT22AM, which looks at the Newtonian description). The approach due to Hamilton allows the dynamics to be derived from a scalar function (the Hamiltonian) and reveals more of the structure and underlying principles, which govern the dynamics. Topics include conservation laws and canonical transformations. The second component is quantum mechanics and we use the Hamiltonian treatment of the classical central force problem of gravity (the Kepler problem) and electrostatics (the Coulomb problem) to bridge the gap between classical and quantum mechanics. Topics include energy Eigen value problems in one, two, and three dimensions and the hydrogen atom is treated as the quantisation of the classical Coulomb problem.

Prerequisite: MAT2MEC.

Co-requisite: None.

Incompatible unit: None

Class requirements: Two 1-hour lectures and one 1-hour practice class per week.

Assessment: One 3-hour examination (85%), regular assignments (15%)

MAT3DS DISCRETE ALGEBRAIC STRUCTURES (15 CPs Sem. TE-SEM-2 BU.)

Dr Brian A. Davey

Assessment and class requirements depend upon number of students enrolled. If more than 16 students enrolled, assessment will be one 3-hour examination (80%), four assignments (20%), and *Class requirements:* three 1-hour lectures per week.

This unit is a continuation and expansion of MAT22PDM. Further applications of finite groups to counting problems will be given. Finite fields and their applications will be discussed. The applications of ring theory to the classification of cyclic codes will be presented. Approximately half the unit will be devoted to ordered sets, lattices, and Boolean algebras. Applications of lattices to concept analysis and applications of ordered sets to computer science will be discussed.

Prerequisite: MAT22PDM or MAT2AAL.

Class requirements: Three 1-hour problem sessions per week.

Assessment: One 2-hour examination (60%), six assignments (one per fortnight) equivalent to 1750 words in total (40%). To pass the unit students must obtain a pass grade in the examination, attend at least 80% of all classes, and pass all assignments.

Prescribed Reading:

Davey, B.A. and Priestley, H.A. *Introduction to lattices and order* Second Edition, Cambridge University Press, 2001

Recommended Reading:

N. Biggs *Discrete Mathematics* Oxford University Press, 1985

MAT3LPG LINEAR PROGRAMMING AND GAME THEORY (15 CPs Sem. TE-SEM-2 BU.) *Dr Grant Cairns*

Linear Programming and Game Theory are relatively new branches of mathematics. Linear Programming involves maximising and minimising a linear function subject to inequality and equality constraints. Such problems have many economic and industrial applications. Game Theory deals with decision making in a competitive environment. This unit studies the simplex technique for solving linear programming problems and introduces game theory and its applications.

Prerequisite: MAT21LA or MAT21ELA or MAT2LAL.

Incompatible unit: MAT3ALP

Class requirements: 26 lectures and 13 practice classes.

Assessment: One 3-hour examination (80%), 6 written assignments equivalent to 1000 words in total (20%)

MAT3MFM MATHEMATICAL FLUID MECHANICS (15 CPs Sem. TE-SEM-2 BU.) *Professor Ed Smith*

This subject is delivered in fully on-line mode. Each fortnight lecture notes will be posted on-line. There will be worked problems each fortnight with answers available in a separate format. A bulletin board discussion will be provoked twice weekly. All emails will be guaranteed a response within 48 hours of receipt. The examination will be supplied on-line with defined start and end times.

An introduction to incompressible fluid flow, with emphasis on the structure of basic approximations in the theory of fluids and solutions of problems using the approximations. The unit is fully online.

Prerequisite: MAT21AVC or equivalent, MAT31CZ or equivalent.

Class requirements: Online work equivalent to two 1-hour lectures and one 4-hour problem-solving session per week.

Assessment: One 3-hour examination (70%), two assignments (long problems) (30%)

MAT3SC SCIENTIFIC COMPUTING (15. CPs Sem. TE-SEM-1 BU.) *Professor Edgar Smith*

Numerical mathematics studies both the accuracy and stability of computations and thus plays a vital role whenever computers are used to solve quantitative problems. The main theme of this unit is an introduction to numerical computing, including floating-point arithmetic, sources of error, ill conditioning, and stability of algorithms. This theme is illustrated by developing and analysing algorithms for solving non-linear equations and differential equations and for evaluating integrals. The practice classes will be conducted using MATLAB as a computational environment. No previous experience with MATLAB is required.

Prerequisite: MAT1CLA or MAT1FEN.

Incompatible unit: MAT3NA, CSE31NC

Class requirements: Two 1-hour lectures and one 2-hour computer laboratory based practice class per week for thirteen weeks.

Assessment: One 3-hour examination (70%), two programming assignments (equivalent to 1250 words) (24%), software laboratory work (6%)

Prescribed Reading:

Printed unit text available from University Bookshop

MAT3TA TOPOLOGY AND ANALYSIS (15 CPs Sem. TE-SEM-1 BU.) *Dr John Banks*

The concept of the real numbers underpins a major part of mathematics, both pure and applied. This unit begins with a careful construction of the real numbers and a discussion of their properties. This is followed by a discussion of the theory of metric spaces. The most basic properties of open sets in metric spaces can be used to motivate a more generally applicable definition of open sets, which leads to the idea of a topological space. A study of fundamental concepts in the theory of topological spaces such as compactness and connectedness yields results of very general application. In particular, they can be applied to problems in the analysis of the real numbers. The unit concludes with a discussion of quotients and products of topological spaces.

Prerequisite: MAT22PAB or MAT2ANA.

Co-requisite: None.

Incompatible unit: None

Class requirements: Two 1-hour lectures and one 1-hour practice class per week.

Assessment: One 3-hour final examination (80%), regular assignments (20%)

MAT4AA ASYMPTOTIC ANALYSIS (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Coordinator to be advised*

This unit is offered subject to sufficient enrolments.

This unit examines how we can describe a function as its argument becomes large. We first define the language of asymptotics and then consider various techniques for obtaining asymptotic expansions. This unit also introduces or expands your knowledge of special functions, such as the Bessel functions and the Airy functions.

Prerequisite: MAT31CZ and requires coordinator's approval.

Incompatible unit: MAT41AA, MAT42AA

Class requirements: Two 1-hour seminars per week requiring extensive preparation for class presentations.

Assessment: Four assignments each equivalent to 1,100 words (100%)

MAT4AMP APPLIED MATHEMATICS PROJECT (15. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

Offered subject to sufficient enrolments.

This unit introduces students to mathematical modelling using some of the computer-based tools available to the professional applied mathematician. Models in various areas of application, such as heat and mass transport, financial mathematics, biomathematics, statistical mechanics and dynamic systems are considered. Students will complete projects in these topics through integrated use of FORTRAN programming for numerical analysis, Maple programming for symbolical computation and graphics, advanced spreadsheet use for data manipulations and a text-processing package for mathematical document preparation. This unit is an Honours version of the existing subject, MAT32AMP. A higher level of understanding will be expected.

Prerequisite: (MAT22AM and MAT22APD and MAT31NA) or (MAT22AM and MAT22APD and CSE11OOJ and CSE12IPJ) and requires coordinator's approval.

Incompatible unit: MAT32AMP

Class requirements: One 1-hour lecture and two hours of computer laboratory sessions per week.

Assessment: 1500 word literature survey (10%), Three 20 hour programming projects (90%)

MAT4ATM ADVANCED TOPICS IN MATHEMATICS (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr John Banks*

Offered subject to sufficient enrolments in 4th year Mathematics. Specific content may depend on preferences of 4th year mathematics students.

This unit is offered from time-to-time as a seminar series. The majority of the seminars are conducted by experts with an international reputation. Topics for 2005 will be available from the Department from December 2004.

Prerequisite: Dependent on the specific content and will be advised by the Mathematics Section Honours Coordinator. Requires coordinator's approval for enrolment into this unit.

Class requirements: Two 1-hour seminars per week requiring extensive preparation for class presentations.

Assessment: Five assignments each equivalent to 900 words (100%)

MAT4BA INTRODUCTION TO BANACH AND C^* -ALGEBRAS (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Peter Stacey*

Offered subject to sufficient enrolments.

C^* -algebras can be regarded both as infinite dimensional matrix algebras and 'non-commutative topological spaces'. This is because the commutative C^* -algebras are algebras of continuous functions on locally compact Hausdorff spaces and the finite dimensional C^* -algebras are direct sums of matrix algebras. This unit introduces both aspects, including the Gelfand-Naimark Theorem describing commutative C^* -algebras and the Gelfand-Naimark-Segal construction describing how to represent C^* -algebras as algebras of bounded operators on Hilbert space.

Prerequisite: MAT31CZ and MAT31TA and MAT32DS and requires coordinator's approval.

Class requirements: Two 1-hour lectures per week requiring extensive preparation.

Assessment: Five 900-word assignments (100%)

MAT4CG CONSTRUCTIONS IN GEOMETRY (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr John Strantzen*
Not available in 2008

MAT4CI COMPUTABILITY AND INTRACTABILITY (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Marcel Jackson*
Not available in 2008

MAT4DS CHAOS AND ORDER IN DYNAMICAL SYSTEMS (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Professor Reinout Quispel*

Offered subject to sufficient enrolments.

What is chaos? How does it arise in dynamical systems? What other dynamical phenomena exist, or to put it slightly differently: what are the different kinds of dynamical systems? If one has a differential equation that exhibits chaos, how should one solve it? These are some of the ingredients of this unit. The exact mix of ingredients is adjusted from year to year, depending on students' interest and background.

Prerequisite: At least 30 credit points of second or third year mathematics units and requires coordinator's approval.

Class requirements: Two 1-hour seminars per week requiring extensive preparation for class presentations.

Assessment: One 2000-word equivalent project (50%), one 2-hour examination (50%)

MAT4DT DUALITY THEORY (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Brian Davey*

Offered subject to sufficient enrolments.

The unit will begin with a primer on category theory, general algebra, and topology. The aim will be to emphasize the algebra and use, but downplay the category theory and topology. We shall cover the general theory of dualities (between classes of algebras and classes of topological relational structures). The theory will be applied to prove the classical dualities for Abelian groups and Boolean algebras, the neo-classical duality for distributive lattices and a host of other less familiar dualities as well. Applications of duality theory will also be presented.

Prerequisite: MAT32DS and MAT31TA and requires coordinator's approval.

Class requirements: Three 1-hour seminars per week requiring extensive preparation for class presentations.

Assessment: Six assignments each equivalent to 750 words (100%)

Prescribed Reading:

Clark and Davey *Natural Dualities for the Working Algebraist* CUP, 1998

MAT4GA GENERAL ALGEBRA (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Brian Davey*

Offered subject to sufficient enrolments.

General algebra, otherwise known as universal algebra, provides a theory within which to study the common features of all algebraic systems such as vector spaces, groups, rings, lattices and semi groups. The unit will present all of the basic results in the theory as well as introducing important recent developments. The close relationship between general algebra and lattice theory will be emphasised throughout.

Prerequisite: MAT32DS and requires coordinator's approval.

Recommended Prior Studies: MAT31TA.

Class requirements: Three 1-hour seminars per week requiring extensive preparation for class presentations.

Assessment: Six assignments each equivalent to 750 words (100%)

MAT4GG GROUP ACTIONS (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Grant Cairns*

Offered subject to sufficient enrolments.

This unit studies the foundations of the theory of group actions. In doing so, it touches on a selection of topics, which display interconnections between geometry, group theory, topology, and calculus.

Prerequisite: MAT31TA and MAT32DS and requires coordinator's approval.

Class requirements: Two 1-hour seminars per week requiring extensive preparation for class presentations.

Assessment: Ten assignments each equivalent to 450 words (100%)

MAT4GM GEOMETRIC METHODS FOR DIFFERENTIAL EQUATIONS (15.

CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Geoff Prince*

Not available in 2008

MAT4MFM MATHEMATICAL FLUID MECHANICS (15. CPs Sem. TE-SEM-1

BU. TE-SEM-2 BU.) *Professor Edgar Smith*

Offered subject to sufficient enrolments.

An introduction to incompressible fluid flow, with emphasis on the structure of basic approximation in the theory of fluids. Solution of problems using the approximations. This unit is fully online. This unit is a substantial extension of the third year subject, MAT32MFM. A higher level of understanding will be expected.

Prerequisite: MAT21AVC and MAT31CZ and requires coordinator's approval.

Incompatible unit: MAT40HON, MAT32MFM

Class requirements: Online work equivalent to two 1-hour lectures and one 4-hour problem solving session per week.

Assessment: Two assignments each equivalent to 750 words (30%), One take-home examination (equivalent to one 3-hour examination) (70%)

MAT4NT NUMBER THEORY (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Professor Reinout Quispel

This unit will be offered subject to sufficient enrolments.

We will commence this unit with an introduction to number theory. In the later parts of the unit, we will treat topics such as congruences, residues, continued fractions, Diophantine equations, transcendental numbers, and/or primality and factoring. Depending on student interest and time constraints, we may also touch on tantalising connections to cryptography and/or one or more of the recent analytic and algorithmic advances in the areas of Mersenne primes, the Riemann hypothesis, and primality proving. This unit will be accessible and interesting to a varied audience, including students with interests in applied mathematics, pure mathematics, or computer science.

Prerequisite: MAT11DM and MAT22PDM and MAT12CLA, or 30 credit points of second year units or any third year mathematics unit and requires coordinator's approval.

Class requirements: Two 1-hour lectures per week requiring extensive preparation.

Assessment: Two – four assignments (equivalent to 3000 words) (65%) The number of assignments is subject to negotiation with students on an individual basis, one oral examination (approximately 30 minutes) (35%)

MAT4TD TOPOLOGY AND DYNAMICS (15 CPs Sem. TE-SEM-1 BU.) *Dr*

John Banks

This unit will only be available subject to sufficient enrolments.

We commence with some ideas of very general application in point set topology that lead to proofs of the Alexander lemma and Tychonoff's theorem. These ideas underpin an exploration of the theory of topological dynamics, where we study the behaviour of dynamical systems using topological concepts. In particular, we consider the way in which open sets evolve dynamically and other concepts underlying the definition of chaos.

Prerequisite: Requires coordinator's approval.

Class requirements: Two 1-hour seminars per week requiring extensive preparation for class presentations.

Assessment: A project equivalent to 2700 words (60%), two assignments each equivalent to 900 words (40%)

Prescribed Reading:

Dr. John Banks Printed notes will be supplied

MAT4THA MATHEMATICS THESIS A (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2

BU.) *Dr John Banks*

This unit is part of a 45 credit point thesis program. Students will not be given a final mark until they complete MAT4THB

Students commence a project that takes the equivalent of six months of continuous work under the supervision of a member of staff. The project is completed and written up as a thesis when the student completes the unit MAT4THB. All students are required to present a seminar outlining the proposed project at a time to be determined by the mathematics Honours coordinator. It is strongly recommended that students who wish to complete the total requirements of the thesis in one semester (45 credit points) should commence preliminary reading for the project no later than the end of second semester in the previous year. A list of prospective topics and supervisors is available from the Mathematics Section.

Prerequisite: A pass in 60 credit points of third year Mathematics subjects with at least a B average. Enrolment requires coordinator's approval.

Incompatible unit: MAT41THA

Class requirements: Supervised research under the direction of a member of staff equivalent to a total of 150 hours.

Assessment: A thesis equivalent to 13,000 words (100%) This is the combined assessment for MAT4THA and MAT4THB

MAT4THB MATHEMATICS THESIS B (30 CPs Sem. TE-SEM-1 BU. TE-SEM-2

BU.) *Dr John Banks*

This unit is part of a 45 credit point thesis program.

Students complete the project commenced in MAT4THA, writing up the results as a thesis. All students are required to present a seminar on their project after the thesis has been submitted. It is strongly recommended that students who wish to complete the thesis requirements in one semester by taking both this unit and MAT4THA commence preliminary reading for the project no later than the end of second semester in the previous year. A list of prospective topics and supervisors is available from the Mathematics Section.

Prerequisite: Enrolment requires coordinator's approval.

Class requirements: Supervised research under the direction of a member of staff equivalent to a total of 450 hours.

Assessment: A thesis equivalent to 13,000 words (100%) Combined assessment for MAT4THB and MAT4THA

MED2IMM IMMUNOLOGY (20. CPs Sem. TE-SEM-2 BU.) *Dr Peter*

Cartwright, Mr Steve Jones

This unit will be offered subject to staff availability

This unit introduces Immunology, a field that now covers genetics, cell biology, protein chemistry, biotechnology, and medicine. Topics include the production and structure of the antibody molecules; vaccine development; the factors, which influence immune responsiveness; the development of allergies and autoimmune disease such as multiple sclerosis and rheumatoid arthritis and the maintenance of physiological function during invasion by 'foreign' organisms or the development of cancerous cells within the body.

Prerequisite: BCH2BMA or GEN2HMG or MIC2IM.

Quota: 50. Academic merit based on marks in prerequisite units.

Places will be allocated to Bachelor of Medical Science students in the first instance.

Class requirements: Three 1-hour lectures and one 3-hour practical class per week.

Assessment: Practical assignments equivalent to 2500 words (25%), one 3-hour examination (70%), practical test (5%)

Recommended Reading:

Janeway, C.A., Travers, P., Walport, M., Schlomchik, M.J. *Immunobiology* 6th edn, Garland Science Publishing, 2005

MED3MSA ADVANCED TOPICS IN MEDICAL SCIENCE A (30. CPs Sem.

TE-SEM-1 BU.) *Professor Don Phillips, Dr Elizabeth Johnson*

This unit consists of components in neuroscience and cognitive disorders and human genome metabolism and metabolic disorders, and genetic disease. The first component examines human cognitive disorders (e.g., multiple sclerosis, Alzheimer's disease, Parkinson's disease, schizophrenia) studied in terms of the underlying neurological disturbance. The second component covers proteases,

proteinase inhibitors and human health, and the role of mitochondria in cell function. The third component examines the human genome project, identifying and characterising disease genes, diagnosis, treatment, and ethics.

Prerequisite: 80 credit points at second year of the Bachelor of Medical Science course.

Incompatible unit: NUT31ATN

Quota: 40. This subject is only available to students enrolled in the Bachelor of Science (Medical Science).

Class requirements: Four 1-hour lectures per week and an average of 10 hours of practicals/tutorials/workshops per week.

Assessment: Case studies and assignments equivalent to 2250 words (15%), two 2-hour end of semester written examinations (60%), reports and class performance in practicals equivalent to 2500 words (25%)

MED3MSB ADVANCED TOPICS IN MEDICAL SCIENCE B (30. CPs Sem. TE-SEM-2 BU.) *Professor Don Phillips, Dr Elizabeth Johnson*

This unit consists of components in neuromuscular disorders, infectious diseases, and cancer biology. The first component examines topics such as normal structure and function of skeletal muscle, disturbances of neuromuscular transmission, surface membrane excitability and excitation-contraction-relaxation cycle, muscular dystrophies, inflammatory myopathies and congenital myopathies. Topics in the second component comprise major human bacterial and viral diseases (characteristics, symptoms and methods of spread), control of infectious diseases (vaccines, antibiotics and new technologies), and emerging infectious diseases. The final component examines the origins of cancer, cell cycle control and cell death, metastasis and angiogenesis, tumour immunology and molecular pharmacology and therapeutics.

Prerequisite: 80 credit points at second year of the Bachelor of Medical Science course.

Quota: 40. This subject is available only to students enrolled in the Bachelor of Medical Science

Class requirements: Four 1-hour lectures per week and an average of 10 hours of practicals/tutorials/workshops per week.

Assessment: two 2-hour end of semester written examinations (60%), reports and class performance in practicals equivalent to 2500 words (25%), case studies and assignments equivalent to 2250 words (15%)

MED4HNA HONOURS MEDICAL SCIENCE (60 CPs Sem. TE-SEM-1 BU.)

Professor Don Phillips

Honours degree students are selected based on their performance in the final year of the pass degree. This unit of study represents the first semester of a year long program. Students MUST complete both MED4HNA and MED4HNB in the one academic year.

The Honours year will comprise a project related to Medical Science plus associated coursework. Students will normally be based in one of the Departments, which contribute to MED3MCG and MED3NIC.

The project will contribute to the final result in the proportion applying to all Honours students in that Department. With the approval of the Departmental Honours Coordinator, the coursework component may include work undertaken in another Department. Overall assessment will be the same as for the existing Honours program offered by that Department. A consolidated ranking of Honours students in the Department will be produced. Each fourth year program requires approval by the supervisor and the relevant Departmental Honours Coordinator. The Medical Science Course Adviser may facilitate this process.

Incompatible unit: MED40HON, MED41HON

Class requirements: As prescribed by the relevant Department.

This unit is not available for study abroad students.

Assessment: Assessment determined by the relevant Department Honours program (100%)

MED4HNB HONOURS MEDICAL SCIENCE (60 CPs Sem. TE-SEM-2 BU.)

Professor Don Phillips

Honours degree students are selected based on their performance in the final year of the pass degree. This unit of study represents the second semester of a year long program. Students MUST complete both MED4HNA and MED4HNB in the one academic year.

The Honours year will comprise a project related to Medical Science

plus associated coursework. Students will normally be based in one of the Departments, which contribute to MED3MCG and MED3NIC.

The project will contribute to the final result in the proportion applying to all Honours students in that Department. With the approval of the Departmental Honours Coordinator, the coursework component may include work undertaken in another Department. Overall assessment will be the same as for the existing Honours program offered by that Department. A consolidated ranking of Honours students in the Department will be produced. Each fourth year program requires approval by the supervisor and the relevant Departmental Honours Coordinator. The Medical Science Course Adviser may facilitate this process.

Incompatible unit: MED40HON, MED42HON

Class requirements: As prescribed by the relevant Department.

This unit is not available for study abroad students.

Assessment: Assessment determined by relevant Department Honours program (100%)

MIC1IEP INFECTIONS AND EPIDEMICS. (15 CPs Sem. TE-SEM-1 BU.) *Dr Vilma Stanisich*

This unit is a first year elective to students whose degree structures allow them to undertake such electives. Students whose current degree rules require them to take four first year core biology (BIO code) units will not be permitted to enrol in this unit, as their unit distribution would then be too heavily biological.

Throughout history, microbial infections and epidemics have threatened human well being and survival. New infectious agents continually emerge, old foes become resistant to treatment, and constant surveillance is needed to ensure public safety. In this unit, humanity's battle against infectious microorganisms is portrayed through discussion of a variety of specific diseases, both ancient and modern, from the plague in mediaeval Europe to AIDS in modern times. Selected bacterial (eg. meningococcal disease), viral (eg. influenza, SARS), fungal (eg. thrush) and protozoal (eg. malaria) infections are used to illustrate the principles behind their treatment and prevention (eg. antibiotics, vaccines, public health measures). Note: A pass in this unit is not sufficient to meet the prerequisites for enrolment in second Year Microbiology subjects.

Students are required to wear laboratory coats and shoes in teaching laboratories.

Quota: 48. Students ranked by ENTER score

Class requirements: Three 1-hour lectures, one 2-hour practical class/tutorial per week.

Assessment: One 3-hour examination (75%), one 1000-word assignment (25%)

MIC2IM INTRODUCTORY MICROBIOLOGY (20. CPs Sem. TE-SEM-1 BU.)

Dr Christian Barth

Students are required to wear laboratory coats and shoes in teaching laboratories.

Unit topics include introduction to microbiology, microbial genetics, and diversity of the microbial world.

Prerequisite: BIO1IOF (previously BIO1IOF).

Incompatible unit: AGR31ANP, AGR3ANH

Quota: 215. Enrolment based on academic merit in the first year.

Class requirements: Three 1-hour lectures and one 3-hour practical period per week.

Assessment: One 3-hour written examination (65%), one 1-hour practical examination (15%), three 400-word practical reports (20%)

Prescribed Reading:

Madigan, M. T. Martinko, J. M. and Parker, J. Brock: *Biology of Microorganisms* 10th edn, Prentice Hall 2002 or Prescott, L., Harley, J. and Klein, D.A. *Microbiology* 6th edn, 2004.

MIC2MVM MEDICAL AND VETERINARY MICROBIOLOGY (20. CPs Sem. TE-SEM-2 BU.) *Dr Christian Barth*

Students are required to wear laboratory coats and shoes in teaching laboratories.

Unit topics include medical and veterinary microbiology, virology, epidemiology, and molecular pathogenesis.

Prerequisite: Satisfactory performance in MIC2IM, (or AGR3ANH for Bachelor of Animal and Vet Biosciences students) or BIO1IOF for

Bachelor of Medical Science or Bachelor of Nutrition students who have completed at least 90 first year credit points.

Quota: 215. Enrolment based on academic merit in the first year.

Class requirements: Three lectures and one 3-hour practical class a week.

Assessment: One 3-hour written examination (65%), one 1-hour practical examination (15%), three 400-word practical reports (20%)

Prescribed Reading:

Madigan, M. T. Martinko, J. M. and Parker, J. Brock: *Biology of Microorganisms* 10th edn, Prentice Hall 2002 or
Prescott, L., Harley, J. and Klein, D. A. *Microbiology* 6th edn, 2004.

MIC3AMM ADVANCED MEDICAL AND VETERINARY MICROBIOLOGY (30. CPs Sem. TE-SEM-1 BU.) *Dr Christian Barth*

This unit comprises components in virology, medical microbiology, and molecular pathogenesis. The first component includes the biology and replication of animal viruses, viral pathogenicity, and the control and treatment of virus diseases. The medical microbiology component includes topics on the normal body flora, oral pathology, respiratory, enteric and sexually transmitted diseases, mechanisms of pathogenicity, hypersensitivity, and identification of disease and nosocomial infections. Molecular pathogenesis topics include a detailed analysis of how various bacteria (e.g., *Helicobacter*, *Listeria*, *Legionella*, and *Chlamydia*), protozoa, and fungi cause diverse diseases. The unit also includes topics on microorganisms causing contamination in food and those used in food production.

Prerequisite: MIC2IM or AGR3ANH and MIC2MVM except for Bachelor of Medical Science students who have passed MIC2MVM.

Quota: 120. Enrolment based on academic merit.

Class requirements: Four 1-hour lectures and three 3-hour practical classes per week.

Assessment: One 3-hour written examination and one 2-hour written examination (70%), four 650-word practical reports or equivalent oral presentations (30%)

MIC3AGM ADVANCED GENERAL MICROBIOLOGY (30. CPs Sem. TE-SEM-2 BU.) *Dr Christian Barth*

This unit comprises components of applied plasmid biology, microbial genetics, and microbial cell biology. Plasmid biology encompasses the principles and procedures relevant to plasmid detection; characterization; subunit determination; applications in molecular biology; evolution and significance to the bacterial host. Microbial genetics topics include the regulation of gene expression and transcript processing. The microbial cell biology component deals with how prokaryotes and eukaryotes process information in the DNA and in extracellular signals (signal transduction).

Prerequisite: MIC2IM or AGR3ANH and MIC2MVM except for Bachelor of Medical Science students who have passed MIC2MVM.

Incompatible unit: MIC3EPM

Quota: 120. Enrolment based on academic merit.

Class requirements: Four 1-hour lectures and three 3-hour practical classes per week.

Assessment: One 3-hour written examination and one 2-hour written examination (70%), four 650-word practical reports or equivalent oral presentations. (30%)

MIC4HNA HONOURS MICROBIOLOGY (60 CPs Sem. TE-SEM-1 BU.)

Professor Paul R. Fisher

This unit of study represents the first semester of a year-long program. Students MUST complete both MIC4HNA and MIC4HNB in the one academic year.

The Honours course consists of a one year supervised research project and a relatively minor course work component. Microbiological research is as varied in its nature as the microbial world itself and the research interests of the Department of Microbiology reflect this diversity. Programs are potentially available within the Department in the areas of microbial physiology, microbial biochemistry, molecular biology, and epidemiology of human and animal viruses, the molecular genetics of bacterial plasmids and of bacterial synthesis of polysaccharides and the molecular biology of signal transduction and mitochondrial disease using slime moulds as models for higher organisms. More details can be found at www.latrobe.edu.au/microbiology/honours.html.

Incompatible unit: MIC40HON, MIC41HON

Class requirements: An average of 30 contact hours per week over the 40 weeks of the Honours year.

This unit is not available for study abroad students.

Assessment: one 10,000-word thesis (65%), one 5000-word literature review (15%), one 3000-word essay (7%), seminar and lecture presentations totalling approx. 1 hour (8%), Laboratory and research skills assessment (5%). The assessment components listed are the combined assessment for MIC41HON and MIC42HON.

MIC4HNB HONOURS MICROBIOLOGY (60 CPs Sem. TE-SEM-2 BU.)

Professor Paul R. Fisher

This unit of study represents the second semester of a year long program. Students MUST complete both MIC4HNA and MIC4HNB in the one academic year.

The Honours course consists of a one year supervised research project and a relatively minor course work component. Microbiological research is as varied in its nature as the microbial world itself and the research interests of the Department of Microbiology reflect this diversity. Programs are potentially available within the Department in the areas of microbial physiology, microbial biochemistry, molecular biology, and epidemiology of human and animal viruses, the molecular genetics of bacterial plasmids and of bacterial synthesis of polysaccharides and the molecular biology of signal transduction and mitochondrial disease using slime moulds as models for higher organisms. More details can be found at www.latrobe/microbiology/honours.html.

Incompatible unit: MIC40HON, MIC42HON

Class requirements: An average of 30 contact hours per week over the 40 weeks of the Honours year.

This unit is not available for study abroad students.

Assessment: one 10,000-word thesis (65%), one 5000-word literature review (15%), one 3000-word essay (7%), seminar and lecture presentations totalling approx. 1 hour (8%), Laboratory and research skills assessment (5%). The assessment components listed are the combined assessment for MIC41HON and MIC42HON.

NANTISA ISSUES IN NANOTECHNOLOGY A (5 CPs Sem. TE-SEM-1 BU.) *Dr Paul Pigram*

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

Students taking 'Issues in Nanotechnology' will be expected to demonstrate a degree of subject understanding and discipline specific skills commensurate with the year level of the unit. Six seminars will be presented to students each semester of this program by practitioners in the area of nanotechnology from academia, research organisations, and industry. These will cover significant areas and new developments. Students will be required to provide a written response to the seminars. The response will grade from simple summaries and to more detailed analysis of the ideas presented and the inclusion of supplementary material to support a commentary or projected development. The assessment is by way of these reports, which represent a significant time commitment by the students outside the assigned contact hours.

Class requirements: Six 2-hour seminars. Speaker availability will determine the schedule.

This unit is not available for study abroad students.

Assessment: Six reports each equivalent to 500-2000 words maximum. (100%) The reports will depend on the material presented at the seminar and will only require limited external sources.

NANTISB ISSUES IN NANOTECHNOLOGY B (Five CPs Sem. TE-SEM-2 BU.) *Dr Paul Pigram*

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

Students taking 'Issues in Nanotechnology' will be expected to demonstrate a degree of subject understanding and discipline specific skills commensurate with the year level of the unit. Six seminars will be presented to students each semester of this program by practitioners in the area of nanotechnology from academia, research organisations, and industry. These will cover significant areas and new developments. Students will be required to provide a written response to the seminars. The response will grade from simple

summaries and to more detailed analysis of the ideas presented and the inclusion of supplementary material to support a commentary or projected development. The assessment is by way of these reports, which represent a significant time commitment by the students outside the assigned contact hours.

Class requirements: Six 2-hour seminars. Speaker availability will determine the schedule.

This unit is not available for study abroad students.

Assessment: Six reports each equivalent to 500-2000 words maximum. (100%) The reports will depend on the material presented at the seminar and will only require limited external sources.

NAN2ISA ISSUES IN NANOTECHNOLOGY A (Five CPs Sem. TE-SEM-1 BU.)

Dr Paul Pigram

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

Students taking 'Issues in Nanotechnology' will be expected to demonstrate a degree of subject understanding and discipline specific skills commensurate with the year level of the unit. Six seminars will be presented to students each semester by practitioners in the area of nanotechnology from academia, research organisations, and industry. These will cover significant areas and new developments. Students will be required to provide written reports on the seminars, which will grade from summaries and assessments of the seminars, to detailed analysis of the ideas presented supported by supplementary material. The assessment is by way of these reports, which represent a significant time commitment by the students outside the assigned contact hours.

Prerequisite: Completion of first year of the Bachelor of Nanotechnology/Bachelor of Science.

Class requirements: Six 2-hour seminars. Speaker availability will determine the schedule.

This unit is not available for study abroad students.

Assessment: Six reports each equivalent to 500-2000 words maximum (100%) The reports will depend on the material presented at the seminar and will only require limited external sources.

NAN2ISB ISSUES IN NANOTECHNOLOGY B (Five CPs Sem. TE-SEM-2 BU.)

Dr Paul Pigram

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science

Students taking 'Issues in Nanotechnology' will be expected to demonstrate a degree of subject understanding and discipline specific skills commensurate with the year level of the unit. Six seminars will be presented to students each semester by practitioners in the area of nanotechnology from academia, research organisations, and industry. These will cover significant areas and new developments. Students will be required to provide written reports on the seminars, which will grade from summaries and assessments of the seminars, to detailed analysis of the ideas presented supported by supplementary material. The assessment is by way of these reports, which represent a significant time commitment by the students outside the assigned contact hours.

Prerequisite: NAN1ISA and NAN1ISB.

Class requirements: Six 2-hour seminars. Speaker availability will determine the schedule.

This unit is not available for study abroad students.

Assessment: Six reports each equivalent to 500-2000 words maximum (100%) The reports will depend on the material presented at the seminar and will only require limited external sources.

NAN3ISA ISSUES IN NANOTECHNOLOGY A (Five CPs Sem. TE-SEM-1 BU.)

Dr Paul Pigram

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

Students taking 'Issues in Nanotechnology' will be expected to demonstrate a degree of subject understanding and discipline specific skills commensurate with the year level of the unit. Six seminars will be presented to students each semester by practitioners in the area of nanotechnology from academia, research organisations, and industry. These will cover significant areas and new developments. Students will be required to provide written reports on the seminars, which will grade from summaries and assessments of the seminars, to detailed

analysis of the ideas presented supported by supplementary material. The assessment is by way of these reports, which represent a significant time commitment by the students outside the assigned contact hours.

Prerequisite: Completion of second year of the Bachelor of Nanotechnology/Bachelor of Science.

Class requirements: Six 2-hour seminars. Speaker availability will determine the schedule.

This unit is not available for study abroad students.

Assessment: Six reports each equivalent to 500-2000 words maximum (100%) The reports will depend on the material presented at the seminar and will only require limited external sources.

NAN3ISB ISSUES IN NANOTECHNOLOGY B (Five CPs Sem. TE-SEM-2 BU.)

Dr Paul Pigram

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

Students taking 'Issues in Nanotechnology' will be expected to demonstrate a degree of subject understanding and discipline specific skills commensurate with the year level of the unit. Six seminars will be presented to students each semester by practitioners in the area of nanotechnology from academia, research organisations, and industry. These will cover significant areas and new developments. Students will be required to provide written reports on the seminars, which will grade from summaries and assessments of the seminars, to detailed analysis of the ideas presented supported by supplementary material. The assessment is by way of these reports, which represent a significant time commitment by the students outside the assigned contact hours.

Prerequisite: Completion of second year of the Bachelor of Nanotechnology/Bachelor of Science.

Class requirements: Six 2-hour seminars. Speaker availability will determine the schedule.

This unit is not available for study abroad students.

Assessment: Six reports each equivalent to 500-2000 words maximum (100%) The reports will depend on the material presented at the seminar and will only require limited external sources.

NAN3ISC ISSUES IN NANOTECHNOLOGY C (Five CPs Sem. TE-SEM-1 BU.)

Dr Paul Pigram

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

Students taking 'Issues in Nanotechnology' will be expected to demonstrate a degree of subject understanding and discipline specific skills commensurate with the year level of the unit. Six seminars will be presented to students each semester by practitioners in the area of nanotechnology from academia, research organisations, and industry. These will cover significant areas and new developments. Students will be required to provide written reports on the seminars, which will grade from summaries and assessments of the seminars, to detailed analysis of the ideas presented supported by supplementary material. The assessment is by way of these reports, which represent a significant time commitment by the students outside the assigned contact hours.

Prerequisite: Completion of third year of the Bachelor of Nanotechnology/Bachelor of Science.

Class requirements: Six 2-hour seminars. Speaker availability will determine the schedule.

This unit is not available for study abroad students.

Assessment: Six reports each equivalent to 500-2000 words maximum (100%) The reports will depend on the material presented at the seminar and will only require limited external sources.

NAN3ISD ISSUES IN NANOTECHNOLOGY D (Five CPs Sem. TE-SEM-2 BU.)

Dr Paul Pigram

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

Students taking 'Issues in Nanotechnology' will be expected to demonstrate a degree of subject understanding and discipline specific skills commensurate with the year level of the unit. Six seminars will be presented to students each semester by practitioners in the area of nanotechnology from academia, research organisations, and industry. These will cover significant areas and new developments. Students

will be required to provide written reports on the seminars, which will grade from summaries and assessments of the seminars, to detailed analysis of the ideas presented supported by supplementary material. The assessment is by way of these reports, which represent a significant time commitment by the students outside the assigned contact hours.

Prerequisite: Completion of third year of the Bachelor of Nanotechnology/Bachelor of Science.

Class requirements: Six 2-hour seminars. Speaker availability will determine the schedule.

This unit is not available for study abroad students.

Assessment: Six reports each equivalent to 500-2000 words maximum (100%) The reports will depend on the material presented at the seminar and will only require limited external sources.

NAN3PRJ NANOTECHNOLOGY RESEARCH PROJECT (20 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU. TE-W26-33 BU. TE-W48-09 BU.) *Dr Paul Pigram*

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

This unit provides students with the opportunity to undertake a laboratory-based nanotechnology research project under the supervision of La Trobe University staff or jointly with La Trobe University staff and appropriate outside organisations. Students are encouraged to develop their own interests and may gain experience in leading nanofabrication or characterisation technologies, and tackle problems of fundamental or applied nature. The project outcomes will be presented in a seminar at the end of the semester.

Prerequisite: Completion of third year of the Bachelor of Nanotechnology/Bachelor of Science.

Incompatible unit: NAN3PRX

Class requirements: 8-hours research work and associated activities per week if taken in Semester 1 or 2. If taken over the summer or winter break 104 hours of research and associated activities.

This unit is not available for study abroad students.

Assessment: A project report equivalent to 5000 words (90%), one 30-minute seminar presentation per student (10%)

NAN3PRX NANOTECHNOLOGY EXTENDED RESEARCH PROJECT (40 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU. TE-W26-33 BU. TE-W48-09 BU.) *Dr Paul Pigram*

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

This unit provides students with an extended opportunity to undertake a laboratory-based nanotechnology research project under the supervision of La Trobe University staff or jointly with La Trobe University staff and appropriate outside organisations. Students are encouraged to develop their own interests and may gain experience in leading nanofabrication or characterization technologies, and tackle problems of fundamental or applied nature. The project outcomes will be presented in a seminar at the end of the semester.

Prerequisite: Completion of third year of the Bachelor of Nanotechnology/Bachelor of Science.

Incompatible unit: NAN3PRJ

Class requirements: 16-hours research work and associated activities per week if taken in Semester 1 or two. If taken over the summer or winter break 208 hours of research and associated activities.

This unit is not available for study abroad students.

Assessment: a research thesis equivalent to 10,000 words (90%), one 30-minute seminar presentation per student (10%)

NAN3PXA NANOTECHNOLOGY EXTENDED RESEARCH PROJECT A (20 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU. TE-W26-33 BU. TE-W48-09 BU.) *Dr Paul Pigram*

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science. This unit represents the first semester of a year long program.

This unit provides students with an extended opportunity to undertake a laboratory-based nanotechnology research project under the supervision of La Trobe University staff or jointly with La Trobe University staff and appropriate outside organisations. Students are encouraged to develop their own interests and may gain experience in leading nanofabrication or characterization technologies, and tackle

problems of fundamental or applied nature. The project outcomes will be presented in a seminar at the end of the year.

Prerequisite: Completion of third year of the Bachelor of Nanotechnology/Bachelor of Science.

Incompatible unit: NAN3PRJ, NAN3PRX

Class requirements: 208 hours research work and associated activities across the year.

This unit is not available for study abroad students.

Assessment: A research thesis equivalent to 10,000 words (90%), one 30-minute seminar presentation per student (10%). The listed assessment components are the combined assessment for NAN3PXA and NAN3PXB

NAN3PXB NANOTECHNOLOGY EXTENDED RESEARCH PROJECT B (20 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU. TE-W26-33 BU. TE-W48-09 BU.) *Dr Paul Pigram*

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science. This unit represents the second semester of a year long program.

This unit provides students with an extended opportunity to undertake a laboratory-based nanotechnology research project under the supervision of La Trobe University staff or jointly with La Trobe University staff and appropriate outside organisations. Students are encouraged to develop their own interests and may gain experience in leading nanofabrication or characterization technologies, and tackle problems of fundamental or applied nature. The project outcomes will be presented in a seminar at the end of the year.

Prerequisite: Completion of third year of the Bachelor of Nanotechnology/Bachelor of Science.

Incompatible unit: NAN3PRJ, NAN3PRX

Class requirements: 208 hours research work and associated activities across the year.

This unit is not available for study abroad students.

Assessment: A research thesis equivalent to 10,000 words (90%), one 30-minute seminar presentation per student (10%). The listed assessment components are the combined assessment for NAN3PXA and NAN3PXB

NUT3ATN ADVANCED TOPICS IN NUTRITION (30. CPs Sem. TE-SEM-1 BU.) *Dr Mark Jois*

Emphasis in this unit is on the interdisciplinary nature of nutrition. The unit is based on prior core offerings in the Bachelor of Human Nutrition degree, namely basic sciences, biochemistry, physiology, health sciences, and behavioural science. This unit specialises in utilisation of metabolic fuels for different tissues and activities, molecular basis of digestion, balance, pathophysiology of nutrition, exercise physiology, nutrition through the life cycle, and applied nutrition.

Prerequisite: At least four of AGR21PNU, BCH21BMA, BCH22BMB, HBS21HPA, HBS22HPB.

Incompatible unit: MED31MCG.

Class requirements: Four 1-hour lectures and six hours of practical work per week.

Assessment: Two 2-hour examinations including assessment of a problem-based learning module (70%), and continuous assessment of practical work. (30%)

NUT3CPN COMMUNITY AND CROSS CULTURAL PERSPECTIVES ON HUMAN NUTRITION (30. CPs Sem. TE-SEM-2 BU.) *Dr Mark Jois*

This unit is designed to provide research-informed teaching of community and cultural perspectives on human nutrition. Topics include nutritional anthropology, particularly relating to the nutritional health of indigenous Australians, genetic and environmental aspects of nutrition, diet, and disease, and public health aspects such as health policy and clinical applications.

Prerequisite: at least four of, AGR21PNU, BCH21BMA, BCH22BMB, HB21HPA, HB22HPB.

Incompatible unit: GEN32EEG

Class requirements: Four 1-hour lectures and six hours of practical work per week.

Assessment: Two 2-hour written examinations (70%) and continuous assessment of practical work (30%).

NUT4HNA HONOURS NUTRITION (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Mark Jois*

Honours degree students are selected based on their performance in the final year of the pass degree. This unit of study represents one semester of a year long program

The Honours year will comprise a project related to Nutrition plus associated coursework. However, because there is no Department of Nutrition, students will be based in one of the participating departments. The project will contribute to the final result in the proportion applying to all Honours students in that Department. With the approval of the Departmental Honours Coordinator, the coursework component may include work undertaken in another Department. Overall assessment will be the same as for the existing Honours unit offered by that Department. A consolidated ranking of Honours students in the Department will be produced. Each fourth year program requires approval by the supervisor and the relevant Departmental Honours Coordinator. The Nutrition Course Adviser may facilitate this process.

Incompatible unit: NUT40HON, NUT41HON

Class requirements: As prescribed by the relevant Department.

This unit is not available for study abroad students.

Assessment: Assessment determined by relevant Department Honours program (100%)

NUT4HNB HONOURS NUTRITION (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.) *Dr Mark Jois*

Honours degree students are selected based on their performance in the final year of the pass degree. This unit of study represents one semester of a year long program

The Honours year will comprise a project related to Nutrition plus associated coursework. However, because there is no Department of Nutrition, students will be based in one of the participating departments. The project will contribute to the final result in the proportion applying to all Honours students in that Department. With the approval of the Departmental Honours Coordinator, the coursework component may include work undertaken in another Department. Overall assessment will be the same as for the existing Honours unit offered by that Department. A consolidated ranking of Honours students in the Department will be produced. Each fourth year program requires approval by the supervisor and the relevant Departmental Honours Coordinator. The Nutrition Course Adviser may facilitate this process.

Incompatible unit: NUT40HON, NUT42HON

Class requirements: As prescribed by the relevant Department.

This unit is not available for study abroad students.

Assessment: Assessment determined by relevant Department Honours program (100%)

PHY1AST ASTRONOMY AND SPACE: THE INFINITE FRONTIER (15. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

This introduction to contemporary astronomy and our developing understanding of the universe is appropriate for students from any background. The single prerequisite is a curiosity as to the nature of our universe and how we go about investigating it. Topics discussed range from our own solar system and the individual planets, through the galaxy to the distant features of the universe, exotic objects such as quasars and black holes, cosmology and the big bang and astronomical instruments. Extensive use is made of multimedia presentations. The practical work includes hands-on sessions and daytime and evening viewing sessions. In computer-based laboratories, students simulate the role of practising astronomers and have the opportunity to explore resources on the internet.

Class requirements: Two 1-hour lectures per week, practical observational and tutorial sessions with an average of three hours per week.

Assessment: Practical reports (40%), one poster project (10%), one 2-hour examination (50%)

Recommended Reading:

Palen, S. *Astronomy* McGraw-Hill, 2002

Comins, N.F. and Kaufmann, W.J. *Discovering the universe* 7th edn, Freeman, 2005

Ellyard, D. and Tirion, W. *The southern sky guide* 2nd edn, Cambridge University Press, 2001

PHY1LSA PHYSICS FOR LIFE SCIENCES A (15. CPs Sem. TE-SEM-1 AW, BU.)

Coordinator to be advised

The generation of sufficient energy to meet the massive demands of a modern technological society, without impacting adversely on the environment, is an important issue. While the problems of environmental pollution, resource depletion, greenhouse effect, ozone hole, are well known, they are not necessarily well understood. It is important that discussion of these issues be well informed. The physical principles central to the range of conventional and alternative energy technologies is discussed, and on completion, students should understand the advantages and disadvantages of the various technologies and some of the techniques used to monitor and analyse any hazardous effects. This is an introductory course with minimal mathematical content and no specific science background or previous experience of the above topics is assumed. The unit may be taken independently or in conjunction with PHY1LSB.

Incompatible unit: PHY10SCI, PHY11SCA, PHY11PAA, PHY1SCA

Class requirements: Three 1-hour lectures, one 1-hour tutorial, and one 3-hour laboratory session per week.

Assessment: Laboratory reports (25%), one 3-hour examination (50%), tutorial problem sets (25%)

Prescribed Reading:

Giancoli, D. C. *Physics: principles with applications (with WWW pack)* 6th edn, Prentice-Hall 2005.

PHY1LSB PHYSICS FOR LIFE SCIENCES B (15. CPs Sem. TE-SEM-2 AW, BU.)

Coordinator to be advised

This unit is a natural sequel to PHY1LSA, but may be taken independently. Fundamental concepts and techniques in the broad range of topics appropriate for a proper study of the physical environment are introduced. Application of these ideas to systems of biological interest is emphasised. Topics include mechanics, properties of matter, heat and thermodynamics, electric circuits and introductory electronics, atomic physics and radioactivity, fluids and flow, atmospheric physics, light and sound and soil physics. On completion, students should have a basic understanding of measurement techniques as well as familiarity with the fundamental principles in the above topics. No previous study of physics is assumed and mathematical methods are limited to basic algebra.

Incompatible unit: PHY10SCI, PHY12AGR, PHY12SCB, PHY11PAB, PHY1SCB

Class requirements: Three 1-hour lectures, one 1-hour tutorial, and one 3-hour laboratory session per week.

Assessment: Laboratory reports (25%), one 3-hour examination (50%), tutorial problem sets (25%)

Prescribed Reading:

Giancoli, D. C. *Physics: principles with applications (with www pack)*. 6th edn, Prentice-Hall 2005.

Recommended Reading:

Crowder, B. *The wonders of the weather* Bureau of Meteorology, 2nd edn. Griffin Press 2000

PHY1SCA PRINCIPLES OF PHYSICS A (15 CPs Sem. TE-SEM-1 BU.) *Dr*

Narelle Brack

On completion of this unit, students should comprehend a broad range of physics which provides the basis for further study in physics, engineering or another science, should have acquired a basic level of skill in the use of physical laboratory instrumentation and should have developed problem solving skills appropriate to the course material and involving the use of and thermodynamics based methods. Topics covered include waves, mechanics, and electricity. The laboratory component consists of a mix of experiments and tutorial-style instruction closely related to the lectures. This unit and the second semester unit PHY1SCB together constitute a mainstream course in Physics at the first year level.

Recommended Prior Studies: A pass in VCE physics and mathematics or equivalent.

Knowledge and competence in the material in VCE physics is assumed.

Incompatible unit: PHY11ENG, PHY11PAA, PHY12AGR, PHY12PAB, PHY10SCI, PHY1LSA

Class requirements: Three 1-hour lectures, one 1-hour problem-solving class, and one 3-hour laboratory session per week.

Assessment: One 3-hour examination (75%), laboratory reports (10%), tutorial problem sets (15%)

Prescribed Reading:

Knight, R.D. *Physics for scientists and engineers*. Pearson Addison Wesley (2004)

PHY1SCB PRINCIPLES OF PHYSICS B (15 CPs Sem. TE-SEM-2 BU.) Dr

Narelle Brack

On completion of this unit, students should comprehend a broad range of physics which provides the basis for further study in physics, engineering or another science, should have acquired a basic level of skill in the use of physical laboratory instrumentation and should have developed problem solving skills appropriate to the course material and involving the use of elementary calculus-based methods. Topics covered include energy, materials, and modern physics. The laboratory component consists of a mix of experiments and tutorial-style instruction closely related to the lectures. This unit and the first semester unit PHY1SCA together constitute a mainstream course in Physics at the first year level

Recommended Prior Studies: A pass in VCE physics and mathematics or equivalent.

Knowledge and competence in the material in VCE physics is assumed.

Incompatible unit: PHY11PAA, PHY12AGR, PHY12PAB, PHY10SCI, PHY1LSB

Class requirements: Three 1-hour lectures, one 1-hour problem-solving class, and one 3-hour laboratory session per week.

Assessment: One 3-hour examination (75%), laboratory reports (10%), tutorial problem sets (15%)

Prescribed Reading:

Knight, R.D. *Physics for scientists and engineers*. Pearson Addison Wesley (2004)

PHY2ASA ASTRONOMY AND ASTROPHYSICS (15 CPs Sem. TE-SEM-1 BU.)

Coordinator to be advised

In this unit, students will examine concepts in astrophysics and extra-galactic astronomy. Observations will be interpreted in terms of models of the evolution and underlying dynamical processes taking place in such diverse objects as planetary systems, stars, supernovas, neutron stars, black holes, and galaxies. Because of the finite speed of light, we observe other galaxies and exotic objects such as quasars as they were long ago. By looking further into space, we observe conditions in the universe closer to the time of the Big Bang. These observations lead naturally to discussion of the large-scale structure of the universe and key ideas in cosmology such as the Hubble recession, the curvature of space-time, and the Big Bang itself. Laboratory work includes realistic, computer-based analysis of astronomical data.

Prerequisite: PHY11AST or PHY12AST and PHY10SCI or PHY11SCI or MAT11CFN. MAT1CFN or MAT11CFE or MAT1CFE or ECO11IQA or ECO11QA.

Incompatible unit: PHY21ASB, PHY31ASB, PHY21ASC, PHY31ASC

Class requirements: Two 1-hour lectures per week and three hours of practical and project work per week.

Assessment: Four computer-based labs (equiv. to 600 words) four problem sets (40%), one 3-hour examination (60%)

Recommended Reading:

Carroll, B. W. and Ostlie, D. A. *An introduction to modern astrophysics* Addison-Wesley 1994.

Zelik, M. and Gregory, S. A. *Introductory Astronomy and Astrophysics* 4th Edition, Saunders 1998.

PHY2ASB ASTRONOMY DECODED — A BEGINNER'S GUIDE TO ASTROPHYSICS (5.0 CPs Sem. TE-SEM-1 BU.) Coordinator to be advised

Whereas astronomy is the general study of the observable universe, astrophysics probes even deeper in order to make sense of astronomical observations by modelling the physical processes taking place in the formation, evolution, and eventual demise of star systems. This course forms an introduction to astrophysics, drawing on many examples of the latest discoveries and theories concerning our own solar system and the stars and nebulae within the Milky Way galaxy. It assumes a basic level of physics and mathematics, but no

previous knowledge of astronomy. Laboratory work includes realistic, computer-based analysis of astronomical data.

Prerequisite: First year mathematics and one of PHY10SCI or PHY1SCA or Units 3 and 4, VCE Physics and requires coordinator's approval.

Class requirements: Two 1-hour lectures, one 6-hour laboratory study, and one problem set during the first six weeks of semester.

Assessment: One 1-hour examination (70%), laboratory reports equivalent to 250 words (15%), assignments equivalent to 250 words (15%)

Recommended Reading:

Carroll, B. W. and Ostlie, D. A. *An introduction to modern astrophysics* Addison-Wesley 1996.

Zelik, M. and Gregory, S. A. *Introductory astronomy and astrophysics* 4th edn. Saunders BHJ 1998.

PHY2ASC LOOKING BACK IN TIME — INTRODUCTORY EXTRA-GALACTIC ASTRONOMY (5.0 CPs Sem. TE-SEM-1 BU.) Coordinator to be advised

Because of the finite speed of light, when we observe other distant galaxies and exotic objects such as quasars, we are seeing them as they were long ago. This course starts by discussing the astrophysics of normal galaxies and the likely presence of massive black holes in the nuclei of the most active and distant galaxies, plus the possible link between galaxy to galaxy interactions and active galactic nuclei. This leads naturally to a discussion of the large-scale structure of the universe and introduction of key ideas in cosmology such as the Hubble recession, the curvature of space-time, the 'Big Bang' and the early evolution of the universe. Laboratory work includes realistic, computer-based analysis of astronomical data.

Prerequisite: PHY12AST and Requires coordinator's approval.

Class requirements: Two 1-hour lectures, one 6-hr lab study, and one problem set in the last 6 weeks of the semester.

Assessment: One 1-hour examination (70%), laboratory reports equivalent to 250 words (15%), assignments equivalent to 250 words (15%)

Recommended Reading:

Carroll, B. W. and Ostlie, D. A. *An introduction to modern astrophysics* Addison-Wesley 1996.

Zelik, M. and Gregory S. A. *Introductory astronomy and astrophysics* 4th edn. Saunders BHJ 1998.

PHY2EPB PHYSICS FOR ENGINEERING (15 CPs Sem. TE-SEM-2 BU.) Dr

Roman Makarevich

Two lecture components: modern materials and electromagnetic theory, plus a laboratory component. The two components focus on fundamental areas of engineering physics. In electromagnetic theory component students develop understanding of the interaction of charges with electric and magnetic fields; the mathematical descriptions of these interactions and their generalisations which lead to Maxwell's equations; and the students' ability to use vectors and differential calculus to describe physical phenomena. In modern materials students develop their understanding of crystalline materials and the physics of conductors and semiconductors including valence and bonding, crystal structures, dislocations, binary phase diagrams, conduction in metals and semiconductors, and semiconductor devices. In the laboratory component an extensive selection of experiments, relate to the components.

Prerequisite: PHY1SCA and PHY1SCB or approval from the Department of Physics adviser of studies.

Incompatible unit: PHY20ENG, PHY22ENG, PHY20SCI, PHY21SCA, PHY22SCB, PHY2ENG, PHY2SCB, PHY2SCA

Class requirements: two 1-hour lectures per week, six 1-hour tutorials per semester and four hours of laboratory per week for seven weeks.

Assessment: Ten problem sets (weekly) equivalent to 1000 words (20%), practical laboratory reports equivalent to 1000 words (20%), two 1-hour examinations (60%)

Prescribed Reading:

Ulaby, F.T., *Electro magnetics for engineers* Book and CD-ROM edition, Prentice Hall, 2004

Callister, W.D., *Materials science and engineering-An introduction* 7th edn. Wiley, 2006

PHY2GAM PHYSICS FOR GAMES TECHNOLOGY (15 CPs Sem. TE-SEM-2 BU.) *TBA*

This course is for students in the Games Technology course and aims to provide sufficient physics background to permit the simulation of kinematic and optical phenomena required for computer games. The motion of large objects will be analysed and include friction and air resistance to enable realistic simulations to be programmed. The interaction of light with a material will provide an understanding of image formation, reflection, both specular and diffuse, to enable realistic simulations of objects and surfaces.

Prerequisite: PHY1SCA.

Incompatible unit: PHY2SCA

Class requirements: Two 1-hour lectures, one 1-hour tutorial and six 4-hour laboratory classes.

Assessment: Ten tutorial problem sets (weekly) equivalent to 1000 words (20%), practical laboratory reports equivalent to 1500 words (20%), two 1-hour examinations (60%)

PHY2IMC IMAGING AND MATERIALS CHARACTERISATION (10 CPs Sem. TE-SEM-2 BU.) *Dr Paul Pigram*

Chemical and structural properties of materials using the techniques of optical microscopy, electron microscopy, x-ray diffraction, x-ray fluorescence, and image analysis are characterised in this unit. Materials investigated will range from earth assemblages (minerals and soils) to technological materials such as semiconductors and integrated circuits.

Prerequisite: A first year unit in Physics or Chemistry.

Class requirements: Two 1-hour lectures per week and six 3-hour laboratory sessions in weeks 2, 4, 6, 8, 10 and 12.

This unit is not available for study abroad students.

Assessment: One 2-hour examination (75%), six laboratory reports equivalent to 1000 words (25%)

Recommended Reading:

Jenkins, Ron *An introduction to X-ray spectrometry* Heyden, 1974
Williams, K. L. *An introduction to X-ray spectrometry: X-ray fluorescence and electron microprobe analysis* London; Boston: Allen & Unwin, 1987
Russ, John C. *Computer-assisted microscopy: the measurement and analysis of images* New York: Plenum Press, 1990
Heinrich, K.F.J. and Newbury, Dale E. (Eds) *Electron probe quantitation* New York: Plenum Press, 1991
Cullity, B. D. *Elements of X-ray Diffraction* Addison-Wesley, 1977
Russ, John C. *Fundamentals of energy dispersive x-ray analysis* Butterworths, 1984
Tertian, R., Claisse, F. *Principles of quantitative X-ray fluorescence analysis* Heyden, 1982
Russ, John C. *The image-processing handbook* Boca Raton: CRC Press, 1995

PHY2SCA PRINCIPLES OF PHYSICS A (20 CPs Sem. TE-SEM-1 BU.) *Dr Roman Makarevich*

The four components taught in this unit are quantum mechanics; optics; relativity and classical mechanics. The four components focus on a number of fundamental areas of physics and specialist areas including materials and surface science and space physics. By completion, students should comprehend fundamental tenets of the theory of physics, have acquired additional experimental skills related to a practical exploration of the topics and have developed problem-solving skills and the ability to construct useful mathematical models for physical situations. In the laboratory component an extensive selection of experiments, relate to the components, as well as a selection of specialist experiments.

Prerequisite: PHY1SCA and PHY1SCB and MAT11CFN and MAT12CLA (from 2009 PHY1SCA and PHY1SCB and MAT1CNS and MAT1CLA) or approval from a Department of Physics adviser of studies.

Incompatible unit: PHY20ENG, PHY20SCI, PHY2ENG, PHY2EPB

Class requirements: Four 1-hour lectures, one tutorial, and four hours of laboratory per week.

Assessment: Four 1-hour examinations (70%), tutorial problem sets (10%), practical laboratory reports (20%)

PHY2SCB PRINCIPLES OF PHYSICS B (20 CPs Sem. TE-SEM-2 BU.) *Dr Roman Makarevich*

The four components taught in this unit are modern materials; electromagnetic theory; heat and thermodynamics and nuclear physics. The four components focus on a number of fundamental areas of physics and specialist areas including materials and surface science and space physics. By completion, students should comprehend fundamental tenets of the theory of physics, have acquired additional experimental skills related to a practical exploration of the topics and have developed problem-solving skills and the ability to construct useful mathematical models for physical situations. In the laboratory component an extensive selection of experiments, relate to the components, as well as a selection of specialist experiments.

Prerequisite: PHY1SCA and PHY1SCB and MAT1CFN and MAT1CLA (from 2009 PHY1SCA and PHY1SCB and MAT1CNS and MAT1CLA) or approval from a Department of Physics adviser of studies.

Incompatible unit: PHY20ENG, PHY20SCI, PHY22ENG, PHY2ENG, PHY2EPB

Class requirements: Four 1-hour lectures, one tutorial, and four hours of laboratory per week.

Assessment: Four 1-hour examinations (70%), tutorial problem sets (10%), practical laboratory reports (20%)

PHY2SPI SPACE SCIENCE INSTRUMENTS (15 CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

In this unit, students will study the underlying principles of various space science instruments including optical and radio telescopes, and wave and particle instruments flown on satellites and interplanetary space probes. Specifically the course will cover seven topics including: Optical Telescopes and related Optical Systems such as Schmidt systems, and zoom lenses; Radio Telescopes; Satellite Direct Measurement Probes, including plasma probes and mass spectrometers; Satellite Magnetometers; Satellite Optical Instruments; Satellite Radio Instruments, such as ionospheric and magnetospheric sounders; The Global Positioning System and its application. Through laboratory work and projects, students will investigate the design and operation of specific space instruments.

Prerequisite: Either PHY10SCI or PHY1SCA and PHY1SCB, and PHY11AST or PHY12AST.

Class requirements: Two 1-hour lectures and one laboratory session per week.

Assessment: One 2-hour examination (40%), one 500-word laboratory report (10%), one 2000-word essay (50%)

Recommended Reading:

Pfaff, Robert F., Borovsky, J.E., Young D. T. (Ed) *Measurement techniques in space plasmas: Fields* American Geophysical Union, 1998
Pfaff, R.F., Borovsky, J. E., Young D.T. *Measurement techniques in space plasmas: Particles* American Geophysical Union, 1998

PHY2SPM SCANNING PROBE MICROSCOPY (15 CPs Sem. TE-SEM-2 BU.)

Dr Paul Pigram

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

In this unit, students will study the principle of operation of scanning probe microscopes (SPMs), in particular, scanning tunnelling microscopy (STM) and atomic force microscopy (AFM), and the instrumentation and probes required to implement these techniques. Non-contact AFM, low temperature SPM, dynamic force microscopy, and molecular recognition force microscopy will also be considered. Students will be introduced to the concepts and practice of nanolithography and electrochemical SPM.

Prerequisite: PHY1SCA and PHY1SCB.

Class requirements: Two 1-hour lectures and one laboratory session per week.

Assessment: One 2-hour examination (40%), six 400-word laboratory reports (60%)

PHY2SYN SYNCHROTRON SCIENCE AND TECHNOLOGY (15 CPs Sem. TE-SEM-1 BU.) *Dr Paul Pigram*

This unit is only available to students enrolled in the Bachelor of Nanotechnology/Bachelor of Science.

In this unit, students will study the design, underlying physical principles, operation, and applications of modern synchrotron light sources. Specifically, this unit will include an introduction to accelerator physics and the production of synchrotron light, discussion of electron generation, booster, and storage ring systems found in modern synchrotron facilities, and the design and function of insertion devices, monochromators, and beam lines. A wide range of synchrotron-based experimental techniques and their applications will be explored including spectroscopy, microscopy, and imaging techniques, diffraction, crystallography, lithography, and fabrication.

Prerequisite: PHY1SCA and PHY1SCB.

Class requirements: Two 1-hour lectures and one laboratory session per week.

Assessment: One 2-hour examination (40%), six 400-word laboratory reports (60%)

PHY3GRE GREENHOUSE EFFECT AND CLIMATE CHANGE (10. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

Physical processes involved in the greenhouse effect and climate change are studied and then applied in the contexts of: how do humans change the composition of the atmosphere? How will climate change? What is the impact on terrestrial ecosystems and society? Specific topics include emission of CO₂ and other greenhouse gases into the atmosphere, climate models and empirical studies and International and Australian policies.

Recommended Prior Studies: ENV22AIR.

Class requirements: Two 1-hour lectures and practical sessions averaging two hours per week. Students will be required to attend two excursions within laboratory hours.

Assessment: One 2-hour examination (50%), two 500-word essays and weekly lab class reports (50%). Lab class reports may comprise some written reports or some class presentations

Recommended Reading:

Duplessy, J.C., Pons, A. and Fantechi, R. (Eds.) *Climate and global change* NATO 1991.
Thom, N. G. (Ed.) *Global change: a research strategy for Australia 1992-1996*. Australian Academy of Science 1992.
Abrahamson, D. E. (Ed.) *The challenge of global warming* Island Press 1989.
Bolin, B. (Ed.) *The greenhouse effect, climatic change, and ecosystems*. Wiley 1986.

PHY3NMF NANOMATERIALS AND FABRICATION (15 CPs Sem. TE-SEM-1 BU.) *Dr Paul Pigram*

In this unit, students will study many aspects of the structure and function of nanomaterials and small-scale devices, together with contemporary fabrication techniques. Unit themes include: (a) nanomaterials synthesis and applications, carbon nanotubes, and nanowires, (b) quantum effects in nanostructured materials, layered semiconductors and devices, (c) nanostructured interfaces and small-scale devices, examining the 'top-down' approach to fabrication, (d) introductory concepts in micro fabrication, (e) MEMS and NEMS, (f) advanced lithographic techniques including photolithography, electron beam lithography, interference lithography, micro-contact printing and nano imprint lithography.

Prerequisite: PHY2SCA and PHY2SCB.

Co-requisite: PHY3SCA.

Class requirements: Two 1-hour lectures and one 3-hour laboratory session per week.

Assessment: One 2-hour examination (40%), six 400-word laboratory reports (60%)

PHY3POM PHYSICS OF MATERIALS (10. CPs Sem. TE-SEM-2 BU.)

Coordinator to be advised

This unit is an introduction to the basic concepts of the physics of condensed matter with a strong emphasis on semiconductors. Topics to be covered include crystal lattices; reciprocal lattice; diffraction; concepts of para- and ferro-magnetism. Nearly free electron model; Cyclotron resonance; Hall effect; intrinsic and extrinsic semiconductors; p-n junctions, carrier concentrations in equilibrium and non-equilibrium cases; optical properties of semiconductors; heterojunctions; superlattices.

Prerequisite: Either PHY20MEC and PHY20ENG or PHY2ENG.

Incompatible unit: PHY32SCB

Class requirements: One 2-hour lecture and one 2-hour laboratory class per week.

Assessment: One 2-hour examination (70%), two 500-word laboratory reports (30%)

Prescribed Reading:

H.P Myers *Introductory Solid State Physics* Taylor and Francis, 1990
H.P Myers *Introductory solid-state physics* Taylor and Francis, 2nd edn. 1997
N.W. Ashcroft and N.D. Mermin *Solid State Physics* Holt, Reinhart and Winston, International Edition

PHY3REM REMOTE SENSING (10. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

The introduction to the principles of techniques used in remote sensing is appropriate for students who have taken a basic first year physics course. Remote sensing refers to the study of the Earth's surface and atmosphere, particularly (but not exclusively) from satellites. Remote sensing systems can be classified into active and passive devices and into imaging and non-imaging systems. This course discusses the principles of electromagnetic, thermal, atomic, and molecular radiation and their application in remote sensing techniques. Laboratory work comprises computer and WWW based applications using data from remote sensing satellites.

Prerequisite: PHY1LSA and PHY1LSB (previously PHY11PAA and PHY12PAB) or PHY1SCA and PHY1SCB.

Class requirements: Two lectures and practical sessions averaging two hours per week.

Assessment: One 2-hour examination (60%), two 500-word laboratory reports (40%)

Recommended Reading:

Cracknell, A. P. and Hayes, L. W. B. *Introduction to remote sensing* Taylor and Francis 1993.
Harrison, B. A. and Jupp, D. L. B. *Micro BRIAN introduction to remotely sensed data* CSIRO 1989.
Schanda, E. *Physical fundamentals of remote sensing* Springer- Verlag 1986.
Rees, W. G. *Physical principles of remote sensing* CUP 1990.

PHY3SCA PRINCIPLES OF PHYSICS A (30 CPs Sem. TE-SEM-1 BU.) *Dr Chris Pakes*

This unit is the first of two semester-length units, which together constitute a mainstream course in Physics at the third year level and an excellent preparation for Honours and post-graduate studies in Physics. This unit incorporates optics, quantum mechanics, electromagnetic theory, statistical mechanics, and computational physics. Students enhance their practical skills with a range of laboratory experiments. An assignment relating to computational physics is part of the assessment.

Prerequisite: Either PHY20SCI or PHY2SCA and PHY2SCB, and MAT21AVC, and MAT21LA (from 2009 PHY2SCA and PHY2SCB and MAT2VCA and MAT2LAL).

Class requirements: Five 1-hour lectures, six hours of laboratory and one 1-hour tutorial per week.

Assessment: Four 1.5-hour examinations (66%), one 1500-word assignment (17%), four 500-word laboratory reports (17%). To pass the subject students must pass the laboratory component.

Prescribed Reading:

Pedrotti, F.L. and Pedrotti, L.S. *Introduction to optics* Prentice Hall 1997
Park D. *Introduction to the quantum theory* McGraw-Hill 1992
Brehm, J.J. and Mullin, W.J. *Introduction to the structure of matter* Wiley 1989
Liboff, R.L. *Introductory quantum mechanics* Addison-Wesley 1992
Baierlein, R. *Thermal physics* Cambridge University Press 1999

PHY3SCB PRINCIPLES OF PHYSICS B (30 CPs Sem. TE-SEM-2 BU.) *Dr Chris Pakes*

This unit is the second of two semester-length subjects, which together constitute a mainstream course in Physics at the 3rd year level and are an excellent preparation for Honours and post-graduate

studies in Physics. This unit incorporates lecture courses in atomic physics, plasma physics, solid-state physics, and surface and materials physics. Students enhance their practical skills with a range of laboratory experiments, and complete a review essay on a topic chosen in conjunction with a staff member. An oral presentation on the essay topic is compulsory.

Prerequisite: Either PHY20SCI or PHY2SCA and PHY2SCB, and MAT21AVC and MAT21LA.

Incompatible unit: PHY31POM, PHY32POM

Class requirements: Four 1-hour lectures, 6 hours laboratory work, and one 1-hour tutorial per week.

Assessment: Four 1.5-hour examinations (66%), one 1500-word assignment (17%), four 500-word laboratory reports (17%). To pass the subject students must pass the laboratory component.

Prescribed Reading:

Sadiku, M.N.O. *Elements of electro magnetics 3rd edn* Oxford University Press 2001

Brehm, J.J. and Mullin, W.J. *Introduction to the structure of matter* Wiley, 1989

Myers, H.P. *Introduction to solid-state physics 8th edn*, Kittle Wiley, 2005

PHY4HNA HONOURS PHYSICS (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Coordinator to be advised

This unit of study represents one semester of a year long program. By the completion of the Honours program, a student should have developed a thorough working knowledge of some of the major fundamental topics in physics together with specialised knowledge in one of the main research interests of the Department namely: materials and surface science or space science. Details of the lectures and research project topics offered each year are available from the Department of Physics each December. The Honours program is an excellent preparation for postgraduate studies leading to the award of an MSc or PhD and is characterised by small class sizes and individual supervision of a research project by internationally recognised senior staff. Lectures are generally given in the first semester leaving the second semester free for concentration on the individually selected research project.

Prerequisite: At least 65% in PHY31SCA and PHY32SCB and an overall score of 60% in the third year or an equivalent performance at another University. Students who do not satisfy the above conditions may be permitted to enrol in the Postgraduate Diploma in Physics (PHY4PGA and PHY4PGB) following application to the Head of Department.

Incompatible unit: PHY40HON, PHY41HON

Class requirements: Ninety-six 1-hour lectures. Students are expected to be present during normal working hours each day and to use the remaining time for personal study and for work on their research project.

This unit is not available for study abroad students.

Assessment: Six 3-hour examinations (50%), one 20,000-word thesis (45%), one oral examination (5%). The assessment components listed are the combined assessment for PHY4HNA and PHY4HNB

PHY4HNB HONOURS PHYSICS (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Coordinator to be advised

This unit of study represents one semester of a year long program. By the completion of the Honours program, a student should have developed a thorough working knowledge of some of the major fundamental topics in physics together with specialised knowledge in one of the main research interests of the Department namely: materials and surface science or space science. Details of the lectures and research project topics offered each year are available from the Department of Physics each December. The Honours program is an excellent preparation for postgraduate studies leading to the award of an MSc or PhD and is characterised by small class sizes and individual supervision of a research project by internationally recognised senior staff. Lectures are generally given in the first semester leaving the second semester free for concentration on the individually selected research project.

Prerequisite: At least 65% in PHY31SCA and PHY32SCB and an overall score of 60% in the third year or an equivalent performance at another University. Students who do not satisfy the above conditions

may be permitted to enrol in the Postgraduate Diploma in Physics (PHY4PGA and PHY4PGB) following application to the Head of Department.

Incompatible unit: PHY40HON, PHY41HON

Class requirements: Ninety-six 1-hour lectures. Students are expected to be present during normal working hours each day and to use the remaining time for personal study and for work on their research project.

This unit is not available for study abroad students.

Assessment: Six 3-hour examinations or equivalent (50%), one 20,000-word thesis (45%), one oral examination (5%). The assessment components listed are the combined assessment for PHY4HNA and PHY4HNB

PSY1BNA INTRODUCTION TO BEHAVIOURAL NEUROSCIENCE A (15

CPs Sem. TE-SEM-1 AW, BE, BU.) **AW:** Dr Brad Wright, **BE:** Dr Anna Kokavec, **BU:** Dr Stephen Kent

In this unit, students are introduced to the language of neuroscience and in particular, to the nomenclature that is fundamental to an understanding of the relationship between the biological processes of the brain and behaviour. The unit is designed to link knowledge and techniques from traditional biological disciplines, such as genetics, with those of psychology as a behavioural science. Topic areas centre on study of the neuron as the basic cellular unit of the nervous systems and include ultra structural and neurophysiologic approaches to excitable membranes, neurotransmitters, and psychopharmacology.

Quota: 250. Subject to laboratory space constraints

Class requirements: Three 1-hour lectures and one 3-hour laboratory class per week.

Assessment: One 1000-word essay (20%), one 1000-word work book (15%), one 100-word equivalent in-class practical examination (15%), one 2-hour examination (50%)

Prescribed Reading:

Bear, M.F., Connors, B.W., & Paradiso, M.A. (2006) *Neuroscience: Exploring the brain* 3rd edn. Baltimore: Williams & Wilkins

PSY1BNB INTRODUCTION TO BEHAVIOURAL NEUROSCIENCE B (15

CPs Sem. TE-SEM-2 AW, BE, BU.) **AW:** Dr Brad Wright, **BE:** Dr Anna Kokavec, **BU:** Dr Stephen Kent

In this unit, students are introduced to the mechanisms of sensory (input) information and motor processing and the intrinsic factors affecting brain development and behaviour such as, hormones, learning, and memory. Lectures are organised into four streams, neuroscience of sensory and motor systems, brain development, Neuro endocrinology, and introduction to the neuroscience of learning and memory.

Quota: 250. Resource constraints

Class requirements: Three 1-hour lectures and one 3-hour laboratory class per week.

Assessment: One oral poster presentation (10%), one 1000-word laboratory report (20%), one 2-hour examination (50%), one 1000-word work book (20%)

Prescribed Reading:

Bear, M.F., Connors, B.W., & Paradiso, M.A. (2006) *Neuroscience: Exploring the brain* 3rd edn. Baltimore: Williams & Wilkins

PSY1PSA PSYCHOLOGY STUDIES A (15. CPs Sem. TE-SEM-1 AW, BE, BU, HK, MI, SH.) **Dr Sandra Tunley**

BU: **AW:** **BE:** **MI:** **SH:** Available only to students enrolled in the Bachelor of Social Work and the Bachelor of Social Work/Bachelor of Human Services. **BU:** **AW:** **BE:** Not available to students enrolled in the Bachelor of Psychological Science. This is not part of an APAC-accredited course of study and completion cannot be counted towards membership of the APS, or registration as a psychologist.

In this unit, students are introduced to psychology as a science. The aim is to assist students to understand behaviour in terms of current theories of psychology. The content is presented in several core areas of the discipline. These areas are examined from both a theoretical and an applied perspective. Methods of studying behaviour in these content areas are examined and there is a focus on developing a variety of academic abilities such as the group work, library, and writing skills of students.

Incompatible unit: PSY11PYA, PSY1PYA

Quota: 100.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: one 1,250-word essay (25%), one 1.5-hour examination (40%), one 500-word library and referencing assignment (10%), and one 750-word research report (20%), tutorial participation (5%)

Prescribed Reading:

Westen, D., Burton, L., & Kowalski, R. *Psychology: Australian and New Zealand edition*. Milton, Qld: John Wiley and Sons Australia, Ltd 2006

PSY1PSB PSYCHOLOGY STUDIES B (15. CPs Sem. TE-SEM-2 AW, BE, BU, HK, MI, SH.) *Dr Sandra Tunley*

BU: AW: BE: MI: SH: Available only to students enrolled in the Bachelor of Social Work and the Bachelor of Social Work/Bachelor of Human Services. BU: AW: BE: Not available to students enrolled in the Bachelor of Psychological Science. This is not part of an APS-accredited course of study and completion cannot be counted towards membership of the Society, or registration as a psychologist.

In this unit, students are introduced to psychology as a science. The aim is to further assist students to understand behaviour in terms of current theories of psychology. The content is presented in several core areas of the discipline. These areas are examined from both a theoretical and an applied perspective. Methods of studying behaviour in these content areas are examined and there is a focus on further developing a variety of academic abilities such as the group work, library, and writing skills of students.

Incompatible unit: PSY12PYB, PSY1PYB

Quota: 100.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1,250-word essay (25%), one 30-minute group tutorial presentation (20%), one 500-word report (10%), one 1.5-hour examination (40%), tutorial participation (5%)

Prescribed Reading:

Westen, D., Burton, L., & Kowalski, R. *Psychology: Australian and New Zealand edition*. Milton, Qld: John Wiley and Sons Australia, Ltd. 2006

PSY1PYA PSYCHOLOGY A (15. CPs Sem. TE-SEM-1 AW, BE, BU.) *AW: Ms Sharon Zakhary, BE: Dr Tim Godber, BU: Dr Mary Omodei*

In this unit and its companion PSY1PYB, students are introduced to the scientific study of psychology and gain a foundation for higher-level units in psychology. The curriculum introduces the discipline and initiates the study of several key fields of psychology, the formal terms and theories associated with those fields as well as the scientific methods used to gather the relevant knowledge. Students will also be taught the skills of writing research reports to communicate their investigations and will participate in activities that foster group work skills.

Prerequisite: Enrolment in this unit is restricted. Therefore, students enrolled in courses for which this unit is not core must obtain the approval of the course adviser prior to enrolment.

Incompatible unit: PSY11PSA, PSY1PSA

Quota: 450.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word tutorial workbook (50%), one 2-hour examination (50%)

PSY1PYB PSYCHOLOGY B (15. CPs Sem. TE-SEM-2 AW, BE, BU.) *AW: Ms Sharon Zakhary, BE: Dr Tim Godber, BU: Dr Mary Omodei*

The work in this unit complements the content of PSY1PYA. The formal terms and theories associated with those fields, as well as the scientific methods used to gather the relevant knowledge, will be presented. PSY1PYB will also further develop student skills in the writing of research reports and essays; the conduct of library research and participation in-group work.

Incompatible unit: PSY12PSB, PSY1PSB

Quota: 450.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word tutorial workbook (50%), one 2-hour examination (50%)

PSY2PYA PSYCHOLOGY A (20. CPs Sem. TE-SEM-1 AW, BE, BU.) *AW: Dr Brad Wright, BE: Dr Anna Kokavec, BU: Dr Ben Ong*

In this unit, students are expected to study, in detail and at a more advanced level, the major content areas of experimental psychology introduced in first year. The aim is to consolidate theoretical knowledge and methodological skills for conducting psychological research. Together with PSY2PYB, this unit forms the second year of the APAC-accredited major sequence and covers the following content areas: cognitive psychology, social neuroscience, perception, individual differences and psychological research methods.

Prerequisite: PSY11PYA and PSY12PYB, STA12PSY or STA12OCT.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word tutorial workbooks (50%), one 2-hour examination (50%)

PSY2PYB PSYCHOLOGY B (20. CPs Sem. TE-SEM-2 AW, BE, BU.) *AW: Dr Brad Wright, BE: Dr Anna Kokavec, BU: Dr Ben Ong*

In this unit, students are expected to study, in detail and at a more advanced level, the major content areas of experimental psychology introduced in first year. The aim is to consolidate theoretical knowledge and methodological skills for conducting psychological research. Together with PSY2PYA, this unit forms the second year of the APAC-accredited major sequence and covers the following content areas: abnormal psychology, history of psychology, social psychology, language and child development, and psychological research methods.

Prerequisite: PSY11PYA and PSY12PYB and STA12PSY or STA12OCT.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word tutorial workbooks (50%), one 2-hour examination (50%)

PSY3ANA APPLIED NEUROSCIENCE A (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) *Dr Richard Weisinger*
Not available in 2008

PSY3CDB COGNITIVE AND DEVELOPMENT PSYCHOLOGY B (20 CPs Sem. TE-SEM-2 AW, BE, BU, MI, SH.) *Dr Sheila Crewther*
Not available in 2008

PSY3CFA COUNSELLING AND FAMILY PSYCHOLOGY A (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) *Dr Anthony Love*

This is one of four elective units offered in the second or third year of the Psychological Science degree. In this unit students study topics related to counselling skills, theories of attachment and family functioning.

Prerequisite: PSY1PYA and PSY1PYB or PSY1PSA and PSY1PSB or approval of the Course Adviser.

Incompatible unit: PSY21TOP, PSY22TOP, PSY31TOP, PSY32TOP, PSY30APP, PSY31APP, PSY32APP

Quota: 300.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word case studies (50%), one 2-hour examination (50%). one oral poster presentation, hurdle requirement only

PSY3PYA PSYCHOLOGY A (20. CPs Sem. TE-SEM-1 AW, BU, BE.) *BU: Dr Emiko Kashima, AW: Dr Michael Halloran, BE: Dr Anna Kokavec*

This unit of study is usually taken as the first semester of a year long program. These are the final units in the major sequence of psychology and are part of the sequence accredited by APAC.

Upon completing PSY3PYA/3PYB, students will be able to demonstrate further knowledge of both theory and research in key areas in psychology, including cognition, cultural psychology, developmental psychology, language, neuropsychology, social psychology, and ethics and professional practice. Students will also have developed skills in the analysis of the philosophical

underpinning of psychological theories, quantitative and qualitative psychological research methods, applied psychometric theory, and evaluation of psychological tests and assessment methods. Students should also have integrated and advanced their understanding of scientific research methods.

Prerequisite: PSY21PYA and PSY22PYB.

Incompatible unit: PSY30PY

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week.

Assessment: Two 2000-word assignments (50%), one 2-hour examination (50%)

PSY3PYB PSYCHOLOGY B (20 CPs Sem. TE-SEM-2 AW, BU, BE.) *BU: Dr*

Emiko Kashima, AW: Dr Michael Halloran, BE: Dr Anna Kokavec

These are the final units in the major sequence of psychology and are part of the sequence accredited by the APS.

Upon completing PSY3PYA/3PYB, students will be able to demonstrate further knowledge of both theory and research in key areas in psychology, including cognition, cultural psychology, developmental psychology, language, neuropsychology, social psychology, and ethics and professional practice. Students will also have developed skills in the analysis of the philosophical underpinning of psychological theories, quantitative and qualitative psychological research methods, applied psychometric theory, and evaluation of psychological tests and assessment methods. Students should also have integrated and advanced their understanding of scientific research methods.

Prerequisite: PSY21PYA and PSY22PYB.

Incompatible unit: PSY30PY

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week.

Assessment: Two 2000-word assignments (50%), one 2-hour examination (50%)

PSY3RSA RESEARCH PROJECT A (20 CPs Sem. TE-SEM-1 AW, BE, BU.) *BU:*

Dr Emiko Kashima, AW: Dr Michael Halloran, BE: Dr Anna Kokavec

This is the first part of a supervised research project, which provides training in research methods as required by the Australian Psychology Accreditation Council. The supervised research project runs over both PSY3RSA and PSY3RSB. PSY3RSA is comprised of conducting a literature review, a rationale for the research project, design of a suitable study, application for ethics approval, and the writing of a research proposal. These activities are supported by a block of thirteen 1-hour seminars and thirteen 3-hour tutorials.

Prerequisite: PSY21PYA or PSY2PYA and PSY22PYB or PSY2PYB.

Quota: 160. Approval of Adviser of Studies required

Class requirements: Blocks of seminars equivalent to one 1-hour lecture per week and one 3-hour tutorial per week.

Assessment: A 2000-word draft ethics application (10%) The draft ethics application is a hurdle requirement., one 3000-word project proposal (80%), project participation (10%)

PSY3RSB RESEARCH PROJECT B (20 CPs Sem. TE-SEM-2 AW, BE, BU.) *BU:*

Dr Emiko Kashima, AW: Dr Michael Halloran, BE: Dr Anna Kokavec

This is the second part of a supervised research project, which provides training in research methods, as required by the Australian Psychology Accreditation Council. The supervised research project runs over both PSY3RSA and PSY3RSB. PSY3RSB is comprised of collecting research data, conducting statistical analyses of these data, understanding the implications of the data for the original research question, and writing a research report describing the whole of the study. These activities are supported by a block of thirteen 1-hour seminars and thirteen 3-hour tutorials.

Prerequisite: PSY21PYA or PSY2PYA and PSY22PYB or PSY2PYB and PSY3RSA.

Quota: 160. Approval of Adviser of Studies required

Class requirements: Blocks of seminars equivalent to one 1-hour lecture per week and one 3-hour tutorial per week.

Assessment: One 4000-word project report and one 1000-word display and discussion poster presentation (90%) The poster presentation is a hurdle requirement, project participation (10%)

PSY3SCB SOCIAL AND COMMUNITY PSYCHOLOGY B (20 CPs Sem. TE-SEM-2 AW, BE, BU.) *Dr Art Stukas*

This is one of four elective units offered in the second or third year of the Psychological Science degree. In this unit students study topics related to Social Psychology and Community Psychology.

Prerequisite: PSY1PYA and PSY1PYB or PSY1PSA and PSY1PSB or approval of the Course Adviser.

Incompatible unit: PSY21TOP, PSY22TOP, PSY31TOP, PSY32TOP, PSY30APP, PSY31APP, PSY32APP

Quota: 250

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word case studies (50%), one 2-hour examination (50%). one oral poster presentation, hurdle requirement only

PSY4HNA HONOURS PSYCHOLOGY (60 CPs Sem. TE-SEM-1 BU.) *Dr*

Michael Halloran

This unit of study represents the first semester of a year long program designed to prepare students for postgraduate studies. Students MUST complete both PSY4HNA and PSY4HNB in the one academic year. Part-time study over two years may be granted. For La Trobe students from all campuses, admission is by application only and is dependent on staff availability for thesis supervision

External applicants with excellent results in a three-year psychology sequence accredited by the Australian Psychology Accreditation Council and La Trobe graduates from earlier years with the accredited 3-year sequence in psychology, apply through the School. The main components of the course are several seminars, three major pieces of written work, and an exam. Two of these pieces of work, the research thesis and the theory essay, provide opportunities for students to specialise in particular areas of study. A psychological research methods assignment ensures an understanding of issues involved in research methodology and analysis. The supervised Honours research projects are often closely related to ongoing staff research projects.

Prerequisite: All requirements for the Bachelor of Psychological Science, a minimum average of 70% in PSY1PYA and PSY1PYB, PSY2PYA and PSY2PYB and PSY3PYA and PSY3PYB and PSY3RSA and PSY3RSB and a high standard in other units .

Incompatible unit: PSY40HON, PSY41HON

Class requirements: Three 1-hour research colloquia per month and preparation of abstracts of selected colloquia; 2-hour weekly seminars in theory and one 3-hour weekly seminar in psychological research methods in the first semester and oral and written presentation of a research proposal, including a review of the area of research, the rationale, the method, the proposed data analysis and implications of the expected findings. Hurdle requirements also include an ethics application, funding application and class presentation in semester one and an ethics report in semester 2. A series of 12 2-hour contemporary issues seminars covering current issues in psychology, interviewing skills, psychological assessment, professional issues and evidence-based practice. One full-day research presentation conference.

This unit is not available for study abroad students.

Assessment: Combined assessment for PSY4HNA and PSY4HNB; one theory essay equivalent to 5600 words (25%), an empirical research thesis equivalent to 12,000 words (50%), a psychological research methods assignment equivalent to 5000 words (15%), 3-hour examination (10%). Hurdle requirements: Research proposal (5000 words), Conference summary (750 words) and presentation (10 mins), Ethics Application and report (1600 words) and six Colloquia summaries (2100 words)

PSY4HNB HONOURS PSYCHOLOGY (60 CPs Sem. TE-SEM-2 BU.) *Dr*

Michael Halloran

This unit of study represents the second semester of a year long program designed to prepare students for postgraduate studies. Students MUST complete both PSY4HNA and PSY4HNB in the one academic year. Part-time study over two years may be granted. For La Trobe students from all campuses, admission is by application only and is dependent on staff availability for thesis supervision.

External applicants with excellent results in a three-year psychology sequence accredited by the Australian Psychology Accreditation

Council and La Trobe graduates from earlier years with the accredited 3-year sequence in psychology, apply through the School. The main components of the course are several seminars, three major pieces of written work, and an exam. Two of these pieces of work, the research thesis and the theory essay, provide opportunities for students to specialise in particular areas of study. A psychological research methods assignment ensures an understanding of issues involved in research methodology and analysis. The supervised Honours research projects are often closely related to ongoing staff research projects.

Prerequisite: All requirements for the Bachelor of Psychological Science, a minimum average of 70% in PSY1PYA and PSY1PYB, PSY2PYA and PSY2PYB and PSY3PYA and PSY3PYB and PSY3RSA and PSY3RSB and a high standard in other units.

Incompatible unit: PSY40HON, PSY42HON

Class requirements: Three 1-hour research colloquium per month and preparation of abstracts of selected colloquia; 2-hour weekly seminars in theory and one 3-hour weekly seminar in psychological research methods in the first semester and oral and written presentation of a research proposal, including a review of the area of research, the rationale, the method, the proposed data analysis and implications of the expected findings. Hurdle requirements also include an ethics application, funding application and class presentation in semester one and an ethics report in semester 2. A series of 12 2-hour contemporary issues seminars covering current issues in psychology, interviewing skills, psychological assessment, professional issues and evidence-based practice. One full-day research presentation conference.

This unit is not available for study abroad students.

Assessment: Combined assessment for PSY4HNA and PSY4HNB; one theory essay equivalent to 5600 words (25%), an empirical research thesis equivalent to 12,000 words (50%), a psychological research methods assignment equivalent to 5000 words (15%), 3-hour examination (10%). Hurdle requirements: Research proposal (5000 words), Conference summary (750 words) and presentation (10 mins), Ethics Application and report (1600 words) six 6 Colloquia summaries (2100 words)

SCIOICP INDUSTRY CADETSHIP (60 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *Ms Jill Mullen*

Students enrolled in this unit are involved in the Industry Cadetship Program. The program enables students to spend a training period within a specific Industry. The program is competitive with each position requiring a formal application and interview process. Final selection is made by the Industry partner involved.

Prerequisite: Enrolment in an undergraduate program of the Faculty of Science, Technology and Engineering.

Class requirements: The placement is carried out during semester as agreed between the industry partners the student and the ICP office of the Faculty.

This unit is not available for study abroad students.

Assessment: NONE (100%)

SCIOICS INDUSTRY CADETSHIP (0 CPs Sem. TE-W47-06 AW, BE, BU.) *Ms Jill Mullen*

Students enrolled in this unit are involved in the Industry Cadetship Program. The program enables students to spend a training period within a specific Industry. The program is competitive with each position requiring a formal application and interview process. Final selection is made by the Industry partner involved.

Prerequisite: Enrolment in an undergraduate program of the Faculty of Science, Technology and Engineering.

Class requirements: The placement is carried out during the summer break as agreed between the industry partners the student and the ICP office of the Faculty.

This unit is not available for study abroad students.

Assessment: NONE (100%)

SCIOICW INDUSTRY CADETSHIP (0 CPs Sem. TE-SEM-2 AW, BE, BU.) *Ms Jill Mullen*

Students enrolled in this unit are involved in the Industry Cadetship Program. The program enables students to spend a training period within a specific Industry. The Industry Cadetship Program is competitive with each position requiring a formal application and

interview process. Final selection is made by the Industry partner involved.

Prerequisite: Enrolment in an undergraduate program of the Faculty of Science, Technology and Engineering.

Class requirements: The placement is carried out during the winter break as agreed between the industry partners the student and the ICP office of the Faculty.

This unit is not available for study abroad students.

Assessment: NONE (100%)

STA1LS STATISTICS FOR LIFE SCIENCES (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 AW, BU.) *AW: Dr Warren Paul, BU: Dr Luke Prendergast, MI: Dr Michael Schooneveldt*

This unit can be taken at first year level in either first or second semester or at second year level (STA2LS) where one extra one-hour project class is required. Only available in Albury-Wodonga in semester two.

In this unit, students will be introduced to the basic statistical methods that are very useful for students in biological sciences, medical sciences, agricultural sciences, nutrition, and health sciences. For example, this unit will cover essential skills for students to analyse data from experiments and write reports. It is specifically designed for students who do not have a strong background in mathematics, and further, it does not assume any previous training in statistics or probability. The unit covers descriptive statistics, estimation, hypothesis testing, test for proportions and means, analysis of variance, regression analysis, and analysis of cross-classified data. The use of the statistical computing package Minitab or SPSS is an integral part of this unit. Successful completion qualifies students for the second year level units in statistics STA2AS, STA2MS, STA2BS, and STA2RSP.

Incompatible unit: STA11LS, STA12LS, STA21LS, STA22LS, STA2LS, ECO10BES, ECO11BES, ECO12BES, ECO11ISB, ECO12ISB, STA12PSY, STA1PSY, STA12OCT, STA1OCT

Class requirements: Three 1-hour lectures, one 1-hour problem class, and one 1-hour computer laboratory class per week.

Assessment: One 2.5-hour examination (60%), two 45-minute computer-based tests (30%), ten 100-word assignments (10%)

Recommended Reading:

Johnson, R. and Kubey, P. *Elementary statistics* 10th edn. Duxbury, 2007.

Utts, J.M., Heckard, R.F. *Mind of statistics* 3rd edn. Thomson 2007

STA1OCT STATISTICS FOR OCCUPATIONAL THERAPY (10 CPs Sem. TE-W29-37 BU.) *Ms Mitra Jazayeri*

This unit is designed to introduce students undertaking the major stream of occupational therapy subjects within the Health Sciences to a range of statistical methods used in contemporary psychological and health research. Topics include: descriptive statistics, data entry and manipulation, exploratory data analysis, basic probability models and sampling, estimation and confidence intervals, hypothesis testing and its relation to confidence intervals; the power of a test and its relation to sample size; effect sizes and an introduction to meta-analysis; analysis of single and two group designs; correlation and simple linear regression. The statistical computing package SPSS is an integral part of this unit with weekly tutorials held in a computing laboratory.

Co-requisite: For students enrolled in the Faculty of Health Sciences, STA1OCT is normally a co-requisite for PSY1PYB.

Incompatible unit: STA11LS, STA12LS, STA1LS, STA21LS, STA22LS, STA2LS, STA12PSY, STA1PSY

Class requirements: Three 1-hour lectures, one 1-hour practice class and one 1-hour computer laboratory class per week for the first eight weeks of the semester.

Assessment: One 2-hour examination (60%), eight 80-word assignments (20%), one 50-minute computer test (20%)

Prescribed Reading:

Francis, G. *Introduction to SPSS for Windows*, 5th edn. Prentice Hall, 2007.

Aron, A., Aron, E. and Coups, E.J. *Statistics for the Behavioural and Social Sciences. A Brief Course*. 4th edn. Prentice Hall, 2008.

STA1PSY STATISTICS FOR PSYCHOLOGY (15 CPs Sem. TE-SEM-2 AW, BU.)

AW: Dr Warren Paul, BU: Ms Mitra Jazayeri

This unit is designed to introduce students undertaking the major stream of psychology to a range of statistical methods used in contemporary psychological research. Topics include: descriptive statistics, data entry and manipulation; exploratory data analysis, basic probability models and sampling, estimation and confidence intervals, hypothesis testing and its relation to confidence intervals; the power of a test and its relation to sample size; effect sizes and an introduction to meta-analysis; analysis of single and two group designs; correlation and simple linear regression; analysis of categorical data; non-parametric statistical methods; multiple regression and related methods.

The statistical computing package SPSS is an integral part of this unit with weekly tutorials held in a computing laboratory.

Co-requisite: For students in the Faculty of Science, Technology and Engineering, this subject is normally a co-requisite for PSY1PYB.

Incompatible unit: STA11SS, STA1SS, STA11LS, STA12LS, STA1LS, STA21LS, STA22LS, STA2LS, STA12OCT, STA21SS, STA2SS

Class requirements: Three 1-hour lectures, one 1-hour practice class and one 1-hour computer laboratory class per week.

Assessment: One 2-hour examination (50%), two 50-minute computer tests (40%), ten 100-word assignments (10%)

Prescribed Reading:

Francis, G. *Introduction to SPSS for Windows* 5th edn. Prentice Hall, 2007

Aron, A., Aron, E. and Coups, E.J. *Statistics for the behavioural and social sciences. A brief course.* 4th edn. Prentice Hall. 2008.

STA1SS STATISTICAL SCIENCE (15 CPs Sem. TE-SEM-1 BU.) Dr Ajay

Chandra

Students who complete this unit qualify for all second year statistics units. Objectives include providing a working knowledge of exploratory data analysis, hypothesis tests, and parameter estimates, as well as a working knowledge of the statistical computer software, Minitab. Simulation studies and real world data are used to gain familiarity with random sampling and probability models. Statistical methods to be learned include inference for a binomial parameter, difference of two proportions, population means, and measure of association, fitting a straight line by the method of least squares, test of homogeneity and exact test for independent classification in a two by two contingency table.

Prerequisite: Year-12 mathematics or STA1LS or STA11LS.

Incompatible unit: ECO11BES, ECO12BES, ECO11SB, ECO12ISB, ECO11BSW, ECO12BSW, STA21SS, STA2SS, STA11SC, STA21SC.

Class requirements: Three 1-hour lectures, one 1-hour practical class, and one 1-hour computer laboratory class per week.

Assessment: One 2-hour examination (60%), one 1-hour computer-based test (20%), ten 80-word assignments (20%)

Recommended Reading:

Utts, J.M. and Heckard, R.F. *Mind on Statistics* 3rd edn. Thomson, 2007.

STA2AS MODERN APPLIED STATISTICS (15 CPs Sem. TE-SEM-1 BU.) Dr

Robert Staudte

Building on the understanding of applied statistical methods developed in first year statistics units, this unit provides an understanding of these methods at an intermediate level. This unit does not require knowledge of calculus and is ideally suited to students with a strong interest in applications of statistics in fields such as biological, medical, and psychological science. The statistical computer package used in the tutorials is Minitab. However, this unit also introduces the open source statistical computing package R. This unit forms part of the accredited major in statistics and so it is important for students wishing to take this major.

Prerequisite: STA1SS or STA2LS or STA1LS or STA1PSY or STA1OCT or ECO11BES or ECO12BES or ECO11SB.

Incompatible unit: STA2MS, STA2MAS, STA2RSP, STA2BS

Class requirements: Two 1-hour lectures, one 1-hour computer laboratory, and one 1-hour tutorial per week.

Assessment: ten written exercises equivalent to 500 words (20%), one

2.5-hour final examination (50%), minor assignment equivalent to 225 words (3%), major assignment equivalent to 525 words (7%), one 45-minute-computer test (20%)

Prescribed Reading:

Rosner, B. *Fundamentals of biostatistics* 6th edn. Thomson, 2006.

STA2BS BIOSTATISTICS (20. CPs Sem. TE-SEM-1 BU.) Dr Robert Staudte

This unit consists of two streams: the Modern Applied Statistics stream (see STA2AS) and a stream covering a range of topics of interest to biological science and environmental science students. Building on the understanding of applied statistical methods developed in first year statistics, this unit provides an understanding of these methods at an intermediate level, with a special emphasis on biological and environmental science applications. This unit does not require knowledge of calculus. An introduction to the open source statistical computing package R is included.

Prerequisite: STA11LS or STA12LS or STA11SS or STA21LS or STA22LS or STA12OCT or STA12PSY or STA1LS or STA2LS or STA1SS or STA2SS or ECO11BES or ECO12BES or ECO11SB.

Incompatible unit: STA2RSP, STA2AS, STA2MS

Class requirements: Three 1-hour lectures, one 1-hour computer laboratory, and one 1-hour tutorial per week.

Assessment: One 3-hour final examination (50%), ten written exercises equivalent to 500 words (20%), minor assignment equivalent to 225 words (3%), major assignment equivalent to 525 words (7%), one 45 minute computer test (20%)

Prescribed Reading:

Rosner, B. *Fundamentals of biostatistics*, 6th edn. Thomson, 2006.

STA2LS STATISTICS FOR LIFE SCIENCES (20. CPs Sem. TE-SEM-1 BU. TE-

SEM-2 BU.) Dr Luke Prendergast

This is the same as STA1LS with an additional one-hour project class per week in which students are guided in writing reports on studies they design, conduct, and analyse.

Recommended Prior Studies: Year 11 mathematics.

Incompatible unit: STA11LS, STA12LS, STA21LS, STA22LS, ECO11BES, ECO12BES, ECO11SB, ECO12ISB, STA21PR, STA22PR, STA12PSY, STA12OCT, STA1LS, STA2PR, STA1PSY, STA1OCT

Class requirements: Three 1-hour lectures per week, two 1-hour practice classes and one 1-hour computer laboratory class per week.

Assessment: One 2.5-hour examination (50%), two 45-minute computer-based tests equivalent to 1000 words (20%), two 750-word projects (20%), and ten 100-word assignments (10%)

STA2MD MODELS FOR DATA ANALYSIS (15 CPs Sem. TE-SEM-2 BU.) Dr

Andriy Olenko

The analysis of scientific, engineering, and economic data makes extensive use of probability models. This unit describes the most basic of these models and their properties. Applications of these models are illustrated with examples from digital communication systems, expert systems, financial risk assessment, and bioinformatics. Specific topics covered in this unit include a wide range of discrete and continuous univariate distributions; joint distributions; conditional expectation; mean and variance of linear combinations of random variables; Chebyshev's inequality; moment generating functions; the law of large numbers; the Central Limit Theorem; the method of moments; maximum likelihood and confidence interval construction using pivots.

Prerequisite: STA1SS or STA11SC or STA1LS or STA2LS or STA1PSY or STA1OCT or STA2SS.

Recommended Prior Studies: Mathematical Methods units 3 and 4 or MAT1CFN or MAT1CNS or MAT1EN or MAT1CFE.

Incompatible unit: STA2MDA

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Ten written exercises equivalent to 1250 words (20%), one 2.5-hour examination (80%)

Prescribed Reading:

Rice, J.A. *Mathematical Statistics and Data Analysis* 3rd edn. Duxbury, 2007.

STA2MS MEDICAL STATISTICS (20 CPs Sem. TE-SEM-1 BU.) *Dr Robert Staudte*

This unit consists of two streams: the Modern Applied Statistics stream (see STA2AS) and a stream covering a range of topics in medical statistics. Building on the understanding of applied statistical methods developed in first year statistics units, this unit provides an understanding of these methods at an intermediate level, with a special emphasis on medical statistics applications. This unit does not require knowledge of calculus. An introduction to the open source statistical computing package R is included.

Prerequisite: One of STA11LS/STA12LS, STA21LS, STA11SC, STA21SC, STA12OCT, STA12PSY, STA11SS, STA1LS, STA2LS, STA1SS, STA2SS, ECO11BES or ECO12BES, ECO11SB.

Incompatible unit: STA31MS, STA21MAS, STA2RSP, STA2AS, STA2BS

Class requirements: Three 1-hour lectures, one 1-hour computer laboratory, and one 1-hour tutorial per week.

Assessment: two 3-hour final examination (50%), ten written exercises equivalent to 500 words (20%), minor assignment equivalent to 225 words (3%), major assignment equivalent to 525 words (7%), one forty five minute-computer test (20%)

Prescribed Reading:

Rosner, B. *Fundamentals of biostatistics*, 6th edn. Thomson, 2006.

STA2PR STATISTICS PROJECTS (Five CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Dr Luke Prendergast

Students are guided through the design, collection of data, statistical analysis, and report writing for two projects.

Prerequisite: STA11LS, STA12LS, STA11SS, ECO11SB, ECO12ISB, ECO11BES, ECO12BES, STA1SS, or STA1LS.

Incompatible unit: STA21LS, STA21SC, STA21SS, STA21PR, STA22PR, STA22LS, STA2SS, STA2LS.

Class requirements: One 1-hour tutorial per week.

Assessment: Two 750-word project reports (100%)

STA2RSP R STATISTICAL PROGRAMMING (Five CPs Sem. TE-SEM-1 BU.)

Dr Luke Prendergast

This unit introduces the statistical computing package R. This package is open source and available free of charge. R is a very powerful computing package that includes many excellent graphical displays.

Prerequisite: STA1LS or STA1SS or STA1PSY or STA1OCT or STA2SS or STA2LS.

Incompatible unit: STA2AS, STA2MS, STA2BS

Class requirements: One 1-hour computer laboratory per week.

Assessment: Minor assignment equivalent to 225 words (15%), major assignment equivalent to 525 words (35%), one 45 minute computer test (50%)

STA2SS STATISTICAL SCIENCE (20 CPs Sem. TE-SEM-1 BU.) *Dr Ajay Chandra*

Chandra

This is the same as STA1SS, with an additional one-hour project class per week in which students are guided in writing reports on practical problems.

Incompatible unit: STA11SS, STA21LS, STA22LS, STA22PR, ECO11SB, ECO12ISB, ECO11BES, ECO12BES, STA21PR, STA1SS, STA2LS, STA2PR

Class requirements: Three 1-hour lectures per week, two 1-hour practice classes and one 1-hour computer laboratory per week.

Assessment: One 2-hour examination (45%), one 45-minute computer-based test (20%), two 750-word projects (20%), ten 80-word assignments (15%)

STA3AP APPLIED PROBABILITY FOR COMPUTER SYSTEMS ENGINEERS (15 CPs Sem. TE-SEM-2 BU.) *Dr Luke Prendergast*

This unit is designed for students taking one of the Computer Systems Engineering degrees, but is also available to any student who has completed either STA2MDA or STA2MD.

The aim of this unit is to introduce important probability models frequently encountered in areas related to the engineering sciences. In particular, students will be provided with fundamental tools in the areas of system reliability and queuing theory. Topics include series-parallel system reliability, analysis of system functionality via Markov

chain modelling, and analysis of queues and networks of queues with emphasis on the Poisson process in time. This unit may also be useful to students with an interest in applications of statistical modelling.

Prerequisite: MAT1EN and MAT1FEN (from 2009 MAT1CPE and MAT1CLA) or STA2MDA or STA2MD.

Incompatible unit: STA31PM, STA3PE

Class requirements: Three 1-hour lectures and one 1-hour practice class per week.

Assessment: One 2.5-hour examination (80%), ten assignments equivalent to 1250 words (20%)

STA3AS APPLIED STATISTICS (15. CPs Sem. TE-SEM-2 BU.) *Dr Luke Prendergast*

Prendergast

This unit provides advanced-level introductions to the topics of sample surveys, multivariate analysis, and time series analysis. These topics are very important in applied statistics. The unit also includes an introduction to statistical consulting.

Prerequisite: STA2MDA or STA2MD.

Recommended Prior Studies: STA3LM.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 250-word assignments (5%), one 3-hour examination (70%), ten 80-word assignments (25%)

Recommended Reading:

Johnson, R.A. and Wichern, D.W. *Applied Multivariate Statistical Analysis* 5th edn. Pearson, 2002

Rice, J.A. *Mathematical Statistics and Data Analysis* 3rd edn. Duxbury, 2007.

Box, G.E.P. and Jenkins, G.M. *Time Series Analysis: Forecasting and Control* Revised Ed., Holden-Day, 1976.

STA3BS BIOSTATISTICS (15. CPs Sem. TE-SEM-1 BU.) *Dr Luke Prendergast*

Students will learn to design and analyse experiments in the life sciences and agriculture. The topics covered in this unit include a brief review of non-parametric methods; randomisation, blocking and randomised block designs; one-way and two-way layouts; multiple comparison procedures; fixed and random effects; mixed models; multiple linear regression; analysis of covariance; factorial designs; and an introduction to fractional factorial designs

Prerequisite: one of STA22LM, STA21AS, STA22BS, STA21MAS or STA22MDA or one of STA2MAS, STA2BS, STA2MS, STA2MDA, STA2MD.

Incompatible unit: AGR41EXP, AGR4AED

Class requirements: Two 1-hour lectures, one 1-hour tutorial, and one 1-hour problem solving laboratory session per week.

Assessment: One 3-hour final examination (80%), ten 100-word equivalent assignments (20%)

STA3LM ANALYSES BASED ON LINEAR MODELS (15. CPs Sem. TE-SEM-2 BU.) *Dr Robert Staudte*

Linear models are the most commonly used class of models in applied statistics. They are used to relate a response variable to one or more explanatory variables to both determine the form of this relationship and make predictions. The methods are widely used in many areas of application including agricultural science, biological science, economics, engineering, health science, medical science, and psychological science. Topics covered in this unit include the simple linear regression model, derivation and properties of the ordinary least squares estimators, inference, diagnosis and prediction in the simple linear regression model, the multiple linear regression model, inference in the multiple linear regression model, the use of dummy variables and general regression models when the classical regression assumptions are violated. This unit has a combined flavour of both theoretical derivations and practical application using a software package.

Prerequisite: One of STA2MAS, STA2BS, STA2MS, STA2MDA, STA22LM, STA22BS, STA2AS, STA2MD, STA2LM.

Incompatible unit: ECO31EME, ECO3EME

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1-hour mid-term test equivalent to 800 words (20%), one 2-hour final examination (45%), fifteen 90-word assignments (35%)

STA3SI STATISTICAL INFERENCE (15. CPs Sem. TE-SEM-1 BU.) *Dr Andriy Olenko*

This unit comprises components in estimation, testing hypotheses and distribution-free methods. Topics in the first component include method of moments and maximum likelihood, reduction by sufficiency and invariance, unbiasedness, consistency, efficiency and robustness. The second component examines size and power of tests, Neyman-Pearson lemma, and optimality of tests, the likelihood ratio test, and relationship to confidence interval estimation. The final component includes topics on one- and two-sample methods based on signs and ranks and permutation tests.

Prerequisite: STA22PM or STA22MDA or STA2MDA or STA2MD.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour examination (70%), ten 100-word assignments (30%)

Recommended Reading:

Bain, L.J. and Engelhardt, M. *Introduction to Probability and Mathematical Statistics* 2nd edn, PWS — Kent, 1987.

STA4HNA HONOURS STATISTICS (60 CPs Sem. TE-SEM-1 BU.) *Dr Luke Prendergast*

This unit of study represents one semester of a year long program. Honours students normally select five units from those offered by the Key Centre for Statistical Sciences and listed in the Master of Statistical Sciences section of the Postgraduates section of the Handbook. A limited number of third year units and/or a limited number of units in related disciplines (such as mathematics or econometrics) may be taken subject to the approval of the Head of Statistics Section. In addition, every student is required to write an Honours thesis, supervised by a staff member. A thesis topic may be selected from a list of topics provided by the Statistics Section, but can be on any other approved topic, subject to approval by the Head of Statistics Section.

Prerequisite: A grade average of at least 70% for STA3BS, STA3LM, STA3AS and STA3SI and a third year average of at least 60%.

Recommended Prior Studies: MAT1CFN (or MAT1CNS) and MAT1CLA and MAT2LA (or MAT2LAL).

Class requirements: Attendance at lectures for chosen units.

Assessment: One research thesis equivalent to 12,000 words (38%), coursework (62%). The assessment components listed are the combined assessment for STA4HNA and STA4HNB

STA4HNB HONOURS STATISTICS (60 CPs Sem. TE-SEM-2 BU.) *Dr Luke Prendergast*

This unit of study represents one semester of a year long program. Honours students normally select five units from those offered by the Key Centre for Statistical Sciences and listed in the Master of Statistical Sciences section of the Postgraduates section of the Handbook. A limited number of third year units and/or a limited number of units in related disciplines (such as mathematics or econometrics) may be taken subject to the approval of the Head of Statistics Section. In addition, every student is required to write an Honours thesis, supervised by a staff member. A thesis topic may be selected from a list of topics provided by the Statistics Section, but can be on any other approved topic, subject to approval by the Head of Statistics Section.

Prerequisite: A grade average of at least 70% for STA3BS, STA3LM, STA3AS and STA3SI and a third year average of at least 60%.

Recommended Prior Studies: MAT1CFN (or MAT1CNS) and MAT1CLA and MAT2LA (or MAT2LAL).

Class requirements: Attendance at lectures for chosen units.

Assessment: One research thesis equivalent to 12,000 words (38%), coursework (62%). The assessment components listed are the combined assessment for STA4HNA and STA4HNB

ZOO2AE ANIMAL ECOLOGY (10. CPs Sem. TE-SEM-1 BU.) *Dr Michael Clarke*

This unit is taught over the second half of first semester and examines the ecology of animals at the level of the individual, the population, the community, and the ecosystem, within an evolutionary framework. Topics include ecological methods,

predator-prey and host-parasite interactions, the concepts of niche and habitat, over-exploitation of natural populations, competition and disturbance and processes threatening Australian ecosystems. The practical classes associated with this unit are based almost entirely in the field within Reserves managed by the University. They will introduce students to field survey techniques used in terrestrial and aquatic habitats, experimental design, and the analysis of data. They will include studies of animal behaviour, competition between species, and the composition of freshwater invertebrate communities in the presence and absence of an introduced species or predator.

Prerequisite: BIO11AD and BIO11OF.

Co-requisite: Students enrolled in the Bachelor of Biological Sciences or Bachelor of Conservation Biology and Ecology are required to enrol in both ZOO2AE and ZOO2ENT.

Quota: 150. Places are allocated based on academic merit

Class requirements: Three 1-hour lectures per week and one 4-hour practical session per week for the second half of the semester.

Assessment: Two assignments (750 words each) (40%) based on work during practical classes, one 1.5-hour examination (60%)

Prescribed Reading:

Attiwill, P., Wilson, B. *Ecology: an Australian perspective* 2nd edn. Oxford University Press 2006

ZOO2ENT ENTOMOLOGY (10. CPs Sem. TE-SEM-1 BU.) *Professor Tim New*

This unit is taught over the first half of the first semester. This unit examines insect biology and evolution. Topics include aspects of insect morphology, classification, reproduction, ecology and the importance of insects in agriculture and medicine. The evolution of insects covers their origins and fossil record, the origin of flight, adaptive radiation and the relationships of the insect orders. A wide range of insect groups is examined and each student is expected to make a representative collection of at least 15 different orders of insects. Students will be required to dissect dead insects and to work with living insects under supervision.

Prerequisite: BIO11AD and BIO11OF.

Co-requisite: Students enrolled in Bachelor of Biological Sciences or Bachelor of Conservation Biology and Ecology are required to enrol in both ZOO2AE and ZOO2ENT.

Quota: 150. Places are allocated based on academic merit

Class requirements: Three 1-hour lectures per week and one 4-hour practical session per week.

Assessment: Performance in fieldwork and the laboratory (20%), a submitted insect collection (20%), a 1.5-hour examination (60%)

Prescribed Reading:

New, T. R. *Introductory entomology for Australian students* NSW UP 2000, or

Gullan, P., Cranston, P. *The insects*, Blackwell Science 2004.

ZOO2VMP VERTEBRATE MORPHOLOGY, EVOLUTION AND COMPARATIVE PHYSIOLOGY (20. CPs Sem. TE-SEM-2 BU.) *Coordinator to be advised*

This unit is divided into two components. The first component (vertebrate morphology, evolution, and systematics) involves the study of fish, amphibians, reptiles, birds, and mammals. The second component (comparative physiology) examines the way in which animals function and respond to environmental factors, such as oxygen supply, food and energy, temperature and water; mechanisms of animal movement, sensory systems and neural integration. Practical work in morphology involves a study of the bones and some of the soft anatomy and tissues of vertebrates, and will involve some dissection of dead animals, none of which is killed specifically for the dissections. In physiology, students will be required to dissect dead animals or to work with living animals under supervision. The course includes an introduction to animal ethics.

Prerequisite: BIO11AD and BIO11OF.

Quota: 150. Places are allocated based on academic merit.

Class requirements: Three 1-hour lectures per week and one 4-hour practical session per week.

Assessment: One 3-hour theory examination (65%), laboratory performance, including assignment and practical reports equivalent to 2000 words (35%)

Prescribed Reading:

Schmidt-Nielsen, K. *Animal physiology* 5th edn, Cambridge U., 1997.
 Randall, D., Burggren, W. and French, K. *Eckert: animal physiology - mechanisms and adaptations* 5th edn, Freeman 2002.
 Kardong, K. V. *Vertebrates — comparative anatomy, function, and evolution* 4th edn. WCB/McGraw-Hill 2001

ZOO3EPA ZOOLOGY A (30. CPs Sem. TE-SEM-1 BU.) *Dr Richard Zann*

When enrolling, students MUST check full details of dates and costs of field trips and enter their component choices via www.latrobe.edu.au/zoo (third year icon). Please note: not all listed components may be offered. Laboratory coats, dissecting kits and hand lenses are required. Students will be required to dissect dead animals and to work with living tissue under supervision.

Students must pass three components in order to complete the requirements for the unit. Six components are normally offered and students may choose any three providing that a component common to another unit is not already used for credit. Three components are based in the field and three components are based in the laboratory. Each laboratory component consists of lecture/tutorial work and practical work. Component 1: Kangaroo Island Field Course. Component 2: Mallee Field Course. Component 3: Heron Island Field Course. Component 4: Behavioural Ecology. Component 5: Animal Behaviour. Component 6: Environmental Physiology

Prerequisite: ZOO21ENT and ZOO21AE or ZOO22VMP or AGR22PDA.

Class requirements: Lab-based components: four 1-hour lectures and two 4-hour practical classes per week. Field based components: equivalent to five 12-hour days.

Assessment: Three 1,250-word practical reports (45%), three 1.5-hour examinations (55%). This is the combined assessment for three lab-based components. Students undertaking field-based components submit a literature review/practical report/examination equivalent to 3000 words per component.

Prescribed Reading:

Coates, S. *SPSS: analysis without anguish* John Wiley, 2007

ZOO3EPB ZOOLOGY B (30. CPs Sem. TE-SEM-2 BU.) *Dr Richard Zann*

When enrolling, students MUST check full details of dates and costs of field trips and enter their component choice via www.latrobe.edu.au/zoo (third year icon). Please note: not all listed components may be offered. Laboratory coats, dissecting kits and hand lenses are required. Students will be required to dissect dead animals and to work with living tissue under supervision.

Students must pass three components in order to complete the requirements for the unit. Six components are offered and students must choose any three providing that a component common to another unit is not already used for credit. Components 1-3 are based in the field and components 7-9 are based in the laboratory. Each component consists of lecture/tutorial work and practical work. Component 1: Kangaroo Island Field Course. Component 2: Mallee Field Course. Component 3: Heron Island Field Course. Component 7: Coastal Marine Ecology. Component 8: Excitable Tissues. Component 9: Freshwater Ecology.

Prerequisite: ZOO21ENT and ZOO21AE or ZOO22VMP or AGR22PDA.

Incompatible unit: ZOO31EPB, ZOO32EPB, ZOO3EPC

Class requirements: Lab-based components: four 1-hour lectures and two 4-hour practical classes per week. Field-based components: equivalent to five 12-hour days in the field.

Assessment: Three 1,250-word practical reports (45%), three 1.5-hour examinations (55%). This is the combined assessment for three lab-based components. Students undertaking field-based components submit a literature review/practical report/examination equivalent to 3000 words per component.

Prescribed Reading:

Boulton, A.J., Brock, M. *Australian freshwater ecology. Processes and management* Gleneagles, 1999.
 Randall, D., Burggren, W. and French, K. *Eckert: Animal physiology-mechanisms and adaptations* 5th edn, Freeman, 2002.
 Aidley, D. J. *The physiology of excitable cells* 4th edn, Cambridge U., 1995

ZOO3EPC ZOOLOGY C (30. CPs Sem. TE-SEM-1 BU.) *Dr Richard Zann*

Only available to students enrolled in the Bachelor of Animal and Veterinary Bioscience. When enrolling, students MUST check full details of dates and costs of field trips and enter their component choice via www.latrobe.edu.au/zoo (third year icon). Please note: not all listed components may be offered.

Students must pass three components in order to complete the requirements for the unit. Six components are offered and students must choose two components from 1, 2 or 3 and must choose one component from 7, 8 or 9. Components 1-3 are based in the field and components 7-9 are based in the laboratory. Each component consists of lecture/tutorial work and practical work. Component 1: Kangaroo Island Field Course. Component 2: Mallee Field Course. Component 3: Heron Island Field Course. Component 7: Coastal Marine Ecology. Component 8: Excitable Tissues. Component 9: Freshwater Ecology. Laboratory coats, dissecting kits and hand lenses are required. Students will be required to dissect dead animals and to work with living tissue under supervision.

Prerequisite: ZOO21ENT and ZOO21AE or ZOO22VMP or AGR22PDA.

Incompatible unit: ZOO3EPB

Class requirements: Lab-based components: four 1-hour lectures and two 4-hour practical classes per week. Field-based components: equivalent to five 12-hour days in the field.

Assessment: Three 1,250-word practical reports (45%), three 1.5-hour examinations (55%). This is the combined assessment for three lab-based components. Students undertaking field-based components submit a literature review/practical report/examination equivalent to 3000 words per component.

Prescribed Reading:

Boulton, A.J., Brock, M. *Australian freshwater ecology. Processes and management* Gleneagles, 1999.
 Randall, D., Burggren, W. and French, K. *Eckert: Animal physiology-mechanisms and adaptations* 5th edn, Freeman, 2002.
 Aidley, D. J. *The physiology of excitable cells* 4th edn, Cambridge U., 1995

ZOO4HNA HONOURS ZOOLOGY (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Professor Tim New

This unit of study represents one semester of a year long program. Honours students are required to undertake a research project under supervision, prepare essays on selected topics, attend, and give seminars. Students who do not have qualifications in statistics may be required to complete a statistics unit during their Honours year. Students may commence their studies in either February or August. They should see the Head of Department of Zoology during their final year for a discussion of possible research topics available in the Department.

Class requirements: There is no formal course of lectures and hours of study are unlimited.

Assessment: Research topic report (70%), essays throughout the year (30%). The assessment components listed are the combined assessment for ZOO4HNA and ZOO4HNB.

ZOO4HNB HONOURS ZOOLOGY (60 CPs Sem. TE-SEM-1 BU. TE-SEM-2 BU.)

Professor Tim New

This unit of study represents one semester of a year long program. Honours students are required to undertake a research project under supervision, prepare essays on selected topics, attend, and give seminars. Students who do not have qualifications in statistics may be required to complete a statistics unit during their Honours year. Students may commence their studies in either February or August. They should see the Head of Department of Zoology during their final year for a discussion of possible research topics available in the Department.

Incompatible unit: ZOO40HON, ZOO42HON

Class requirements: There is no formal course of lectures and hours of study are unlimited.

Assessment: Research topic report (70%), essays throughout the year (30%). The assessment components listed are the combined assessment for ZOO4HNA and ZOO4HNB.

Albury-Wodonga Campus

Campus directory

Location: University Drive, (off Moorefield Park Drive),
Wodonga, Victoria, 3689
Office hours: 9.00am to 5.00 pm, Thursday 9.00 am to 4.00 pm
Tel: (02) 6024 9791
Fax: (02) 6024 9797
Web: www.latrobe.edu.au/aw
Email: study.aw@latrobe.edu.au

Faculty of Education

Education Enquiries
Tel: (02) 6024 9865
Email: education.aw@latrobe.edu.au
Web: www.latrobe.edu.au/educationalstudies/

Faculty of Health Sciences

Tel: (02) 6024 9730

Division of Allied Health

Associate Dean: Professor Karen Dodd
Executive Officer: Ms Alison Davies
Location: Level 2, Health Sciences 2 Building,
Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: alliedhealth@latrobe.edu.au
Web: www.latrobe.edu.au/health/healthsci_schoolcent

School of Social Work and Social Policy

Head of School: Dr Guinever Threlkeld
Tel: (02) 6024 9802
Fax: (02) 6024 9737
Email: socialwork.aw@latrobe.edu.au
Web: www.latrobe.edu.au/socwork/aw

Division of Nursing and Midwifery

Associate Dean: Professor Gerald Farrell
Executive Officer: Ms Joy Stubbings
Location: Level 3, George Singer Building,
Melbourne (Bundoora) Campus
Tel: (03) 9479 5950
Fax: (03) 9479 1783
Email: nurrec@latrobe.edu.au
Web: www.latrobe.edu.au/nursing/
School of Nursing and Midwifery
Associate Head of School: Nanette Lundie
Tel: (02) 6024 9730
Fax: (02) 6024 9737
Email: nursing.aw@latrobe.edu.au
Web: www.latrobe.edu.au/nursing/Campuses/AlburyWodonga/index.php

Faculty of Law and Management

Faculty Academic Services Officer
School of Business
Tel: (02) 6024 9850
Fax: (02) 6024 9833
Email: business.aw@latrobe.edu.au
Web: www.latrobe.edu.au/business/aw/

School of Tourism and Hospitality
Tel: (02) 6024 9850
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Web: www.latrobe.edu.au/tourism/aw/

Faculty of Humanities and Social Sciences

Bachelor of Arts enquiries
Ms Jenny Carter
Tel: (02) 6024 9827
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Web: www.latrobe.edu.au/humanities/aw/

Faculty of Science, Technology and Engineering

Department of Environmental Management and Ecology
Head of Department: Dr Phil Suter
Tel: (02) 6024 9885
Fax: (02) 6024 9888
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Web: www.latrobe.edu.au/deme/law/
School of Psychological Science
Tel: (02) 6024 9895
Fax: (02) 6024 9867
Email: deme.aw@latrobe.edu.au
Web: www.latrobe.edu.au/deme/law/

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General Information about the Albury-Wodonga campus

The Albury-Wodonga campus is located in the City of Wodonga, with the City of Albury just over the Murray River in NSW. The cities offer a wide range of leisure and cultural activities and employment opportunities. Situated on the Hume Highway, with easy access to train, plane and bus services, the campus is ideally located on the Melbourne-Canberra-Sydney corridor.

The campus caters for nearly 1200 students on an attractive 26 hectare site adjacent to the Wodonga Institute of TAFE, with which it shares some resources and facilities.

The campus has several newly-developed facilities, including the David Mann library, sporting grounds and an Environmental Science complex. During 2000/07, new developments will include a bookshop/café complex and also a fitness centre attached to the Student Association building. Planning for additional on-campus accommodation for La Trobe students is underway.

The campus offers a variety of undergraduate and postgraduate courses, some unique to the campus; the student cohort is diverse, with many non-school leavers and international students.

Studying at Albury-Wodonga offers small classes and personalised support and tuition from our academic and support staff, along with access to the resources of the wider La Trobe network.

All five faculties of the University deliver courses on the campus, with several courses being unique to the campus.

La Trobe University is a joint venture partner in The Murray-Darling Freshwater Research Centre, with CSIRO and the Murray-Darling Basin Commission, giving La Trobe University enhanced capacity to increase research in freshwater ecology for the benefit of the whole Murray-Darling Basin.

The Murray-Darling Freshwater Research Centre

The Murray-Darling Freshwater Research Centre (MDFRC) is an unincorporated joint venture between CSIRO (through its Division of Land and Water), the Murray-Darling Basin Commission and La Trobe University. Additional investment is provided by the Australian Government through the Department of Agriculture, Fisheries and Forestry.

The MDFRC is a multi-disciplinary centre which undertakes research into environmental flows, biological and chemical monitoring, nutrient ecology and algal blooms, fish and invertebrate ecology, macro- and micro invertebrate taxonomy and water quality assessment. MDFRC operates two regional laboratories, strategically based in the Murray-Darling Basin, at Albury-Wodonga (established for 21 years) and Mildura (established for 11 years). Both laboratories are co-located on the campuses of La Trobe University. MDFRC employs over 30 scientific and support staff and has within its structure: an established NATA accredited chemical laboratory, an invertebrate taxonomy voucher collection housing approximately 2500 species, an interactive guide and resource for the identification and ecology of Australian freshwater invertebrates, a microbiological laboratory (enumeration and identification of bacteria using both traditional and molecular techniques) in aquatic ecosystems and waste treatment plants.

The Centre's Director is Dr Ben Gawne and further information can be obtained from the website at www.mdfrc.org.au/

Access

A range of schemes is available to applicants to ensure equitable access to the University. Contact the Admissions Officer on (+61 2) 6024 9790 for further information or visit the website: www.latrobe.edu.au/access

Access by public transport

A bus service operates from the Wodonga town centre to the Albury-Wodonga Campus and vice versa, with regular connections to the Albury town services. Further information is available from Mylon Motorways on (+61 2) 6056 3100. Three train and coach services per weekday, to and from Melbourne, are operated by V/Line. Trains to and from Sydney operate from the Albury Railway Station.

Academic Skills Unit

The Academic Skills Unit (ASU) assists students with academic concerns, such as essay writing, effective reading, examination preparation, note taking and time management on an individual or group basis. Support is provided to students from non-English-speaking backgrounds. During second semester of each year, the unit runs a University Bridging Program for mature-age students who are intending to commence a University course in the following year. Places in this program are available for Aboriginal and Torres Strait Islander students. Other short-term preparatory programs are conducted from time to time.

For further information contact ASU, tel: (+61 2) 6024 9772.

Accommodation

On campus: Information regarding on campus accommodation can be obtained by contacting +61 2 60 249627.

Off campus: La Trobe University shares an off-campus accommodation register with Wodonga Institute of TAFE, Charles Sturt University and Riverina TAFE, Albury. Students wishing to secure a rented room or board and lodging arrangement within the Albury-Wodonga area can apply through the Accommodation Officer or contact: Tertiary Students Accommodation Register, PO Box 789, Albury, NSW 2640, tel: (+61 2) 6041 8942, website: www.latrobe.edu.au/otd/aw/support.html

Computing facilities

The campus computer laboratories are well equipped with modern facilities and are refurbished every three years. Both black-and-white and full-colour laser printing are available and all students are provided with email and Internet access for study-related purposes. The laboratories are open for extended hours during the teaching semester and for office hours during the breaks. One laboratory is always reserved for students' occasional use.

Kids on Campus

Kids on Campus offers students, staff and the community access to quality childcare through a 60-place facility providing part-time, full-time and pre-school sessions for children aged between six weeks and six years. The Centre is open from 7.30 am to 6.00 pm, Monday to Friday for 50 weeks a year and operates on a fee-for-service basis. All government subsidies are available. For further information, tel: (+61 2) 6055 6653 or visit the website: www.latrobe.edu.au/otd/aw/childcarectr.html

Careers and Employment

The Careers and Employment office offers a range of resources and services to help you plan your career. The Careers Counselling service is also available to prospective students would like to assess the potential career possibilities of a particular course. For further information or an appointment, phone (+61 2) 60249 9627 or 04005 83779.

You can also access a wealth of information online via Career Hub, the online careers centre and job-posting service for all La Trobe students. To look for a job or to use the online career library, simply go to www.latrobe.edu.au/careers, register and start your search.

Chaplaincy

An ecumenical Christian chaplain is available to assist students and staff. The chaplain will refer students to clergy of other faiths on request. Tel: (+61 2) 60 249753, Mob: 0431664505 or email chaplain.aw@latrobe.edu.au

Counselling service

Confidential counselling is available to all students regarding any issues which arise and present difficulties during a course of study. Counselling services include personal counselling and educational counselling. The service is free to students and staff. Issues, which may arise, include adjustment to living away from home, personal and relationship problems, health issues, study motivation and financial stress. Tel: (+61 2) 6024 9627 or mobile 04005 83779 for an appointment.

Disability Liaison Officer

The DLO assists students who may suffer an impediment to study by virtue of a disability. Any student may enquire as to the availability of assistance for permanent or temporary disabilities, tel: (+61 2) 6024 9628.

Equal Opportunity

The Equity Officer assists students with any issues associated with equity, access and social justice, tel: (+61 2) 6024 9628.

Aboriginal Liaison Officer

Office of the Director, Indigenous Education
The Indigenous Student Service Unit at Albury/Wodonga is:
Aboriginal Liaison Officer
Building 4, Room 4224, Level 1
Albury/Wodonga Campus
Tel: (+61 2) 6024 9796
Email: indigenous_enquiries@latrobe.edu.au

Support and guidance is available to students who are Australian Aboriginal and/or Torres Strait Islanders. Please refer to the Office of the Director, Indigenous Education entry in this handbook for details.

Library

The David Mann Library is a modern building, opened in July 2002, which supports the teaching and learning of students and staff of La Trobe University and Wodonga Institute of TAFE, as well as the research interests of the staff of the Murray Darling Freshwater Research Centre. Facilities within the building include computer workstations, photocopying and printing, group study rooms and private study carrels.

Students have access to a wide range of electronic, print and audiovisual resources and may request books, videos and journal articles held at other campus libraries. In addition, the Library website provides a gateway to the ever-increasing collection of information resources in electronic format which benefit the University community across all its campuses.

To assist staff and students to make the most of the available services and resources, the Library offers regular information skills training sessions. Individual assistance is also offered in the Library, by phone, via email and the 'Ask Us' facility on the Library web page: www.lib.latrobe.edu.au/

Police checks

Some courses require applicants to undergo police checks before undertaking placement. Details are available from course coordinators.

Scholarships

Check the website at www.latrobe.edu.au/scholarships/ for information for the following year.

Student Association

The Association organises social and sporting activities and student support services. The Student Association has its own building adjacent to the campus in University Court, tel: (+61 2) 6055 6641 or visit the website: www.latrobe.edu.au/otd/aw/support.html

Student Welfare Service

Student Services aims to assist students to maintain a healthy and productive lifestyle. Assistance includes information on Austudy and Social Security, student loans, on- and off-campus accommodation, health promotion and referrals to appropriate welfare agencies, tel: (61 2) 6024 9627 or mobile 0400583779.
www.latrobe.edu.au/otd/aw/support.html

Uniforms

Nursing students are required to purchase uniforms to wear while attending hospitals and other health agencies.

Hospitality Management students are required to purchase a La Trobe uniform for practical classes held in the University Hotel School in Beechworth and whenever students are representing the University at functions.

Details of requirements are given to students at the start of the course.

University Bookshop

The Bookshop has a large range of texts, stationery and academic, resource and general books. Computer software is also available, some of which can be purchased at academic prices, tel: (02) 6024 9899 or visit the website: www.bookshop.latrobe.edu.au/about.html

Programs of study at Albury-Wodonga

The programs offered at the campus are controlled by the faculties of the University and are delivered, in most instances, by staff located at the campus. In some cases visiting staff from other campuses deliver lectures, tutorials and other programs for students. In the following sections the programs offered at the campus are listed under the relevant faculties and schools. The names of contact people at the campus are provided for those seeking information about particular courses.

A list of units taught at the Albury-Wodonga Campus appears at the end of each Faculty section. The units are in alphabetical order by unit code, indicating unit name, credit points, teaching period, campus/location, unit coordinator, class requirements, assessment, prerequisites and reading.

Students should note that units published in the hardcopy Handbook are subject to change and should refer to the Unit Database for more up-to-date information www.latrobe.edu.au/udb_public.

For an explanation of teaching periods and campus codes see the foreword at the beginning of this *Handbook*.

Programs of the Faculty of Education

General information about the Faculty of Education

The Faculty of Education caters for a wide range of interests in areas related to education and the environment including undergraduate and graduate teaching programs; TESOL and applied linguistics; outdoor education and environment; nature tourism and natural resources education; and specialist graduate programs for professionals at graduate certificate, graduate diploma and Masters degree levels. The faculty also provides the opportunity for research at both Masters and Doctoral level. The faculty provides professional development activities and programs for teachers on a range of educational issues across all curriculum areas. Students from other faculties of the university may apply to enrol in some individual education units.

The faculty comprises two schools: the School of Education, Outdoor Education and Environment and the School of Learning, Teaching and Professional Studies. Programs are offered at Melbourne (Bundoora) and at the regional campuses of Bendigo, Albury-Wodonga, Mildura and Shepparton. Some programs are also offered offshore.

School of Education

Locations: Bendigo and Mildura Campuses

Enquiries: (03) 5051 4009

Email: mildura@latrobe.edu.au

The School of Education offers programs at the Bendigo and Mildura campuses and is committed to providing a rich learning environment for students and staff through innovative programs and services in areas related to education. The School's focus is on pre-service, in-service and postgraduate courses for teachers and other professionals with an interest in education. The school is committed to research and other scholarly activities that advance the teaching profession. Programs offered are informed by current research and are designed to meet the needs of the university's regional and international communities. Students have an opportunity to explore widely with leaders in their particular field of interest.

Specialist areas of study include:

- curriculum and policy
- gifted education
- health education
- information and communication technology
- language and literacy
- middle years
- multimedia education
- physical education

- pre-service teacher education
- rural education
- science and mathematics education
- special education
- student welfare and guidance
- technology education
- vocational education and training.

School of Outdoor Education and Environment

Location: Bendigo Campus
Enquiries: (03) 5444 7285
Email: outdoor.bendigo@latrobe.edu.au

The School offers undergraduate programs in Outdoor Education and Environment including Nature Tourism and Natural Resources Education as well as graduate programs in research (Masters and PhD) and postgraduate coursework at Graduate Diploma and Masters levels. The School's focus is on developing knowledge about nature, building relationships with the land and understanding place, culture, language and experience. Students have an opportunity to explore widely with leaders in their particular field of interest.

Studies in outdoor education and the environment include:

- environmental studies: bush, rock, local, river, winter alpine
- leadership
- natural resources education
- naturalist studies
- nature tourism
- outdoor education
- outdoor and physical education
- outdoor recreation education.

School of Educational Studies

Locations: Melbourne (Bundoora) Campus
Education Buildings 1 and 2
Tel: (03) 9479 2546
Albury-Wodonga Campus
Tel: (02) 6024 9865
Shepparton Campus
Tel: (03) 5833 2589 Email: Education@latrobe.edu.au

The School of Educational Studies offers Education (including TESOL and Applied Linguistics) programs in Melbourne (Bundoora), Albury-Wodonga and Shepparton. Some programs are also offered offshore. The School supports the development of educational communities both within and outside Australia; encourages the development and application of new knowledge and ideas through research, teaching and community engagement; promotes open discourse and intellectual integrity in all interactions between staff, students and the wider community; and values interdisciplinary perspectives on education and the reflective development of knowledge and practice.

Specialist studies include:

- pre-service teacher education
- adult education
- applied linguistics (including TESOL and LOTE teaching)
- cross-cultural communication
- multicultural education
- counselling
- student welfare and guidance
- curriculum and policy
- educational administration and leadership
- information and communication technology
- multimedia education
- language and literacy
- science and mathematics education
- technology education
- industry training
- vocational education and training.

General course enquiries

Enquiries about prerequisites, admission requirements and requests for applications for coursework degrees, by both current and prospective students, should be directed to the relevant campus and school office. Local students apply through VTAC for undergraduate courses.

International students

Admission of international students is coordinated by the university's International Programs Office. For information on application procedures, accommodation, visa requirements, fees, etc. contact the office on +61 3 9479 1199 or write to International Programs Office, La Trobe University, Victoria, 3086, Australia or visit the website: www.latrobe.edu.au/international

Course regulations

All courses offered by the Faculty of Education are governed by a university regulation that specifies the entrance and other requirements of the course. These are supplemented by information contained in this *Handbook* and by other faculty and school policies. Each course has its own rules of progression and most schools produce specific procedures that operate under the authority of the university regulations and faculty guidelines.

Professional placements

Some courses require students to undertake unpaid professional teaching practice placements. Placements may be located in either metropolitan or rural areas. In most courses that require students to undertake placements, the placement involves being assigned to a school, or other approved educational setting, on a full-time basis over a period of days or weeks. In some cases students undertake placement interstate or overseas.

The university maintains insurance policies to protect students undertaking outside practical placement (practicum) as a compulsory course requirement, or fieldwork or other work undertaken off campus as part of a course or approved research work. Further information is available from the La Trobe University Insurance Office (website: www.latrobe.edu.au/insurance/) or Faculty or School Office.

Working with children checks

The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Upon first enrolling in teacher education courses, students will be required to complete a 'Working with Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card prior to undertaking teaching placements. Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Fees

Both 'Commonwealth supported' and 'fee-paying' places are available. Australian citizens and holders of Permanent Humanitarian visas offered either a Commonwealth supported place or a fee-paying place are eligible to defer the tuition fees by using the HECS-HELP or Fee-HELP Commonwealth Government loan schemes. Further information on HECS-HELP and Fee-HELP can be found at www.goingtouni.gov.au

Further information on Faculty of Education courses and fees is available on the website: www.latrobe.edu.au/education/courses and www.latrobe.edu.au/education/courses/fees

Flexible teaching arrangements

In order to accommodate student needs, some units are taught in a mode different from the normal regular weekly classes. For example, modes may include block mode (i.e., intensive weekend or week-long classes), classes taught outside of normal semester dates, classes taught via web-based teaching or a combination of online learning and face-to-face classes.

Units offered by the Faculty of Education

A full list of undergraduate units offered by the Faculty of Education appears at the end of this chapter, in alphabetical order. Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the Unit Database for up-to-date information: www.latrobe.edu.au/udb_public

Unit timetable

Unit timetables are available on the La Trobe website: www.latrobe.edu.au/students/timetables.html or from the Education enquiries office on the campus of enrolment.

Bachelor of Educational Studies – (EDBEW)

The course is designed for people professionally concerned with education. It is structured to meet a variety of needs of teachers or other professionals who wish to pursue education studies in their field of interest. The course is a pathway to further studies in education but unless it is preceded by a three year recognised primary teaching course, it is not accredited for registration as a teacher in Victoria, Australia. The Bachelor of Educational Studies provides sound foundation studies in education for those wishing to progress to the Graduate Diploma in Education (Primary) which is recognised by the Victorian Institute of Teaching as a one year postgraduate teacher training course for graduates.

Admission requirements

A bachelor degree or a recognised two year tertiary diploma or equivalent.

Course structure

The course consists of 120 credit points of study which may be taken as 15 or 20 credit point units over one year full-time or part-time equivalent. With the approval of the course convenor, units of study may be selected from those available in the Bachelor of Education, the Graduate Diploma in Educational Studies or other undergraduate or postgraduate programs relevant to the course of study.

Suggested units of study include:

At the Albury-Wodonga Campus

Teaching period	Unit title	Unit code
TE-SEM-S	'At Risk' Students: critical considerations ¹	EDU5ARS
TE-SEM-S	Approaches to Pastoral Care	EDU4APC
TE-SEM-1	Developments in Literacy Education ¹	EDU5DLE
TE-SEM-1	Approaches to Humanistic Psychology ¹	EDU5AHS
TE-SEM-1	Counselling Workshop ¹	EDU4CWS
TE-SEM-1	Interpersonal Skills ¹	EDU4IS
TE-SEM-1	Issues in Special Education	EDU5SEI
TE-SEM-1	Leadership and Supervision Skills	EDU5LSS
TE-SEM-1	Managing Organisational Change ¹	EDU5MOC
TE-SEM-1	Methods of Teaching (adult)	EDU4MTA
TE-SEM-1	Pedagogical Principles and Practice ¹	EDU5PP
TE-SEM-1	Person-centred Approach in Teaching, Counselling and Nursing ¹	EDU5PCA
TE-SEM-1 or TE-SEM-2	Reading Subject	EDU5RS
TE-SEM-1	Research Methods in Education	EDU5RME
TE-SEM-1 or TE-SEM-2	Research Practicum	EDU4RP
TE-SEM-2	Adult Education: theory, practice and change ¹	EDU5AED
TE-SEM-2	Art Education	EDU4AE2
TE-SEM-2	Classroom Discipline and Student Responsibility	EDU4CSD
TE-SEM-2	Curriculum Design and Implementation	EDU5CDI
TE-SEM-2	Curriculum Development and Design	EDU5CDD
TE-SEM-2	Gender and Education	EDU5GE
TE-SEM-2	Holistic Education ¹	EDU4HE
TE-SEM-2	Using Multimedia for Learning	EDU4UML
TE-SEM-2	Introduction to Research Methods	EDU4IRM
TE-SEM-2	Research Methods in Education	EDU5MRE

Key: ¹ Not available in 2008. Classes with less than 10 students may not run.

Note: Students may select alternative units available at Bendigo or Melbourne (Bundoora) campuses with the approval of the course advisor. Please refer to the Faculty of Education section for a full list of available units.

Double degrees

Bachelor of Science/Bachelor of Science Education – (STBSSW)

This innovative double degree has been developed in response to the Federal Government's 'Innovation Statement' and aims to integrate full science degree studies with a complete teaching qualification, with a particular emphasis on mathematics, statistics (taught as part of mathematics in secondary schools), physics, chemistry and/or information technology. Graduates of this double degree will have a deepened understanding of their teaching units and will be equipped to adapt their teaching to engage with the needs of their teaching settings, including their own students and the nature of the areas of knowledge and behaviour that constitute the discipline. In this program, emphasis is placed on the teacher's ability to adapt teaching to continuously changing circumstances while fostering deep understanding of relevant areas of scientific disciplines.

Please note: students must complete a 'Working with Children' check form, available from Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card prior to undertaking teaching placements in schools.

Albury-Wodonga Campus: Only the first year of this degree is available at the Albury-Wodonga campus. Students who successfully complete the first year of the degree transfer to the Melbourne (Bundoora) campus to complete the remaining three years. Students who enrol in the Bachelor of Science/Science Education at the Albury-Wodonga campus can only select Chemistry and Mathematics as their major units of study.

Scholarships

Some scholarships may be available for this degree. Prospective applicants should contact the Faculty of Science, Technology and Engineering Faculty office.

Course structure

This double degree is of four and a half years' full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

Students will gain a foundation in science in the first year. Combined studies in science and education will commence in the second year and continue during the third year. Two science disciplines must be studied through to third year: the 'major' discipline comprising units to the value of 60 credit points in the third year and the 'minor' discipline 30 credit points. The 'major' discipline must be one of mathematics, statistics, physics and chemistry or computer science. (Note that the first year statistics discipline requirement may be satisfied by enrolling in STA1SS and one of STA1LS or MAT1DM.) The 'minor' discipline may also be chosen from among the 'major' discipline areas or from any other science discipline offered by the Faculty of Science, Technology and Engineering. The science disciplines are those defined for the Bachelor of Science degree. The final year will consist of full teacher training, including the practicum requirement and will include a combined science and education project. Normally, students would be expected to have satisfactorily completed all of the requirements for the first three years before progressing to the fourth year.

Notes:

- Your unit choices at first and second year must ensure that one of mathematics, physics, chemistry, statistics or computer science can be taken as a 'major' at third year level. You cannot have a major/minor combination of mathematics and statistics as double mathematics method is not offered in the fourth year.
- You will be qualified to teach subjects corresponding to your chosen major and minor disciplines, but not subjects corresponding to your terminating first year science discipline. If your major or minor is in physics or chemistry, you will also be qualified to teach secondary school general science. As general science also covers biology, such students should consider taking a first year biology unit as a first year level elective.
- The research project must relate to science education or mathematics education.
- All units must be chosen in consultation with and approved by the course advisor.

First year (120 credit points)

Unit title	Credit points
30 credit points in each of three different science disciplines	90
First year level electives (education units excluded)	30
Note: the maximum number of credit points in any one science discipline is 45.	

Second year (140 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Teaching Practice A	EDU2TPA	20
	40 credit points in each of two different science disciplines		80
	20 credit points second year level elective(s) (chosen from any discipline and which may be a further science or education unit)		20
	20 credit point education unit (chosen from the list below)		20

Third year (140 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-S	Issues in Education	EDU4IIE	20
TE-SEM-1 or TE-SEM-2	Science Education Mentoring ²	EDU3SEM	10
TE-SEM-2	Teaching Practice B	EDU3TPB	20
	60 credit points chosen from one of the disciplines: mathematics, physics, chemistry, statistics, computer science		60
	30 credit points chosen from a single science discipline (which differs from that already chosen as the 'major' discipline)		30

Fourth year (140 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Context of Learning	EDU4COL	20
TE-SEM-1	Teaching Practice and Skills	EDU4TPS	20
TE-SEM-1 or TE-SEM-2	Research Practicum	EDU4RP	20
TE-SEM-2	Issues in Secondary Education	EDU4SEI	20
TE-SEM-2	Teaching Practice and Models	EDU4TPM	20

Plus two method units to be chosen from the following

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1 and TE-SEM-2	Chemistry Teaching Method	EDU4CHA	10
TE-SEM-1 and TE-SEM-2	IT Teaching Method	EDU4ITB	10
TE-SEM-1 and TE-SEM-2	Mathematics Teaching Method	EDU4MAA	10
TE-SEM-1 and TE-SEM-2	Physics Teaching Method	EDU4PHA	10
TE-SEM-1 and TE-SEM-2	Science Teaching Method	EDU4SCA	10
TE-SEM-2		EDU4SCB	10

List of education units available at the Bundoora Campus

Note that units may vary from year to year according to availability.

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1 and TE-SEM-2	Issues in Science Education 1 ¹	EDU4SC1	15
TE-SEM-2	Issues in Science Education 2 ¹	EDU4SC2	15
TE-SEM-1	Approaches to Pastoral Care	EDU4APC	20
TE-SEM-1	Intercultural Communication and Education	EDU5CCU	20
TE-SEM-1	Enhancing Teaching and Learning with ICT and Multimedia	EDU4ITM	15
TE-SEM-1	Interpersonal Skills	EDU4IS	20
TE-SEM-1	Learning Technologies in Education 1	EDU4LTE	20
TE-SEM-1	Science, Technology and Society in Education	EDU4STS	15
TE-SEM-1	Science and Technology in Contemporary Society	EDU5STC	20
TE-SEM-1 or TE-SEM-2	Studies in Technology: Materials and Systems	EDU4TMS	20
TE-SEM-2	'At Risk' Students: Critical Considerations	EDU5ARS	20
TE-SEM-2	Curriculum Development and Design	EDU4CDD	20
TE-SEM-2	Education and Cultural Diversity	EDU5ECD	20

TE-SEM-2	Holistic Education	EDU4HE	20
TE-SEM-2	Working With Different Learning Needs	EDU5WWD	20
TE-SEM-S	Classroom Discipline	EDU4CSD	20

Key: ¹ Not available in 2008.

² Students taking EDU3SEM in first semester must be available to commence the training session mid-late February 2008.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units, students should access the Unit Database at www.latrobe.edu.au/udb_public

FACULTY OF HEALTH SCIENCES

The Faculty offers the Advanced Diploma in Nursing, Bachelor of Nursing (pre-registration) and Bachelor of Nursing (Division 2 Conversion) through the Division of Nursing and Midwifery. General information on these courses is available from Anne Bowran, Student Services Officer, tel: (02) 6024 9730 or email nursing.aw@latrobe.edu.au

The Bachelor of Social Work (Advanced Standing), the Bachelor of Social Work/Bachelor of Human Services and the Bachelor of Human Services are offered through the School of Social Work and Social Policy (Albury-Wodonga), within the Division of Allied Health. General information on this course may be obtained by phoning (02) 6024 9802, or emailing socialwork.aw@latrobe.edu.au

Students should ensure they are aware of the physical components and location requirements of the course. If you have a disability, medical condition or any concerns that may affect your potential participation, please contact the relevant School to discuss any possible course modifications.

Units Offered by the Faculty

A full description of Health Sciences units appears at the end of this chapter, in alphabetical order by unit code. Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the unit database for up-to-date information: www.latrobe.edu.au/udb_public

COURSES OFFERED BY THE FACULTY**DIVISION OF ALLIED HEALTH**

- Bachelor of Human Services
- Bachelor of Social Work
- Bachelor of Social Work/Bachelor of Human Services
- Bachelor of Social Work (Advanced Standing)
- Bachelor of Social Work (Honours)
- Bachelor of Social Work (Honours)/Bachelor of Human Services (offered subject to University approval)

DIVISION OF NURSING AND MIDWIFERY

- Advanced Diploma in Nursing
- Bachelor of Nursing (Pre-registration)
- Bachelor of Nursing (Post-registration)
- Bachelor of Nursing (Honours)
- Bachelor of Nursing (Division 2 Conversion)

Course structures are outlined below.

COURSES OFFERED BY THE DIVISION OF ALLIED HEALTH**Bachelor of Human Services (HBHSVW)**

Enquiries: (02) 6024 9802

Email: socialwork.aw@latrobe.edu.au

Duration: 3 years

This course is designed to prepare graduates for work in welfare agencies in service provision, research and administrative roles. Students will develop the knowledge, values and skills appropriate for

understanding the welfare needs of individuals, families, groups and communities and methods of responding to these needs. Students will develop the capacity for analysing and working effectively within welfare organisations, including work in interdisciplinary teams. Elective studies are available in social policy, community work and a range of fields of practice.

The curriculum of the course is based on a philosophy of social justice and is taught within an adult-learning model.

Degree requirements

The course is offered as a three year degree for post-VCE/HSC entry. Advanced standing may be offered to suitably qualified applicants. After successful completion of one year of this degree students may apply to transfer to the Bachelor of Social Work/Bachelor of Human Services.

After successful completion of two years of this degree students may apply to transfer to the two year degree Bachelor of Social Work (Advanced Standing).

Course structure

Students are required to undertake a course of studies equivalent to that listed below. Some unit codes differ depending upon the campus of offer. Electives, subject to approval, may be chosen from the complete range of units offered on this campus. From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

For the purpose of the Commonwealth Supported Places Scheme (CSP), a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PSY1PYA	Psychology A	15
TE-SEM-1	SOC1ISA	Introduction to Sociology A	15
TE-SEM-1	SWP1ITP	Introduction to Social Work A	15
TE-SEM-1		Elective	15
TE-SEM-2	PSY1PYB	Psychology B	15
TE-SEM-2	SOC1ISB	Introduction to Sociology B	15
TE-SEM-2	SWP1SPP	Social Policy and Practice A	15
TE-SEM-2		Elective	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP2DLC	Development Across the Life Course in Social Contexts	20
TE-SEM-1	SWP2PPH	Professional Practice: History and Values	30
TE-SEM-1		Elective	20
TE-SEM-2	SWP2OCP	Organisation Contexts of Social Work Practice	20
TE-SEM-2	SWP2REC	Social Work and Reflective Communication	20
TE-SEM-2	SWP2RES	Research for Social Work Practice A	10

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1		Elective	20
TE-SEM-1		Elective	20
TE-SEM-1	SWP3LER	Social Work Practice: Law Ethics and Human Rights	15
TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-WK29-35	SWP3RES	Research for Social Work Practice B	15

Bachelor of Social Work (HSBSWW)

Enquiries: (02) 6024 9802

Email: socialwork.aw@latrobe.edu.au

Duration: 4 years

Note: This program is only available to continuing students.

The course entitles graduates entry into the profession of social work and the degree is recognised by the Australian Association of Social Workers (AASW). Part-time study is available. Students will develop the knowledge, values and skills appropriate to understanding the needs commonly experienced by individuals, families, groups and communities and the appropriate responses for aiding personal and social adjustment and social development.

The degree prepares students to practise in a wide range of social work roles, including direct service, research, administration and social policy and planning. Study areas include social welfare history, social work practice methodologies, socio-personal systems, community organisation, research methods, social policies and programs, laboratory work and field studies.

The curriculum of the course is based on a philosophy of social justice and is taught within an adult-learning model. Students are encouraged to relate their relevant experiences to the theories and practice knowledge presented in the program.

Degree requirements

The course is not offered to new students in 2008.

Course structure

Continuing students are required to undertake a course of studies equivalent to that listed below. From time to time students may be required to attend some lectures and seminars in block mode and/or out of usual university hours. For the purpose of Higher Education Contribution Scheme (HECS) this course is valued at 120 credit points per year or 60 credit points per teaching period.

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP3COM	Social Work Practice in Communities	15
TE-SEM-1	SWP3IFG	Social Work Practice with Individuals, Families and Groups A	20
TE-SEM-1	SWP3LER	Social Work Practice: Law Ethics and Human Rights	15
TE-WK36-49	SWP3FEA	Field Education A	40
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-WK29-35	SWP3RES	Research for Social Work Practice B	15

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK29-35	SWP4DIV	Diversity in Social Work Practice	10
TE-WK36-49	SWP4FEB	Field Education B	40
TE-WK29-35	SWP4FOP	Fields of Social Work Practice B	15

Bachelor of Social Work (Advanced Standing) (HBSWAW)

Enquiries: (02) 6024 9802

Email: socialwork.aw@latrobe.edu.au

Duration: 2 years

The course qualifies graduates for entry into the profession of social work. The degree is recognised by the Australian Association of Social Workers (AASW). Students will develop the knowledge, values and skills appropriate to understanding the needs commonly experienced by individuals, families, groups and communities and the appropriate responses for personal and social adjustment and social development.

The degree prepares students to practise in a wide range of social work roles, including direct service, research, administration and social policy and planning. Units offered are a mix of theoretical, practical and field-based studies. This reflects the nature of social work within contemporary society, which demands that a competent social work graduate understands their practice in terms of ideas about individuals, groups and communities, knowledge of how society operates, the values of the profession; and has a range of practice skills. The course includes 70 days (in each year) of placement in a professional social work agency.

The curriculum of the course is based on a philosophy of social justice and is taught within an adult-learning model. Students are encouraged to relate their relevant experiences to the theories and practice presented in the program.

Degree requirements

The course is offered as a two year (advanced standing) degree for applicants with at least two years of approved university study. Further advanced standing may be offered to suitably qualified applicants.

Course structure

Students are required to undertake a course of studies equivalent to that listed below.

From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

For the purpose of the Commonwealth Supported Places Scheme (CSP) a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP3COM	Social Work Practice in Communities	15
TE-SEM-1	SWP3IFG	Social Work Practice with Individuals, Families and Groups A	20
TE-SEM-1	SWP3ITP	Introduction to Social Work	10
TE-SEM-1	SWP3LER	Social Work Practice: Law Ethics and Human Rights	15
TE-WK36-49	SWP3FEA	Field Education A	40
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-WK29-35	SWP3RES	Research for Social Work Practice B	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK29-35	SWP4DIV	Diversity in Social Work Practice	10
TE-WK36-49	SWP4FEB	Field Education B	40
TE-WK29-35	SWP4FOP	Fields of Social Work Practice B	15

Bachelor of Social Work/Bachelor of Human Services (HZSWHW)

Enquiries: (02) 6024 9802

Email: socialwork.aw@latrobe.edu.au

Duration: 4 years

The course qualifies graduates for entry into the profession of social work and equips graduates to work effectively in complex organisations and in the policy environment of human services. The Bachelor of Social Work is recognised by the Australian Association of Social Workers (AASW). Students will develop the knowledge, values and skills appropriate to understanding the needs commonly experienced by individuals, families, groups and communities and the appropriate responses for personal and social adjustment and social development. Students will develop the knowledge and skills for analysing the organisational and policy context of social work and human service practice.

This double degree prepares students to practise in a wide range of social work roles and to perform these roles effectively in the complex organisation setting that is characteristic of contemporary social work practice. These roles include direct service, research, administration and social policy and planning. Units offered are a mix of theoretical, practical and field-based studies. This reflects the nature of social work within contemporary society, which demands that a competent social work graduate understands their practice in terms of ideas about individuals, groups and communities, knowledge of how society operates, the values of the profession; and has a range of practice skills. Students will be prepared for effectively integrating theory into practice and to work effectively in complex and changing organisations. The course includes 70 days of placement (in each of the third and fourth years) in a professional social work agency.

The curriculum of the course is based on a philosophy of social justice and is taught within an adult-learning model. Students are encouraged to relate their relevant experiences to the theories and practice presented in the program.

Degree requirements

The course is offered as a four year degree for post-VCE/HSC entry. Advanced standing may be offered to suitably qualified applicants.

Course structure

Students are required to undertake a course of studies equivalent to that listed below. Electives, subject to approval, may be chosen from the range of units offered on the campus. From time to time students

may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

For the purpose of the Commonwealth Supported Places Scheme (CSP), a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PSY1PYA	Psychology A	15
TE-SEM-1	SOC1ISA	Introduction to Sociology A	15
TE-SEM-1	SWP1ITP	Introduction to Social Work A	15
TE-SEM-1		Elective	15
TE-SEM-2	PSY1PYB	Psychology B	15
TE-SEM-2	SOC1ISB	Introduction to Sociology B	15
TE-SEM-2	SWP1PPI	Policy, Poverty and Inequality	25
TE-SEM-2		Elective	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP2DLC	Development Across the Life Course in Social Contexts	20
TE-SEM-1	SWP2PPH	Professional Practice: History and Values	30
TE-SEM-1		Elective	20
TE-SEM-2	SWP2OCP	Organisation Contexts of Social Work Practice	20
TE-SEM-2	SWP2REC	Social Work and Reflective Communication	20
TE-SEM-2	SWP2RES	Research for Social Work Practice A	10
TE-SEM-2		Elective	20

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP3COM	Social Work Practice in Communities	15
TE-SEM-1	SWP3IFG	Social Work Practice with Individuals, Families and Groups A	20
TE-SEM-1	SWP3LER	Law Ethics and Human Rights	15
TE-WK36-49	SWP3FOA	Field Work and Organisational Analysis	55
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-WK29-35	SWP3RES	Research for Social Work Practice B	15

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK29-35	SWP4DIV	Diversity in Social Work Practice	10
TE-WK36-49	SWP4FPP	Field Education Program Planning	55
TE-WK29-35	SWP4FOP	Fields of Social Work Practice B	15

Bachelor of Social Work with Honours (HSHSWW)

An Honours program is offered in the final year of the Bachelor of Social Work and the Bachelor of Social Work (Advanced Standing) degrees.

Admission requirements

Honours will be offered to those students who have achieved results of a high academic standard at the end of year three of the Bachelor of Social Work and at the end of year one of the Bachelor of Social Work (Advanced Standing) on the basis of that year's study. In addition to specified unit requirements, Honours students are required to prepare a research proposal and then write and submit an Honours thesis by the end of the Honours years.

Course structure

Students are required to undertake a course of studies equivalent to that listed below. From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

For the purposes of the Commonwealth Supported Places Scheme (CSP) a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4HOA	Social Work Honours A	20
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK36-49	SWP4FEB	Field Education B	40
TE-SEM-2	SWP4HOB	Social Work Honours B	20

Grades awarded to students successfully completing Honours are H1, H2A, H2B or H3.

Bachelor of Social Work (Honours)/Bachelor of Human Services – Albury-Wodonga (H2HSWW), Bendigo (H2HSWB), Melbourne (Bundoora) (H2HSW)

Note: This course will be offered subject to University approval.

An Honours program is offered in the final year of the Bachelor of Social Work/Bachelor of Human Services Degree.

Admission requirements

Honours will be offered to those students who have achieved results of a high academic standard at the end of the third year of the Bachelor of Social Work/Bachelor of Human Services on the basis of that year's study. In addition to specified unit requirements, Honours students are required to prepare a research proposal and then write and submit an Honours thesis of 10,000–12,000 words by the end of the Honours year.

Course structure

Students are required to undertake a course of studies equivalent to that listed below. From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

For the purposes of the Commonwealth Supported Places Scheme (CSP) a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4HOA	Social Work Honours A	20
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK36-49	SWP4FPP	Field Education and Program Planning	55
TE-SEM-2	SWP4HOB	Social Work Honours B	20

Grades awarded to students successfully completing Honours are H1, H2A, H2B or H3.

COURSES OFFERED BY THE DIVISION OF NURSING AND MIDWIFERY

Advanced Diploma in Nursing (HDIANW)

Enquiries: (02) 6024 9730

Duration: 1 year part-time

This is a part-time course offered over two semesters with a limited number of places available. The course may be available full-time over one semester if there is sufficient demand. This course is offered across the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses.

Application is by direct admission. The applicant should be a previously registered nurse on the Division 1 register but who has allowed his or her registration to lapse or an international registered nurse wishing to obtain registration in Victoria. The application form should include a copy of the lapsed registration certificate plus a letter of approval to undertake the course, obtained from the Nurses Board

of Victoria. Applications close end of October. Late applications may be considered, if places are available.

Professional recognition

Graduates are eligible for registration as Division 1 nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

Course structure

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

Bachelor of Nursing (Pre-registration) (HBNPRW)

Enquiries: (02) 6024 9730

This comprehensive course leads to registration as a Division 1 nurse with the Nurses Board of Victoria. It is offered across the Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura and Shepparton campuses. Students are required to undertake a course of studies equivalent to that listed below. Some unit codes differ depending upon the campus of offer. The following course structure is that of the Albury-Wodonga, Melbourne (Bundoora), Mildura and Shepparton campuses. For further information regarding Melbourne (Bundoora), Mildura and Shepparton and the structure of courses offered at the Bendigo campus, please refer to those campus entries elsewhere in this *Handbook*. Note that the teaching period in which a unit is offered may change.

The Bachelor of Nursing (pre-registration) is a three year pass degree. An Honours year is also available for candidates who meet the entrance requirements. The philosophy of the course views students as active participants in the learning process. This enhances the development of critical thinking and problem-solving skills, which enables the graduate to respond to the changing demands of health care services. The course involves study in nursing theory, practice and research, human biosciences and public health. The on-campus nursing development centre enables students to practise and develop clinical nursing skills in a simulated and supportive environment. For enrolled students, the clinical learning component occurs in hospitals and health care agencies within regional and metropolitan areas (depending on your campus of enrolment).

This course is offered on a full-time basis. Part-time study is not recommended but may be considered at the discretion of the Undergraduate Course Coordinator. It is also offered as a two year, full-time graduate entry program at the Melbourne (Bundoora) campus, with one year of advanced standing being granted to selected applicants with an Australian Bachelor degree or equivalent.

An additional year of study is available at Honours level for students who have achieved an outstanding academic record. Students who enrol in the Honours stream may apply for registration as a Division 1 nurse at the completion of pass degree studies.

Professional recognition

Graduates are eligible to apply for registration as Division 1 nurses with the Nurses Board of Victoria. After registration, graduates are eligible to apply for membership of the Royal College of Nursing, Australia.

Course structure (three year program)**First year**

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-1	HBS1API	Introduction to Human Body	15
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-2	NSG1FUN	Fundamentals of Nursing Practice	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15
TE-SEM-2	HBS1AON	Anatomy: Organs	5
TE-SEM-2	HBS1HBF	Human Body Function	10

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG2EBP	Evidence Based Nursing	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	NSG3NTF	Nursing The Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-2		Nursing Practice elective	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15

Bachelor of Nursing (Post-registration) (HSBNW)

Enquiries: (02) 6024 9730

Duration: 1 year full-time or 2 years part-time

This course enables registered nurses to expand and practically apply their knowledge base. This course is available across the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. It aims to provide students with academic and practical skills and the attitudes required to comprehend, critically analyse and evaluate new knowledge in nursing. Graduates of the course will have a strong discipline base for postgraduate study.

Consistent with the rationale of the course, the School of Nursing and Midwifery aims to prepare qualified nurses to:

- develop further a discipline perspective through the study of relevant literature
- acquire the ability to interpret and utilise nursing research findings
- critically examine issues related to health-care delivery systems and the implications for nursing and recipients
- broaden and deepen their knowledge of nursing practice in order to expand their role in a selected practice setting
- demonstrate commitment to learning as a life-long process.

Admission requirements – Stream A

This course is open to nurses who hold a diploma from a college or university or who hold a nursing certificate from a hospital-based program. Applicants must be eligible for registration as Division 1 nurses with the Nurses Board of Victoria.

Advanced standing

Holders of a three year Australian Diploma in Nursing may apply for advanced standing.

Course structure

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1 or TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	NSG2EBP	Evidence Based Nursing	15

Plus six electives chosen with the agreement of the undergraduate course coordinator.

Admission requirements – Stream B

This course is designed for nurses who hold a diploma or degree in nursing from a college or university or who hold a nursing certificate from a hospital-based program and are not currently registered with the Nurses Board of Victoria. This course is available across the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. Applicants must have been previously registered as Division 1 or Division 3 nurses with the Nurses Board of Victoria and wish to re-enter the nursing profession. Applicants are required to provide the University with a letter from the Nurses Board of Victoria granting

permission to undertake the course with the intention of applying for re-registration.

Professional recognition

Graduates are eligible for membership of the Royal College of Nursing, Australia.

Course structure

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-1	NSG2MED	Medication Management	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG2EBP	Evidence Base Nursing	15

Plus three electives chosen with the agreement of the undergraduate course coordinator.

Post-registration recommended electives Stream A and Stream B

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG2MED	Medication Management	15
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG3INT	Managing Complex Interventions in Nursing	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15

Bachelor of Nursing (Honours) (HSHNW)

An Honours stream, normally undertaken on a part-time basis over two years, is available as the fourth year of the Bachelor of Nursing course.

This course is available across the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. To be eligible students should have achieved a B grade average or above in third year studies. Students with a Bachelor of Nursing from another institution may be considered for entry.

Students are assisted to demonstrate academic and investigative skills in critical review and analysis of data, which are at a higher level than normally expected of pass level students and to broaden and deepen their theoretical knowledge in the discipline of nursing as a preparation for graduate study.

Course structure

Honours students take four units, participate in research seminars and submit a research essay or project comprising 10,000 to 12,000 words or equivalent. Both first and second year are based on part-time study. Study mode includes attendance at research seminars.

Advanced Standing

Students undertaking an approved graduate year program while enrolled in the Honours course may apply for credit for the Nursing Practicum elective. To receive the credit students need to have completed a minimum of 52 days of clinical practice and provide a satisfactory report of their clinical progress from the graduate year program coordinator.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG4RHP	Research Honours Preparation	15
TE-SEM-1		Nursing Practicum Elective	15
TE-SEM-2	NSG4NTP	Thesis Preparation	15
TE-SEM-2	NSG4RIN	Readings in Nursing	15

Second year

TE-SEM-1	NSG4NTH	Thesis	30
TE-SEM-2	NSG4NTH	Thesis	30

Bachelor of Nursing (Division 2 Conversion) (HSBNCW)

Enquiries: (02) 6024 9730

Duration: 2 years full-time

The Bachelor of Nursing (Division 2 Conversion) is a two year course available to students who hold a current Division 2

Registration and wish to upgrade their qualification to Division 1. It is offered across the Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura and Shepparton campuses. Successful completion of this course prepares graduates to Division 1 registration. This course requires all students to successfully complete a short course in human anatomy and physiology prior to the commencement.

Professional recognition

Graduates are eligible for registration as Division 1 nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-1	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG2EBP	Evidence Based Nursing	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15

UNIT DESCRIPTIONS

HBS1AON ANATOMY: ORGANS (5 CPs Sem. TE-SEM-2 AW, BU, MI, SH.)

Dr Jodi Sita

In this unit, the principles of anatomy which began in HBS1API will be developed and applied to the location and physical relationships between major organ systems of the head and trunk. Emphasis will be placed on cardiovascular, respiratory, digestive, renal and reproductive systems, paralleling the functional approach to these in HBS1HBF. Lectures will be supported by practical sessions, including surface anatomy and examination of cadaver specimens.

Co-requisite: HBS1HBF, HBS1API.

Class requirements: Eighteen 1-hour lectures and four 2-hour practical classes per semester.

This unit is not available for Study Abroad students.

Assessment: One 10-minute multiple choice test (equivalent to 200 words) (10%), one 300-word assignment (20%), one 1-hour written examination (70%). Hurdle requirement: student must participate in all components of the assessment.

Recommended Reading:

Blackhouse KM and Haching RT. *Clinical surface anatomy*. Mosby, 1998.
Moore LM and Agur AMR. *Essential clinical anatomy*. 2nd edn. Lippincott, Williams and Wilkins, 2002.
HBS1AON Current edn. *student manual*.

HBS1API INTRODUCTION TO THE HUMAN BODY (15 CPs Sem. TE-SEM-1

AW, BU, MI, SH.) *AW: Dr Charu Mishra, BU: Dr Susan Malcolm, BU:*

Dr Jodi Sita

In this unit, students will be introduced to basic physiological and anatomical concepts that will be further developed in semester two. Physiology lectures will cover homeostasis, body fluids, the cell and plasma membrane, mechanisms by which substances cross the membrane, the nervous system and skeletal muscle. Anatomy lectures will cover anatomical terminology, tissues, skin, the musculoskeletal system, nerves and regional anatomy. Lectures are supported by practical classes and tutorials.

Incompatible unit: HBS1APH, HBS1HFU

Class requirements: Four 1-hour lectures per week, nine 1-hour practical classes and five 1-hour tutorials over the semester.

Assessment: Two short multiple question tests (10%). Hurdle requirement: participation in all components of the assessment, one 2-page diagram-based assignment (10%), one 350-word assignment (10%), one 1.5-hour written anatomy exam (35%), one 1.5-hour written physiology exam (35%).

Recommended Reading:

HBS1API – Anatomy Current edn. student manual.
HBS1API – Marieb E and Hoehn K. Physiology
Human Anatomy and Physiology. 7th edn. Pearson, 2007.

HBS1HBF HUMAN BODY FUNCTION (10 CPs Sem. TE-SEM-2 AW, BU, MI, SH.)

AW: Dr Charu Mishra, BU: Ms Jane McCooey

In this unit, students' understanding of the functioning human body, introduced in semester one is extended. Begins with an overview of how the endocrine system contributes to regulation of body functioning and hence to homeostasis. Descriptions of selected hormones and their functions illustrate the general principles. Most of the unit is devoted to the study of body systems, including the cardiovascular system, respiratory system, renal system, digestive system and metabolism, reproductive system. Interactions between the systems to meet challenges to normal functioning imposed by changes within and external to the body are discussed. Concludes by considering changes in body functioning with development from a neonate to a very old person.

Co-requisite: HBS1API, HBS1APH, HBS1HFU, or BIO1OF.

Class requirements: Four 1-hour lectures and one 1-hour tutorial (voluntary attendance) per week.

Assessment: One 40-minute written examination mid-semester (20%), one 2-hour examination at the end of the semester (80%).

Prescribed Reading:

Marieb E and Hoehn K. *Human anatomy and physiology*. 7th edn. Pearson, 2007.

HBS2PAT PATHOPHYSIOLOGY IN NURSING (15 CPs Sem. TE-SEM-1 AW,

BE, BH, BU, HK, MI, SH, SI.) *AW: Dr Charu Mishra, BE: Dr Terri*

Meehan-Andrews, BE: Dr Adrian Verrinder, BU: Mr Robert Paine

In this unit, students will examine disorders, which may be experienced by individuals over the life span, emphasising the underlying biological mechanisms that produce signs and symptoms and the risk factors and contributing causes of disorders. Specifically, general pathological processes will be discussed with emphasis on disturbed function, adaptation to injury, inflammation, tissue healing, immunological disorders, neoplasia, fluid imbalance, thrombosis, embolism and vascular disorders. In addition to general pathological processes, emphasis will be given to relevant disorders of the respiratory, cardiovascular, renal gastrointestinal, endocrine, skeletal and nervous systems.

Prerequisite: HBS1HBF, except for students enrolled in the HSBNC, HSBNCW, BEBND2, HBNCM, HBNC, HBNPRG, HBNPGW.

Class requirements: Four 1-hour lectures per week and one 1-hour seminar or tutorial per week. Some lectures will be given via WebCT.

Assessment: One 45-minute mid-semester test (20%), one 3-hour final examination (80%).

Prescribed Reading:

Porth CM. *Pathophysiology Concepts of altered health states*. New York: Lippincott, 2005.

HLT3IPA INTERDISCIPLINARY PROFESSIONAL PRACTICE (15 CPs Sem.

TE-SEM-1 AW BE, BU, DE, MI, SH. TE-SEM-2 AW, BE, BU, DE, MI.)

Dr Helen Cleak, Ms Dianne Williamson

In this web-based unit, students across the Faculty of Health Sciences study together in interdisciplinary groups in preparation for professional practice. This unit consists of four online modules: Professional Development, Provision of Care within the Context of Human Service Systems and Implementing a Plan to Improve Service Quality, Professional Accountability and Organisational Dynamics – Working Effectively in Health and Human Service Organisations. Through guided activities, students will be encouraged to critically reflect on the structure and influences on the human services organisation, develop interdisciplinary awareness and explore the

contribution of other professions, consider the rights and expectations of service consumers and apply the key issues of ethical decision making within the context of relevant law.

Prerequisite: Bachelor of Health Sciences students must have completed at least 240 credit points. All other courses must have completed one of the following units: NSG2EBP, HIM2HCC, ORT3CLI, OCT3PRD, PTY32CPC, PTY32MPC, PTY32NPC, PTY32SSP, POD3PCP, POR2CEB, POR2CEB, HCS30CLI, HCS30PPR, SWP3FEA, ORH33CPE.

Bachelor of Health Sciences students must have completed at least 240 credit points. All other co.

Incompatible unit: HLT32IPA, HLT31IPA

Class requirements: Eight hours of lectures/seminars over two days during Orientation Week plus a flexible learning package equivalent to three hours of classroom contact per week. Students have regular contact with lecturers via the unit coordinator using telephone, fax and e-mail.

Assessment: Three 500-word online group tasks (30%). Hurdle requirements: students are required to participate in all online tasks and must pass all assessment components in order to pass this unit, one 1500-word online assignment (40%), participation/contribution to online discussions as per guidelines provided to students (10%), one 750-word online group tasks (20%), one 1500-word group online assignment (40%), participation/contribution to online discussions as per guidelines provided to students (10%).

Prescribed Reading:

Duckett SJ. *The Australian Health Care System*. Melbourne: Oxford, 2000.

NSG1AAS NURSING ART AND SCIENCE (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) AW: Ms Yolanta McLaughlin, BE: Ms Gamble Kerrie, BU: Mr Bill McGuiness

In this unit, students will be provided with an introduction to the theoretical framework of the curriculum as an underpinning for professional nursing practice. The foundations of the program are discussed in the context of nursing as a discipline and a profession. Creative and scientific processes and concepts that underlie and guide nursing practice are explored from a historic, holistic and global perspective. Students are introduced to various nursing roles in health care by examination of professional nursing practice. The concepts of nursing as an art, nursing as a science and of care and caring within a professional, legal and ethical framework are examined. Students will explore dimensions of the nurse–patient relationship. In particular, they will develop skill in initiating, maintaining and concluding effective therapeutic and professional communication. Students will also be expected to maintain a reflective journal and to engage in-group discussions.

Class requirements: 26 hours of lectures, 13 hours of problem-based learning (fortnightly class based tutorials and 7 hours of web based tutorials) and 16 hours of clinical placement over the semester. This unit will have an online component and may be offered in block mode (two consecutive 6-hour days, three times over the semester). There may be variations to this structure on difference campuses.

Assessment: One 1800-word assignment (40%). Hurdle requirement: Completion of a clinical learning activity related to communication skill and professional development, one 2200-word written essay (60%). Students must pass both the theoretical and clinical components to pass the subject.

Recommended Reading:

Crisp J and Taylor C. (Eds) *Potter and Perry's Fundamentals of Nursing*. 2nd edn. Sydney: Elsevier Mosby, 2005.

NSG1FUN FUNDAMENTALS OF NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BU, TE-SEM-2 AW, BE, BU, MI, SH.) AW: Ms Yolanta McLaughlin, BE: Ms Kerrie Gamble, BU: Dr Michael Bauer

In this foundation unit, students will learn how to assist clients to meet their activities of daily living. Students will study the effect of immobility on the individual's ability to self-care. Using an issues-based learning approach, students are introduced to therapeutic nursing practices, which are designed to promote, maintain and improve health status and provide comfort. Emphasis will be placed on fundamental nursing skills including basic life support. Related topics include alterations in comfort, hygiene, nutrition, elimination, respiration, circulation, body temperature and infection control.

Students will also develop skills in individualised care as a beginning member of the nursing team with awareness of legal, ethical and professional responsibilities. Students are introduced to the interactions between micro organisms and humans including the roles of microbes in health maintenance and in infectious diseases.

Co-requisite: NSG1HAS and students must be enrolled in one of the following: HBNPRG, HBNPGW, BEBN2, RBN, HBNM, HBNPRW, HBNUP, HBNSCW, RBNS, HBNS, HZNM, HBN or BIO1LS1, HBS1API or equivalent.

Class requirements: One 2-hour lecture and one 2-hour laboratory practice session (weeks 1-10), one 2-hour tutorial (weeks 1-6) plus an 80-hour clinical placement. This unit will have an online component. Block mode: two consecutive 7-hour days four times across the semester plus an 80-hour clinical placement. There may be variation to the structure on different campuses.

Assessment: One 2-hour end of semester examination (50%). Hurdle requirement: successful completion of clinical practicum, one 2000-word written project (50%). Students must pass the theoretical and the clinical components to pass the unit.

Prescribed Reading:

Crisp J, Taylor C. *Potter and Perry's Fundamentals of Nursing*. 2nd Edn: Mosby, Sydney, 2005

Recommended Reading:

Perry A and Potter P. *Clinical Nursing Skills and Techniques*. Elsevier Mosby, St Louis, 2006

Smith S, Duello and Martin B. *Clinical Nursing Skills: Basic to Advanced*. 6th edn. Prentice Hall, New Jersey, 2004.

NSG1HAS HEALTH ASSESSMENT FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI, SH. TE-W34-43 BH. TE-W47-06 SI.) Ms Yolanta McLaughlin, Ms Sharon Kendall, Ms TBA, Ms Bev Blanch, Ms Bernadette Griffiths, Dr Beverley Wood

In this unit, students will focus on the knowledge, techniques and skills needed by the nurse to perform comprehensive health assessments of individuals across the life span. Students are provided with information on normal findings of assessment and will be able to use this in identification of healthy individuals. Students are introduced to a variety of Health Assessment frameworks, including the Functional Health Assessment framework to facilitate a comprehensive health assessment. Critical thinking skills will be developed in order to assist students to synthesise collected data. Emphasis will be placed on assessment techniques and documentation of findings. The use of technology and supervised practice on campus and clinical facilities will facilitate the development of skills required for assessment of clients. Laboratory experiences, focusing on selected psychomotor and interpersonal skills, are designed to support the development of relevant health assessment skills.

Prerequisite: Students must be enrolled in HBN, HBNPRW, RBN, HBNM, HBNPRG, HSBNC, HSBNCW, BEBND2, HBNCM, HBNUP, HBNCP, HBNSCW, RBNS, HBNS, HDIAN, HZNM, RDN, HDIANW or have passed HBS1LS1, BIO1LS1, HBS1API or equivalent.

Class requirements: 24 hours of lectures, 12 hours of tutorials, 12 hours of laboratory sessions and 40 hours of clinical practice. This unit will have an online component and may be offered in block mode (two consecutive 6-hour days four times over the semester).

This unit is not available for Study Abroad students.

Assessment: One 1500-word health assessment report (25%). Students must pass both the theoretical and clinical components to pass the subject, one 1500-word clinical reasoning exercise (25%), 40 minute practical clinical skills examination (50%).

Recommended Reading:

Weber J and Kelly J. *Health Assessment in Nursing*. 3rd edn. Philadelphia: Lippincott, 2006.

Jarvis C. *Physical examination and health assessment*. 4th edn. Philadelphia: Saunders, 2004.

NSG1LIL INFORMATION LITERACY FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) AW: Ms Eileen Clark, BE: Dr Julie Ellis, BU: Dr TBA, MI: Ms Bev Blanch

In this unit, the students will be assisted to develop the information literacy and written communication/documentation skills required of a nurse in the 21st century. Informatics and Evidence Based Practice

are key aspects of that contemporary nursing practice. Students will be assisted to meet the CAUL information literacy standards, develop an understanding of the role of written communications/documentation and information technology in the practice of nursing and a beginning appreciation of the role of evidence as it informs nursing practice. Further, the students will be provided with a foundation on information management and processing principles used to support the data, information and knowledge needs in the provision and delivery of nursing and health care. In this unit, students will become practised in the use of both electronic media and traditional written and oral communication skills in the communication of a well-developed argument.

Class requirements: 13 hours of lectures plus directed activities equivalent to 26 hours of classroom contact across the semester. This unit will have an online component.

Assessment: One 2500-word assignment (60%), one 1500-word assignment (40%).

Recommended Reading:

Higgs J. (Ed) *Communicating in the Health and Social Sciences*. South Melbourne: Oxford University Press, 2005.

NSG2AUA ACUTE NURSING PRACTICE A (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Nanette Lundie, BE: Ms Adele Callaghan, BU: Mrs Robin Ray

In this unit, students will be offered the opportunity to gain the knowledge, techniques and skills needed by the nurse to care for the person experiencing episodic illness in a hospital. Using a problem-based learning approach the focus will be on the effect of episodic illness on skin integrity (wounds), nutritional status and elimination. Further themes for exploration include pain management, fluid and electrolyte balance and issues surrounding hospitalisation. Students will be introduced to beginning technical skills as well as the knowledge necessary for planning and implementing individualised care while considering cultural, social, psychological, ethical and legal aspects of care.

Prerequisite: NSG1HAS, NSG1FUN. If student enrolled in HBNPRG, HBNPGW, BEBN2 then must have passed NSG1HAS, NSG1FUN, NSG2MED, HBS2PAT. If student enrolled in HSBNC, HSBNCW, RBN2, BEBND2, HBNCM, HBNCN then must have passed NSG1HAS, NSG2MED, HBS2PAT.

Co-requisite: NSG2MED, HBS2PAT.

Class requirements: Bundoora/Albury-Wodonga/Mildura campus: two 2-hour lectures per week over five weeks, one 2-hour problem-based learning group per week over five weeks, one 2-hour laboratory session per week over five weeks plus clinical practicum of 15 days over three or four weeks (105 hours). Bendigo campus: As above, except with a 105-hour clinical practicum of 35 hours per week over three weeks. Or alternatively two consecutive 5-hour seminar days four times across the semester plus a 105-hour clinical practicum of 35 hours per week over three weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word case study (50%). Students must pass the theoretical and clinical component to pass the unit, one 2-hour examination (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale.

Prescribed Reading:

Brown D and Edwards H. (Eds) *Lewis's Medical – Surgical Nursing* Mosby, Elsevier, 2005.

Farell M (Ed) *Smeltzer and Bares Textbook of Medical-Surgical Nursing*. Sydney: Lippincott Williams and Wilkins, 2005

Recommended Reading:

Smeltzer SC and Bare BG. *Brunner and Suddarth's textbook of medical-surgical nursing*. 10th edn. JB. New York: Lippincott, 2004. Smith S, Duell D and Martin B. *Clinical Nursing Skills: Basic to Advanced Skills*. 6th edn. New Jersey: Pearson Prentice Hall, 2004. Lewis S, Heitkemper M and Dirksen S. *Medical-surgical nursing: assessment and management of clinical problems* 6th edn. Louis: Mosby, St 2004. LeMone P and Burke KM. *Medical-surgical nursing: critical thinking in client care*. 3rd edn. Sydney: Prentice-Hall Inc, 2004.

NSG2CAF CHILD AND FAMILY NURSING PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Ms Nanette Lundie, BE: Ms Diana Guzys, BU: Ms Sharon Gan, MI: Ms Bev Blanch

In this unit, students will be offered the opportunity to gain knowledge and skills to work in a respectful and collaborative partnership with families to identify and manage health concerns and provide quality care for children and families in a variety of settings. Students will investigate and critically appraise issues related to socio-cultural, structural, developmental and emotional perspectives, as well as specific knowledge and skills to assess health status of families. The effects of disadvantages on the child and family, with emphasis on families of children with special needs will be explored. Using more developed interpersonal skills, students will develop evidence-based family focused initiatives to promote optimal family functioning and health.

Prerequisite: NSG1FUN, NSG1HAS, PHE1PHB or HLT1HAS, HBS1AON, HBS1HBF or BIO12LS2 or HBS1LS2.

Class requirements: 20 hours of lectures, 10 hours of tutorials, 6 hours of directed learning activities online and 3 hours of self-directed learning across the semester. This unit may have an online component.

Assessment: One 2000-word scenario based clinical decision-making exercise (50%). Hurdle requirement: All assessment requirements must be completed to be eligible for a pass grade in this unit. You must obtain a mark of 50% to pass this unit, one 2000-word family assessment assignment (50%)

Prescribed Reading:

Hockenberry M, Wilson D, Winkelstein M and Kline N. *Wong's nursing care of infants and children*. 7th edn. Mosby: St Louis, 2003

NSG2EBP EVIDENCE BASED NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BU, HK, SI. TE-SEM-2 AW, BE, BU, MI, SH, SI.) AW: Ms Eileen Clark, BE: Ms Fran Sheehan, BH: Dr Beverley Wood, BU: Dr Simon Black, HK: Dr Beverley Wood, MI: Ms Bev Blanch, SI: Dr Beverley Wood

In this unit, students will be offered the opportunity to examine the nature and sources of evidence for nursing practice and the processes through which this evidence is generated. Information on the research process and the methods for obtaining and evaluating the application of evidence to practice will be provided. Exploration of the research process includes conceptual basis, methodology, data collection, data analysis and presentation and utilisation of research and the development of evidence based practice.

Prerequisite: NSG1FUN.

Class requirements: Bundoora/Albury-Wodonga campus: two 1-hour lectures per week over seven weeks, one 1-hour lecture per week over two weeks, one 2-hour tutorial per week over seven weeks and seven hours of self-directed learning equivalent to one hour of class contact per week over seven weeks. Bendigo campus: as above or alternatively two consecutive 5-hour seminar days four times across the semester. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1-hour tutorial test (25%), one 2000-word critical appraisal of published research (50%), one discussion and interaction, equivalent to 1000 words (25%).

Prescribed Reading:

Trinder L and Reynolds S. *Evidence based practice: a critical appraisal*. Oxford: Blackwell Science, 2000.

Recommended Reading:

Beanland C, Schneider Z, LoBiondo-Wood G and Haber J. *Nursing research: methods, critical appraisal and utilisation*. 1st edn. Sydney: Mosby, 1999.

NSG2LEA LAW, ETHICS AND ACCOUNTABILITY FOR NURSES (15 CPs Sem. TE-SEM-1 HK, SI. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI. TE-SEM-3 AW, BH, HK, SI. TE-W01-08 BH. TE-W45-03 SI.) Ms Nanette Lundie, Mr Ron Picard, Mr Les Fitzgerald, Ms Kathleen Tori, Dr Beverley Wood, Ms Susan Hunter, Dr Beverley Wood

In this unit, students will be assisted to examine the legal, ethical and accountability issues which impact on the practice of nursing. Individual responsibility of the nurse is emphasised through investigation of professional ethical and legal accountability and forms of regulation. Current models for ethical decision-making are

explored and applied in the analysis of selected ethical problems in nursing practice. The students are encouraged to examine and clarify personal and professional values and beliefs and develop a reflective approach to their practice.

Class requirements: 16 hours of lectures, 16 hours of tutorials (comprising fact-to-face and tutor-facilitated online activity) and seven hours of self-directed learning equivalent to one hour of class contact. Lectures and face-to-face tutorials are conducted in the first 5–8 weeks of semester (the number of weeks depending on the campus), while online and self-directed learning occurs across the semester. This may vary in offshore programs.

This unit is not available for Study Abroad students.

Assessment: One 1000-word scenario based ethical decision-making exercise (30%) (individual assessment), one 2500-word written assignment (60%) (individual assessment), one online discussion and interaction, equivalent to 500 words (10%).

Recommended Reading:

Forrester K and Griffiths D. *Essentials of Law for Health Professionals*. 2nd edn. Elsevier: Marrickville, 2005.
DeWolf Bosek, MS and Savage TA. *The ethical component of nursing education*. Philadelphia: Lippincott, Williams and Wilkins, 2007.

NSG2MED MEDICATION MANAGEMENT FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-W09-21 BU.) *Ms Nanette Lundie, Dr Sharon Kendall, Ms Gayle McKenzie, Ms Bev Blanch*

In this unit, students will be offered the opportunity to develop knowledge of safe and ethical practice in medication administration. Information will be provided to students on pharmacologic, pharmacokinetic and pharmacodynamic principles essential for clinical practice and the basic principles of pharmacotherapeutics and pharmacological interventions in nursing including the related nursing responsibilities will be introduced. Emphasis will be placed on clinical aspects including dosing regimes and compliance, paediatric and geriatric pharmacology, adverse drug reactions and interactions, post-surgical care and polypharmacy. An overview of the clinical application of classifications of drugs on human systems will be provided.

Prerequisite: NSG1HAS, NSG1FUN, HBS1AON, HBS1HBF, HBS1LS2, or Students must be enrolled in HBNPRG, HBNPGW, BEBN2, HSBNC, HSBNCW, BEBND2, HBNCM, HBNCN.

Class requirements: 26 hours of lectures and 13 hours of facilitated small group sessions across the semester. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2-hour written examination (60%), one 1500-word assignment (30%), one 30-minute drug calculation examination (10%). Hurdle requirement: must achieve mastery of 80% in the drug calculation examination to pass the unit.

Recommended Reading:

Lim AG and McKenzie G. *Australia New Zealand Nursing Drug Handbook*. 3rd edn. Sydney: Lippincott Williams and Wilkins, 2006.
Bullock S and Manias E and Galbraith A. *Fundamentals of Pharmacology* 5th edn. Frenchs Forest, NSW: Pearson (2004)
Simonsen T, Aarbakke J, Kay I, Cleman I, Sinnott P and Lyssa R. *Illustrated Pharmacology for Nurses*. Hodder Arnold, London (2006)
Gatford, JD and Phillips N. *Nursing calculations*. 6th edn. Churchill Livingstone, Edinburgh, 2002.
Bryant, B, Knights K and Salerno E. *Pharmacology for Health Professionals*. Mosby: Sydney, 2003.
Hext V and Mayner L. *Practical Nursing Calculation*. Crow's Nest, NSW: Allen and Unwin, 2003.

NSG2MHL MENTAL HEALTH NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BU. TE-SEM-2 AW, BE, BU, MI, SH.) *AW: Ms Eileen Petrie, BE: Ms Susan Kidd, BU: Mr Alan Robins*

In this unit, students will be offered the opportunity to discuss the general principles and practices of psychiatric/mental health nursing and their impact on the individual and their family. Theoretical explanations of mental health and mental illness, the manifestation and classification of mental illness and major treatment modalities will be explored. Therapeutic and psychosocial interventions are discussed within the context of the broad socio-cultural environment. Topics will include current debates on mental health and illness,

psychiatric disorders, populations at risk, continuity of care and cross-cultural perspectives on mental health and illness. Students will also be offered the opportunity to examine the framework for mental health service delivery in Victoria.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Co-requisite: NSG2AUA if student enrolled in HSBNC, HSBNCW, RBN2, BEBND2, HBNCM, HBNCN, HBNPRG, HBNPGW, BEBN2.

Class requirements: 30 hours of lecture/tutorial across the semester. Content to be delivered in flexible lecture and tutorial combination. This unit may be offered block mode across the semester in the format of seminar days. In addition a 140-hour clinical practicum of 35 hours per week over four weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1750-word written assignment (40%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 2-hour written examination (60%).

Prescribed Reading:

Meadows G, Singh B and Grigg M. *Mental Health in Australia*. 2nd edn. Australia: Oxford University Press, 2006.

NSG2PMH PROMOTING MENTAL HEALTH A (15 CPs Sem. TE-SEM-1 AW, BE, BU.) *AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins*

In this unit, students will be assisted to explore the role of the nurse in assessing individuals, family and group needs. Students are introduced to theories and models for health promotion and health education and the principles of planning, implementing and evaluating programs in a variety of health related settings. Students will develop their own health education strategies appropriate to cultural and lifespan needs. The mental health promotion needs of individuals, families and communities will be explored in diverse cultures and in various settings.

Class requirements: Two 1-hour lectures per week over ten weeks, one 1-hour tutorial per week over ten weeks, self-directed learning equivalent to one hour of class contact per week over ten weeks plus 70 hours of clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. The unit may be offered in block mode: one 5-hour seminar day four times across the semester, self-directed learning equivalent to one hour of class contact per week over ten weeks plus a 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 3000-word health education session (70%). Hurdle requirement: while the clinical assessment is ungraded, students must achieve at a designated level, one 30 minutes group presentation (10-minutes per member) (20%). Interaction with and contribution to online discussion equivalent to 500 words (10%).

Prescribed Reading:

VIC Health Evidence-based Mental Health Promotion Resource. Melbourne: Department of Human Services, (Supplied)
Meadows G, Sing B and Grigg M. *Mental Health in Australia: Collaborative Community Practice*. 2nd edn. Oxford University Press Australia: Melbourne, 2007.
Wass A. *Promoting health: A primary health care approach*. Harcourt Australia Marrickville, NSW, 2000.

NSG2PRH PROMOTING HEALTH IN NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SL.) *AW: Ms Eileen Petrie, BE: Ms Kerrie Gamble, BE: Ms Di Guzys, BU: Ms Sandra Lucas*

In this unit, students will be assisted to explore the role of the nurse in assessing individuals, family and group needs. Students are introduced to theories and models for health promotion and health education and the principles of planning, implementing and evaluating programs in a variety of health related settings. Students will develop their own health education strategies appropriate to cultural and lifespan needs.

Prerequisite: NSG1HAS, PHE1PHB.

Class requirements: 13 hours of lectures and 13 hours of tutorials per semester, plus a 35-hour clinical practicum. This unit may have an online component.

Assessment: One 40-minute group presentation of a health education session – 10 minutes per member (40%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANMC competencies using the Bondy scale, one 3000-word health promotion assignment (60%). Students pass the theoretical and clinical components to pass the unit.

Prescribed Reading:

Talbot L and Verrinder G. *Promoting Health: A Primary Health Care Approach*. 3rd edn. Elsevier Australian, 2005.

Recommended Reading:

Pender N, Murdaugh CL and Parsons M. *Health promotion in nursing practice*. 4th edn. New Jersey: Prentice-Hall, 2002.

Kiger A. *Teaching for health*. 2nd edn. Edinburgh: Churchill Livingstone, 1995.

NSG3AUB ACUTE NURSING PRACTICE B (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, MI, SI.) AW: Ms Ann Kuypers, BE: Ms Helen Aikman, BU: Ms Elizabeth Watt, MI: Ms Bev Blanch

In this unit, students will be offered the opportunity to further develop their knowledge and skills by caring for people experiencing complex health problems requiring nursing intervention. Previously learnt technical, interpersonal and decision-making skills are further developed while aspects of health education and legal and ethical aspects are incorporated to provide individualised care. Using a problem-based learning approach students will be offered the opportunity to study the effect of complex acute and chronic illness by focusing on patient situations that involve conditions that seriously alter absorption and utilisation of food and fluids, metabolism and endocrine function, elimination of bodily waste. The students will also be offered the opportunity to study the effect that these have on other body systems.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Class requirements: Five 3-hour lectures, ten 1-hour problem-based learning groups and ten 1-hour laboratory sessions across the semester. A 105-hour clinical practicum of 35 hours per week over three weeks. Communication and discussion via WebCT.

This unit is not available for Study Abroad students.

Assessment: One 2-hour written examination (50%). Students must pass the theoretical and clinical components to pass the subject, one 2500-word case study (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor, communication skills and professional development in line with the ANCI competencies using the Bondy scale.

Prescribed Reading:

LeMone P and Burke, KM. *Medical-surgical nursing: critical thinking in client care. Volumes 1 and 2*. 4th edn. Sydney: Prentice-Hall Inc, 2008.

Recommended Reading:

Galbraith A, Bullock S and Manias E. *Fundamentals of pharmacology*. 5th edn. Sydney: Prentice Hall, 2007.

Gatford JD and Phillips N. *Nursing calculations*. 7th edn. Edinburgh: Churchill Livingstone, 2006.

NSG3AUC ACUTE NURSING PRACTICE C (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SI.) AW: Ms Ann Kuypers, BE: Ms Helen Aikman

In this unit, students will be provided with the opportunity to consolidate knowledge and skills in order to effectively prioritise care for a group of clients experiencing a range of complex co-morbidities. Using a problem-based learning approach students will be offered the opportunity to study the effect of complex acute and chronic illness by focusing on patient situations involving serious alterations in cardiac, respiratory and neurological function and the effect that these have on other body systems. A feature of this unit is the development of the student's ability to incorporate therapies involved in the helping role of the nurse while managing a caseload of patients.

Prerequisite: NSG3AUB.

Class requirements: Five 2-hour lectures, ten 1-hour problem-based learning session and ten 1-hour laboratory sessions across the

semester plus 140-hour clinical practicum of 35 hours per week over four weeks.

This unit is not available for Study Abroad students.

Assessment: One 2000-word case study (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 2000-word assignment (50%). Students must pass the theoretical and clinical component to pass the subject.

Prescribed Reading:

Lewis S, Collier I and Heitkemper M. *Medical-surgical nursing: assessment and management of clinical problems*. 6th edn. St. Louis: Mosby, 2004.

Recommended Reading:

Galbraith A, Bullock S and Manias E. *Fundamentals of pharmacology*. 3rd edn. Sydney: Prentice Hall, 2001.

NSG3CAC CANCER NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI, SH.) AW: Ms Yolanta McLaughlin, BE:

Dr Sharon Kendall, BU: Ms Rosaleen Rudd, MI: Ms Bev Blanch

In this unit, students will be offered the opportunity to develop a beginning knowledge about the nature of nursing a client with cancer. Students will be provided with the opportunity to acquire knowledge pertaining to the nature of cancer and aspects of cancer prevention, treatment and rehabilitation, with particular emphasis on cancer nursing. Information on aspects of epidemiology in relation to cancer, the physiology of cancer and oncology emergencies will be provided.

Prerequisite: NSG1HAS

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester, plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

Assessment: One 1000-word scenario based assessment (25%), one 2500-word participation portfolio (50%), one 1000-word critical reasoning exercise (25%).

Prescribed Reading:

Langhorne M, Fulton J and Otto S. *Oncology Nursing*. 5th edn. St Louis: CV. Mosby, 2004.

NSG3CAD MENTAL HEALTH NURSING PRACTICE: CHILD AND

ADOLESCENT (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Eileen Petrie,

BE: Ms Susan McConnachie, BU: Mr Alan Robins

In this unit, students will develop skills relevant to the health of infants, children and adolescents within a variety of settings, including children and adolescents from diverse cultural and geographic backgrounds. Critical appraisal of issues related to child and family health from a socio-cultural, structural, developmental and emotional perspective will occur. A major focus is on children and families and the development of specific evidence based knowledge, skill and interventions necessary to assess health status, promote health and well-being and to prevent or manage illness, injury and/or disability.

Prerequisite: NSG2PMH.

Class requirements: Two 1-hour lectures per week over ten weeks, one 2-hour tutorial per week over eight weeks, self-directed learning equivalent to 1-hour of class contact per week over four weeks plus 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. Or alternatively, two consecutive 5-hour seminar days four times across the semester plus a 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word family case study report (50%), one 2000-word scenario based clinical decision-making exercise (50%). Hurdle requirement: While the clinical assessment is ungraded, students must achieve at a designated level.

Prescribed Reading:

Elders R, Evans K and Nizzette D. *Psychiatric and Mental Health Nursing*. Marrickville Australia: Elsevier, 2005.
 Hockenberry M, Wilson D, Winkelstein M and Kline N. *Wong's Nursing Care of Infants and Children*. 7th edn. St Louis: Mosby, 2003.

NSG3CAN CANCER NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Ms Sharon Kendall, BU: Ms Kathy Swift
 Not available in 2008

NSG3CAR CARDIAC REHABILITATION NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Jan Berry, BE: Mr Leigh Kinsman, BU: Ms Nikki Phillips

This subject may not be offered every year.

In this practice-based subject, students will be offered the opportunity to explore the role of cardiac rehabilitation in the recovery from cardiac problems and the prevention of disease progress. The aims of cardiac rehabilitation will be explored according to the best available evidence. Barriers and enablers to the cardiac rehabilitation process will be investigated. Patient education models, risk factor management, social support and the role of diet and exercise will be explored.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester, six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks; plus a one week 35-hour clinical practicum. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester; six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks; plus a one-week 35-hour clinical practicum. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1000-word scenario based assessment (25%). Hurdle requirement: while the clinical assessment is ungraded, students must achieve at a designated level, one 1750-word participation portfolio (50%). Students must successfully pass both the theoretical and practical component to pass the subject, one 1000-word clinical reasoning exercise (25%).

Recommended Reading:

LeMone P, Burke KM. *Medical-surgical nursing: critical thinking in client care*. 2nd edn. Sydney: Prentice-Hall Inc, 2000.

NSG3CAT CHILD AND ADOLESCENT NURSING THEORY (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) Ms Sharon Gan

This subject may not be offered every year.

In this unit, students will be offered the opportunity to extend their knowledge of paediatric nursing building on the information presented in Child and Family Nursing Practice. The focus will be on the acquisition of knowledge and skills required to assist the child and the family in times of health deviation. Information will be provided on nursing interventions that assist in promoting, maintaining and restoring health of infants, children and adolescents.

Prerequisite: NSG2CAF

NSG1HAS.

Class requirements: 20 hours of lectures, 10 hours of online tutorials, 3 hours of laboratory sessions and six hours of self-directed learning across the semester. This unit will have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2500-word participation portfolio (50%), one 2000-word critical reasoning exercise (50%).

Recommended Reading:

Hockenberry M, Wilson D, Winkelstein, M and Klien N. *Wong's nursing care of infants and children*. St Louis: Mosby, 2003.

NSG3CMP COMPLEMENTARY THERAPIES IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Ms Amanda Kenny, BU: Dr Pauline McCabe
 Not available in 2008

NSG3COG CONTROVERSIES IN GERONTIC NURSING (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Yolanta McLaughlin, BE: Dr Amanda Kenny, BU: Dr Susan Koch

This unit may not be offered every year.

In this unit, students will be challenged to consider issues that raise ethical and moral challenges for nurses and society. Lifestyle choices and social stereotypes will be explored. Case study examples will be used to highlight the complexity of delivering care that involves personal lifestyle choices and contexts.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks during the semester plus nine hours of self-directed learning activities equivalent to one hour of classroom contact per week for nine weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and 6 hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 20-minute case study presentation (25%), one 2500-word evidenced based practice assignment (50%), one 1000-word critical reasoning exercise (25%).

Recommended Reading:

Nay R, Garratt S. *Nursing older people: issues and innovations*. Sydney: MacLennan and Petty, 1999.

NSG3COM COMPLEMENTARY PRACTICES IN NURSING (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Ms Amanda Kenny, BU: Dr Pauline McCabe
 Not available in 2008

NSG3CPC COMMUNITY PSYCHIATRIC NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Maureen Cuskelly, BE: Ms Susan Kidd, BU: Ms TBA
 Not available in 2008

NSG3CPR COMMUNITY NURSING PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SI.) AW: Ms Eileen Petrie, BE: Ms Kerrie Gamble, BE: Ms Di Guzys, BU: Ms Sandra Lucas

In this unit, students will be offered the opportunity to analyse the role of the nurse in facilitating health with individuals and groups in the community. An issues based learning approach will be utilised, allowing students to apply theories and models for community development, social marketing and primary health care to practice situations. In analysing community practice roles, students will be asked to critique their own values relating to lifespan, culture and social issues that impact health and be accountable (both ethically and legally) for their contribution to health service provision. Students will be able to build on knowledge gained in Information Literacy for Nurses to develop a multimedia package.

Prerequisite: NSG1LIL, NSG2AUA, NSG2PRH and NSG3AUB or students must be enrolled in HZNM. If students enrolled in HBNPRG, HBNPGW, BEBN2, HSBNC, HSBNCW, BEBND2, HBNCM, HBNCNCP then must have passed NSG2AUA, NSG3AUB.

Class requirements: 16 hours of lectures, 14 hours of problem-based learning and seven hours of self-directed learning plus a 105-hour clinical practicum of approximately 35 hours per week. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word equivalent multimedia package based on a community assessment (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANMC competencies using the Bondy scale, one 2000-word community development practice analysis (50%). Students must pass the theoretical and clinical components to pass the unit.

Prescribed Reading:

McMurray A. *Community health and wellness: a sociological approach*. Sydney: Harcourt, 2006.
 Keleher, H and Murphy, B. *Understanding Health: A Determinants Approach*. Australia: Oxford University Press, 2004.

Recommended Reading:

Anderson ET and McFarlane J. *Community as partner: theory and practice in nursing*. Philadelphia: Lippincott, 2004.
 Talbot Verrinder. *Promoting health: a primary health care approach*. 3rd edn. Elsevier, 2005

NSG3CPS COMMUNITY PSYCHIATRIC NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Maureen Cuskelly, BE: Ms Susan Kidd, BU: Ms TBA
 Not available in 2008

NSG3CRE CARDIAC REHABILITATION NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Janet Berry, BE: Mr Leigh Kinsman, BU: Ms Nicole Phillips
 This subject may not be offered every year.

In this unit, students will be offered the opportunity to explore the role of cardiac rehabilitation in the recovery from cardiac problems and the prevention of disease progress. The aims of cardiac rehabilitation will be explored according to the best available evidence. Barriers and enablers to the cardiac rehabilitation process will be investigated. Patient education models, risk factor management, social support and the role of diet and exercise will be explored.

Prerequisite: NSG1HAS

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1000-word scenario based assessment (25%), one 2500-word participation portfolio (50%), one 1000-word critical reasoning exercise (25%).

Recommended Reading:

LeMone P, Burke KM. *Medical-surgical nursing: critical thinking in client care*. 2nd edn. Sydney: Prentice-Hall Inc, 2000.

NSG3DDA MENTAL HEALTH NURSING PRACTICE: DRUG AND ALCOHOL (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins

In this unit, students are provided with the opportunity to integrate theory and practice in implementing strategies to deal with drug and alcohol misuse. Exploration will take place of the theoretical explanations for drug and alcohol misuse in society and the implications of substance misuse on individuals, families and communities. Competencies will be developed in primary prevention, early and acute intervention, rehabilitation and harm minimisation. Examination will take place of the particular needs and challenges of working with individuals, families and communities from diverse cultural groups and from a range of geographical and practice settings.

Prerequisite: NSG2PMH, NSG3CAD, NSG2MHL, NSG3MOP, NSG3IMS.

Class requirements: Two 1-hour lectures per week over ten weeks, one 1-hour problem-based learning group per week over ten weeks, one 1-hour laboratory session per week over ten weeks plus a 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. Or alternatively one 6-hour seminar day five times across the semester plus a 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 3000-word clinical case study (50%). Hurdle requirement: While the clinical assessment is ungraded, students must achieve at a designated level, one online assessment equivalent to 1500 words (50%).

Prescribed Reading:

Elders R, Evans K and Nizzett D. *Psychiatric and Mental Health Nursing*. Australia: Marrickville Elsevier, 2005.

NSG3GER GERONTIC NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SI.) AW: Ms Yolanta McLaughlin, BE: Ms Julie Ellis, BU: Dr Susan Koch

In this unit, students will be offered the opportunity to consider the health needs of older people in diverse settings. The examination of the social, psychological and biological aspects of ageing; demographics of ageing, health and ageing, ageing in place, acute care and the principles of long-term care and of rehabilitation will be included. The importance of the nurses' roles in promoting, maintaining and restoring the health of older adults will be stressed. The students will be encouraged to focus on the independent role of the nurse and an interdisciplinary approach to the planning and implementation of client care and development skills in management, teamwork, delegation and prioritising care. As part of the clinical experience, students may be required to undertake evening and weekend work in this unit.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Class requirements: 40 hours – 20 hours of lecturers, 10 hours of tutorials, 10 hours of self-directed learning. A 140-hour clinical practicum. This may include weekends and evenings work. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2500-word evidence-based case management review (60%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 1500-word written assignment (40%). Students must pass the theoretical and clinical components to pass the subject.

Prescribed Reading:

Koch S and Garratt S. *Health assessment of the older person: a practical guide for health care workers*. Sydney: MacLennan and Petty, 2001.

Nay R and Garratt S. *Nursing older people. Issues and innovations*. 2nd edn. Elsevier, 2004.

Recommended Reading:

Ebersole P and Hess P. *Toward healthy ageing: human needs and nursing response*. 6th edn. St Louis: Mosby, 2004.

NSG3IMS MENTAL HEALTH NURSING: INTERVENTION MODALITIES (15 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins

In this unit, students are provided with the skills and competencies needed to select, apply and evaluate selected intervention modalities – psychopharmacology, case management, group therapy and rehabilitation – for use with individuals and families experiencing mental illness and disorder. Examination will take place of the theoretical underpinnings and clinical application of these modalities. Interventions will be based on a comprehensive assessment of needs and will be informed by an understanding of evidence-based practice. Analysis will be undertaken of the particular intervention modality needs of consumers from diverse cultures. At all times, critical reflection on practice will be emphasised, with a focus on the need to develop strategies to maintain the well-being of self and fellow workers.

Prerequisite: NSG2PMH, NSG2MHL, NSG3CAD.

Class requirements: One 1-hour lectures per week over ten weeks, one 1-hour problem-based learning group per week over ten weeks, one 1-hour laboratory session per week over ten weeks, plus a 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. Or alternatively one 6-hour seminar day five times across the semester plus a 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: Small group presentation (20-minutes per member) (40%), one 2500-word assignment (60%).

Prescribed Reading:

Elders R, Evans K and Nizzette D. *Psychiatric and mental health nursing*. Marrickville, Australia: Elsevier, 2005.

NSG3INT MANAGING COMPLEX INTERACTIONS IN NURSING (15 CPs Sem. TE-SEM-1 HK, TE-SEM-2 AW, BE, BU, HK, MI, TE-SEM-3 HK.) *Ms Ann Kuypers, Ms Sharon Kendall, Ms Elizabeth Pascoe, Dr Beverley Wood*

In this unit, students are placed in situations that are unique to professional nursing practice, and that require a complex range of knowledge, skill and awareness. Engagement in complicated, often stressful and distressing encounters require the nurse to be equipped with a sophisticated repertoire of skills, including 'awareness' of self and others. Effective intervention on a variety of levels is seen as an essential role of the professional nurse. The students will be given a theory base for understanding human behaviour and basic mental health concepts are introduced. Emphasis will be placed on theory-based strategies to improve interaction and coping with individuals, families and other health care professionals. The unit focuses on the complex events and interactions that occur in health care settings.

Prerequisite: NSG3AUB or students must be enrolled in HZNM

Co-requisite: NSG3AUC or students must be enrolled in HZNM.

Class requirements: Two hours of lectures six times over the semester and two hours of problem-based learning activities seven times over the semester as well as thirteen hours of directed activities over the semester. This may vary in offshore programs.

This unit is not available for Study Abroad students.

Assessment: One 2000-word critical reflective portfolio (50%), one 2000-word online assessment (50%).

Prescribed Reading:

McCabe C and Timmins F. *Communication Skills for Nursing Practice*. Palgrave MacMillan, 2006.

Recommended Reading:

Keegan L. *Understanding the client as well as the condition*. 2nd edn. Delmar Publishers, 2002.

NSG3MEH MEN'S HEALTH NURSING IN PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BU.) *BE: Mr James Kevin, BU: Dr Bill Koch, BU: Ms Yolanta McLaughlin*
Not available in 2008

NSG3MEN MEN'S HEALTH NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU, TE-SEM-2 AW, BE, BU.) *AW: Ms Yolanta McLaughlin, BE: Mr Jim Kevin, BU: Dr Bill Koch*
Not available in 2008

NSG3MHI NURSING THERAPEUTICS AND PRACTICE: MENTAL HEALTH AND ILLNESS (15 CPs Sem. TE-SEM-1 AW, BE, BU, JA, MI, OS, TE-SEM-2 BE, BU, OS.) *AW: Dr Terence McCann, AW: Ms TBA, BE: Ms Sue McConnachie, BU: Dr TBA*
Not available in 2008

NSG3MOP MENTAL HEALTH NURSING PRACTICE: OLDER PEOPLE (15 CPs Sem. TE-SEM-1 AW, BE, BU.) *AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins*

In this unit, students will be offered the opportunity to consider the health needs of the older people in diverse settings. The examination of the social, psychological and biological aspects of ageing; demographics of ageing, health and ageing, ageing in place and the principles of long-term care and of rehabilitation will be included. The importance of the nurses' role in promoting, maintaining and restoring the health of older adults will be stressed. The students will be encouraged to focus on the independent role of the nurse and an interdisciplinary approach to the planning and implementation of client care. The particular needs of older adult consumers from diverse cultural groups and from a range of geographical and practice settings will be examined.

Prerequisite: NSG2PMH, NSG2MHL, NSG3CAD.

Class requirements: Two 1-hour lectures per week over ten weeks, one 1-hour tutorial per week over ten weeks, self-directed learning equivalent to 1-hour of class contact per week over ten weeks plus 140 hours of clinical practicum of 35 hours per week over four weeks and two hours of clinical supervision per week over 10 weeks. The unit may be offered in block mode: one 6-hour seminar day five times across the semester, self-directed learning equivalent to 1-hour of class contact per week over ten weeks plus a 140-hour clinical

practicum of 35 hours per week over four weeks and two hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1500-word essay (40%), one 2500-word evidence-based case management review (60%). Hurdle requirement: While the clinical assessment is ungraded, students must achieve at a designated level.

Prescribed Reading:

Koch S and Garratt S. *Health Assessment of the older person: A practical Guide for health care workers*. Sydney: MacLennan and Petty, 2001.

Nay R and Garratt S. *Nursing Older People* Sydney: MacLennan and Petty, 1999.

Elders R, Evans K and Nizzette D. *Psychiatric and mental health nursing*. Australia: Marrickville Elsevier, 2005.

NSG3NSC NEUROSCIENCE NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU, TE-SEM-2 AW, BE, BU.) *AW: Ms Jan Berry, BE: Mr Jim Kevin, BU: Ms Nicole Phillips*
Not available in 2008

NSG3NSN NEUROSCIENCE NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU, TE-SEM-2 AW, BE, BU.) *AW: Ms Jan Berry, BE: Mr Jim Kevin, BU: Ms Nicole Phillips*

This subject may not be offered every year.

In this practice-based subject, the focus will be on the nursing management of people with both acute and chronic conditions related to disturbances in neurological function. Students will be provided with the opportunity to develop the knowledge and skills necessary to care effectively and efficiently for people experiencing neurological disorders.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks; plus a one week 35-hour clinical practicum. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester; six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks, plus a one-week 35-hour clinical practicum. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1000-word scenario based assessment (25%). Hurdle requirement: While the clinical assessment is ungraded, students must achieve at a designated level.

One 1750-word participation portfolio (50%). Students must successfully pass both the theoretical and practical component to pass the subject, one 1000-word clinical reasoning exercise (25%).

Prescribed Reading:

Hickey J. *The clinical practice of neurological and neurosurgical nursing*. 4th edn. Philadelphia: Lippincott, 1997.

Hickey J. *The clinical practice of neurological and neurosurgical nursing*. 4th edn. Philadelphia: Lippincott, 1997.

NSG3NTF NURSING THE FUTURE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SI, TE-SEM-2 BH, HK, SI.) *AW: Ms Ann Kuypers, BE: Ms Fran Sheean, BU: Ms Helen Forbes, BU: Ms Elizabeth Pascoe*

In this unit, students will be assisted to focus on directions for professional development. The influence of research and evolving nursing knowledge on professional roles will be examined and students will be introduced to frameworks for analysing selected contemporary issues and trends in health care that will shape future nursing practice. Contemporary strategies for managing the delivery of nursing care will be explored and the associated role requirements in nursing analysed. In addition, each student will have the opportunity to reflect on professional development, consider future career directions and prepare a curriculum vitae. Pre-registration students will focus on transition to the registered nurse role and preparation of applications for graduate positions, while post-registration students will concentrate on career planning and exploration of expanded nursing roles.

Prerequisite: NSG2AUA, NSG2LEA, NSG2EBP.

Class requirements: One 2-hour lecture eight times over the semester and one 2-hour tutorial five times over the semester. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word portfolio (50%), one 2000-word professional issues case study (50%).

NSG3OCH OCCUPATIONAL HEALTH NURSING THEORY (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) *Ms Robin Ray*
Not available in 2008

NSG3PAC PALLIATIVE CARE NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Yolanta McLaughlin, AW: Ms Eileen Petrie, BE: Ms Sharon Kendall, BU: Ms Margaret O'Connor*
Not available in 2008

NSG3PAL PALLIATIVE CARE IN NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Yolanta McLaughlin, BE: Ms Sharon Kendall, BU: Ms Margaret O'Connor, BU: Ms Kathy Swift*
Not available in 2008

NSG3PEO PERIOPERATIVE NURSING THEORY (15 CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 AW, BE, BU, MI.) *AW: Ms Ann Kuypers, BU: Ms Deb Fleckner*

This subject may not be offered every year.

In this unit, students are introduced to fundamental theoretical aspects of perioperative nursing, including nursing in the context of the operating room and associated environments. Content will be provided that will extend students knowledge of aspects of infection and its control in the operating suite. The students are given insight into the variety of roles of the nurse in the operating suite. The principles of surgical intervention and wound management are discussed. Information on the operating room environment, including design and patient and staff safety will be provided. An emphasis is placed on the care of the patient in the operating suite.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester, plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word assignment (50%), one 2000-word portfolio (50%).

Prescribed Reading:

Meeker M, Rothrock J. *Alexander's care of the patient in surgery*. St Louis: Mosby, 1999.

Recommended Reading:

Foster and Morris-Stiff *Basic Surgical Operations* Harcourt Publishers Limited, 2000.

Shields and Werder *Perioperative Nursing*. London: Greenwich Medical Media, 2002.

NSG3PER PERIOPERATIVE NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Jan Berry, BE: Dr Helen Aikman, BU: Ms Judith Bridges*
Not available in 2008

NSG3PIN PHILOSOPHIES IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, OS, SI.) *AW: Ms Lyn Lang, BE: Ms Sharon Kendall, BU: Professor Annette Street*
Not available in 2008

NSG3PSE PSYCHIATRIC NURSING THEORY (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 AW, BE, BU, MI.) *AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins*
This unit may not be offered every year.

In this unit, students will be provided with the opportunity to build on their knowledge of mental health nursing. Students will be asked to examine the phenomena of psychiatry and psychiatric nursing from various points of view that have, as their common focus, the impact of psychiatric disorders and psychiatric health interventions on the person and groups of people.

Prerequisite: NSG1HAS, NSG2MHL

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester, plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1000-word scenario based assessment (25%), one 2500-word participation portfolio (50%), one 1000-word critical reasoning exercise (25%).

Prescribed Reading:

Protocol, Protocol, *Management of Mental Disorders*. 4th edn.

Sydney: World Health Organisation Collaborating Centre for Mental Health and Substance Abuse.

Elder R, Evans K, Nizette D, *Psychiatric and Mental Health Nursing*. Sydney: Elsevier Mosby, 2005.

NSG3PSY PSYCHIATRIC NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Maureen Cuskelly, BE: Ms Margaret Grigg, BU: Ms TBA*
Not available in 2008

NSG3WMT WOUND MANAGEMENT NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Jan Berry, BE: Mr Les Fitzgerald, BU: Mr Bill McGuinness*

This subject may not be offered every year.

An important aspect of nursing work is to care for a person's integument by preventing or minimising tissue damage and providing effective wound management. Appropriate management of a person with a wound requires specific knowledge of wound healing processes, an awareness of factors that influence healing outcomes and the skill to select and implement relevant interventions. In this unit, the student will be provided with information to facilitate knowledge and skill development in these key areas. Students will be encouraged to explore contemporary evidence and knowledge, actively participate in the discussion of the clinical management of clients requiring wound management and contribute to case discussions.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester, plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2500-word case study (50%), one 1000-word critical reasoning exercise (25%), one online activity, equivalent to 500 words (12%), one online activity, equivalent to 500 words (13%).

Prescribed Reading:

Dealey C. *The care of wounds: a guide for nurses*. 2nd edn. Oxford: Blackwell Science, 1999.

NSG4CPA CLINICAL NURSING PROJECT A (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Eileen Clark, BE: Dr Amanda Kenny, BU: Ms Eileen Clark*

In this unit, students will be assisted to plan a clinical nursing project under the guidance of a supervisor who is associated with one of the School or Department's research groups. Generally, the clinical projects will be directed at quality improvement or clinical audit and provide the students with the skills to engage in these activities as part of their professional practice. The research-based skills needed to

undertake quality improvement or clinical audit would be covered in this planning unit.

Prerequisite: NSG2EBP.

Class requirements: Individual supervision and attendance at seminars equivalent to 1-3 hours per week. Must have contact no less than the equivalent of 13 hours across the semester.

This unit is not available for Study Abroad students.

Assessment: One 2000-word rationale (45%), one 2500-word detailed plan for clinical project (55%).

NSG4HIA HIGH ACUITY NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, SI.) **AW:** Ms Jan Berry, **BE:** Ms Kathleen Tori, **BU:** Ms Helen Forbes

In this unit, students will be provided with the opportunity to participate in the nursing care of clients with multiple and/or complex health care needs or multi-system failure. Students will be encouraged to focus on the nurse's role in caring for the critically ill patient, particularly the interface of technology and caring roles. The effect of critical illness on the patient, family and the nurse will be examined. Emphasis will also be placed on the nurse's role as coordinator of care.

Prerequisite: NSG21AUC.

Class requirements: Two consecutive 5-hour seminar days twice across the semester and six hours of self-directed learning equivalent to one hour of class contact per week over six weeks plus a 140-hour clinical practicum of 35 hours per week for four weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word assignment (40%). Students must pass both the theoretical and clinical components to pass the unit. One 3-hour examination (60%). Hurdle requirement: While the clinical assessment is ungraded students must achieve at a designated level.

Prescribed Reading:

Kinney MR. *AACN's clinical reference for critical care nursing*. New York: McGraw Hill, 1998.

LeMone P and Burke KM. *Medical-surgical nursing: critical thinking in client care*. 2nd edn. Sydney: Prentice-Hall Inc, 2000.

NSG4HRP HONOURS RESEARCH PROJECT (30 CPs Sem. TE-ALL-YR AW, BU, TE-SEM-1 AW, BU, TE-SEM-2 AW, BU.) **AW:** Ms Eileen Clark, **BU:** Ms Nicole Phillips

Not available in 2008

NSG4NTH THESIS (30 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, SI, TE-SEM-2 AW, BE, BH, BU, HK, SI.) **AW:** Ms Eileen Clark, **BE:** Ms Julie Ellis, **BH:** Dr Beverley Wood, **BU:** Dr Bill Koch, **HK:** Dr Beverley Wood

In this unit, students will complete a total of 60 credit points in order to successfully complete the thesis component of Honours. Students are required to undertake a nursing research project associated with one of the research interests of the School or Discipline under the guidance of a supervisor. Students are required to attend regular research seminars designed to provide peer and academic support and guidance. Regular contact with the project supervisor is required.

Prerequisite: NSG2EBP, NSG3RHP, NSG4RHP.

Class requirements: Individual supervision and attendance at seminars equivalent to 1-3 hours per week. Must have contact no less than the equivalent of 13 hours across the semester.

This unit is not available for Study Abroad students.

Assessment: One 15000-word thesis (100%). Students are expected to enrol in and successfully complete 60 credit points of this unit in order to complete the thesis.

NSG4NTP THESIS PREPARATION (15 CPs Sem. TE-SEM-1 AW, BE, BU, TE-SEM-2 AW, BE, BU.) **AW:** Ms Eileen Clark, **BE:** Ms Julie Ellis, **BU:** Dr Bill Koch

In this unit, students are provided with a forum to explore research methodologies while assisting them to select a topic and a framework for their research. Students are also provided with an opportunity to defend and refine their plan for the research project. Students are required to attend regular research seminars designed to provide peer and academic support and guidance. Regular contact with the project supervisor is required.

Prerequisite: NSG2EBP, NSG3RHP, NSG4RHP.

Class requirements: Individual supervision and attendance at seminars equivalent to 1-3 hours per week. Must have contact no less than the equivalent of 13 hours across the semester.

This unit is not available for Study Abroad students.

Assessment: One 20-minute seminar presentation on research topic (20%), one 3000-word research proposal (80%).

Prescribed Reading:

Minichiello V, Sullivan G, Greenwood K and Axford R. *Research Methods for Nursing and Health Sciences*. Sydney: Pearson, 2003.

NSG4PCO NURSING PRACTICE CONSOLIDATION (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, SI.) **BE:** Ms Kathleen Tori, **BH:** Dr Beverley Wood, **BU:** Ms Elizabeth Watt, **HK:** Dr Beverley Wood

In this unit students will be provided with further opportunity to synthesise and consolidate knowledge and skills acquired throughout the course in the delivery of patient centred care for a group of clients, a major focus is on the development of leadership skills. The students will be provided with the opportunity to further develop discharge planning skills as well as developing their role as a professional nurse by supporting and directing care provided by other health care team members and responding to the needs of patients, their families and their colleagues in relation to patient, family and nurse education.

Prerequisite: NSG4HIA.

Class requirements: One 1-hour seminar per week over six weeks, one 1-hour problem-based learning session per week over the semester, seven hours of self-directed learning equivalent to one hour of class contact per week across seven weeks plus a 200-hour clinical practicum of 40 hours per week for five weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 4000-word clinically based learning contract (100%). Students must pass both the theoretical and clinical components to pass the subject. Hurdle requirement: While the clinical assessment is ungraded, students must achieve at a designated level.

Recommended Reading:

Andre K and Heartfield M. *Professional Portfolios: evidence of Competency for Nurses and midwives*. NSW: Elsevier, 2007.

Chang E and Daly J. *Transitions in Nursing*. Sydney: MacLennan and Petty, 2001.

NSG4RHP RESEARCH HONOURS PREPARATION (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, SI.) **AW:** Ms Eileen Clark, **BE:** Ms Julie Ellis, **BU:** Dr Bill Koch

In this unit, students will be given content and guidance to prepare them to undertake an Honours project. Students will be offered the opportunity to be introduced to the predominant research paradigms and students will attain the knowledge and skills to plan and implement a research study using one research approach. An overview of different research processes; discussing the ethical issues in conducting research using human subjects will be presented.

Prerequisite: NSG2EBP.

Class requirements: Three 4-hour seminars across the semester. This unit has an online component equivalent to 27 hours of learning.

This unit is not available for Study Abroad students.

Assessment: One 2000-word assessment (50%), one 2000-word assessment (50%).

Prescribed Reading:

Minichiello V, Sullivan G, Greenwood K and Axford R. *Research Methods for Nursing and Health Sciences*. Sydney: Pearson, 2003.

NSG4RIN READINGS IN NURSING (15 CPs Sem. TE-SEM-2 AW, BE, BU.) **AW:** Ms Eileen Clark, **BE:** Dr Julie Ellis, **BU:** Dr Bill Koch

Offered subject to sufficient enrolments. Enrolment must be approved by Course Coordinator.

In this unit, students are provided with the opportunity to select an area within nursing they wish to investigate fully. It is envisaged that the chosen topic will be investigated thoroughly through examination of the current literature.

Class requirements: Negotiated with individual supervisors – equivalent to 39 hours per semester. This unit will have an online component.

This unit is not available for Study Abroad students.

Assessment: One 3000-word essay (60%), one 20-minute class presentation (40%).

PHE1PHA INTRODUCTION TO PUBLIC HEALTH A (15 CPs Sem. TE-SEM-1 AW, BU, MI, SH.) AW: Dr TBA, BU: Ms Janet Carnegie, BU: Dr Paul O'Halloran

Albury/Wodonga campus: available only to Bachelor of Nursing students.

Public Health practice operates at individual, social and structural levels. That is, public health knowledge is acquired from these multiple sources and public health interventions can be targeted at the individual, social, or structural level. In this unit, students will predominately address public health at the individual level. The principal aim of the unit is to provide foundation knowledge pertaining to preventive work with individuals at multiple levels in the health care system. Topics are organised into the broad groupings related to health (e.g. learning), regulatory systems (obesity, motivation and developmental) and social influences on health (development, communication processes) and personality, stress and mental health.

Incompatible unit: PHE1PHC

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1.5-hour examination (50%), four 300-word short answer questions (20%), one 1200-word essay (20%), tutorial participation (10%).

Prescribed Reading:

McMurray A. *Community health and wellness: a socioecological approach*. 2nd edn. NSW: Marrickville, Mosby, 2007
Passer MW and Smith RE. *Psychology: the science of mind and behaviour*. 3rd edn. Boston, MA: McGraw-Hill, 2007.

PHE1PHB INTRODUCTION TO PUBLIC HEALTH B (15 CPs Sem. TE-SEM-2 AW, BU, MI, SH.) AW: Ms Eileen Clark, BU: Ms Prue Bagley

In this unit, students are introduced to social understandings of health and health care practice. Changing definitions of health and illness are examined, inequalities in health and health care are analysed from different sociological perspectives and some key political and ethical issues are explored. The aim is to develop students' capacity to view current health concerns in a public health perspective and to understand how this relates with other professional practice perspectives.

Incompatible unit: PHE1PHD

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1-hour examination (30%), one 2500-word tutorial assignment (40%), one 10min tutorial presentation (30%).

Prescribed Reading:

Germov J. *Second opinion*. Oxford University Press, 2005.

Recommended Reading:

Davis A and George J. *States of health: health and illness in Australia*. Harper Educational, 1998.

PHE2RHC RESEARCH IN HEALTH CARE (15 CPs Sem. TE-SEM-1 BU, DE, MI, OS. TE-SEM-2 AW, BE, BU, DE, MI.) AW: Ms Eileen Clark,

BU: Mr Stephen Polgar

Not available in 2008

PHE4THA THESIS PREPARATION (15 CPs Sem. TE-SEM-1 AW, BU.) AW: Dr Guin Threlkeld, BU: Mr Steve Polgar, BU: Ms Dianne Williamson

This unit must be taken in conjunction with PHE4THB or equivalent. In this unit, students identify a significant research issue and, under supervision conduct a critical review of the literature relevant to the area of study. Students derive appropriate research questions, develop an appropriate research methodology and prepare a project proposal and Ethics Committee submission. This unit must be taken in conjunction with PHE4THB or equivalent.

Co-requisite: PHE4THB.

Class requirements: Students participate in Project Committee meetings and meet with thesis supervisor on a regular basis.

Assessment: Ethics Committee submission (50%). This unit is graded as a pass or fail, one 3000-word research project proposal (50%).

PHE4THB THESIS (60 CPs Sem. TE-SEM-1 AW, BU. TE-SEM-2 AW, BU.) AW:

Dr Guin Threlkeld, BU: Mr Steve Polgar, BU: Ms Dianne Williamson

This unit must be taken in conjunction with PHE4THA.

In this unit, students conduct and report on an original research project that addresses a significant research issue. Under supervision, students are required to conduct the planned study, select and conduct appropriate analyses and write a report on the project. This unit must be taken in conjunction with PHE4THA.

Prerequisite: PHE4THA.

Class requirements: Students complete the project under supervision.

Assessment: One 10,000-12,000-word thesis (100%). This unit is taken in conjunction with PHE4THA.

SWP1ITP INTRODUCTION TO SOCIAL WORK A (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 MI.) Dr Sue Hodgkin, Ms Grace Brown, Dr

Christine Bigby, Ms Paula Bruce

In this unit, students will be orientated to a university mode of study. They will be introduced to the complex and often contested nature of social work and the diverse knowledge base that informs social work practice. Students will gain an understanding of the core values, the history and current orientation of social work. Ideas that social problems are constructed and understood differently across time and in accordance with different value and theoretical perspectives are explored. Using selected examples, the impact of societal organisation on individuals and social problems will be examined.

Class requirements: One 2-hour lecture and one 1.5-hour tutorial per week.

Assessment: One study skills and library assignment equivalent to 1250 words (30%), one 1500-word essay (40%), one group class presentation equivalent to 500 words (10%), one individual write up equivalent to 1000 words (20%).

Preliminary Reading:

Hay I and Bochner D and Dungey C. *Making the grade: a guide to successful communication and study*. 3rd edn. Oxford University, 2006.

Recommended Reading:

Channock K. *Getting your head around the B.A. Humanities Academic Skills Unit*, La Trobe.

Mullaly R. *The new structural social work*. Oxford University Press, 2007.

Chenoweth L and McAuliffe D. *The road to social work and human service practice. An introductory text*. Thompson, 2005.

SWP1OPW ORGANISATIONAL APPROACHES TO POLICY WORK (10 CPs Sem. TE-WO6-11 AW, BE, BU.) AW: Ms Robyn Mortlock, BE: Ms Di Cox, BU: Ms Maureen Long

In this unit students learn about the policies organisations develop to alleviate poverty in society and the approach they take to implement these policies through their services, research, advocacy and social action. Students explore and analyse the history, mission, values, policies and actions of one Australian organisation involved in poverty alleviation.

Class requirements: Five hours of seminars and 30 hours of self-directed study.

Assessment: One oral presentation equivalent to 1000 words (10%), one 2000-word essay (organisational analysis) (90%).

Recommended Reading:

Australian Senate Communities Affairs Committee. *A hand up not a hand out*. AGPS, 2004.

McClelland A and Smyth P. (Eds). *Social Policy in Australia, Understanding for Action*. Melbourne: Oxford University Press, 2005. *Unit Manual*

SWP1PPI POLICY, POVERTY AND INEQUALITY (25 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Robyn Mortlock, BE: Ms Di Cox, BU: Ms Maureen Long

In this unit, students are introduced to various historical, contemporary and comparative understandings of poverty and

inequality. Students examine various definitions and ways to measure poverty and explore the impact of poverty and inequality on individuals and society. Australian social policy approaches to the alleviation of poverty are discussed in relation to various groups at particular risk of poverty. Students learn about the policies organisations develop to alleviate poverty in society and the approach they take to implement these policies through their services, research, advocacy and social action. Students analyse the history, mission, values, policies and actions of one Australian organisation involved in poverty alleviation.

Class requirements: Two 1-hour lectures per week for 13 weeks, seven 1-hour tutorials per semester, five 2-hour tutorials per semester and 30 hours of self-directed study.

Assessment: One 2000-word essay (organisational analysis) (30%), one 2500-word essay (policy analysis) (40%), one 1500-word fact sheet (20%), one presentation equivalent to 1000 words (10%).

Recommended Reading:

Australian Senate Communities Affairs Committee 2004. *A hand up not a hand out* AGPS, 2004.
McClelland A and Smyth P (Eds). *Social Policy in Australia, Understanding for Action*. Melbourne: Oxford University Press, 2006
Students will be provided with a manual for self-directed learning.
Saunders P. *The Poverty Wars*. Sydney: University of NSW Press, 2005

SWP1SPPP SOCIAL POLICY AND PRACTICE A (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Robyn Mortlock, BE: Ms Di Cox, BU: Ms Maureen Long

In this unit, students are introduced to various historical, contemporary and comparative understandings of poverty and inequality. Students examine various definitions and ways to measure poverty and explore the impact of poverty and inequality on individuals and society. Australian social policy approaches to the alleviation of poverty are explored in relation to various groups at particular risk of poverty.

Class requirements: Two 1-hour lectures for 13 weeks and one 1-hour tutorial per week for 12 weeks.

Assessment: One 1500-word statistical commentary (30%), one 2500-word essay (70%).

Preliminary Reading:

Australian Senate Communities Affairs Committee. *A hand up not a hand out*. AGPS, 2004.
McClelland A and Smyth P (Eds). *Social Policy in Australia, Understanding for Action*. Melbourne: Oxford University Press, 2005.
Saunders, P. *The Poverty Wars*. Sydney: University of NSW Press, 2005.

SWP2DLC DEVELOPMENT ACROSS THE LIFE COURSE IN SOCIAL CONTEXTS (20 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Dr Judith Gibbs, BE: Dr Jennifer Lehmann, BU: Dr John McCormack

In this unit, students will build on first year psychological studies and explore human development within a social context, drawing out implications for social work practice. It focuses on human development across the life course and the key roles played by relationships in influencing development. It considers the challenges to individual and social functioning of non-normative factors such as illness, impairment and disability during the life course. It covers particular implications for social work practice when development becomes problematic as well as in normal development transitions.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%).

Prescribed Reading:

Peterson C. *Looking forward through the life span*. 4th edn. Pearson Education, 2004.

Recommended Reading:

Bowes JM and Hayes A (Eds). *Children, families and communities: contexts and consequences*. Oxford University Press, 1999.
Lehmann J. *The Harvey's and other stories* Innovative Resources, 2003.
Noller P, Feeney JA and Peterson, CA. *Personal relationships across the lifespan*. Psychology Press, 2003.

SWP2HSO SOCIAL WORK IN HUMAN SERVICE ORGANISATIONS A (10 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: Dr Jennifer Lehmann, BU: Ms Margarita Frederico

In this unit, students are introduced to the organisational context of social work practice. In the context of the interface of policy and practice, students will explore the role of human service organisations in the delivery of social services and the practice of social work. Through lectures, seminars and required visits to organisations the student will examine the organisational knowledge and skills necessary to practice effectively in the organisational context of welfare.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week. Three of the tutorial hours will be allocated as time for students to undertake organisational visits.

Assessment: One 2000-word paper on organisational case study (66%), one 1-hour examination (for Albury-Wodonga and Bundoora) (34%). In Bendigo the examination will be substituted by one structured investigative journal of approximately 2000 words

Recommended Reading:

Jones A and May J. *Human service organisations: a critical introduction*. Melbourne: Longman Cheshire, 1992.
Donovan F and Jackson A. *Managing human service organisations* Australia: Prentice Hall, 1991
O'Connor I, Wilson J and Setterlund D. *Social work and welfare practice*. 3rd edn. NSW: Pearson Education Australia, 1999.

SWP2ITP INTRODUCTION TO SOCIAL WORK B (20 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: TBA, BU: Dr Helen Cleak

In this unit, students will be provided with an understanding of the theoretical foundations and values of social work and social work practice. This unit will examine what social workers need to know, the values and ideology that frames social work and then what they do in practice. This will enable students to develop an overall map of the knowledge and skills required for social work, with a particular emphasis on the systems theory and an approach to practice that is known as the ecosystem perspective. The student will be introduced to the major contexts in which a generalist social worker operates and the different forms and levels of intervention, namely the micro, mezzo and macro levels and the role of social workers in these different settings.

Class requirements: One 2-hour lecturer per week and 14 hours of tutorials over the semester.

Assessment: One 1500-word research essay (40%), one 3500-word essay (60%).

Prescribed Reading:

Payne M. *Modern social work theory*. 3rd edn. Palgrave, 2005.
Chenoweth L and McAuliffe D. *The road to social work and human service practice*. Thompson Learning, 2005.
Thompson N. *Understanding social work: preparing for practice*. Palgrave Macmillan, 2005.

SWP2OCP ORGANISATIONAL CONTEXTS OF SOCIAL WORK PRACTICE (20 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: Dr Jennifer Lehmann, BU: Ms Margarita Frederico

In this unit, students will explore the role of human service organisations in the delivery of social services and the practice of social work. Through lectures and tutorials, or seminars, student will examine organisation theory and the organisational knowledge and skills necessary to practice effectively in the organisational context of social and community services, which is characterised by complex developments in policy, practice interventions and accountability. Student will complete an investigatory assessment task of an organisation, as approved by the unit coordinator.

Prerequisite: SWP2PPH.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week for Bundoora and Albury-Wodonga students, one 3-hour seminar per week for Bendigo students, 10 hours of self-directed learning per semester, two hours of tutorial time will be allocated for students to undertake organisational visits.

Assessment: One 2000-word paper on organisational case study (35%), one structured investigative journal of approximately 2000 words (30%), one 2-hour examination (for Albury-Wodonga and

Bundoora) (35%). In Bendigo, the examination will be substituted by one 2000-word essay).

Recommended Reading:

Jones A and May J. *Human service organisations: a critical introduction* Longman Cheshire, 1992.

Donovan F and Jackson A. *Managing human service organisations*. Prentice Hall, 1991.

Jackson A and Donovan F. *Managing to survive: managerial practice is not for profit organisations* Allen and Unwin, 1999.

O'Connor I, Wilson J and Setterlund, D. *Social work and welfare practice*. 4th edn. Australian: Pearson Education, 2004.

SWP2PPH PROFESSIONAL PRACTICE: HISTORY AND VALUES (30 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: TBA, BU: Dr Helen Cleak

In this unit, students will be provided with an understanding of the theoretical foundations and values of social work and social work practice. This unit will examine what social workers need to know, the values and ideology that frames social work and then what they do in practice. This will enable students to develop an overall map of the knowledge and values required for social work, with a particular emphasis on the systems theory and an approach to practice that is known as the ecosystem perspective. The student will be introduced to the major contexts in which a generalist social worker operates and the different forms and levels of intervention, namely the micro, mezzo and macro levels and the role of social workers in these different settings. Throughout the unit, students will be encouraged to explore, articulate and share their experiences and relate them to their ongoing development as social work students.

Class requirements: One 2-hour lecture per week, one 2-hour tutorial per week and 15 hours of self-directed learning.

Assessment: One 3500-word essay (40%), one 4000-word research essay (60%). Hurdle requirement: Students must present one 10-minute individual poster presentation.

Prescribed Reading:

Chenoweth L and McAuliffe D. *The road to social work and human service practice*. Thompson Learning, 2005

Payne M. *Modern Social Work Theory*. 3rd edn. Palgrave, 2005.

Thompson N. *Understanding social work: preparing for practice*. Palgrave Macmillan, 2005.

SWP2REC SOCIAL WORK AND REFLECTIVE COMMUNICATION (20 CPs Sem. TE-SEM-1 MI. TE-SEM-2 AW, BE, BU.) AW: Ms Robyn Mortlock, BE:

Dr Jennifer Lehmann, BU: Dr Trish McNamara, MI: Ms Paula Bruce

In this unit, students are encouraged to critically examine how their values and beliefs shape emotional and behavioural responses. Students are helped to develop a foundation for effective interpersonal communication based on conscious use of self and critical self-reflection. Students are exposed to human communication issues relevant to social work from the micro systems level to the macro level of society. Students will study different models of communication emphasising the importance of understanding social diversity. Largely experiential seminars will encourage students to become aware of their own interactional style in one to one situations and in groups and to become increasingly self-confident communicators.

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 2500–3000-word essay (50%), one group presentation (15 minutes per member) (25%), one 1500-word individual write up of presentation (25%).

Prescribed Reading:

Adler R and Rodman G. *Understanding human communication*. 9th edn. Oxford University Press, 2006.

SWP2RES RESEARCH FOR SOCIAL WORK PRACTICE A (10 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Dr Suzanne Hodgkin, BE: Ms Pascal Janice, BU: Dr Martin Ryan

In this unit, students will be introduced to core concepts in the research process as it applies to social work practice. There will be an overview of both quantitative and qualitative approaches to research. Students will explore the key concepts involved in planning, designing and implementing a social work research study. This

knowledge of these concepts will be developed through the preparation of a literature review and a research proposal.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (60%), one 1000-word essay (40%).

Prescribed Reading:

Bouma G and Ling R. *The research process* 5th edn. Melbourne: Oxford University Press, 2004.

Recommended Reading:

Bryman A. *Social research methods*. 2nd edn. Oxford University Press, 2004.

SWP3COM SOCIAL WORK PRACTICE IN COMMUNITIES (15 CPs Sem.

TE-SEM-1 AW, BE, BU, MI.) AW: Ms Robyn Mortlock, BE: Ms Dianne Cox, BU: Dr Carmel Laragy, MI: Ms Paula Bruce

In this unit, students will focus on social work practice at the community and societal levels. It covers conceptual and theoretical underpinnings of community development including principles, such as active citizenship and participatory democracy. It has a broad focus in that it covers social, economic, political, cultural, environmental and personal development. It will examine community development as a framework to facilitate people, communities and organisations to engage in the change process and to promote social well-being and community building.

Class requirements: Two 1-hour lectures and one 1-hour seminar per week.

Assessment: One 2000-word essay (40%), one group 3000-word essay (40%), one group presentation (5-minutes per member) (20%).

Prescribed Reading:

Kenny S. *Developing communities for the future: community development in Australia*. 3rd edn. Australia: Thomson, 2006.

Kirst-Ashman K and Hull G. *Generalist practice with organisations and communities*. 3rd edn. Thomson Brooks/Cole, 2006.

Ife J and Tesoriero F. *Community development: community-based alternatives in an age of globalisation*. 3rd edn. Pearson, 2006.

SWP3FEA FIELD EDUCATION A (40 CPs Sem. TE-W36-49 AW, BE, BU, MI.)

AW: Mr Jerry Sweeting, BE: Ms, BU: Dr Helen Cleak, MI: Ms Paula Bruce

This unit will offer students the opportunity to integrate different theoretical perspectives and skills by undertaking a supervised fieldwork practicum. Students are placed in a range of human service organisations and are required to become experiential learners who can reflect critically on their practice and who can demonstrate beginning skills in appropriate social work skills. SWP3FEA is the first and SWP4FEB the second of two fieldwork placements to be undertaken by the students under the supervision of a qualified social worker with the liaison support of an academic staff member. Each placement period is 14 weeks full-time as required by the AASW and is normally taken in second semester (September to December) each year. As part of the practicum, students will be required to attend 10 hours of preparatory seminars (held in both first and second semester) and 10 hours of seminars throughout the practicum to integrate theory with the practicum experience.

Prerequisite: SWP3IFG, SWP3LER.

Class requirements: Field placement of fourteen weeks full-time (70 days) and eight hours of preparatory lectures/seminars.

Assessment: Learning agreement, mid placement and final placement reports as per *BSW Field Education Handbook* (100%). Assessed as pass or fail grade.

Recommended Reading:

Bogo M and Vayda E. *The practice of field instruction in social work*. New York: Columbia University Press, 1998.

Cleak H and Wilson J. *Making the most of field placement*. Thomson, 2004.

Cooper L and Briggs L. *Fieldwork in the human services*. Sydney: Allen and Unwin, 2000.

SWP3FEP WELFARE PRACTICE FIELD EDUCATION PRACTICUM (20 CPs

Sem. TE-SEM-1 AW.) Ms Virginia Mansel Lees

Not available in 2008

SWP3FOA FIELD EDUCATION AND ORGANISATIONAL ANALYSIS (55 CPs Sem. TE-W36-49 AW, BE, BU.) AW: Mr Jerry Sweeting, BE: TBA, BU: Dr Helen Cleak

In this unit, students will have the opportunity to integrate different theoretical perspectives and skills by undertaking a supervised and supported fieldwork practicum. Students are placed in a human service organisation and encouraged to become experiential learners who can reflect critically on their practice and who can demonstrate beginning skills in appropriate social work tasks and roles. Students explore the nature of the placement as a learning experience and the organisational context of field education. Students undertake a 14-week full-time fieldwork placement under the supervision of a qualified social worker with regular contact and support directly and online from an academic staff member. The unit has additional explicit focus on the organisational context's impact on practice.

Prerequisite: SWP2OCP, SWP3IFG, SWP3LER.

Class requirements: Field placement of 14 weeks full-time (70 days); 10 hours of preparatory lectures/seminars in semester 1 and 2–18 hours of integrative lectures/seminars and guided reading.

Assessment: One 1500-word essay on reflective preparation for placement (10%), all evaluation documentation as per *BSW Field Education Handbook* equivalent to 9000 words (70%). Also involves presentations at integrative seminars, one 2000-word essay on an organisational analysis (20%). Unit is assessed as pass or fail grade only.

Recommended Reading:

Cooper L and Briggs L. *Fieldwork in the human services*. Allen and Unwin, 2000.
Cleak H and Wilson J. *Making the most of field placement*. Thompson, 2004.
Bogo M and Vayda E. *The practice of field instruction in social work*. Columbia UP, 1998.

SWP3FOP FIELDS OF SOCIAL WORK PRACTICE A (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld, BE: Ms Di Cox, BU: Ms Maureen Long, MI: Ms Paula Bruce

In this unit, students are introduced to the practice of social work in diverse fields exploring context, policies, programs and practice in various fields. The content helps to integrate social work knowledge and builds on core social work knowledge and skills, introducing further knowledge and skills specific to the field being studied. Specific fields are selected by the School each year and may include social work practice and mental health; children and families; ageing; grief and loss; disability; protective services, health; addiction studies; child protection; poverty and inequality; and international social work.

Class requirements: Five hours of seminars/lectures per week for six weeks plus self-directed learning activities equivalent to nine hours of classroom contact across the semester.

Assessment: One 1000-word essay (25%). one 20-minute verbal presentation may be undertaken in lieu of the 1000-word essay, one 3000-word essay (75%).

Recommended Reading:

Davies M (Ed). *The Blackwell companion to social work*. Blackwell Publishing, 2002.
Teare R. J and Sheafor BW. *Practice sensitive social work education: an empirical analysis of social work practice and practitioner*. Council of Social Work Education, 1995.

SWP3IFG SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES AND GROUPS A (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) BE: Ms Jan Pascal, BE: Dr TBA, BU: Mr Mark Furlong, MI: Ms Paula Bruce

In this unit, students will be introduced to a basic understanding of theories and models of social work practice with individuals, families and groups integrated with structured opportunities to develop and refine self-knowledge – critical reflection and casework interview skills. Students will also develop skills in undertaking casework assessment and interventions. As such, this unit aims to integrate theoretical models with direct casework practice. Throughout, this unit encourages active participation in role-plays, value clarification exercises, exploring social and personal assumptions, as well as developing an awareness of relationship between social and personal issues. The expected outcome for this unit is the achievement of a

level of competence in social work practice sufficient for entry into a first supervised fieldwork placement.

Recommended Prior Studies: SWP2ITP, SWP2REC.

Class requirements: Two 1-hour lectures and one 3-hour seminar per week.

Assessment: One 1000-word personal reflection (15%), one 1000-word case formulation (15%), one 2000-word follow-on case study (50%), simulated casework interviews equivalent to a 20-minute verbal presentation (20%). Hurdle requirement: students must obtain a pass standard in the simulate casework interviews and attend 80% of seminars/tutorials in order to obtain a pass in this unit.

Recommended Reading:

Fook J. *Social work: critical theory and practice*. Sage, 2002.
Healy K. *Social work theories in context*. Palgrave, 2005.
Trevithick P. *Social work skills: a practice Handbook*. 2nd edn. Open University Press, 2005.

SWP3ITP INTRODUCTION TO SOCIAL WORK (10 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Ms Virginia Mansel Lees, BE: Dr Jennifer Lehmann, BU: Mr David Green, MI: Ms Paula Bruce

This unit is available to Bachelor of Social Work (Advanced Standing). Students only.

In this unit, two year BSW (Advanced Standing). Students are provided with opportunities to relate prior learning and experiences to the key values and orientation, the knowledge base and the skills of social work, including its multilevel analytic and interventive nature. They will cover aspects of the Social Work profession, the historical and contemporary construction of social problems and the welfare state (with a particular focus on the contemporary restructuring of the welfare state) and key defining issues for contemporary social work practice.

Class requirements: One 1-hour lecture per week for twelve weeks and one 2-hour seminar per fortnight during semester.

Assessment: One 1000-word exploratory learning essay (40%), one 1500-word essay investigating a social work issue (60%).

Recommended Reading:

Adams K, Dominelli L and Payne M. *Social work: themes issues and current debates*. Macmillan, 1998
Thompson N. *Understanding social work: preparing for practice*. Macmillan, 2000.
Ife J. *Human rights and social work* Cambridge University Press, 2001.
Payne M. *Modern social work theory*. Macmillan, 1997.
Ife J. *Rethinking social work*. Longman, 1997.

SWP3LER SOCIAL WORK PRACTICE: LAW ETHICS AND HUMAN RIGHTS (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld, BE: Ms Grace Brown, BU: Dr Carmel Laragy, MI: Ms Paula Bruce

In this unit students explore the foundations of legal and ethical decision-making, the implications of working within the Australian legal system and address concepts of moral philosophy that underpin the AASW Code of Ethics and AASW Practice Standards. Students examine the human rights regime, its relevance to social work and the role of ethics from various perspectives in social work practice. They explore a process for ethical decision-making. There is an examination of the legal contexts within which social workers function and which they are expected to understand in their practice.

Class requirements: Two 1-hour lectures (weeks 1–5), one 1-hour lecture (weeks 6–13), one 1-hour tutorial per week for 12 weeks plus an additional eight hours for two court visits during semester.

Assessment: One 1750-word court report (40%), one 2000-word essay (60%).

Prescribed Reading:

AASW Ltd *AASW practice standards* Australian Association of Social Workers Ltd, 2003.
AASW Ltd *Code of ethics and by-laws on ethics* Australian Association of Social Workers Ltd, 1999.
Kennedy R and Richards J. *Integrating Human Service Law and Practice*. Oxford University Press, 2004.
Chenoweth L and McAuliffe D. *The road to social work and human service practice*. Thomson, 2005.

Recommended Reading:

Banks S. *Ethics, accountability and the social professions*. Palgrave Macmillan, 2004.
 Ife J. *Human rights and social work*. University Press, 2002.
 Swain PA. (Ed) *In the shadow of the law: the legal context of social work practice*. 2nd edn. The Federation Press, 2002.
 Lundy C. *Social work and social justice: a structural approach to practice*. Broadview Press, c2004.
 Reamer FG. *Social work values and ethics*. Columbia University Press, 1999.

SWP3RES RESEARCH FOR SOCIAL WORK PRACTICE B (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld, BE: Ms Grace Brown, BU: Dr John McCormack, MI: Ms Paula Bruce

In this unit, students will build on previous research education to provide research skills and knowledge for direct application in social work practice. A range of approaches to social work practice research will be explored including evidence-based research, clinical research and qualitative methods. There will also be significant input on data analysis, both qualitative and quantitative in the unit.

Recommended Prior Studies: SWP2RES.

Class requirements: Two 2-hour lectures and one 1-hour computer laboratory/seminar per week for six weeks plus self-directed learning activities equivalent to three hours of classroom contact across the teaching period.

Assessment: One 2500-word research proposal (65%), one 1500-word data analysis exercise (35%).

Prescribed Reading:

Alston M and Bowles W. *Research for social workers: an introduction to methods*. 2nd edn. Allen and Unwin, 2003.

Recommended Reading:

Creswell J. *Qualitative inquiry and research design: choosing among five traditions*. Sage, 1998.
 Pallant J. *Survival manual: a step-by-step guide to data analysis using SPSS for Windows*. Version 10. Allen and Unwin, 2005.

SWP4DIV DIVERSITY AND SOCIAL WORK PRACTICE (10 CPs Sem. TE-W29-35 AW, BE, BU, MI.) AW: Ms Virginia Mansel Lees, BE: Ms Di Cox, BE: Dr Jennifer Lehmann, BU: Mr Mark Furlong, MI: Ms Paula Bruce

This unit will particularly emphasise social work practice methods in a diverse society. In order to introduce and develop the concept of 'diversity and social work practice' three broad arenas of 'difference' will be featured from among the many forms of social and cultural diversity. These arenas are not exclusive but will in this instance be Indigenous Australians, sexuality, and migration and culture. As social workers are expected to practice within a framework of social and cultural difference, the aim of the unit is to introduce students to and to promote values and skills for, 'difference-competent practice' and 'anti-oppressive practice'.

Class requirements: One 2-hour lecture, one 1-hour lecture and one 1-hour tutorial per week for six weeks across the semester.

Assessment: One 1000-word essay (40%), one 1500-word essay (60%).

Recommended Reading:

Dominelli L. *Anti-oppressive social work theory and practice*. Palgrave, 2002
 Mullaly B. *Challenging oppression, a critical social work approach*. Oxford University Press, 2002
 Trompenaars F and Hampden-Turner C. *Riding the waves of culture: understanding cultural diversity in business*. Nicholas Brear, 2002.

SWP4FEB FIELD EDUCATION B (40 CPs Sem. TE-W26-39 BE, TE-W36-49 AW, BE, BU, MI.) AW: Mr Jerry Sweeting, BE: Ms, BU: Dr Helen Cleak, MI: Ms Paula Bruce

In this unit, students will undertake a supervised fieldwork practicum, which will provide opportunities to integrate theoretical knowledge with practice and develop competencies to the standard required by AASW. Students are placed in a range of human service organisations to demonstrate their knowledge and skills and further develop their practice knowledge. SWP3FEA is the first and SWP4FEB the second of two fieldwork placements to be undertaken by students under the

supervision of a qualified social worker with the liaison support of an academic staff member. Each placement period is 14 weeks full-time as required by the AASW and is normally taken at the end of second semester (September to December) each year. As part of the practicum, students will be required to attend six hours of preparatory seminars (held in both first and second semester) and ten hours of seminars throughout the practicum to integrate theory with the practicum experience.

Prerequisite: SWP3COM, SWP3FEA, SWP4IFG, SWP4SPP, SWP4DIV, SWP4FOP.

Class requirements: Field placement of 14 weeks full-time (70 days) and six hours of preparatory lectures/seminars.

Assessment: Learning agreement, mid-placement and final placement reports as per *BSW Field Education Handbook* (100%). Assessed on pass or fail grade.

Recommended Reading:

Cooper L and Briggs L. *Fieldwork in the human services*. Sydney: Allen and Unwin, 2000.
 Cleak H and Wilson, J. *Making the most of field placement*. Thomson, 2004.
 Doel M and Shadlow S (Eds). *Social work in a changing world: An international perspective on practice learning*. Brookfield, VT: Ashgate, 1996.

SWP4FOP FIELDS OF SOCIAL WORK PRACTICE B (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld, BE: Ms Di Cox, BU: Ms Maureen Long, MI: Ms Paula Bruce

In this unit, students are introduced to the practice of social work in diverse fields exploring context, policies, programs and practice in various fields. The content helps to integrate social work knowledge and builds on core social work knowledge and skills, introducing further knowledge and skills specific to the field being studied. Specific fields are selected by the School each year and may include social work practice and mental health; children and families; ageing; grief and loss; disability; protective services, health; addiction studies; child protection; poverty and inequality; and international social work.

Prerequisite: SWP3FOP, SWP3FEA.

Class requirements: Five hours of seminars/lectures per week for six weeks plus self-directed learning activities equivalent to nine hours of classroom contact across the semester.

Assessment: One 1000-word essay (25%), one 20-minute verbal presentation may be undertaken in lieu of the 1000-word essay, one 3000-word essay (75%).

Recommended Reading:

Teare RJ and Sheaf BW. *Practice sensitive social work education: an empirical analysis of social work practice and practitioner*. Council of Social Work Education, 1995.
 Davies M (Ed). *The Blackwell companion to social work*. Blackwell Publishing, 2002.

SWP4FPP FIELD EDUCATION AND PROGRAM PLANNING (55 CPs Sem. TE-W37-50 AW, BE, BU.) AW: Mr Jerry Sweeting, BE: TBA, BU: Dr Helen Cleak

In this unit, students will have the opportunity to integrate different theoretical perspectives and skills by undertaking a supervised and supported fieldwork placement. Students are placed in a human service organisation and are required to be experiential learners who can reflect critically on their practice and can demonstrate graduate level skills in a range of social work roles and tasks. In first semester students focus on program design and evaluation. In second semester students commence a 14-week placement under the supervision of a qualified social worker with regular contact and support directly and on line from an academic staff member. They also complete a program plan or program evaluation.

Prerequisite: SWP3COM, SWP3FOA, SWP4IFG, SWP4SPP, HLT3IPA, SWP4FOP, SWP4DIV.

Class requirements: Six hours pre-placement seminars, 15 hours of integrative seminars, field placement of 14 weeks full-time (70 days), and participation in On-line forum throughout placement.

Assessment: One 3000-word essay on integration of theory and practice and critical reflections (30%). All assessment is calculated as pass or fail grade only. Students must submit all documentation to

pass the unit, all evaluation documentation as per *BSW Field Education Handbook* equivalent to 9000 words (70%). This assessment includes participation in On-line discussion throughout the placement.

Recommended Reading:

Bogo M and Vayda E. *The Practice of Field Instruction in Social Work*. Columbia UP, 1998.

Cleak H and Wilson J. *Making the Most of Field Placement*. Thomson, 2004.

Cooper L and Briggs L. *Field Work in Human Services*. Allen and Unwin, 2000.

SWP4HOA SOCIAL WORK HONOURS A (20 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Dr Guinever Threlkeld, BE: Dr Jennifer Lehmann, BU: Professor Allan Borowski

Available only to BSW Honours students. Successful completion of Year 3 of the BSW degree and a high level of academic performance. In addition, honours students must enrol in all BSW Year 4 units except Diversity in Social Work Practice and Fields of Practice B. This unit represents one semester of a yearlong program and must be taken in conjunction with SWP4HOB.

In this unit the major tasks for honours students are: (1) the satisfactory completion of a research proposal and (2) a seminar presentation of their research topic. Please note that this unit is to be undertaken with SWP4HOB.

Prerequisite: SWP3COM, SWP3IFG, SWP3LER, SWP3FOP, SWP3RES, SWP3FEA.

Class requirements: One 2-hour seminar per week in semester 1 and attendance at regular thesis supervision sessions as required by the supervisor.

This unit is not available for Study Abroad students.

Assessment: One 30-minute seminar presentation of research proposal (20%) assessed as pass/fail grade only. Students must pass both components to pass unit, one 3000-word (approximately) research proposal (80%).

Recommended Reading:

Bryman A. *Social Research Methods*. 2nd edn. Oxford University Press, 2004.

Grinnell RM. *Social work research and evaluation*. 6th edn. FE. Peacock, 2001.

SWP4HOB SOCIAL WORK HONOURS B (20 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Dr Guinever Threlkeld, BE: Dr Jennifer Lehmann, BU: Professor Allan Borowski

Available only to BSW Honours students. Successful completion of Year 3 of the BSW degree and a high level of academic performance. In addition, honours students must enrol in all BSW Year 4 units except Diversity in Social Work Practice and Fields of Practice B. This unit represents one semester of a yearlong program and must be taken in conjunction with SWP4HOA.

Available only to BSW Honours students.

In this unit the major tasks for honours students is the completion, under supervision, of an honours research thesis of 10,000-12,000 words that addresses a meaningful research question. Please note that this unit is to be undertaken with SWP4HOA.

Prerequisite: SWP4HOA.

Class requirements: Four 2-hour seminars in semester 2 and attendance at regular thesis supervision sessions as required by the supervisor.

This unit is not available for Study Abroad students.

Assessment: One 10,000-12,000-word thesis (100%). This assessment is taken in conjunction with that of SWP4HOA.

Recommended Reading:

Bryman A. *Social research methods*. 2nd edn. Oxford University Press, 2004.

Grinnell RM. *Social work research and evaluation*. 7th edn. Oxford University Press, 2005.

SWP4IFG SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES AND GROUPS B (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Ms Virginia Mansel Lees, BE: Dr TBA, BU: Dr Noel Renouf, MI: Ms Paula Bruce
In this unit, the aim is to build on the content of SWP3IFG and to

develop for students a more advanced level of knowledge, values and skill in relation to social work practice with individuals, families and groups. In addition, there will be coverage of key areas of contemporary practice such as case management, multi-cultural service users and the tension between structural and post-structural perspectives. Throughout, this unit encourages active participation in skills training using role-plays, value clarification exercises, exploring social and personal assumptions, as well as developing an awareness of the relationship between social and personal issues. The expected outcome for this unit is the achievement of a level of competence in social work practice sufficient for entry into the final supervised fieldwork placement.

Prerequisite: SWP3IFG, SWP3FEA.

Class requirements: Two 1-hour lectures and one 3-hour seminar per week.

Assessment: One 1000-word essay (20%), one major 2000-word critical reflection (35%), one 1500-word follow-on case study (25%), simulated casework interviews equivalent to a 20-minute verbal presentation (20%). Hurdle requirement: students must obtain a pass standard in the simulate casework interviews and attend 80% of seminars/tutorials in order to obtain a pass in this unit.

Recommended Reading:

Alla J, Pease B and Briskman L (Eds). *Critical social work: an introduction to theories and practices*. Allen and Unwin, 2003.

Fook J. *Critical theory and practice* Sage, 2002.

Payne M. *Modern social work theory*. 3rd edn. Palgrave Macmillan, 2005.

Trevithick P. *Social work skills: a practice Handbook*. 2nd edn. Open University Press, 2005.

Healy K. *Social work theories in context*. Palgrave, 2005.

SWP4SPP SOCIAL POLICY AND PRACTICE B (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld, BE: Ms Di Cox, BU: Professor Allan Borowski, MI: Ms Paula Bruce

In this unit students are enabled to be policy practitioners through the development of skills and knowledge about how the social policy contexts affects social work practice and how to intervene effectively in the policy process. It introduces students to the meaning of social policy and its concepts and frameworks for understanding and developing policies. This unit covers material about the welfare state, how it operates in Australia and in other countries and how it is changing.

Class requirements: Three 1-hour lectures per week for 13 weeks and one 1-hour tutorial per week for 10 weeks.

Assessment: One 2500-word essay (40%), one 3500-word essay (60%).

Prescribed Reading:

McClelland A and Smyth P. *Social policy in Australia: understanding for action*. Oxford University Press, 2006.

Recommended Reading:

Bridgman P and Davis G. *The Australian policy Handbook*. 3rd edn. Allen and Unwin, 2004.

Pierson C and Castles F (Eds). *The welfare state reader*. Polity Press, 2000.

SWP3PWE PUBLIC WELFARE (20 CPs Sem. TE-SEM-2 AW.) Dr Guinever Threlkeld

See SWP2PWE for full unit description.

Not available in 2008

SWP3SPP SOCIAL POLICY AND PROGRAM DEVELOPMENT (20 CPs Sem. TE-SEM-2 AW.) Dr Guinever Threlkeld

See SWP2SPP for full unit description.

Programs of the Faculty of Humanities and Social Sciences

Bachelor of Arts (HUSBAW)

The Faculty of Humanities and Social Sciences offers the Bachelor of Arts at the University Drive, Wodonga campus. This course involves completion of units giving a total of 360 credit points, normally over three years of full-time study or the part-time equivalent. Units from several different disciplines are offered by the faculty. These are

currently: Asian studies, English, history, philosophy, social sciences, sociology and theatre and drama. Students may take a limited number of units from disciplines outside the faculty including business, education, environmental management and ecology, psychology and social welfare. Some units may be offered through flexible delivery mode. Enquiries of a general nature about the course may be directed to Ms Jenni Carter, tel: (02) 6024 9827.

Course structure

To qualify for the Bachelor of Arts degree students must complete 360 credit points, 120 credit points at each year level. This normally means eight first year units, six second year units and six third year units.

These units must include either:

- A major of 130 credit points in a single discipline offered by the faculty, or in combined disciplines to constitute a social sciences major. A major consists of two units at first year level, two units at second year level and three units at third year level in the discipline or combined disciplines. The remaining credit points can be chosen from other disciplines.

Or

- A double major of 130 credit points in each of two different disciplines offered by the faculty. A double major consists of two units at first year level, two units at second year level and three units at third year level in each discipline or area of study. The remaining credit points can be chosen from other disciplines.

The units chosen should be such that:

- there are no more than 135 credit points of units at first year level
- there are no more than 30 credit points in any area in first year and
- no more than two units at each year level are taken from units offered outside the faculty.

On completing the course of study, which would lead to the award of the Bachelor of Arts, students may be eligible for entry into the program for the Bachelor of Arts with Honours. Enquiries about eligibility and potential study programs should be directed to the Head of the relevant School in the Faculty of Humanities and Social Sciences.

The following units are available at Albury-Wodonga for students entering the Bachelor of Arts.

First year (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Art from Greece to the Renaissance	ARHIAGR
TE-SEM-1	Australian History: colonial	HIS1AHC
TE-SEM-1	Freedom, Mind and Human Nature	PHI1FMV
TE-SEM-1	Introduction to Asia: Indonesia and Japan	AST1IJI
TE-SEM-1	Introduction to Sociology A	SOC1ISA
TE-SEM-1	Texts over Time: introduction to literature	ENG1TOT
TE-SEM-1	Theatre Knowledge and Practice	DRA1TKP
TE-SEM-2	Art from Renaissance to Van Gogh	ARHIARW
TE-SEM-2	Critical Thinking (online unit)	PHI1CRT
TE-SEM-2	Introduction to Asia: China and India	AST1ICI
TE-SEM-2	Introduction to Sociology B	SOC1ISB
TE-SEM-2	Modern Europe B: the twentieth century	HIS1MEB
TE-SEM-2	Process Based Performance	DRA1PBP
TE-SEM-2	Text, Criticism and the Visual	ENG1TCV
TE-SEM-2	Existence, Value and God	PHI1TAS

Second year (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-2	Performance Making	DRA2PEM

Second and third year (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Art of Byzantium and Rome c.312–c.1320 ²	ARH2AOB/ARH3AOB
TE-SEM-1	Australian Drama from 1955 to the Present Day	DRA2AUD/DRA3AUD
TE-SEM-1	British and American Romanticism	ENG2BAR/ENG3BAR
TE-SEM-1	Class and Inequality ¹	SOC2CAI/SOC3CAI
TE-SEM-1	Contemporary Australian Politics and Public Policy	POL2CAP/POL3CAP
TE-SEM-1	The European Union	HIS2EUU/HIS3EUU
TE-SEM-1	Human Rights: Fundamental issues	PHI2HUR/PHI3HUR
TE-SEM-1	Introduction to Social Research Methods	SOC2MSR/SOC3MSR

TE-SEM-1	Sociology of Education	SOC2SED/SOC3SED
TE-SEM-1	Sociology of the Environment	SOC2SOE/SOC3SOE
TE-SEM-2	Community and History in Australia ¹	HIS2CHA/HIS3CHA
TE-SEM-2	Contemporary Australian Novels	ENG2CAN/ENG3CAN
TE-SEM-2	Genocides and the Holocaust:	
	Europe, Asia, Africa	HIS2GAH/HIS3GAH
TE-SEM-2	Living with Colonialism	HIS2LWC/HIS3LWC
TE-SEM-2	Making America: from Pocahontas to prohibition	ARH2MAAM/ARH3MAM
TE-SEM-2	Medieval Europe ²	ARH2MEU/ARH3MEU
TE-SEM-2	Nations and States	POL2NAS/POL3NAS
TE-SEM-2	Plato and Meaning of Being	PHI2PAM/PHI3PAM
TE-SEM-2	Rural Sociology ¹	SOC2RUS/SOC3RUS
TE-SEM-2	Shakespeare and Contemporaries	ENG2SAC/ENG3SAC
TE-SEM-2	Social Change in Rural and Regional Communities	SOC2SCH/SOC3SCH
TE-SEM-2	Sociology of Emotions ¹	SOC2SEM/SOC3SEM
TE-SEM-2	Sociology of Health and Illness	SOC2SHI/SOC3SHI
TE-SEM-2	Sociology of Health and Medicine ¹	SOC2SHM/SOC3SHM
TE-SEM-2	Sociology of Work	SOC2SOW/SOC3SOW

Third year units (20 credit points)

(Unit availability to be confirmed)

Teaching period	Unit title	Unit code
TE-SEM-1	Reading Unit in Social Theory	SOC3RST
TE-SEM-2	Advanced Performance Making	DRA3APM
TE-SEM-2	Applied Research Project in Workplace ¹	SOC3WPR
TE-SEM-2	Drama Project: group production or individual research	DRA3PRO

Key: ¹ Not available in 2008.

² Unit online.

ARHIAGR ART FROM GREECE TO THE RENAISSANCE (15 CPs Sem. TE-SEM-1 AW.) Ms Margaret Leddin

Offered subject to sufficient enrolments

In this unit we will explore the major styles in European art and architecture from ancient Greece to the Renaissance. Students will study such artists as Giotto, Raphael and Michelangelo and such buildings as the Parthenon and Chartres Cathedral. Emphasis is given to the representation, in painting and sculpture, of the human form. The unit introduces students to the methods of visual analysis and the meaning of images. Where possible, first-hand study is required of selected works available in Melbourne. Together with one or both of the other first year art history subjects, this unit serves as an introduction to second year offerings in the discipline.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word essay (25%), one 2000-word essay (50%), one 1-hour slide test (25%).

Prescribed Reading:

Fleming J and Honour, H. *A world history of art*. Laurence King, 1995.

Paoletti J and Radke, G. *Art in Renaissance Italy*. Laurence King, 2005.

Boardman J. *Greek art* Thames and Hudson, 1996.

ARHIARW ART FROM RENAISSANCE TO VAN GOGH (15 CPs Sem. TE-SEM-2 AW.) Coordinator to be advised

Offered subject to sufficient enrolments

In this unit, major movements, styles and artists in Europe from the Renaissance to the end of the nineteenth century are studied. Students will be introduced to the methods of visual analysis, to the meaning of images and to the recent theories of art. We will also consider issues of patronage, conceptions of the role of the artist and the function of art and its relationship to the market. Together with other first year art history subjects, this unit serves as an introduction to second year offerings in the discipline.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word essay (25%), one 2000-word essay (50%), one 1-hour slide test (25%).

Prescribed Reading:

Barnet S. *A short guide to writing about art*. Longman, 1996.

Eisenman SF. *Nineteenth century art: a critical history*. Thames and

Hudson, 1994. Fleming, J and Honour, H. *A world history of art*. Laurence King, 1995.

From Hall S. *Dictionary of subjects and symbols in art*. John Murray, 1984.

Levey, M. *Rococo to revolution* Thames and Hudson 1985.

ARH2AOB ART OF BYZANTIUM (20 CPs Sem. TE-SEM-1 AW, BU, MI.)

Coordinator to be advised

This unit is offered at third year level also. Offered subject to sufficient enrolments.

Beginning with art from the reign of Emperor Constantine (312–337), students will study major works of early Christian art and architecture in Constantinople and Rome, as well as in the Byzantine capitals Milan and Ravenna from c. 312–726. They will explore the different attitudes to iconoclasm in the East and in Rome before analysing Byzantine art and architecture in centres such as Hosios Lukas, Daphni and Nea Moni. They will also consider the transformation of Byzantine art in medieval Italy, in Rome, Venice and Sicily.

Prerequisite: Any first year Art History subject.

Class requirements: Fully on line subject: students listen to one 1-hour recorded and illustrated lecture, read an online presentation and engage in a discussion forum each week.

This unit is not available for Study Abroad students.

Assessment: Two 2000-word essays (80%), five 200-word short assignments (20%). Third year students are expected to show greater levels of achievement of discipline-specific skills than second year students.

Preliminary Reading:

Mathews TF. *The art of Byzantium*. Everyman Art Library, 1998.

Prescribed Reading:

Krautheimer R and Curcio S. *Early Christian and Byzantine architecture*. Yale University Press, 1986.

Recommended Reading:

Elsner J. *Imperial Rome and Christian triumph: the art of the Roman Empire. AD 100-450* Oxford University Press, 1998.

Ousterhout RG. *Master builders of Byzantium*. Princeton University Press, 2000.

ARH2MAM MAKING AMERICA: FROM POCAHONTAS TO JAZZ AND PROHIBITION (20 CPs Sem. TE-SEM-2 AW, BU.) *Dr Diane Kirkby*

This unit is offered at third year level also.

How did the US produce such memorable figures as gangster Al Capone, movie-mogul Walt Disney and blues singer Billie Holiday? In this unit, we examine the intersection of art, politics and social history. Starting with the republican culture of the post-Revolutionary era, we ask what place did women; wilderness and Indians have in the 'New World' vision and manifest destiny of the new republic? How did slavery create new arts forms, lead to the Civil War and connect with feminist politics? In the wealth and power generated by industrialisation, immigration and urbanisation there existed conflict, oppression and political resistance that was the source of a uniquely dynamic modern culture shaped by race and gender.

Prerequisite: 30 credit points of first year History and/or 30 credit points of first year Art History.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2500-word essay (40%), one short answer test (25%), one 1-hour exam (35%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Woloch N. *Women and American experience*. 3rd edn. McGraw Hill, 2000.

ARH2MEU MEDIEVAL EUROPE C 600–C 1200 (20 CPs Sem. TE-SEM-2 AW, BU, MI.) *Coordinator to be advised*

This unit is offered at third year level also. Offered subject to sufficient enrolments.

This subject is only available as a fully online subject.

In this unit students consider the art and architecture of Europe in the Middle Ages starting in the Dark Ages, when the Roman Empire had declined, in the face of barbarian invasions. We analyse selected examples of the art of these barbarian peoples. The career of Gregory

the Great spans the end of the ancient Roman world and the early middle Ages. The rise of Islam in the seventh century led to the Muslim conquest of Spain and the subsequent campaigns of reconquest. From the tenth century the pilgrimage to Santiago de Compostela was most popular. The monks of Cluny promoted the pilgrimage. Students will look in detail at the Romanesque and early Gothic art and architecture to be found along the pilgrim routes through France and Spain and at the art and architecture associated with monasteries.

Prerequisite: 15 credit points of first year art history or coordinators approval.

Class requirements: Students complete the equivalent of thirteen 3-hour sessions online via WebCT. This includes one presentation and one lecture online each week, with fortnightly exercises.

Assessment: Two 2000-word essays (80%), five online exercises (1000 words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Braunfels W. *Monasteries of Western Europe* Thames and Hudson 1972

Petzold A. *Romanesque art*. HN. Abrams, 1995

Brown P. *The Cult of the Saints: its rise and function in Latin Christianity*. University of Chicago Press, 1981

Abou-El-Haj, B. *The Medieval Cult of the Saints* CUP, 1997.

Shaver-Crandell A and Gerson P. *The Pilgrim's guide to Santiago de Compostela*. Harvey Miller, 1993.

Herrin J. *The formation of Christendom*. Phoenix Press Paperback, 2001.

Snyder J. *Medieval art: painting, sculpture, architecture, fourth to fourteenth century*. HN. Abrams, 1989

ASTIICI INTRODUCTION TO ASIA: CHINA AND INDIA (15 CPs Sem. TE-SEM-2 AW, BU.) *Dr James Leibold*

Successful completion of this unit may be counted towards first year requirements for Asian studies, politics, sociology and anthropology. In this unit students are introduced to India and China. To ensure a systematic approach, we focus on how countries are run (government) how people connect with each other (society) and how people perceive themselves and how outsiders perceive them (culture) The unit is both contemporary and historical. We examine pre-European history, the arrival and ejection of European imperialists and the condition of these countries today. With ASTIICI, the unit prepares students for more detailed study of Asia and for further study in Politics, History, Sociology and Anthropology. It provides sound background for the study of Asian languages.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial-based tasks (500 words equivalent) (15%), one 500-word exercise (15%), one 1500-word essay (35%), one 1.5-hour final examination (35%).

Recommended Reading:

Fairbank JK and Goldman M. *China: a new history*. Enlarged edn, Belknap Press, 1998.

Metcalfe BP and Metcalfe TR. *A concise history of India* Cambridge University Press, 2002.

ASTIICI INTRODUCTION TO ASIA: JAPAN AND INDONESIA (15 CPs Sem. TE-SEM-1 AW, BU, MI.) *Dr Kaori Okano*

Successful completion of this unit may be counted towards first year requirements for Asian studies, politics, sociology and anthropology. Students are introduced to two of Australia's Asian neighbours, Japan and Indonesia. To ensure a systematic approach, we focus on how countries are run (government), how people connect with each other (society) and how people perceive themselves and how outsiders perceive them (culture). The unit is both contemporary and historical. We examine pre-European history, the impact of European imperialists and the condition of these countries today. With ASTIICI, students are prepared for more detailed study of Asia and for further study in Politics, History, Sociology and Anthropology. They are provided with a sound background for the study of Asian languages. A required workbook of readings may be purchased from the University Bookshop and is also available from the Library.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial exercises (500-word equivalent) (15%), one 500-word exercise (15%), one 1500-word essay (35%), one 1.5-hour final examination (35%).

Recommended Reading:

Cribb R and Brown C. *Modern Indonesia: a history since 1945* Longman, 1995.

Hunter J. *The emergence of modern Japan*. Longman, 1989.

Sugimoto Y. *An introduction to Japanese society*. Cambridge University Press, 1997.

DRA1BPB PROCESS BASED PERFORMANCE (15 CPs Sem. TE-SEM-2 AW, BU.) *Ms Meredith Rogers*

Students will engage in theatre practice and performance processes. These will involve the development of group presentations in a range of models, including group-devised performance and play script interpretation, leading to studio performance for an invited audience. This provides an introduction to foundation skills in performance, theatre production, performance-audience interactions, group-devised scripts, design and technical operation. Students will be expected to analyse and write about the elements of professional theatre productions that correspond with their own production work through theatre reviewing.

Recommended Prior Studies: DRA1TKP.

Quota: 100. Implementation based on assessment in DRA1TKP

Class requirements: Two 2-hour workshops.

Assessment: One group-devised performance (20 minutes) and two performed studio exercises (each 15 minutes) (80%), one 800-word review of professional productions (20%).

Preliminary Reading:

Oddey A. *Devising theatre*. Routledge, 1994.

DRA1TKP THEATRE KNOWLEDGES AND PRACTICE (15 CPs Sem. TE-SEM-1 AW, BU.) *Professor Peta Tait*

In this unit, students are introduced to theatre and its knowledges, acting theory, theatre history and dramatic criticism. Studies of the actor, director, playwright and critic and their work in theatre companies, will be approached using well-known examples from twentieth-century theatre history and practice. Knowledges of theatre involve understanding its dynamic and interactive processes and the considerable changes in professional roles over time. While the focus is on the dominant forms of modern Western theatre, consideration will be given to challenges from the innovative work of contemporary Australian and overseas practitioners.

Class requirements: One 1-hour lecture and one 2-hour seminar/workshop.

Assessment: One 800-word short written exercise (20%), one 2000-word essay (50%), contribution to practical class work (10%), one group research presentation (800 words equivalent) (20%).

Preliminary Reading:

Hodge A. *Twentieth century actor training*. Routledge, 1999.

DRA2AUD AUSTRALIAN DRAMA FROM 1955 TO THE PRESENT DAY

(20 CPs Sem. TE-SEM-1 AW, BU.) *Mr Geoffrey Milne*

This unit is offered at third year level also.

This is a study of the development of Australian drama and theatre over the last 40 years, in the context of past and current policy and practice in the professional theatre. Students are engaged upon course work based on a representative selection of texts from the period and Australian plays in performance.

Prerequisite: 30 credit points of first year drama.

Quota: 30. Places are allocated on academic merit, with preference being given to third year students majoring in Drama.

Class requirements: One 2-hour lecture or seminar and one 3-hour workshop per week. Students are expected to attend a number of theatre performances in Melbourne during the year.

Assessment: One 1500-word performance review exercise (30%), one seminar presentation (2000 words equivalent) (40%), practical class work contributions (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:

Carroll D. *Australian contemporary drama*. Rev. edn. Currency, 1995.

Holloway P (ed.). *Contemporary Australian drama*. Currency, 1987.

Radic L. *The state of play*. Penguin 1991.

Prescribed Reading:

Brisbane K. (ed.) *Australia plays: new Australian drama*. Nick Hern Books 1989 (for travelling north, No sugar, The Rivers of China and The golden age

Brisbane K. (ed.) *Plays of the 70s*. Currency, 1998.

Lawler R. *Summer of the seventeenth doll*. Currency, 1978.

Rayson H. *Room to move*. Yackandandah, 1985.

Sewell S. *Traitors*. Currency, 1997.

Tait P and Schafer E. (Eds) *Australian women's drama*. Currency, 1997.

DRA2PEM PERFORMANCE MAKING (20 CPs Sem. TE-SEM-2 AW, BU.) *Ms Meredith Rogers*

In this unit students develop and enhance skills in performance and performance making. Class-work covers aspects of voice, movement and improvisation. Students generate performance text based on some of the following: music-theatre, visual and design-based performance work, physical transformational performance techniques and the study of a range of performance languages. There are public performances at the end of semester.

Prerequisite: 30 credit points of first year drama.

Quota: 20 Places will be allocated on the basis of lecturers' recommendations and audition and interview in first semester.

Class requirements: Two 3-hour practical workshops per week.

Assessment: Logbook and 1500-word exercise (33%), Workshop and rehearsal toward group public performance (50 minutes maximum) (67%). The criteria used in assessing practical work are set out in the unit study guide.

DRA3APM ADVANCED PERFORMANCE MAKING (20 CPs Sem. TE-SEM-2 AW, BU.) *Ms Meredith Rogers*

This unit is aimed specifically at students interested in directing for the theatre and is intended to develop and extend the skills in performance making acquired through DRA2PEM by giving students the opportunity for individual, self-directed work. In this sense it is similar to an independent studies program. Students undertaking the unit research, devise and present solo or small group performance pieces. Students wishing to take this unit must have demonstrated a capacity for independent creative work. A project proposal must be submitted in the last week of semester one and a contract negotiated with the coordinator before the commencement of the second semester. There will be public performances at the end of semester.

Prerequisite: DRA2PEM or equivalent.

Quota: 10. Places will be allocated on the basis of lecturers' recommendations and interview.

Class requirements: Three 2-hour practical workshops per week, plus weekly consultations with the coordinator.

Assessment: Log book and 1500-word exercise (33%), Workshop and rehearsal toward group public performance (30 minutes maximum) (67%). The criteria used in assessing practical and performance work are set out in the unit study guide.

DRA3PRO DRAMA PROJECT: GROUP PRODUCTION OR INDIVIDUAL RESEARCH (20 CPs Sem. TE-SEM-2 AW, BU.) *Mr Geoffrey Milne*

In this unit students develop and complete a full-length group production based on an existing contemporary Australian drama script and assume the roles associated with the professional theatre industry. Students will perform for a public audience either on campus or in the community. Alternatively, students may undertake a research project into the work of one or more Australian dramatists.

Prerequisite: DRA2/3AUD.

Quota: 24. Selection based on academic merit and interview.

Class requirements: Two 3-hour workshops per week plus regular meetings with staff and public performances.

Assessment: Consistent, inventive and cooperative effort towards rehearsals and production tasks (35%), one 1500-word log-book and project report (30%), clarity, consistency and expressiveness in performance (35%). The criteria used in assessing the production work are outlined in the subject's handout.

ENG1TCV TEXT, CRITICISM AND THE VISUAL (15 CPs Sem. TE-SEM-2 AW, BU, MI.) *Professor Sue Thomas*

Students study a range of novels and plays, together with film adaptations of them. Topics covered in discussions include the ways texts tell stories and present personality, gender and genre, issues of representation in contemporary culture and what might be meant by describing some of the texts and films as 'popular' and some as 'classic'. The films will be studied as interpretations of literary texts. Prescribed texts must be purchased before the beginning of the semester.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week and six 2-hour film screenings.

Assessment: One 1500-word essay (35%), one 1500-word essay (35%), class tests (1000 words equivalent) (30%).

Prescribed Reading:

Fest J. *Inside Hitler's bunker*. Macmillan Paperback.

James H. *Washington Square*. Penguin.

Leonard E. *Rum Punch*. Penguin.

Melville H. *Billy Budd and other stories*. Pearson.

Shakespeare W. *Richard III*. Any edn.

ENG1TOT TEXTS OVER TIME: INTRODUCTION TO LITERATURE (15 CPs Sem. TE-SEM-1 AW, BU, MI.) *Mr Chris Palmer*

This unit is an introduction to the discussion and analysis of a range of literary texts, including plays, poems and novels. Its aim is to develop awareness of the possibilities of constructing meaning and significance in texts. In addition to the set texts, there will be a subject reader for poetry.

Class requirements: One 1-hour lecture, one 1-hour online workshop and one 1-hour tutorial per week.

Assessment: Two 1500-word essays (80%), tutorial exercises (1000 words equivalent) (20%).

Prescribed Reading:

Atwood M. *Alias Grace*. Virago.

Conrad J. *Heart of darkness*. Norton.

Austen J. *Mansfield Park*. Penguin.

Shakespeare W. *The merchant of Venice*. Penguin.

Fugard A. *The township plays – the Island*. Oxford.

ENG2BAR BRITISH AND AMERICAN ROMANTICISM (20 CPs Sem. TE-SEM-1 AW, BU, MI.) *Dr Iain Topliss*

This unit is offered at third year level also.

In this unit we an introduction to poetry of the period 1790–1870, from William Blake to Emily Dickinson. Emphasis is placed on close reading of poems. Classes give attention to the social, religious and political context. The poets' own critical writings are considered along with contemporary and academic criticism.

Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour lecture or seminar per week and one 2-hour tutorial per week.

Assessment: One 2000-word exercise (40%), one 3000-word essay (60%).

Prescribed Reading:

Wu D (ed.). *Romanticism: an anthology*. Blackwell, 2005.

ENG2CAN CONTEMPORARY AUSTRALIAN NOVELS (20 CPs Sem. TE-SEM-2 AW.) *Dr Damien Barlow*

This unit is offered at third year level also.

In this unit students will explore contemporary Australian novels from the 1990s and the present day. First, we will consider the way contemporary Australian fiction seems preoccupied with rewriting or engaging with issues in Australian history through the popularity of the historical novel. Second, students will explore novels that focus on the urban environment, especially the ways in which Melbourne, Sydney and Brisbane are fictionalised. Students will also be asked to consider the ways contemporary Australian novels critically engage with themes concerning nationality, identity, race, ethnicity, gender, sexuality and class.

Prerequisite: 30 credit points of first year English or Coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: One 1500-word essay (30%), one 500-word class paper/oral presentation (10%), one 3000-word essay (60%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Castro B. *The garden book*. Giramondo, 2005.

Jones G. *Sixty lights*. Vintage 2004.

Malouf D. *Remembering Babylon* Vintage, 1993.

McGahan A. *Praise*. Allen and Unwin, 1992.

Porter D. *The monkey's mask*. Hyland House, 1994.

Tiffany C. *Everyman's rules for scientific living*. Picador, 2005.

Tsiolkas C. *Loaded*. Vintage, 1995.

Wright A. *Plains of promise*. UQ Press, 1997.

ENG2SAC SHAKESPEARE AND CONTEMPORARIES (20 CPs Sem. TE-SEM-2 AW, BU, MI.) *Mr Chris Palmer*

This unit is offered at third year level also.

A study of various forms of tragedy and tragi-comedy in Shakespeare and the drama of his age. Discussion of these plays will also give attention to their historical context, their importance at the present time and to current critical approaches.

Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour tutorial and one 2-hour lecture/seminar per week.

Assessment: One 2000-word essay (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students, one 2000-word essay (40%), one 1000-word exercise (20%).

Prescribed Reading:

Marlowe C. *Doctor Faustus*. Oxford.

Salgado. (ed.) *Three Jacobean Tragedies*. Penguin.

Shakespeare W. *Hamlet*. Everyman.

Shakespeare W. *Macbeth*. Oxford.

Shakespeare W. *Measure for measure*. Penguin.

HIS1AHC AUSTRALIAN HISTORY: COLONIAL (15 CPs Sem. TE-SEM-1 AW.)

Dr Susan Gilbert

Is Australian society distinctive? Russel Ward's classic book, *The Australian Legend* (1958), stresses the importance of the Australian environment and settlement patterns in laying the foundations of Australian identity. But what does Ward overlook? We will also consider the migrants and the ideologies and culture they brought, the continuing connections with the outside world and the processes by which a new Australian identity emerged as settlers defined themselves in relation to the Aborigines they had displaced and the mother country they had left.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 30-minute tests (30%), one 1000 word exercise (30%), one 2000 word essay (40%).

Prescribed Reading:

Ward R. *The Australian legend*. Oxford University Press, (any year).

HIS1MEB MODERN EUROPE B: THE TWENTIETH CENTURY (15 CPs Sem. TE-SEM-2 AW, BU, MI.) *BU: Dr Philip Bull, BU: Dr Adrian Jones*

In this unit, students study the turbulent twentieth century in Europe, beginning with the industrial, national and imperial rivalries, which culminated in the First World War. The revolutions and revolutionary pressures, which arose out of that war, are examined as a background to the emergence of the ideologies of Fascism and Communism and the totalitarian regimes of Nazism and Stalinism. Post-war European prosperity and integration and the collapse of Communism are studied. Through this unit, students will gain a deeper understanding of the crises, which have characterised European history in the twentieth century.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Essay/exercises (2000 words equivalent) (60%), one 2-hour examination (40%). Alternatively, students may choose to reverse the percentage weightings of the two assessment components.

Preliminary Reading:

Joll J. *Europe since 1870: an international history*. 4th edn. Penguin, 1990.

Thomson D. *Europe since Napoleon*. Penguin, 1966.
Wiskemann E. *Europe of the dictators, 1919–1945* Fontana, 1966.

Prescribed Reading:

Derfler L and Kollander P. *An age of conflict*. 3rd edn. Harcourt Brace, 2002.

HIS2CHA COMMUNITY AND HISTORY IN AUSTRALIA (20 CPs Sem. TE-SEM-2 AW.) *Dr Susan Gilbert*

This unit is offered at third year level also.

Not available in 2008

HIS2EUU THE EUROPEAN UNION (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.)

BU: Dr Stefan Auer, BU: Dr Philip Bull, BU: Dr Anthony Jarvis

This unit is offered at third year level also.

Within the history of the integration process and with a particular focus on the European Union (EU), students will evaluate the extent to which integration has changed the lives of citizens and relations between nation-states in Europe; critique EU policies and processes; analyse the EU's role as an international actor; and apply insights derived from integration theory. The lecture program for the unit will capitalise on the availability in Australia of many experts associated with the EU and its institutions, as well as providing more general contextual lectures on its history, functioning and place in the contemporary world. Tutorials will be focused on ensuring that students develop an adequate understanding of how the EU functions, its relationships with member nations and the ways in which it is important to the rest of the world, including Australia.

Prerequisite: Any first year history or politics subject.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One seminar presentation (equivalent 500 words) (10%), two WebCT quizzes (10%), one 2000-word research essay (40%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Cini M (ed). *European Union politics*. 2nd edn. OUP, 2003.

HIS2GAH GENOCIDES AND THE HOLOCAUST: EUROPE, ASIA, AFRICA

(20 CPs Sem. TE-SEM-2 AW, BU.) *Dr Shannon Woodcock*

This unit is offered at third year level also.

In this unit, students examine the origins, course and consequences of the Nazi Holocaust in Europe, together with genocidal conflicts in Asia (Cambodia), Europe (former Yugoslavia) and Africa (Rwanda 1959 to 1997). Questions discussed include: In what ways was the Nazi Holocaust unique? Are genocides and holocausts different phenomena? How does gender influence genocide? In the Holocaust and genocides who were the victims and who were the perpetrators? Were perpetrators significantly different from 'ordinary' citizens? How are genocides remembered in film, testimonies and in public monuments? We will draw on case studies of concentration camp life, autobiographical and testimonial literature and pictorial and cinematic representations.

Prerequisite: 30 credit points of first year History.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: Ten reading control tests (1000 words equivalent) (20%), one 1500-word bibliographical exercise (30%), one 2500-word research essay (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Browning C. *Ordinary men*. Harper Perennial, 1993.

HIS2LWC LIVING WITH COLONIALISM: RESISTANCE AND

ACCOMMODATION (20 CPs Sem. TE-SEM-2 AW, BU.) *Dr Tracey*

Banivanua-Mar

This unit is offered at third year level also.

In this unit students will examine the nature of resistance and accommodation in the late colonial era. With a concentration on movements in Australia, New Zealand and the islands of the Pacific during the twentieth century, we look at such ambiguously resistant cultural movements as 'cargo-cults' and millenarian movements; expressions of protest in music, sport, theatre or dance; the emergence of nationalism and other local and transnational social movements;

and the impact of civil wars. We will span a period from the beginning of the twentieth century and the post-war decline of colonialism, to the long era of decolonisation, neo-colonialism and the entrenchment of international relations of dependency. Students will critique the meanings of 'resistance', 'accommodation' and 'decolonisation'. They will gain access to perspectives of Indigenous peoples and will examine the philosophies and theories that accompanied the rise of local and global indigenous rights movements.

Prerequisite: 30 credit points of first year history.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word critical essay (30%), one 3000-word research essay (50%), tutorial and/or WebCT-based exercises (500 words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Denoon, D., Mein Smith P, Wyndham M. *A history of Australia, New Zealand and the Pacific*. Blackwell, 2000.

PHI1CRT CRITICAL THINKING (15 CPs Sem. TE-SEM-2 AW, BU, MI.) *Dr*

Norva Y.S. Lo

PHI1CRT semester two is taught entirely online. There will be one 90-minute mediated online discussion per week plus learning activities as specified online (equivalent to 90-minutes attendance per week). For more information contact the unit Coordinator or visit www.latrobe.edu.au/philosophy/resources ug/handout_crt.html Thinking and reasoning are essential components of human life. But much of our thinking and reasoning is biased, distorted and uninformed. Yet the quality of our life and that of what we produce, make or build depends precisely on the quality of our thoughts and reasons. In this unit, you will learn how to reason well, to think clearly and independently and also to engage fairly with others in discussions and debates. Many students find the experience gained in this unit immensely valuable, both within the University and later in employment whatever their subsequent areas of specialisation.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour examination (55%), three short exercises (2000 words equivalent) (45%).

Prescribed Reading:

Phillips R and Oakley T. *Reason and argument*. Monash, 1996.

PHI1FMV FREEDOM, MIND AND HUMAN NATURE (15 CPs Sem. TE-SEM-1 AW, BU.) *Dr Toulia Nicolacopoulos*

In this unit we explore three big questions: What am I? Am I free to make choices? How should justice figure in my life? We turn to Rene Descartes whose work is famously linked to the origins of the Enlightenment project. He ascribes to humans very special powers of mind on which we base a scientific understanding of the world. This raises questions about our relationship to deterministic physical reality. Are we as much slaves of physical causes and effects as other things in the universe? Might a genius at physics or a smart computer predict all our behaviours? If so, can we be said to be free? We address this intriguing question in the second part of the unit. The idea that we are self-directing and should live free of others' unjust interferences is central to Western liberal democracies. But what do we mean by 'justice'? The final part of the unit focuses on some major Western thinkers like Mill, Marx and Foucault to ask whether our human nature makes justice a universal value.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 550-word essay (15%), one 1200-word essay (30%), one 1-hour essay exam (30%), one 1-hour short answer exam (20%), one 250-word exercise (5%).

Preliminary Reading:

Phillips R and Oakley T. *Reason and argument*. 2nd ed. Monash Distance Education Centre, 1996.

Prescribed Reading:

Descartes R. *'Meditations' in Discourse on methods and meditations*. Dover Philosophical Classics, 2003.

PHI1TAS EXISTENCE, VALUE AND GOD (15 CPs Sem. TE-SEM-2 AW, BU.)

Dr Philipa Rothfield

Dostoevsky famously wrote: If God does not exist, then everything is permitted. What are we to make of this? Jean-Paul Sartre stated that we are abandoned in the sense that there is no God to tell us what to do. Humans create their own sense of right and wrong through their actions, through exercising an inherent freedom. Some ethical theories would dispute this, suggesting that notions of right and wrong have an objective status independent of individuals' upbringing or cultural background. Can we even ask these questions without determining whether there is a God who oversees issues of right and wrong, good and evil? This unit will progress from questions of life and freedom, towards ethical responsibility and the ultimate issue of whether or not God exists.

Class requirements: Two 2-hour lectures and one 1-hour tutorial per week.

Assessment: One 1200-word essay (30%), one 800-word essay (20%), one 1-hour examination (30%), one 1-hour short answer exam (20%).

Preliminary Reading:Feinberg J. *Social philosophy*. Prentice-Hall, 1973.**PHI2PAM PLATO AND THE MEANING OF BEING** (20 CPs Sem. TE-SEM-2

AW.) Dr George Vassilacopoulos, Dr Toulia Nicolacopoulos

This unit is offered at third year level also.

It has been said that all Western philosophy is a footnote to Plato. In his masterpiece *The Republic*, Plato addresses some of the most fundamental questions of human existence – what is it to be? What is the place of human beings in the world? What does it mean to know? What is the nature of reality? Surprisingly, Plato's strategy is to invite us to participate, along with his teacher Socrates, in a thought experiment aimed at designing a just society. In the process of asking what justice is we discover answers to the meaning and conditions of our being in the cosmos. In this unit, we will follow Plato's philosophical journey and trace some connections between his ideas, contemporary feminist thought and the philosophies of Hegel, Heidegger and Derrida.

Prerequisites: 30 Credit points of Philosophy

Class requirements: One 2-hour seminar and one 1-hour tutorial per week.

Assessment: One 2500-word essay (50%), one 2500-word essay or one 2.5-hour examination (50%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed reading:Plato. *The Republic*. any edition.**PHI2HUR HUMAN RIGHTS: FUNDAMENTAL ISSUES** (20 CPs Sem. TE-

SEM-1 AW.) Dr Janna Thompson

This unit is offered at third year level also.

In this unit we examine the philosophical issues raised by human rights. In the first part we look at the theory of rights and consider what sort of thing a right is, what it means to claim one's rights and have them protected, whether they should be justified by an appeal to an agency, basic needs or human flourishing and whether they can be adopted by people of non-Western cultures. In the second part of the unit we examine the meaning justification and application of particular rights claims and consider what rights ought to be regarded as basic and whether some appeals to rights can be dismissed as illegitimate. We will investigate the controversies over the meaning of particular rights such as – the right to liberty, free speech, privacy and the right to subsistence. We will discuss communitarian and feminist criticisms of human rights and problems of applying theories of rights to minority or disadvantaged groups.

Prerequisite: Any first year philosophy unit

Class requirements: One 2-hour lecture/seminar and one 1-hour tutorial per week

Assessment: One 2000-word essay (40%), one 2500-word essay (50%), one 500-word tutorial assignment (10%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:Jones P. *Rights* St Martins, 1994. Orend B. *Human rights: concept and context*. Broadview Press, 2002.**Recommended Reading:**Nickel J *Making sense of human rights*. University of California Press, 1987.Shue H *Basic Rights: subsistence, affluence and US foreign policy*. 2nd edn. Princeton University Press, 1996.Waldron, J (Ed) *Theories of rights*. Oxford University Press, 1984.Shute S and Hurley S (Eds). *On human rights*. Basic Books, 1993.**POL2CAP CONTEMPORARY AUSTRALIAN POLITICS AND PUBLIC**

POLICY (20 CPs Sem. TE-SEM-1 AW, BU.) Professor Judith Brett

This unit is offered at third year level also.

In this unit we focus on Australian politics and public policy since 1983, in particular the issues arising from changed ideas about the role of government and radical changes to the organisation of the economy. Topics covered will include: the restructuring of the Australian economy; employment policy and welfare reform; the varying fates of the parties; the reform of the public sector and the new public management; regional and rural politics; federalism; and environmental politics. Tutorials and assessment focus on the development of skills in the research and analysis of policy issues and conflicts in contemporary Australian politics. While not all students will have done POL1RAP or POL1AUP, prior knowledge of the institutional structure of Australian politics is assumed.

Prerequisite: 30 credit points from first year politics, AST11JI, AST11CI, or unit Coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word research assignment (30%), one 2000-word research essay (40%), one 1.5-hour examination (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students

Preliminary Reading:Smyth P and Cass B (Eds). *Contesting the Australian way: states, markets and civil society*. Cambridge University Press, 1998.Macfarlane I. *The search for stability*. Boyer Lectures ABC Books, 2006.**Prescribed Reading:**Fenna A. *Introduction to Australian public policy*. 2nd ed. Longman, 2004.**POL2NAS NATIONS AND STATES** (20 CPs Sem. TE-SEM-2 AW, BU.) AW: Dr

David Envall, BU: Professor Judith Brett, BU: Professor John

Fitzgerald, BU: Dr James Leibold, BU: Professor Robert Manne

This unit is offered at third year level also.

Students are introduced to fundamental questions in the study of politics. What is a state? What is a nation? What are the origins of nationalism? Students examine how state building and industrialisation have influenced the formation of national identity and how nationalist movements and international factors have influenced the formation of states. In this unit, we draw on at least two case studies, selected from European, Asian and Australian examples and link the case studies to theoretical discussion of states and nationhood. This unit is particularly recommended for students in second year.

Prerequisite: 30 credit points from first year politics, AST11JI, AST11CI, or approval of the unit Coordinator.

Class requirements: Two 1-hour lectures per week and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (20%), one 2000-word research essay (40%), one 1.5-hour sighted examination (30%), tutorial exercises (10%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Preliminary Reading:Hobsbawm E. *Nations and Nationalism since 1780*. Cambridge University Press, 1990.Mann M. *The sources of social power, volume 2: the rise of classes and nation-states, 1760–1914* Cambridge University Press, 1993.**Recommended Reading:**Anderson B. *Imagined communities*. Rev. edn. Verso, 1991.Spencer P and Wollman H. *Nationalism: a critical introduction*. Sage, 2002.

SOC1ISA INTRODUCTION TO SOCIOLOGY A (15 CPs Sem. TE-SEM-1 AW.)*Dr Pauline Savy*

In this students are introduced to the study of contemporary society, its social constitution through structures, processes and everyday practices. The unit is organised around three main areas of study: the sociological perspective, self-identity in modern society and the practices and regulation of everyday social life. The first module introduces sociology as a field of study distinguished by particular approaches to understanding the world. In the second module we examine the social nature of selfhood and identity within topics such as family, gender and ethnicity. The third module dwells on the order and regulation of social life as it is lived and experienced in situations everyday.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 500-word written assignment (15%), one 2000-word essay (50%), one 1.5-hour examination (35%).

Prescribed Reading:

Holmes D, Hughes K and Julian R *Australian Sociology: a changing society*. Pearson Longman, 2003.

SOC1ISB INTRODUCTION TO SOCIOLOGY B (15 CPs Sem. TE-SEM-2 AW.)*Ms Pam Wallace*

This unit follows on from Introduction to Sociology A. Students are introduced to contemporary Australian society, subject to both global forces and local issues. Basic sociological concepts and methodologies are applied to explain social order and divisions in Australian society – its regions, cities and institutions – and beyond. The unit is organised around the following themes: societal change and globalisation; inequalities, poverty and wealth; power, politics and protest.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 500-word written assignment (15%), one 2000-word major essay (50%), one 1.5-hour examination (35%).

Prescribed Reading:

Holmes D, Hughes K and Julian R. *Australian Sociology: a changing society*. Pearson Longman, 2003.

SOC2CAI CLASS AND INEQUALITY (20 CPs Sem. TE-SEM-1 AW.) *Ms**Pamela Wallace*

This unit is offered at third year level also.

Not available in 2008

SOC2MSR INTRODUCTION TO SOCIAL RESEARCH METHODS (20 CPs Sem. TE-SEM-1 AW, BU.) *Professor Evan Willis BU, Ms Pamela Wallace AW*

This unit is offered at third year level also.

Students are introduced to a range of current methods of social inquiry. These include both quantitative and qualitative research methods such as surveys, interviews, observation, content analysis, the analysis of historical and policy documents and records and other unobtrusive methods. The objective is for students to become familiar with these techniques and to gain some understanding of when best to employ particular strategies while being aware of strengths and weaknesses of each approach.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit Coordinator's approval.

Class requirements: One 2-hour lecture per week and one 2-hour workshop per fortnight. A portion of the lecture material may be given in block mode.

Assessment: One 1500-word research essay (25%), one 2000-word research proposal (50%), one 1.5-hour end of semester class test (25%). Third year students are expected to show a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Bryman A. *Social research methods*. 2nd edn. OUP, 2004.

SOC2RUS RURAL SOCIOLOGY (20 CPs Sem. TE-SEM-2 AW.) *Dr Brian**Furze*

This unit is offered at third year level also.

Not available in 2008

SOC2SCH SOCIAL CHANGE IN RURAL AND REGIONAL COMMUNITIES(20 CPs Sem. TE-SEM-2 AW.) *Mr Brian Furze*

This unit is offered at third year level also.

In this unit students are introduced to the study of community life and the relevance of community studies in understanding processes of rural social change and regional development. Theoretical perspectives on community are introduced along with approaches to the study of community life. These theoretical and methodological insights are applied to the analysis of change in rural and regional areas through such topics as class, gender, race, ethnicity, marginality and socio-economic power in rural communities. Students will develop an understanding of the micro-level effects of social, economic and political changes occurring in rural and regional areas.

Prerequisite: SOC1IISA.

Class requirements: One 3-hour workshop per week.

This unit is not available for Study Abroad students.

Assessment: One 1000-word tutorial paper (25%), one 3000-word research essay (50%), one 1000-word reflective essay (25%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

SOC2SED SOCIOLOGY OF EDUCATION (20 CPs Sem. TE-SEM-1 AW.) *Ms**Pamela Wallace*

This unit is offered at third year level also.

In this unit students are introduced to the sociological study of education and its role in contemporary society. Themes to be examined include the sources of change in education; the organisational contexts of educational institutes/schools; the impact of education on 'life chances'; the relationships between the educational system and other social institutions such as the workplace and the family; and policy implications of current debates and research.

Prerequisite: 30 credit points of first year sociology subjects.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 2000-word research paper (40%), one 1000-word paper (20%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Allen J. (ed.). *Sociology of education: possibilities and practices*. 3rd edn. Social Science Press, 2004. Ballantine JH and Spade J. *Schools and society: a sociological approach to education*. 2nd edn. Wadsworth: Thompson, 2004.

SOC2SEM SOCIOLOGY OF EMOTIONS (20 CPs Sem. TE-SEM-2 AW.) *Ms**Pauline Savy*

This unit is offered at third year level also.

Not available in 2008

SOC2SHI SOCIOLOGY OF HEALTH AND ILLNESS (20 CPs Sem. TE-SEM-2AW, BU.) *AW: Ms Pauline Savy, BU: Professor Evan Willis*

This unit is offered at third year level also.

In this unit we aim to familiarise students with the sociological analysis of issues related to health and illness. We argue that health and health behaviour cannot be adequately explained by simply looking at individual, biological or environmental factors. Sociological questions about both mental and bodily health and illness concern not only the broad organisation of society but also how everyday human experience is given local and personal meaning.

Prerequisite: 30 credit points of first year sociology or anthropology or AST1IJI or AST1ICI or unit coordinator's approval.

Class requirements: One 2-hour lecture or equivalent per week and one 2-hour workshop per fortnight. A portion of the lectures may be given in block intensive mode.

Assessment: One 2000-word research essay (40%), one 2-hour examination (40%), one 1000-word tutorial presentation and paper (20%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Prescribed Reading:

Germov J. *Second opinion: an introduction to health sociology*. Oxford University Press, 2004.

SOC2SHM SOCIOLOGY OF HEALTH AND MEDICINE (20 CPs Sem. TE-SEM-2 AW, BU.) *Professor Evan Willis*
This unit is offered at third year level also.
Not available in 2008

SOC2SOE SOCIOLOGY OF THE ENVIRONMENT (20 CPs Sem. TE-SEM-1 AW, BU.) *Dr Brian Furze*
This unit is offered at third year level also.

Students are introduced to the ways sociological knowledge can be used to understand contemporary environmental issues. In this unit we explore the state of sociological debate about the environment, how it can be used to understand contemporary environmental issues and how it can be used to intervene in existing socio-economic and political relations to develop more socially and ecologically just outcomes. Students are offered a number of specific pathways within the unit to cater for a diversity of interests and applications: environment and development; global political ecology; European environmental issues; Asian environmental issues; environmental problems as social problems. Some content in this unit may be delivered via WebCT.

Prerequisite: 30 credit points of first year sociology, politics or anthropology.

Class requirements: Albury/Wodonga: one 2-hour lecture and one 1-hour tutorial per week. Bundoora: one 4-hour seminar per fortnight and additional classes as arranged within the group.

Assessment: One 1000-word tutorial paper (20%), one 2000-word major essay, (40%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

SOC2SOW SOCIOLOGY OF WORK (20 CPs Sem. TE-SEM-2 AW.) *Ms Pamela Wallace*
This unit is offered at third year level also.

In this unit, we aim to familiarise students with an overview of the sociological perspective on work; paid, unpaid and marginal. While students will become familiar with classical theories of work, the emphasis is on current trends in the organisation and social relations of work. We focus on three broad areas: the social organisation of work; the changing contexts and current work trends and challenges for the 21st century; and inequalities at work.

Prerequisite: 30 credit points of first year sociology.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

Assessment: One 2000-word paper (40%), one 1000-word paper (20%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Hodson R and Sullivan TA. *The social organisation of work*. 3rd edn. Wadsworth: Thompson, 2003.

Watson T. *Sociology, work and industry*. 4th edn. Barnes and Noble, 2003.

SOC3RST READING IN SOCIAL THEORY (20 CPs Sem. TE-SEM-1 AW.) *Dr Brian Furze*

In the first section of this unit students are familiarised with the classic works of Karl Marx, Max Weber and Emile Durkheim. Students will read a selection of the original writings, as well as contemporary interpretations of this trio. In the second section we will discuss contemporary social theorists and theories and in the third section we will apply this theoretical understanding to contemporary issues.

Prerequisite: 30 credit points of first year sociology.

Class requirements: One 3-hour session per week.

This unit is not available for Study Abroad students.

Assessment: One 3000-word paper (60%), two 1000-word papers (40%).

SOC3WPR APPLIED RESEARCH PROJECT IN THE WORKPLACE (20 CPs Sem. TE-SEM-2 AW.) *Ms Pauline Savy*
Not available in 2008

ARH3AOB ART OF BYZANTIUM (20 CPs Sem. TE-SEM-1 AW, BU, MI.)

Coordinator to be advised

See ARH2AOB for full unit description.

ARH3MEU MEDIEVAL EUROPE C 600–C 1200 (20 CPs Sem. TE-SEM-2 AW, BU, MI.) *Coordinator to be advised*
See ARH2MEU for full unit description.

DRA3AUD AUSTRALIAN DRAMA FROM 1955 TO THE PRESENT DAY (20 CPs Sem. TE-SEM-1 AW, BU.) *Mr Geoffrey Milne*
See DRA2AUD for full unit description.

ENG3BAR BRITISH AND AMERICAN ROMANTICISM (20 CPs Sem. TE-SEM-1 AW, BU, MI.) *Dr Iain Topliss*
See ENG2BAR for full unit description.

ENG3CAN CONTEMPORARY AUSTRALIAN NOVELS (20 CPs Sem. TE-SEM-2 AW.) *Dr Damien Barlow*
See ENG2CAN for full unit description.

ENG3SAC SHAKESPEARE AND CONTEMPORARIES (20 CPs Sem. TE-SEM-2 AW, BU, MI.) *Mr Chris Palmer*
See ENG2SAC for full unit description.

HIS3CHA COMMUNITY AND HISTORY IN AUSTRALIA (20 CPs Sem. TE-SEM-2 AW.) *Dr Susan Gilbert*
See HIS2CHA for full unit description.
Not available in 2008

HIS3EUU THE EUROPEAN UNION (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.)
BU: Dr Stefan Auer, BU: Dr Philip Bull, BU: Dr Anthony Jarvis
See HIS2EUU for full unit description.

HIS3GAH GENOCIDES AND THE HOLOCAUST: EUROPE, ASIA, AFRICA (20 CPs Sem. TE-SEM-2 AW, BU.) *Dr Shannon Woodcock*
See HIS2GAH for full unit description.

HIS3LWC LIVING WITH COLONIALISM: RESISTANCE AND ACCOMMODATION (20 CPs Sem. TE-SEM-2 AW, BU.) *Dr Tracey Banivanua-Mar*
See HIS2LWC for full unit description.

PHI3PAM PLATO AND THE MEANING OF BEING (20 CPs Sem. TE-SEM-2 AW.) *Dr George Vassilacopoulos, Dr Toula Nicolacopoulos*
See PHI2PAM for full unit description.

PHI3HUR HUMAN RIGHTS: FUNDAMENTAL ISSUES (20 CPs Sem. TE-SEM-1 AW.) *Dr Janna Thompson*
See PHI2HUR for full unit description.

POL3CAP CONTEMPORARY AUSTRALIAN POLITICS AND PUBLIC POLICY (20 CPs Sem. TE-SEM-1 AW, BU.) *Professor Judith Brett*
See POL2CAP for full unit description.

POL3NAS NATIONS AND STATES (20 CPs Sem. TE-SEM-2 AW, BU.) *AW: Dr David Envall, BU: Professor Judith Brett, BU: Professor John Fitzgerald, BU: Dr James Leibold, BU: Professor Robert Manne*
See POL2NAS for full unit description.

SOC3CAI CLASS AND INEQUALITY (20 CPs Sem. TE-SEM-1 AW.) *Ms Pamela Wallace*
See SOC2CAI for full unit description.
Not available in 2008

SOC3MSR INTRODUCTION TO SOCIAL RESEARCH METHODS (20 CPs Sem. TE-SEM-1 AW, BU.) *Professor Evan Willis*
See SOC2MSR for full unit description.

SOC3RUS RURAL SOCIOLOGY (20 CPs Sem. TE-SEM-2 AW.) *Dr Brian Furze*
See SOC2RUS for full unit description.
Not available in 2008

SOC3SCH SOCIAL CHANGE IN RURAL AND REGIONAL COMMUNITIES (20 CPs Sem. TE-SEM-2 AW.) *Mr Brian Furze*
See SOC2SCH for full unit description.

SOC3SED SOCIOLOGY OF EDUCATION (20 CPs Sem. TE-SEM-1 AW.) *Ms**Pamela Wallace**See SOC2SED for full unit description.***SOC3SEM SOCIOLOGY OF EMOTIONS** (20 CPs Sem. TE-SEM-2 AW.) *Ms**Pauline Savy**See SOC2SEM for full unit description.**Not available in 2008***SOC3SHI SOCIOLOGY OF HEALTH AND ILLNESS** (20 CPs Sem. TE-SEM-2AW, BU.) *AW: Ms Pauline Savy, BU: Professor Evan Willis**See SOC2SHI for full unit description.***SOC3SHM SOCIOLOGY OF HEALTH AND MEDICINE** (20 CPs Sem. TE-SEM-2 AW, BU.) *Professor Evan Willis**See SOC2SHM for full unit description.**Not available in 2008***SOC3SOE SOCIOLOGY OF THE ENVIRONMENT** (20 CPs Sem. TE-SEM-1AW, BU.) *Dr Brian Furze**See SOC2SOE for full unit description.***SOC3SOW SOCIOLOGY OF WORK** (20 CPs Sem. TE-SEM-2 AW.) *Ms**Pamela Wallace**See SOC2SOW for full unit description.*

Programs of the Faculty of Law and Management

The School of Business offers the Bachelor of Business and the Bachelor of Commerce.

Enquiries of a general nature about these courses should be directed to the Faculty Academic Services Officer, tel: (02) 6024 9850.

Through the School of Sport, Tourism and Hospitality Management, the faculty offers the Bachelor of Business (Hospitality Management).

General information about this course may be obtained from the Faculty Academic Services Officer, tel: (02) 6024 9850.

Each of these programs is offered at the campus on University Drive. Outlines of the courses available follow.

SCHOOL OF BUSINESS

Bachelor of Business (ECBBW)

Admission requirements

Students study modern theories of management and business. Applicants must have completed VCE Units 1 and 2 General Mathematics or Mathematical Methods; Units 3 and 4 English with a study score of at least 20; NSW HSC – year-11 Maths and year-12 English. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

Students must complete a course of units accumulating a minimum total of 360 credit points, of which at least 255 must be units offered in the School of Business. The course is designed to be completed within three years of full-time study, although part-time study is possible. Maximum course duration is ten years.

Students should undertake 120 credit points at each year level and must undertake at least 120 credit points at third year level including 90 credit points at third year level from the School of Business. Variations to this structure are subject to approval by a School of Business course adviser.

The degree is designed to allow completion of two majors or one major and elective units. At least one major must be in a business discipline. A business major will consist of eight units.

Course structure

The course is structured as follows. All units are worth 15 credit points.

Teaching period	Unit title	Unit code
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-1	Elective (Major Study) Management Communications	MGT2MCB
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	Business Law	LST1BSL

Second year

In second year, students will focus their studies on units within their choice of major. Students must study three electives from their major study plus a further five electives.

Third year

In third year, students will again focus on units in their major. Students must study four electives from their major study plus a further four electives.

Electives

The following units are available as electives and highlight major studies within the degree program.

Management

Teaching period	Unit title	Unit code
TE-SEM-1	Management Communications	MGT2MCB
TE-SEM-1	Human Resource Management	MGT2HRM
TE-SEM-1	Organisational Behaviour	MGT2OBE
TE-SEM-1	International Business Environment	ECO3IBC
TE-SEM-1	Technology and Organisational Change	BUS3TOC
TE-SEM-2	Entrepreneurship	MGT3ENC
TE-SEM-2	Marketing Research	MKT3MRE
TE-SEM-2	Finance	FIN2FIN

Marketing

Teaching period	Unit title	Unit code
TE-SEM-1	Management Communications	MGT2MCB
TE-SEM-1	Marketing Principles and Practice	MKT2MPP
TE-SEM-1	Electronic Marketing	MKT3ELM
TE-SEM-2	Sales Management	MKT2SMB
TE-SEM-2	Consumer Behaviour	MKT2CBE
TE-SEM-2	Strategic Marketing	MKT3SMK
TE-SEM-2	International Marketing	MKT3IMK
TE-SEM-2	Marketing Research	MKT3MRE

Bachelor of Commerce (LBCW)

Admission requirements

Applicants must have completed VCE Units 3 and 4 English (any) and mathematics (any) with a minimum study score of at least 20 in each NSW HSC –year-12 English (Band 2) and mathematics. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Degree requirements

To be eligible for the award of the degree students must complete units totalling 360 credit points, normally over three years of full-time study, though part-time study options are available. At least 285 credit points should be derived from units offered by the School of Business. Students must undertake no more than 120 credit points at first year level and at least 120 credit points at third year level, including a minimum of 90 credit points from the School of Business. All units are worth 15 credit points. Variations to this structure are subject to approval by a School of Business Course Adviser. The normal sequence of units undertaken by students is:

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Management Communications #	MGT2MCB #
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-1	Microeconomics	ECO1IMI

TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Business Law	LST1BSL

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Introductory Financial Accounting	ACC1IFA
TE-SEM-1	Law of Business Association	LST2LBA
TE-SEM-1	Introductory Management Accounting	ACC2IMA
TE-SEM-1	Elective	
TE-SEM-2	Finance	FIN2FIN
TE-SEM-2	Corporate Reading	ACC2CRE
TE-SEM-2	Intermediate Management Accounting	ACC2IMB
TE-SEM-2	Elective	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Advanced Financial Accounting	ACC3AFA
TE-SEM-1	International Accounting*	ACC3IAC
TE-SEM-1	Elective	
TE-SEM-1	Elective	
TE-SEM-2	Auditing	ACC3AUD
TE-SEM-2	Taxation	ACC3TAX
TE-SEM-2	Elective	
TE-SEM-2	Elective	

Key: * This unit is not core to the Bachelor of Commerce. However, it is strongly recommended that students undertake this unit in their first year of study as it provides a useful foundation for subsequent units.

* Alternative third year accounting units may be substituted for ACC3TTX at the discretion of the Professor of Accounting.

Electives

Electives are available through the School of Business. Students must apply to the course adviser for electives offered outside of the School of Business.

SCHOOL OF SPORT, TOURISM AND HOSPITALITY MANAGEMENT

Bachelor of Business (Hospitality Management) (LBBHM)

Students study modern theories of management and business. Applicants must have completed VCE Units 1 and 2 General Mathematics or Mathematical Methods; Units 3 and 4 English with a study score of at least 20; NSW HSC – year-11 Maths and year-12 English. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

A Personal Profile Questionnaire, available from the Faculty Academic Services Office or at www.latrobe.edu.au/tourism/aw/ must be completed by applicants and returned by 13 November 2007 to PO Box 821, Wodonga Vic 3690. Please note this form is an essential requirement of entry. After this date, please contact the Faculty Academic Services Officer on (02) 6024 9850. On the basis of information provided, an interview may be required.

Students must complete the core and elective units with a total value of 360 credit points. This three year degree can be completed in two and a half years through the inclusion of block delivery of 'hands-on' units at La Trobe at Beechworth. All pass degree units offered by the school are worth 15 credit points.

Course structure

Information below is correct at time of printing but could be subject to change.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Food and Beverage Operations 1A*	THS1FAB
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Management Communications	MGT2MCB
TE-SEM-1	Management Information Systems 1	BUS1MIS

TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-2	Principles of Tourism	THS2PTB
TE-SEM-2	Food and Beverage Operations 1B	THS1FOB
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Business Law	LST1IBL
TE-SEM-2	Macroeconomics	ECO1IMA

Key: * THS1FAB block is delivered at Albury – Wodonga campus and La Trobe at Beechworth

FandB 1A: 7 – 18 July 2008

FandB 1B: 24 November – 5 December 2008

Second year

Teaching period	Unit title	Unit code
TE-SEM-S	Accommodation Management*	THS2ACM
TE-SEM-1	Tourism and Hospitality Marketing	THS2THM
TE-SEM-1	Introductory Business Statistics	ECO1ISB
TE-SEM-1	Food Services Management**	THS2FSM
TE-SEM-1	Introductory Management Accounting	ACC2IMA
TE-SEM-2	Hospitality Facilities Development and Management	THS3FDM
TE-SEM-2	Banquet and Convention Catering Management	THS2BCB
TE-SEM-2	Special Events, Conferences and Meetings	THS2SEC
TE-SEM-2	Elective	

Key: * Summer block unit will be delivered at Wodonga campus and La Trobe at Beechworth in February 2008.

** Some components of practical based unit will be delivered at La Trobe at Beechworth during second year.

TE-SEM-S = Summer block

11 – 22

February 2008

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Resort Management	THS3RMA
TE-SEM-1	Hotel Operations Management	THS3HOM
TE-SEM-1	Directed Readings in Hospitality Business Management	THS3DRH
TE-SEM-1	Human Resources Management	MGT2HRM
TE-SEM-1	One approved elective	

Electives

Teaching period	Unit title	Unit code
TE-SEM-1	Global Environment of Tourism 2	THS2GET
TE-SEM-2	Tourism and Hospitality Promotions	THS2TPB

Students may choose from electives offered by School of Business – consult course adviser.

UNIT DESCRIPTIONS

ACC1AMD ACCOUNTING FOR MANAGEMENT DECISIONS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BU. TE-SEM-S BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan,*

Mrs Selina Lim, Ms Kathie Stirling, Mr Petrus Usmanij,

Mrs Susan Nalder

This unit is designed to introduce undergraduate students from all disciplines to the nature of accounting and its role in business. Topics covered provide an overview of key financial and managerial accounting concepts and include: the recording of business transactions; the calculation and measurement of profit; the preparation of financial statements; the analysis and interpretation of financial statement data; cost accounting and reporting systems; and cost analysis for planning, control and decision-making.

Class requirements: Two 1-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial assessment (10%), mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, major assignment (30%). AW: Comprising of practical problem and report – 1000-word (equivalent), one 3-hour final examination (70%). AW: Hurdle requirement. Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass this unit.

Prescribed Reading:

Boland G. AW: *Accounting – Study Guide*.

Chambers B. AW: *Accounting Business Reporting for Decision Making*.

ACC1IFA INTRODUCTORY FINANCIAL ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BU. TE-SEM-2 BE, BU, MI, SH. TE-W13-26 NI. TE-W31-46 NI.) *Mr Greg Ellis, Mr Glenn Hill, Ms Sue Nalder*

This unit introduces students to accounting information systems, which record financial events and provide information to management. The unit begins with the accounting equation, accounting cycle, accrual accounting concepts and the preparation of financial statements. Attention is then given to application of generally accepted accounting principles and selected accounting standards to specific financial elements and transactions.

Prerequisite: ACC1AMD.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One computerised practice set (10%), one manual practice set (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 1/2-hour take-home examination (10%). AW: based on assignment tutorial questions, one 1-hour mid-semester test (20%). AW: One 3-hour final examination (70%). AW: Hurdle Requirement. Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Horngren C, Harrison, Bamber, Best, Fraser, Willett AW: *Financial Accounting*. 5th edn. Pearson Education, 2006.

ACC2CRE CORPORATE REPORTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-SEM-2 AW, BU, MI. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Mr Greg Ellis, Dr Xu-Dong Ji*

This unit covers corporate financial accounting and reporting at an intermediate level. It provides students with an understanding of the corporate reporting environment in Australia and the economic implications of accounting numbers. The unit incorporates evaluation and application of selected accounting standards, as well as the preparation of corporate group financial reports which satisfy professional and regulatory requirements.

Prerequisite: ACC1IFA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 500-word assignment (15%), one 1-hour mid-semester test (15%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 30-minute mid-semester test (30%). AW and SH: One 3-Hour final examination (70%). AW and SH: Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Deegan C. *Australian financial accounting*. 5th edn. McGraw-Hill/Irwin, 2007.

ACC2IMA INTRODUCTORY MANAGEMENT ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BU. TE-W13-26 NI.) *Mr Sunil Dahanayake, Mr Greg Ellis,*

Ms Dianne Harvey, Dr Prem Yapa

This unit is offered in another teaching period

Managerial accounting provides organisations with internal financial and non-financial information required for the three functions of planning, controlling and decision-making. This unit enables students to develop an understanding of the elements of management accounting and the way in which cost information is used in undertaking these functions within the context of a modern business concern. The unit examines the nature and behaviour of product cost information and students should be able to apply their understanding of this to decision-making situations using both a quantitative and a qualitative approach.

Prerequisite: ACC1AMD.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One tutorial presentation (10%) equivalent to 1000 words, one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 45-minute mid-semester test (20%).

Prescribed Reading:

Langfield-Smith Thorne, Hilton AW: *Management Accounting* McGraw Hill.

ACC2IMB INTERMEDIATE MANAGEMENT ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BU. TE-SEM-2 AW, BE, BU, MI, SH. TE-W31-46 NI.) *Mr Sunil Dahanayake, Ms Katherine Stirling,*

Ms Suzanne Salmon, Mr Petrus Usmanij

Intermediate Management Accounting further develops the concepts of management accounting and provides analytical methods for both short-term and long-term managerial decisions. Topics include budgeting standard costing and variance analysis, capital budgeting, inventory management, performance measurement and contemporary developments in management accounting.

Prerequisite: ACC2IMA / ACC2IIMA/ACC22IMA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 45-minute mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 10-minute class presentation (10%).

Prescribed Reading:

Langfield-Smith K, Thorne H and Hilton RW. *Management accounting: an Australian perspective*. 4th edn. McGraw-Hill, 2006.

ACC3AFA ADVANCED FINANCIAL ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BU. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr Liz Duncan, Dr Jane Hamilton, Dr Kamran Ahmed*

This unit aims to promote an understanding of some of the major contemporary issues associated with the measurement and reporting of the operating results and financial position of modern reporting entities. Topics on foreign currency transaction and translation, superannuation, financial instruments, construction contracts and other topical issues will be covered within the context of recent recommendations of the Australian accounting profession. The role of theory in accounting will also be covered.

Prerequisite: ACC2CRE.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 45-minute mid-semester test (30%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: SH: one 3-Hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit. AW and SH: One major practical problem (30%). Involving accounting for superannuation.

Prescribed Reading:

CPA Australia *Accounting Handbook 2008*. Pearson, Education Australia.

Deegan C. *Australian financial accounting*. 5th edn.

ACC3AUD AUDITING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-SEM-2 AW, BU. TE-SEM-S MI. TE-W13-26 NI.) *Ms Jane Hamilton, Ms Biserka Siladi, Mr Larry O'Connor*

This unit covers Auditing theory and practice and is designed to meet the preliminary requirements of the Institute of Chartered Accountants in Australia and CPA Australia. Auditing is designed to give students an understanding of the concepts involved in the auditing process. The unit aims to integrate these concepts with practical application including reference to appropriate accounting and auditing standards.

Prerequisite: ACC2CRE.

Class requirements: One 2-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall 50% for the unit, one 1-hour mid-semester test (20%), tutorial exercises/assignment, equivalent to 500 words (10%).

Prescribed Reading:

Gay G, Simmet R. *AW: Auditing and assurance services in Australia*. Rev. edn. McGraw-Hill Irwin.
ICAA or CPA *Auditing and assurance Handbook* John Wiley and Sons or Pearson Education, Current Edition.
Leung *BE: Auditing and assurance services*. 3rd edn. John Wiley and Sons.

ACC3IAC INTERNATIONAL ACCOUNTING (15 CPs Sem. TE-SEM-1 BU, SH. TE-SEM-2 AW.) *Mr Jahangir Ali, Mrs Susan Nalder*

The development of accounting systems and disclosure practices in the USA, UK, Australia, France, Germany and selected Asia-Pacific countries is examined. Various international accounting agencies, such as the IASB in international harmonisation are reviewed, along with a critical analysis of international accounting research methodology and contemporary issues. A number of multinational reporting and accounting issues are also discussed.

Prerequisite: ACC21IFA/ACC22IFA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: tutorial presentations (5%), one 2,500-word assignment (25%), one 2-hour final examination (70%).

Prescribed Reading:

Lee H. Radebaugh, Sidney J. Gray *International Accounting and Multinational Enterprises*. 6th edn. New York : J. Wiley, c2006.

ACC3TAX TAXATION (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, MI. TE-SEM-2 AW, BU, SH. TE-W13-26 NI. TE-W31-46 NI.) *Ms Dianne Harvey, Mr Les Nethercote*

This unit develops an understanding of Commonwealth income tax legislation and the implications of income tax on the individual and business enterprise. A practical approach is taken to the unit matter and topics include objectives of taxation, the general concepts of assessable income and allowable deductions, determination of taxable income and tax payable, special classes of taxpayers, returns and assessments, objections and appeals, collection and recovery of tax, substantiation provisions and an introduction to capital gains and fringe benefits tax.

Prerequisite: ACC1IFA and LST2LBA.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial participation (5%), one 1500-word assignment (25%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Australian Tax Law. Current edn. CCH. Australia Ltd.
Nethercott, Richardson and Devos *Australian Taxation Study Manual*. Current edn. CCH. Australia Ltd.
Barkoczy *Core Tax Legislation and Study Guide*. Current edn. CCH. Australia Ltd.

Recommended Reading:

Barkoczy *Australian Tax Casebook*. Current edn. C.C.H. Australia Ltd.

BUS1MIS MANAGEMENT INFORMATION SYSTEMS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BE, BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Dr John McCullagh, Mr Liam Lenten, Mrs Selena Lim*

This unit introduces students to some basic information systems (IS) ideas and concepts as IS are the key to business functions today. It will provide students with an overview of the entire IS discipline as well as a solid preparation for further study in information systems units. In addition, students will also gain an appreciation for business-related packages. This will give them a competitive edge in the job marketplace.

Incompatible unit: CSE111S

Class requirements: Two 1-hour lectures and one 2-hour computer laboratory session/tutorial per week.

Assessment: BU: SH: NI: lab exercises (15%) equal to 500 words, online quizzes (15%) equivalent to 1000 words over the semester, one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit. A/W: presentation and report (15%). equivalent to 500 words, one excel spreadsheet assignment (15%). equal to 500 words, one 3-hour final exam (70%). Hurdle requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit, BE: online quizzes (15%). equivalent to 1000 words over the semester, one practical assignment (15%). equivalent to 500 words, one 3-hour final exam (70%). Hurdle requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Haag S, Baltzan P and Phillips A. *BE: Business driven technology*. 2nd edn. New York: McGraw-Hill/Irwin, 2008.

BUS3TOC TECHNOLOGY AND ORGANISATIONAL CHANGE (15 CPs Sem. TE-SEM-1 AW. TE-SEM-2 SI. TE-SEM-S AW.) *Dr Sue O'Keefe*

This unit is offered in another teaching period

The strategic management of technology and change has assumed increased importance within the business context. This unit introduces students to strategic change management in an environment of rapidly advancing technology. It examines a range of organisational settings and identifies various change management models, focussing in particular on the extent of their applicability to the electronic commerce environment.

Prerequisite: MGT1FOM/MGT11FOM/MGT12FOM.

Class requirements: One 3-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: AW: One 500-word presentation (10%), AW: one 2000-word written assignment (30%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 50% in the final examination as well as an overall total of 50% to pass the subject. ACN: One 2500-word assignment (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Graetz, Rimmer, Lawrence, Smith. *Managing Organisational Change*. Wiley, 2002.

ECO1MA MACROECONOMICS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, MI. TE-SEM-2 AW, BE, BU, SH. TE-W31-46 NI.)

Dr Jayanath Ananda, Mr David Reimers, Dr Jan Libich

Introduces students to the study of the economy as a whole and to the economic way of thinking. Topics include: national income accounting, consumption and investment demand, government spending, exports and imports, aggregate demand and supply, money and banking, fiscal and monetary policy, alternative macroeconomic theories, the balance of payments, national and foreign debt, inflation, unemployment, productivity and economic growth.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU: SH: NI: MI: ACN: weekly problem sets/assignment (maximum 1000 words) (15%). BU: SH: NI: MI: ACN: One 1-hour mid-semester test (15%). BU: SH: NI: MI: ACN: One 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: in-term tests, assignments, tutorial performance (40%), BE: one 3-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: in-term tests, assignments, tutorial performance (40%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

BE: Coombes T and Reimers D. *Contemporary Australian macroeconomics*. Pearson.

Jackson and McIver AW: *Macroeconomics*. 8th edn. McGraw-Hill, 2007.

ECO11MI MICROECONOMICS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, SH. TE-SEM-2 BU, MI. TE-W01-08 NI. TE-W13-26 NI.) *Dr Lin Crase, Mr Earl Jobling, Professor Gary Magee*

Microeconomics implies a focus on the individual elements and components of an economy rather than on its aggregate nature. Students are introduced to the economic way of thinking in this context and to the broad subject matter of microeconomics. Topics include consumer behaviour and demand, firm behaviour, costs and supply, price determination and the operation of markets, including imperfect markets. Analysis extends to the elementary theory of factor markets and distribution, the nature of the market system and microeconomic policy.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU: ACN: NILAI: in-term tests, assignments, tutorial performance (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 3-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit. BE: in-term tests, assignments, tutorial performance (40%), AW: SH: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit. AW: SH: weekly tutorial papers (10%), AW: SH: two 40-minute tests (30%).

Prescribed Reading:

Jackson S and McIver AW: *Microeconomics*. 8th edn. McGraw Hill Gans J, King, S and Mankiw, N. *Principles of microeconomics*. 3rd edn. Thomson, 2005.

ECO11SB INTRODUCTORY STATISTICS FOR BUSINESS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU, MI, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Warren Paul, Dr Christopher Lenard, Dr Suzanne Sommer*

In this unit students consider how to communicate and interpret commercial and economic information in terms of statistical measures. The probability approach is introduced, with applications to inferential statistics and hypothesis testing using sampling distributions in the realms of economics and commerce. Simple linear regression and testing for various hypotheses in business, economics and finance is also covered.

Incompatible unit: ECO11IBS/ECO12IBS

Class requirements: Two 1-hour lectures, one 1-hour workshop and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: Assignments and project (15%), tutorial participation (5%), one mid-semester test (10%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, ten 100 word tutorials (15%). Albury-Wodonga. Submitted weekly, one 2-hour examination (55%). Albury-Wodonga: Open Book exam. Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, two 750-word assignments (30%). Albury-Wodonga: SPSS based Assignment 1 – Descriptive Statistics Assignment 2 – Inferential Statistics

Prescribed Reading:

Selvanathan A et al. *Australian Business Statistics*. 3rd edn. Nelson, 2004.

ECO3IBC INTERNATIONAL BUSINESS ENVIRONMENT (15 CPs Sem. TE-SEM-1 AW. TE-SEM-S AW.) *Mr Peter Lamb*

This unit examines the changing patterns of world trade and international business institutions and managerial responses of these institutions to their dynamic and complex environment. This framework forms the basis for analysis of the factors affecting international business decision-making. The multinational enterprise is a particular focus of study, while significant aspects of the environment such as financial, cultural, economic and political, are

examined and their influence assessed in relation to current and future performance. Emphasis is also on discussion of current developments in the global economy.

Prerequisite: ECO11MI/ECO11IMI/ECO12IMI, ECO11MA/ECO11IMA/ECO12IMA and MGT2OBE/MGT21OBE.

Incompatible unit: ECO2IBE/ECO21IBE/ECO23IBE

Class requirements: One 3-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: One 15-minute seminar presentation (15%), one 1500-word assignment (35%), one 2-hour final examination (50%).

Prescribed Reading:

Hill CW. *International business: competing in the global marketplace*. Chicago: Irwin, 2007.

FIN2FIN FINANCE (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, SH, VI. TE-SEM-2 AW, BU. TE-SEM-S BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Ms Sue Nalder*

This is the foundation unit in finance on which all later studies depend and covers financial decisions, valuation and the capital market. In this unit students will also cover an introduction to portfolio theory and the capital asset pricing model, interest rates and the mathematics of finance, efficient market hypotheses, investment evaluation and option pricing.

Prerequisite: ECO11MI/ECO12IMI.

Incompatible unit: FIN21BPF

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, short weekly assessment tasks (10%). Equivalent to 1000 words over the semester, one 50-minute mid-semester multiple-choice test (20%). AW: one 1000-word major assignment (30%) involves practical problem and 1000 word report, AW: one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Ross, Thomson, Christensen, Westerfield, Jordon. AW: *Fundamentals of Corporate Finance*. McGraw Hill, 2007.

Bishop S. (et al.) *Corporate finance*. 5th edn. Pearson/Prentice Hall, 2004.

LST1BSL BUSINESS LAW (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, MI, SH. TE-SEM-2 AW, BU, CH. TE-W31-46 NI.)

Dr Chris Chadien, Professor Vivien Goldwasser, Mr Keith Kendall, Mr Terry Reid

This unit is not available to Bachelor of Laws students as a law elective nor to students who have completed LAW21/22CNT.

This unit is offered in another semester.

Bachelor of Business Students should enrol in this subject.

In this unit students examine legal institutions and practices such as law making and interpretation of laws. The law of contract and its place in commercial law, notably the law of the sale of goods, comprise the body of the unit. Other kinds of civil liability such as fault liability are compared. Students examine the economic and political factors, which have influenced the development of this law and assess the impact of the law on business and industrial activity.

Incompatible unit: LAW21/22CNT, LST11/12LCC, LST11/12IBL

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 3-hour examination (70%). Students must achieve at least a mark of 40% for the final examination.

Prescribed Reading:

Ciro T and Goldwasser VR. *Casebook TBA Law and Business*. 2nd edn. OUP, 2006.

LST2LBA LAW OF BUSINESS ASSOCIATION (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr*

Chris Chadien, Mr David Wishart

This unit is offered at third-unit level also.

Not available to Bachelor of Laws students as a law elective.

In this unit students deal with the key features of the legislation and cases which govern the formation and regulation of business associations (particularly corporations) and the operation of securities markets in Australia. There is an explanation of how these laws operate on the economy and society and on persons and institutions within society, along with how persons and institutions may best utilise these laws. Students completing the unit should be able to apply rules and principles extracted from the legislation and cases to resolve disputes arising from the operations and functioning of business associations and the workings of securities markets.

Prerequisite: Completion of LST11/12LCC or LST11/12IBL or LST11/12BSL.

Incompatible unit: LST12LBA, LAW41COR

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (20%), 3-hour open book examination (70%), tutor's assessment (10%). AW: 500 word assignment.

Prescribed Reading:

Butterworths or CCH *Australian corporations legislation* LBC, Butterworths or CCH, current edition

Government Acts *Partnership act reprint*. Victorian Government Printing Office, 2006.

Woodward S, Bird H and Sievers S. *Corporations law in principle*. current edn. LBC.

MGT1FOM FOUNDATIONS OF MANAGEMENT (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, SH. TE-SEM-2 AW, BE, BU, MI. TE-W01-08 NI. TE-W13-26 NI.) *Dr Sue O'Keefe, Dr John Pacher, Ms Nicola McNeil, Mr Jeremy Seward*

This unit provides an introduction to the management of organisations and aims to provide an understanding of the fundamental concepts and relevant issues relating to management in the modern business environment, with a particular emphasis placed upon Australia and the Asia Pacific Region. The relationship between management practices and organisational performance will be explored within the context of both individual and organisational outcomes.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 30-minute class test (10%), one 1200-word literature review (20%) and one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: one 30-minute test (10%), AW: one 1200-word literature review (20%), AW: tutorial exercises (10%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Samso D and Daft R. *Fundamentals of Management*. 2nd Pacific Rim edn. Thomson, 2005.

MGT2HRM HUMAN RESOURCE MANAGEMENT (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU. TE-SEM-2 BU, MI, SH, VI. TE-W31-46 NI.) *Dr Sue O'Keefe, Dr John Pacher, Dr Darcy McCormack, Dr Apollo Nsubuga-Kyobe*

The unit explores the operational and strategic issues of managing staff in the workplace. It examines the challenges facing human resource managers in contemporary Australian organisations and seeks to develop an understanding of human resource management practices in our continually changing social, economic, industrial relations and organisational environments.

Prerequisite: MGT1FOM.

Class requirements: Onshore students: One 2-hour lecture and one 1-hour tutorial per week.

Offshore students: This unit is offered as a three- or four-month distance education program. Students are provided with text and study guide and are supported by email, telephone and web.

Assessment: Tutorial participation (5%), one 20-minute individual presentation (10%), one 1200-word essay (15%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at

least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 2000-word assignment (30%), BE: One 2.5-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

De Ceiri and Kramer AW: *Human Resource Management in Australia* McGraw Hill, 2005.

BE: Dessler *Human resource management*. 2nd edn. Pearson Education.

MGT2MCB MANAGEMENT COMMUNICATIONS (15 CPs Sem. TE-SEM-1 AW, MI.) *Dr Lin Crase*

The importance of communication both within and outside the organisation from a management perspective is emphasised. Students examine how managers communicate with individuals and groups and their need for significant oral and written skills. Topics include

effective communication, intercultural communication conflict resolution and, negotiation, gaining and imparting information and written communications, oral presentations. Practical skills are developed throughout the course.

Incompatible unit: MGT21BCO/MGT22BCO, THS11MCO

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: ACN: tutorial attendance and evidence of work done between tutorials (10%), one 15-minute oral presentation (10%), one 1000-word essay (10%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: In Class Exercises (30%), one 15-minute oral presentation and report (15%), one 2-hour final examination (40%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, 1000-word assignment (15%).

Prescribed Reading:

Baker E, Barrett M and Roberts L. *Working Communication*. Wiley and Son.

MGT2OBE ORGANISATIONAL BEHAVIOUR (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI. TE-SEM-2 BU, SH. TE-W13-26 NI.) *Dr Sue O'Keefe, Mr Max Mollard, Dr Nick Djurkovic, Dr George Sansbury, Dr Apollo Nsubuga-Kyobe*

Organisational behaviour aims at understanding the management of people at work in order to improve an organisation's effectiveness. It is a multidisciplinary examination of what people do in organisations and has four levels of analysis: individual, group, organisation and culture. This unit explores all four levels of analysis and emphasises the psychological aspects of organisational behaviour.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one class presentation (10%) equivalent to 1000 words, BE: one 2000-word essay (30%), BE: one 2-hour final examination (60%), submission of sample examination answers (equivalent to 200 words) (10%), AW: one 1500-word essay (25%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, AW: weekly tutorial exercises (15%).

Prescribed Reading:

Graetz, Rimmer, Lawrence, Smith. AW: *Managing Organisational Change*. Wiley, 2002.

Robbins BE: *Organisation behaviour Aust/NZ*. 4th edn. Pearson Ed.

MGT3ENC ENTREPRENEURSHIP (15 CPs Sem. TE-SEM-2 AW, MI.) *Dr Jayanath Ananda*

This unit examines the planning approach required to fulfil the

function of entrepreneurship. The unit analyses the role of the entrepreneur and introduces entrepreneurship, i.e. the notion of entrepreneurial spirit employed within the context of existing organisations. The unit begins by introducing the various theoretical dimensions to entrepreneurship before examining the planning process. Skills in the application of various analytical tools for evaluating business opportunities are also developed.

Prerequisite: MGT1FOM.

Class requirements: One 3-hour seminar per week.

Assessment: One 30-minute mid-semester test (15%), one 2000-word project brief (35%), one 2-hour final examination (50%).

Prescribed Reading:

Frederick H, Kuratko D and Hodgetts *Entrepreneurship: Theory, Process and Practice*. 4th edn. South Melbourne: Asia-Pacific edn. Thomson.

MKT2CBE CONSUMER BEHAVIOUR (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, SH, VI. TE-SEM-2 AW. TE-W13-26 NI. TE-W16-29 SI.) *Dr Lin Crase, Dr Wenbin Guo, Dr Clare D'Souza*

This unit provides an understanding of the role of consumer behaviour in development of the total marketing mix. The contribution of psychological and social knowledge relevant to both consumer and organisational marketing is evaluated, with an emphasis on practical skills of analysis and the writing of effective positioning statements.

Prerequisite: MKT2MPP or THS2IMT.

Incompatible unit: MKT32CBC

Class requirements: Onshore students: two 1-hour lectures and one 1-hour tutorial.

Offshore students: This unit is offered as a three- or four-month distance education program. Students are provided with text and study guide and are supported by email, telephone and web.

Assessment: One 1-hour mid-semester multiple choice test (15%), one 2000-word assignment (15%), one 2-hour final examination (70%).
Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Blackwell, D'Souza, et al. *Consumer Behaviour*. Melbourne: Thompson Learning, 2007.

MKT2MPP MARKETING PRINCIPLES AND PRACTICE (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BU, MI. TE-SEM-2 BE, BU, SH. TE-W31-46 NI.) *Mr Peter Lamb, Dr Marthin Nanere, Dr Outi Niininen, Ms Elaine Plant*

This is an introductory unit to marketing principles and practice as applied to mainly fast moving consumer goods. The unit is designed to give you a broad understanding of the formal discipline of marketing and of the key marketing activities in business. Topics cover the marketing concept, the marketing environment, buying behaviour in consumer and organisational markets, customer segmentation, targeting and positioning, developing the marketing mix (product, price, promotion and distribution) and the implementation and control of marketing programs. As a prerequisite to further study in marketing, it is intended to provide a sound foundation upon which more advanced skills and applications can be built.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BU: ACN: One team oral presentation (5%), one individual assignment/test (10%) equivalent to a 1000-word assignment, one group assignment (15%) 1500 words per student, one 2-hour final examination (70%).
Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.
WO: tutorial exercises and case studies totalling 500 words (10%), one group assignment (40%). 1500 words per student, one 2-hour final examination (50%).
Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.
BE: One 3-hour examination (70%).
Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.
BE: One 1500-word case assignment (30%).

Prescribed Reading:

BE: Quester, McGuigan, Perrault and McCarthy *Marketing creating and delivering value*. 5th edn. Australia: McGraw Hill Book, 2007.
BUNDOORA, ACN, NILIA: Kother, Adam, Brown and Armstrong *Principles of Marketing* 3rd edn.
Summers, Gardiner, Lamb, Hair and McDaniel AW: *Essentials of Marketing*. 2nd edn. Thomson.

MKT2SMB SALES MANAGEMENT (15 CPs Sem. TE-SEM-2 AW.)

Mr Peter Lamb

This unit is designed to develop a student's knowledge of personal selling and sales management from a marketing perspective. The nature of the personal selling process is examined in detail and the manner in which a firm's sales efforts are organised is discussed, together with the implementation and control of the sales force and programs. Ethical considerations of selling and legal and implications are evaluated. Contemporary developments in sales methods are examined and their impact evaluated against the organisation's marketing objectives and strategy.

Co-requisite: MKT21MPP/MKT22MPP.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial presentations and interactive exercises and group presentations (10%). 500-word equivalent, one 20-minute sales presentation (15%). Group presentation, major assignment of 1000 words (25%) and one 2-hour final examination (50%).

Prescribed Reading:

Ingram T, Lafarge R, Avila R, Schwepker C and Williams M *Professional Selling: A trust-based approach*. 3rd edn. Thomson, 2006.

MKT3IMK INTERNATIONAL MARKETING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 FR, SH. TE-SEM-2 AW, BE, BU, FR. TE-SEM-S AW. TE-W31-46 NI.) *Mr Peter Lamb, Dr Wenbing Guo, Dr Clare D'Souza*

This unit focuses on the nature of the international marketplace and the problems and decisions facing managers of international marketing. It is comprehensive and practical covering marketing goods and services across national boundaries, as well as within different national markets. Major topic areas covered are the international marketing imperative, analysis of foreign environments, development of international marketing strategies and the implementation of marketing programs across different nations and within nations.

Prerequisite: MKT2MPP OR THS2THM OR THS2IMT.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: Class participation (10%). AW: one 20-minute seminar presentation (10%). AW: one 1-hour mid-semester test (10%), one 2000-word individual assignment (20%), one 2-hour final examination (70%).
Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one group assignment (30%). AW: 1000 words per student, one 2-hour final examination (50%). AW: **Hurdle requirement:** Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass this unit.

Prescribed Reading:

Cateora P, Taghian M, Mort G, Weerawardena J, D'Souza C and John Graham *International Marketing: an Asia-Pacific approach*. Melbourne: McGraw-Hill, 2008.

MKT3MRE MARKETING RESEARCH (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BE. TE-SEM-2 AW, BU, SH, VI. TE-W13-26 NI.) *Dr Marthin Nanere, Professor Geoffrey Crouch*

Business managers request, assess, purchase and use marketing research to make a wide number of informed decisions. To be able to do this competently, they need to know what marketing research can provide, what research methods are appropriate for different types of problems and how results should be interpreted. The aim of this unit is to give you the knowledge and skills, as either a future business manager or a marketing research practitioner, to make intelligent

decisions in your specification, evaluation and application of marketing research.

Prerequisite: MKT2MPP or THS2IMT and either ECO1ISB or ECO1IBS (or equivalent first year statistics unit)

Incompatible unit: MKT2MRB

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word major case study assignment (30%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Burns AC and Bush F. *Marketing research*. Rev. 5th edn. Prentice Hall, 2006.

MKT3SMK STRATEGIC MARKETING (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 AW, BU, SH, VI. TE-W31-46 NI.) Mr Peter Lamb, Dr John Gountas

This unit available at Shepparton campus in 2007.

This is the final unit in the marketing major sequence. The unit provides a comprehensive and practical understanding of strategic management of the marketing process in a competitive environment. A central focus is the preparation of a marketing plan for a specific product or service and/or alternatively, a detailed marketing audit. Skills of strategy formulation, implementation and control, as well as reporting and presentation of marketing initiatives are developed in this unit. A review of advanced issues in marketing, including the current state of the discipline, is a further focus.

Prerequisite: MKT2MPP.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1-hour mid-semester test (10%), one group project equivalent to 1500 words per student (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: class participation (8%), AW: one 20-minute group presentation (12%), AW: one group assignment (30%). 1000 words per student, AW: one 2-Hour final examination (50%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

AW: Reed P. *Marketing Planning and Strategy*. 2nd edn. Thomson, 2003.

Walker O, Boyd H, Mullins J. Larrech J. *Marketing strategy: a decision-focused approach*. Mc Graw-Hill, 2006.

THS1FAB FOOD AND BEVERAGE OPERATIONS (15 CPs Sem. TE-W27-43 AW.) Mrs Eleanor Fitz

You will be introduced to the planning, preparation and service of food and beverages. Students have the opportunity to acquire an understanding of the nature of commodities used in the preparation and service of food and beverages and the constraints these materials impose on menu planning and operational activities. Concepts of hygiene, menu planning, quality control, selection and purchasing of commodities and nutritional qualities of food are addressed. Students have the opportunity to gain an acceptable level of competence in food production and service techniques and to develop the ability to operate standard catering activities efficiently and effectively.

Class requirements: Five 6-hour lectures at the Wodonga campus and five 5-hour blocks of practicum at the Beechworth campus over a ten-day period (July). A further ten hours of supervised practicum will be completed at functions held during the following semester at Wodonga or Beechworth campus.

This unit is not available for Study Abroad students.

Assessment: One 1.5-hour examination (50%), practicum (30%), 1500 words assignment (20%).

Prescribed Reading:

Dodgshun G, Peters M. *Cooking for the Hospitality Industry*. 4th edn. Rydalmere, NSW: Hodder Education, 1999.

Baker. K and Huyton J. *Hospitality Management An Introduction* Hospitality Press, 2001.

Regency Institute of TAFE *Food hygiene and nutrition. Student Handbooks*.

THS1FOB FOOD AND BEVERAGE OPERATIONS 1B (15 CPs Sem. TE-W47-06 AW.) Mrs Eleanor Fitz

This unit is to introduce students to the management of food and beverage services, with focus on the principles of purchasing, storing and transforming food and beverages. Students also examine the emergence of ethnic cuisines and their implications for all food service in the Australian hospitality industry. Factors underlying trends and eating patterns are identified and the socio-economic and cultural aspects of food and beverages are examined. Students have the opportunity to extend their understanding of the critical alignment of cost controls and purchasing strategies, for menu engineering and additionally the importance of quality control and quality management is addressed.

Co-requisite: THS1FAB.

Class requirements: Five 6-hour lecture/seminars delivered and five 6-hour of tutorial at Wodonga campus over a ten day period (November 26 – December 7). A further ten hours of supervised practicum will be completed at functions held during the following semester at Wodonga or Beechworth campus.

This unit is not available for Study Abroad students.

Assessment: 18 hours of food production tutorials at Beechworth campus (25%). Foundation food preparation and the application of transformation systems. 3* research tutorial quizzes

Hurdle requirement: student must complete and pass each component of assessment, one 1.5-hour final examination (50%). Hurdle requirement: students must complete and pass each component of assessment, one 2000-word assignment (25%). Hurdle requirement: student must complete and pass each component of assessment.

Prescribed Reading:

Brown G, Hepner K. *The Waiter's Handbook*. Melbourne: Hospitality Davis B, Stone S. *Food and Beverage Management*. Butterworth Heinemann, 1993.

Ellis G. *The Australian Bar Attendants Handbook*. 2nd edn.

Melbourne: Hospitality Press, 1997. Press, 1993. Davis B, Stone S.

Food and Beverage Management. Butterworth Heinemann, 1993.

Iland P and Gago P. *Australian Wine-from the Vine to the Glass*. SA: Patrick Iland Wine Promotions, 1997.

THS2ACM ACCOMMODATION MANAGEMENT (15 CPs Sem. TE-W06-22 AW.) Mr Paul Strickland

Foundations of Management provides the basis of managerial knowledge for Accommodation Management and needs to be completed prior to commencing Accommodation Management.

Accommodation Management is a core subject that is focused on the theoretical and practical applications of hospitality industry lodging operations and front office management. Study in the unit is by intensive block delivery for the lectures and laboratory programs at the Albury-Wodonga Campus. The practical training component is undertaken at the Beechworth Campus the following week. Work experience will be undertaken throughout the semester by roster.

Prerequisite: MGT11FOM / MGT12FOM

Class requirements: Four x 3-hour lectures, four x 3-hour laboratories, one x 5-hour practical: delivered during 2-week block in February, 25 hours of practical work placement to be completed during semester one.

Assessment: One 2-hour computer laboratory test on hotel operation system (15%), One 2.5-hour exam (45%) examination to be sat at completion of block, two x 1500-word case study (20%). Part A of case study due four weeks after completion of block: approx 1500 words in length. Part B due end of April: approximately 1000-1500 words in length, one 1500-word placement participation journal and report (20%). Report due at end of semester one.

Prescribed Reading:

Accommodation Management Resources Book. LTU.

Fidelio Resources Book. LTU.

Backers S, Bramley P and Huyton J. *Principles of Front office Operations*. Hospitality Press, 1994.

Keamy R and Read J. *Study Skills Guide* LTU and Wodonga Institute of TAFE, 1995.

Recommended Reading:

Bennet D. *Running a Country Motel*. Hospitality Press, 1997.

THS2BCB BANQUET AND CONVENTION CATERING MANAGEMENT 2(15 CPs Sem. TE-SEM-2 AW.) *Mr Brian Millar*

The unit introduces students to the business of Banquet and Convention Service Management for the 21st century. It aims to further enhance the knowledge and skills developed and studied by students in Food Services Management. The definition of the specific market, the relationship of the sales divisions and market teams of a specific range of properties will be evaluated with a focus on future and return business. The complexities of operative and supervisory job characteristics will be determined to enable more effective human resource recruitment and maintenance. The processes of inquiry and conversion, (using a range of sales tools) will be examined and applied with the use of the Opera Systems Sales and Catering module. The processes of evaluation and guest satisfaction will also be studied.

Prerequisite: THS1FAB / THS11FAW / THS11FAB, THS1FOB / THS12FBW / THS12FOB, THS2FSM / THS21FSW / THS21FSM, ACC1AMD / ACC11AMD, LST1BSL / LST12LCC, ACC2IMA / ACC12MAW / ACC21MAA / ACC21ASA.

Class requirements: One 2-hour lecture/seminar session and one 1-hour lab per week, 15 hours of convention operational experience and an excursion to a large convention operation in Melbourne.

This unit is not available for Study Abroad students.

Assessment: One 2-hour examination (50%), one 1500-word assignment (30%), weekly tutorials and quizzes based on Opera software package (10%), group presentation (10%). Hurdle requirement: Students must gain a minimum of 50% for the presentation, 20 minutes per group.

Prescribed Reading:

McCabe V, Poole B, Weeks P, Leiper N. *The Business and Management of Conventions*. Latest edn. Wiley and Sons.

THS2FSM FOOD SERVICES MGT 2 (15 CPs Sem. TE-SEM-1 AW.) *Mrs**Eleanor Fitz*

This unit introduces students to the principles of management of food service operations and the range of systems utilised in Food Services industries. The unit builds upon the knowledge gained in Food and Beverage Operations 1A and 1B and leads students to more detailed understanding of the complexities of this vibrant and challenging arm of Hospitality. Additionally students undertake revisionary and extended application training at La Trobe at Beechworth.

Prerequisite: THS1FAB / THS11FAW / THS11FAB and THS1FOB / THS12FBW / THS12FOB.

Class requirements: One 1-hour seminar and one 5-hour practical per week at the bistro of the international Hotel School at the Beechworth Campus.

This unit is not available for Study Abroad students.

Assessment: Practicum performance and management of restaurant operations (20%), one 2000-word major case study report (cost analysis and control project) (30%). Hurdle requirement: Students must pass 50% of report, one 2-hour examination (50%). Hurdle requirement: Students must pass 50% of the examination.

Prescribed Reading:

Davis, Lockwood and Stone. *Food and beverage management*. 3rd edn. Heinemann.

Dodgson G. *Cooking for the hospitality industry*. 5th edn. Cambridge Uni Press.

Payne-Palacio J, Theis M. *Introduction to Food Service*. 10th edn. Pearson/Prentice Hall.

Regency Institute of TAFE. *Food Hygiene*. Regency College of TAFE, SA Student Handbook.

Regency College of TAFE. *Food Nutrition*. Regency College of TAFE SA, Student Handbook.

Recommended Reading:

Cullen P. *The food and beverage manager*. Hospitality Press, 1997.
Stewart L and Hunbeck, H. *Nutrition in Food Service*. Hospitality Press, Melbourne.

THS2PTB PRINCIPLES OF TOURISM 2 (15 CPs Sem. TE-SEM-2 AW.) *Mrs**Eleanor Fitz*

The unit explores major concepts in tourism, what makes tourism possible, the economic, socio-cultural and environmental impacts of tourism development and how tourism can become an important

factor in the wealth of nation. The aims of the unit are to review the historical development of tourism, the structure of the industry and its operational environment, to develop an understanding of the role tourism plays in modern society and to evaluate the growth, development and emerging trends of tourism in Australia. The unit provides knowledge of the participants in the tourism industry and examines their roles and inter-relationships. It provides an understanding of the principles of planning, promoting and structuring of the tourism industry and key destinations within Australia.

Co-requisite: THS21THM.

Class requirements: Two 2-hour seminars per week.

Assessment: One 2000-word assignment (30%), one 1/2-hour mid-semester test (20%), one 2-hour examination (50%).

Prescribed Reading:

Weaver and Lawton *Tourism Management*. 3rd edn. Australia: John Wiley and Sons, 2002.

THS2SEC SPECIAL EVENTS, CONFERENCES, MEETINGS (15 CPs Sem. TE-SEM-2 AW.) *Mrs Eleanor Fitz*

Students are introduced to the dynamic conference, meeting and special event (CME) industry. It examines the role of CME within the Australian tourism and hospitality industries. Students will examine and gain first-hand experience in the organisation, planning, marketing, facility design and management of conferences, meetings and special events. The role of the professional conference organiser (PCO) and the impact of hallmark events in Australia will be of particular importance.

Prerequisite: THS21PTW / THS21PTB / THS22PTB and/or THS21THM.

Class requirements: 3-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: Practicum of event organisation and deliver presentation (20%). 500 word equivalent, one 2000-word case study (30%), one 3-hour final examination (50%).

Recommended Reading:

McDonnell I, Allen J, O'Toole W. *Festivals and special event management*. 3rd edn. Australia: J. Wiley and Sons.

THS2THM TOURISM AND HOSPITALITY MARKETING (15 CPs Sem. TE-SEM-1 AW.) *Mrs Eleanor Fitz*

Assessment may differ between campuses. Please check with a course adviser.

Students will be introduced to the principles of marketing and their application to the unique characteristics of the tourism and hospitality industry. The unit will emphasise an understanding of tourism consumer behaviour, the role of the travel industry, the distinguishing features of the tourism-hospitality product, the pivotal role of a destination and the importance of a strategic planning perspective to tourism marketing operations.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial participation and assessment (25%) equivalent to 500 words, one 3000-word group project (30%), 1000 words per student, one 2-hour final examination (45%).

Prescribed Reading:

Kotler P, Bowen J and Makens J. *Marketing for Hospitality and Tourism*. 4th edn. Upper Saddle River: NJ, Prentice-Hall, 1999.

THS2TPB TOUR AND HOSP PROMOTIONS 2 (15 CPs Sem. TE-SEM-2 AW.)*Mrs Eleanor Fitz*

This unit provides students with the practical skills and theoretical knowledge necessary to confidently prepare tourism and hospitality promotions. The preparation of press release and promotional materials, basic brochure design, fundamental graphic design principles, radio and television advertising and interview protocol, flyer and printed material compilation, photographic basics, design of briefs for suppliers and the preparation of editorial will all be examined. Practical experience and exercises in each are provided. Students will be introduced to a wide range of promotional techniques and exposed to a range of industry professionals in each field. Students will also learn the basics of media theory and future ramifications for communications.

Prerequisite: MGT21MCW / MGT21MCB or MGT21BCO/22BCO, THS21THM.

Class requirements: One–3-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (50%), class presentation (working in pairs) on media assessment (20%). Presentation 10 – minutes duration. Group report 3000 words (30%), approximately 750 words per person, based on four persons in group.

Recommended Reading:

Kotler. *Marketing for Hospitality and Tourism*. 4th edn. Prentice Hall

THS3DRH DIRECTED READINGS IN HOSPITALITY BUSINESS

MANAGEMENT (15 CPs Sem. TE-SEM-1 AW. TE-SEM-2 AW.) *Mrs ELEANOR FITZ*

In this unit students are provided with an expanded understanding of critical aspects of hospitality business management such as immediacy demands and the most appropriate responses utilising key management theories, concepts and techniques.

In this unit, students will gain information sourcing skills, reflective analysis skills, researching skills (including reading, note taking and writing), effective utilisation of referencing systems and time management.

The content of the assessment piece (review, exercises and report submission) will show direct correlation to the student's staged academic, laboratory and compulsory industry placement learning.

Prerequisite: THS1FAB / THS11FAB, THS1FOB / THS12FOB, THS2FSM / THS21FSM, THS2ACM / THS23ACM, THS2BCB / THS22BCB and the completion of 550 hours of approved Hospitality Industry Experience.

Recommended Prior Studies: THS11FAB, THS12FOB, THS21FSM, THS23ACM, THS22BCB.

Co-requisite: None.

Incompatible unit: THS31HII

Class requirements: One 2-hour lecture per week and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 4500-word reflective report (100%).

THS3FDM FACILITY DEVELOP AND MGT (15 CPs Sem. TE-SEM-2 AW.) *Mrs Eleanor Fitz*

This unit enables students to acquire an understanding of the process of hospitality facilities development and asset management. Planning principles, including feasibility analysis, design issues, environmental matters and controls are studied in conjunction with the character, demands, operational issues and business function of facilities management.

Prerequisite: THS2FSM / THS21FSW / THS21FSM, THS2ACM / THS23AMW / THS23ACM.

Class requirements: One three-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: One 2500-word major assignment report (50%). Hurdle requirement: 50% of assignment, one 2-hour examination (50%).

Hurdle requirement: 50% of examination

Prescribed Reading:

Ransley ED, Hayden J, Hayden I. *Developing hospitality properties and facilities*. 2nd edn. Butterworth Heinemann.

THS3GET GLOBAL ENVIRONMENT OF TOURISM (15 CPs Sem. TE-SEM-1 AW.) *Mr Anthony Lindner*

A working knowledge of the geography of the world, as it relates to tourism, will be developed by considering the cultural, physical and tourism characteristics of various regions and countries. The main aim, however, is to comprehensively analyse the geographical dimensions of tourism in order to understand the importance of this growing industry and to show how a geographical perspective can contribute to the planning, development and management of a tourism area. World travel patterns, including the origin, characteristics, numbers and seasonality of travel to particular regions will be studied as will the inter-relationships between geography and tourism to provide a comprehensive understanding of the character of major tourism regions of the world.

Prerequisite: THS21PTW / THS21PTB / THS22PTB

Class requirements: One 3-hour seminar per week.

This unit is not available for Study Abroad students.

Assessment: One 2000-word assignment (30%), one 2-hour final examination (50%), one 30-minute tutorial presentation based on your major research assignment (20%).

THS3HOM HOTEL OPERATIONS MANAGEMENT (15 CPs Sem. TE-SEM-1 AW.) *Ms Eleanor Fitz*

This unit introduces students to the operational specifics of hotel management theory and practice in a competitive environment. The unit addresses hotel business performance and performance measurement. Through a focus of hospitality operations management that specifically examines organisational structures and strategic planning and analysis in terms of the hospitality operations cycle, both short and long-term. Service styles, quality, standardisation, production processes and systems implementation are studied with a production operations management approach.

Prerequisite: MGT11FOW / MGT12FOM, ECO10MIW / ECO11IMI, ECO10MAW, ECO12IMA.

Co-requisite: THS32FDM.

Class requirements: One 2-hour seminar and one 2-hour tutorial per week.

Assessment: One 2500-word report, major assignment (50%). Hurdle requirement: 50% of assignment, one 3-hour examination (50%).

Hurdle requirement: 50% of examination.

Prescribed Reading:

Hayes D and Meinemeir J. *Hotel Operations Management*. Pearson/Prentice Hall.

School of Tourism and Hospitality, LTU, Albury-Wodonga. *Printer Notes / Handouts*. Student notes.

THS3NTM NEW TOURISM AND LEISURE BUSINESS MARKETING (15 CPs Sem. TE-SEM-1. TE-SEM-2, BU, OS.) *AW: Dr TBA, BU:*

Dr Aaron Smith

Assessment may differ between campuses. Please check with a course adviser

This unit builds on core skills in marketing in first and second year and is designed to complement the other units in the entrepreneurship specialisation. A major element of the unit involves developing skills in the conduct of marketing research to support the development of new tourism business ideas. In addition, the unit examines the tourism and leisure marketing process with a particular emphasis on the technology associated with promotional methods suited to the needs of small tourism, hospitality or sport enterprises.

Prerequisite: THS21ETI/22ETI, THS21THM, THS12LTM, or equivalents.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour final examination (50%), tutorial participation (10%), one 4000-word project (40%).

Prescribed Reading:

Godin S. *Unleashing the Idea virus*. New York: Hyperion Books, 2001.

Recommended Reading:

Fink, A and Kosecoff J. *How to Conduct Surveys: A step-by-Step Guide*. Thousand Oaks, CA: Sage Publications, 1993.

Ryan C. *Researching Tourist Satisfaction: Issues, Concepts, Problems*. London: Routledge, 1995.

THS3RMA RESORT MANAGEMENT (15 CPs Sem. TE-SEM-1 AW.)

Mrs ELEANOR FITZ

This unit demonstrates and explores the special management skills associated with operating a year round resort. Business concepts, along with the need to work with local communities and industry partners are also covered.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Assignment research presentation (10%), a 4000-word major research project (40%). Group assignment, 1000-1500 words per student. Hurdle requirement: Students must gain a pass mark in report, one 2-hour final examination (50%). Hurdle requirement: Students must pass exam.

Prescribed Reading:

School of Sport, Tourism and Hospitality Management *Book of Readings*. Student notes.

Programs of the Faculty of Science, Technology and Engineering

The Department of Environmental Management and Ecology offers the three year Bachelor of Science in Environmental Management and Ecology degree and associated Honours program. In addition, the first year (only) of the Bachelor in Biological Sciences, Bachelor of Science, Bachelor of Agricultural Science, Bachelor of Chemical Science and the double degree Bachelor of Science/Bachelor of Science Education is offered. Students undertaking these latter programs transfer to the Melbourne (Bundoora) campus at the end of year one to complete their degrees. All of these programs are delivered from the campus at University Drive. General enquiries about these courses should be directed to the Administrative Officer, tel: (02) 6024 9885.

The School of Psychological Sciences of the faculty offers units leading to the award of the Bachelor of Psychological Science and the corresponding Honours degree, as well as some psychology service units. These are offered from the campus at University Drive. General enquiries should be directed to the Administrative Officer, tel: (02) 6024 9895.

Bachelor of Science in Environmental Management and Ecology (SBSEME)

Enquiries: (02) 6024 9885 – Department of Environmental Management and Ecology

Fax: (02) 6024 9888

Email: deme.aw@latrobe.edu.au

This three year course is designed to provide training in both environmental management and ecology and is undertaken against the background of the Murray-Darling River Basin. A wide range of environmental and ecological issues is covered, including wastewater treatment and disposal, air quality control, population ecology, community ecology, environmental policy and legislation, conservation ecology, forest and agricultural resources, wildlife and fisheries management and soil science. For suitably qualified students, further study is available at Honours level. Research scientists from the Murray Darling Freshwater Research Centre are involved in the teaching and research program.

Applicants for entry into the bachelor degree must have a study score of 20 in Units 3 and 4 of VCE English or HSC English (Standard, Advanced, or ESL), Band 2 or above or equivalent. Applicants who have successfully completed any of the following studies will be deemed to have an ENTER 2 aggregate points higher for VCE (maximum 4 aggregate points) or a bonus of 1.5 UAI for HSC (maximum 3 points) for each study: biology, chemistry, mathematical methods, specialist mathematics (VTAC), Mathematics Extension 1 and Mathematics Extension 2 (UAC) and physics.

The pass degree consists of units with a value of 120 points at each year level. The Dean of the Faculty of Science, Technology and Engineering must approve variations from this course structure.

First year units are all 15 credit points, second year units are all 20 credit points and third year units are all 30 credit points.

First year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-1	Organisation and Function of Cells and Organisms	BIO1OF	15
TE-SEM-2	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-2	Plant Science	BIO1PS	15
TE-SEM-2 <i>either</i>	Statistics for Life Sciences	STA1LS	15
TE-SEM-1 <i>or</i>	General Principles of Chemistry	CHE1GEN	15
TE-SEM-1	Basic Chemistry	CHE1BAS	15

Plus two of:

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Physics for Life sciences A	PHY1LSA	15
TE-SEM-1	Processes that Shape the Earth	GEO1PRO	15
TE-SEM-1	Calculus and number systems	MAT1CNS	15
TE-SEM-2	Earth Environments and Resources	GEO1ERS	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15

TE-SEM-2	Physics for Life Sciences B	PHY1LSB	15
TE-SEM-2	Calculus and linear algebra	MAT1CLA	15

Or other approved first year units.

Second year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Biostatistics	STA2BIO	20
TE-SEM-2	Origin and Evolution of Australian Biota	WEM2OEB	20

Plus two of:

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Theoretical and Applied Ecology	WEM2TAE	20
TE-SEM-1	Environmental Pollution Control	WEM2EPA	20
TE-SEM-2	Ecological Genetics & Evolutionary Ecology	WEM2EGE	20
TE-SEM-2	Water and Air Quality	WEM2EPB	20

Plus 40 credit points selected from the above or from other approved second year units.

Third year (120 credit points)

Two of:

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Waste Management and Treatment	WEM3WMA	30
TE-SEM-1	Sustainable Resource Management	WEM3RMA	30
TE-SEM-2	Conservation Biology & Environmental Law	WEM3RMB	30
TE-SEM-2	Environmental Assessment	WEM3WMB	30

Plus 60 credit points from the above or other approved third year units.

Honours

Students wishing to enter the Honours program must obtain a minimum average of 60% across all of their third year units and obtain at least 65% in 60 credit points of units germane to the Honours discipline area and should consult the Head of Department to determine early requirements and study programs.

Bachelor of Science (STBSW)

Enquiries: (02) 6024 9885 – Department of Environmental Management and Ecology

Fax: (02) 6024 9888

Email: deme.aw@latrobe.edu.au

Only the first year of this degree is available at the Albury-Wodonga campus. Students who successfully complete the first year of the degree transfer to the Melbourne (Bundoora) campus to complete the remaining two years.

The Bachelor of Science is a general degree program that provides students with flexibility to combine studies in their chosen areas of science (subject to satisfying the relevant prerequisites) or to follow one of the specialist streams offered. Areas of study available in the faculty are:

- agricultural science
- biochemistry
- botany
- chemistry
- computer science and computer engineering
- electronics
- genetics
- mathematics
- microbiology
- physics
- psychology¹
- statistics
- zoology.

Key: ¹ Enrolment in psychology is subject to students achieving the minimum ENTER requirement for entry into the Bachelor of Behavioural Science degree.

After a broad first year of study, students may take major studies in any of these areas through to third year. Students who qualify for entry are eligible to proceed to an Honours year in their relevant area of science.

Course structure

To qualify for the Bachelor of Science, students must complete units

to the value of 360 credit points, normally 120 credit points at each of first, second and third year levels. Up to a total of 110 credit points may be taken outside the faculty. Specific requirements for each year level are given below.

First year

Students choose units to the value of 90 credit points from science units with the remaining 30 credit points selected from first year units offered by the Faculty of Science, Technology and Engineering, or by other faculties of the university. Students must choose units at first year level that will lead to the completion of a major area of study in science (60 credit points) at third year level.

Specialisations

For details, see the Bachelor of Science (SBS). Structure, in the Melbourne (Bundoora). Section of this *Handbook*. Students may wish to discuss the possibility of taking a 'specialisation' with the Albury-Wodonga Course Coordinator.

Bachelor of Agricultural Science (SBASW)

Enquiries: (02) 6024 9885 – Department of Environmental Management and Ecology

Fax: (02) 6024 9888

Email: deme.aw@latrobe.edu.au

Only the first year of this degree is offered on the Albury-Wodonga campus. Students transfer to the Melbourne (Bundoora) campus to complete the remainder of the degree.

This course is designed to encourage a basic understanding of the relationships between soils, plants, animals, economics and the environment. It should be emphasised that the degree is in agricultural science, not in farming. Agriculture is not only an important component of our environment; it reacts with and affects the non-agricultural components. The emphasis in the course is, therefore, on the sciences relevant to an understanding of primary production, resource management and on agribusiness.

The course concentrates on the sciences concerned with soil productivity, plant and animal production and on agribusiness and marketing. These include soil science, plant and animal nutrition, physiology and biochemistry, plant and animal health, pest ecology and management, agribusiness, statistics and experimental design and case studies in agricultural production and its impact on the environment.

The applied science and agribusiness studies, which are the foundations of the Bachelor of Agricultural Science, have a highly successful record in leading to a wide variety of careers in agricultural, industrial, research and commercial organisations.

Industry experience

Twelve weeks of approved industry experience taken during the vacations is an essential requirement of the degree.

Course structure

The course requires the completion of 480 credit points over four years of full-time or equivalent part-time study. This is a fixed content course.

A new stream in agribusiness is taught in conjunction with Monash University and consists of four units (MKF1230, MKF2761, MKF3761 and MKF3961). This stream will be taken during the winter and summer semester breaks as one-week residential units. The units comprise a disciplinary stream in agribusiness and can be used as prerequisites for the Monash Masters in Agribusiness program.

First year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-1	Organisation and Function of Cells & Organisms	BIO1OF	15
TE-SEM-2	Applications of Chemistry	CHE1APL	15
Winter	Introduction to Agribusiness ¹	MGF1240	15
TE-SEM-2	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-2	Statistics for Life Sciences	STA1LS	15
TE-SEM-2	Plant Science	BIO1PS	15

Choose one first semester chemistry unit. Students who have passed

VCE Chemistry, Units 3 & 4 or equivalent, must choose CHE11GEN.

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Key¹ For students enrolled in first year Agricultural Science at Albury-Wodonga. The advantage of this option is that students who complete all four Agribusiness units (which include MKF1230) will graduate with a Professional Diploma in Agribusiness, in addition to the Bachelor Degree in Agricultural Science. The visit to Bundoora in July will also enable the Albury-Wodonga students to meet all other first year Agricultural Science students from the other three campuses in a social setting and will allow them to get a feel for the Bundoora campus environment. College accommodation will be available during the weeklong session.

Bachelor of Biological Sciences (STBBSW)

Enquiries: (02) 6024 9885

Department of Environmental Management and Ecology

Fax: (02) 6024 9888

Email: deme.aw@latrobe.edu.au

Only the first year of this degree is available at the Albury-Wodonga campus. Students who successfully complete the first year of the degree transfer to the Melbourne (Bundoora) campus to complete the remaining two years.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. Students must complete units with a total value of at least 120 credit points in each of the first, second and third years of study, with a minimum of 60, 80 and 60 credit points in the first, second and third years respectively from units offered by the Biological Science departments (Biochemistry, Botany, Genetics, Microbiology and Zoology).

First year (120 credit points)

The first year consists of:

- 60 credit points of biology (see core units below)
- 30 credit points from the Faculty of Science, Technology and Engineering including at least 15 credit points of chemistry (see core units below) and
- 30 credit points of elective units.

Core units (75 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Genetics, Human Biology and Evolution	BIO1GEN	15
TE-SEM-1	Organisation & Function of Cells & Organisms	BIO1OF	15
TE-SEM-2	Animal Diversity, Ecology and Behaviour	BIO1AD	15
TE-SEM-2	Plant Science	BIO1PS	15

Choose one first semester chemistry unit.*

TE-SEM-1 or	Basic Chemistry	CHE1BAS	15
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15

Key: * Students who have passed VCE chemistry Units 3 and 4 or equivalent must choose CHE11GEN.

Electives (45 credit points)

The remaining 45 credit points may be selected from other units offered by the faculty or, with the approval of the course adviser, from units offered by other Faculties, but must include at least one 15-credit point science unit.

Bachelor of Chemical Sciences (SBCHSW)

Enquiries: (02) 6024 9885 – Department of Environmental Management and Ecology

Fax: (02) 6024 9888

Email: deme.aw@latrobe.edu.au

Only the first year of this degree is available at the Albury-Wodonga campus. Students who successfully complete the first year of the degree transfer to the Melbourne (Bundoora) campus to complete the remaining two years.

This course will produce graduates trained in areas relevant to the needs of the chemical industry in Australia. It provides students with a modern education in chemistry and skills in areas where there is a

high demand from industry, e.g. analytical chemistry, surface science and the synthesis of biologically active organic compounds. Consultation with industry confirms that there is a continuing demand for well-qualified chemistry graduates, particularly at the Honours level. The course is accredited by the Royal Australian Chemical Institute. Accreditation means that it is an acceptable qualification for membership of the Institute often required by employers.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. Students complete units to the value of 120 credit points each year.

The table below summarises the credit point requirements.

Year level	Chemistry	Science units	Other units	Total
1	30	60 – 90 ¹	0 – 30	120
2	60	20 – 60	0 – 40	120
3	60 – 120	0 – 60	0 – 40	120

Key: ¹ Including 15 credit points of mathematics or physics units.

First year (120 credit points)

Core units (30 credit points)

Choose one first semester and one second-semester chemistry unit:

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Basic Chemistry	CHE1BAS	15
or			
TE-SEM-1	General Principles of Chemistry	CHE1GEN	15
and			
TE-SEM-2	Applications of Chemistry	CHE1APL	15

Electives (90 credit points)

Students must choose first year science units to the value of 60 points, which must include at least 15 credit points of mathematics or physics units. The remaining 30 credit points may be chosen from first year units offered by any faculty.

Bachelor of Psychological Science (BVBBBSW)

Enquiries: (02) 6024 9895 – Psychology

Fax: (02) 6024 9867

Email: psych.aw.@latrobe.edu.au

The Bachelor of Psychological Science (BPsySc) is a coherent program of core areas of study in psychology that includes other units, such as biological and social aspects of behaviour deemed desirable to a broad education in behavioural science.

The course prepares students for careers in a range of settings including personnel, management and mental health and human services. It is accredited by the Australian Psychology Accreditation Council (APAC).

It is important to emphasise that the Bachelor of Psychological Science does not qualify a graduate to work as a psychologist. Further education, training and supervised experience is required for registration as a professional psychologist with the Psychologists' Registration Boards of Victoria and New South Wales and also for membership of the Australian Psychological Society (APS).

Course structure

The BPsySc may be undertaken in three years of full-time or equivalent part-time study. Students intending to study part-time should note that this means enrolling in a lesser workload, rather than studying after hours, as BPsySc units are not available as evening classes.

The degree requires the completion of 360 credit points, consisting of 120 credit points accrued from units taken at each of the first, second and third year levels.

An additional requirement is that students must successfully complete a minimum of 150 credit points of psychology units across the three years of the degree, with no less than 120 credit points of psychology accrued from units at second and third year level.

Note that the four third year psychology units PSY3ANA, PSY3CDB, PSY3CFA and PSY3SCB (each worth 20 credit points) will be available in alternate years. PSY3CFA and PSY3SCB will be

available in 2008, PSY3ANA and PSY3CDB will be available in 2009.

Units taught by the School of Psychological Science and which are normally components of the degree are PSY1PYA, PSY1PYB, PSY1BNA, PSY1BNB, PSY2PYA, PSY2PYB, PSY3PYA, PSY3PYB, PSY3RSA and PSY3RSB.

(Full details of the units offered by the School of Psychological Science are available in the unit handbooks produced by the School in February of each year and the School website at www.latrobe.edu.au/psy)

First year (120 credit points)

Core units (75 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Psychology A	PSY1PYA	15
TE-SEM-2	Psychology B	PSY1PYB	15
TE-SEM-2	Statistics for Psychology	STA1PSY	15
Either			
TE-SEM-1	Introduction to Behavioural Neuroscience A	PSY1BNA	15
and			
TE-SEM-2	Introduction to Behavioural Neuroscience B	PSY1BNB	15
or			

any other first year biological science units totalling not less than 30 credit points.

Electives (45 credit points)

At least 30 credit points must be chosen from other units available at the campus.

The remaining 15 credit points would normally be selected from other science units. However, with the approval of the Course Adviser, students may choose units offered by other Faculties.

Second year (120 credit points)

Core units (40 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Psychology A	PSY2PYA	20
TE-SEM-2	Psychology B	PSY2PYB	20

Electives (80 credit points)

Second/third year level units to the value of 80 credit points chosen from units offered by any department.

Highly Recommended units:

TE-SEM-1	Applied Neuroscience A ¹	PSY3ANA	20
TE-SEM-1	Counselling and Family Psychology A	PSY3CFA	20
TE-SEM-2	Cognitive and Developmental Psychology B ¹	PSY3CDB	20
TE-SEM-2	Social and Community Psychology B	PSY3SCB	20

Third year (120 credit points)

Core units (80 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Psychology	PSY3PYA	20
TE-SEM-1	Research Project A	PSY3RSA	20
TE-SEM-2	Psychology	PSY3PYB	20
TE-SEM-2	Research Project B	PSY3RSB	20

Electives (40 credit points)

Students choose third year level units for which prerequisite requirements have been met.

Highly Recommended units:

TE-SEM-1	Applied Neuroscience A ¹	PSY3ANA	20
TE-SEM-1	Counselling and Family Psychology A	PSY3CFA	20
TE-SEM-2	Cognitive and Developmental Psychology B ¹	PSY3CDB	20
TE-SEM-2	Social and Community Psychology B	PSY3SCB	20

Key: ¹ Not available in 2008.

Honours

Students who perform at a high standard may apply to undertake a further year of psychology study in honours (PSY4HNA and PSY4HNB), which is a prerequisite for most postgraduate courses of study. Following the successful completion of the honours year, these students will graduate with a Bachelor of Psychological Science (Honours). The honours course is presently offered only at the Melbourne (Bundoora) campus although students from the Bendigo and Albury-Wodonga campus may apply.

Bachelor of Science/Bachelor of Science Education (STBSSW)

Enquiries: (02) 6024 9885 – Department of Environmental Management and Ecology
 Fax: (02) 6024 9888
 Email: deme.aw@latrobe.edu.au

Only the first year of this degree is available at the Albury-Wodonga campus. Students who successfully complete the first year of the degree transfer to the Melbourne (Bundoora) campus to complete the remaining three years. Students who enrol in the Bachelor of Science/Science Education at the Albury-Wodonga campus can only select Chemistry and Mathematics as their major units of study.

This innovative double degree has been developed in response to the Federal Government's 'Innovation Statement' and aims to integrate full science degree studies with a complete teaching qualification, with a particular emphasis on mathematics, statistics (taught as part of mathematics in secondary schools), physics, chemistry and/or information technology. Graduates of this double degree will have a deepened understanding of their teaching units and will be equipped to adapt their teaching to engage with the needs of their teaching settings, including their own students and the nature of the areas of knowledge and behaviour that constitute the discipline. In this program, emphasis is placed on the teacher's ability to adapt teaching to continuously changing circumstances while fostering deep understanding of relevant areas of scientific disciplines.

Please note: students must complete a 'Working With Children' check form, available from Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card, prior to undertaking teaching placements in schools.

Scholarships

Some scholarships may be available for this degree. Prospective applicants should contact the Faculty of Science, Technology and Engineering faculty office.

Course structure

This double degree is of four and a half years full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

Students will gain a foundation in science in the first year. Combined studies in science and education will commence in the second year and continue during the third year. Two science disciplines must be studied through to third year: the 'major' discipline comprising units to the value of 60 credit points in the third year and the 'minor' discipline, 30 credit points. The 'major' discipline must be one of mathematics, statistics, physics and chemistry or computer science. (Note that the first year statistics discipline requirement may be satisfied by enrolling in STA1SS and one of STA1LS or MAT1DM). The 'minor' discipline may also be chosen from among the 'major' discipline areas or from any other science discipline offered by the Faculty of Science, Technology and Engineering. The science disciplines are those defined for the Bachelor of Science degree. The final year will consist of full teacher training, including the practicum requirement and will include a combined science and education project. Normally, students would be expected to have satisfactorily completed all of the requirements for the first three years before progressing to the fourth year.

Notes:

- Your unit choices at first and second year must ensure that one of mathematics, physics, chemistry, statistics or computer science can be taken as a 'major' at third year level. You cannot have a major/minor combination of mathematics and statistics as double mathematics method is not offered in the fourth year.
- You will be qualified to teach subjects corresponding to your chosen major and minor disciplines but not subjects corresponding to your terminating first year science discipline. If you major or minor in physics or chemistry, you will also be qualified to teach secondary school general science. As general science also covers biology, such students should consider taking a first year biology unit as a first year level elective.
- The research project must relate to science education or mathematics education.

- All units must be chosen in consultation with and approved by, the course adviser.

First year (120 credit points)

30 credit points in each of three different science disciplines 90
 First year level electives (education units excluded) 30
 Note: the maximum number of credit points in any one science discipline is 45.

UNIT DESCRIPTIONS

BIO1AD ANIMAL DIVERSITY, ECOLOGY AND BEHAVIOUR (15 CPs Sem. TE-SEM-1 BU. TE-SEM-2 AW.) Dr Dennis Black, Dr Brian Malone

Students should obtain from the University Bookshop a copy of the *Biology 1AD Unit Guide and Laboratory Manual*, an A4 sketchpad, laboratory coat and dissecting kit before the first practical, which is held during the first week of the semester.

This is an introductory unit for students wishing to pursue advanced studies in biology units in subsequent years. It may also serve as a one-semester terminal unit. It consists of an introduction to animal diversity, ecology and behaviour. The unit provides an introduction to the biology of animals, including the origin of animals and an evolutionary approach to the study of the protozoa, sponges, cnidarians and flatworms, as well as the two major lines of coelomate animals, the annelid-arthropod-mollusc line and the echinoderm-chordate line, including a treatment of the origin of our own phylum, the Chordate and of the vertebrate classes; and concepts in animal ecology, such as the ecosystem, community, food web, energy flow, predation, parasitism and competition. The study of animal behaviour covers instinctive behaviour, learning and memory, social behaviour and the development of behaviour in an individual.

Class requirements: Three 1-hour lectures per week and one 3-hour practical class per week. The practical component includes dissections of dead animals and experiments using live animals.

Assessment: One 3-hour examination (70%), practical work (15%), practical reports (15%).

Prescribed Reading:

Hickman CP, Roberts LS and Larson A. *Integrated principles of zoology*. 13th edn. Mc Graw-Hill, 2006.

BIO1GEN GENETICS, HUMAN BIOLOGY AND EVOLUTION (15 CPs Sem. TE-SEM-1 AW. TE-SEM-2 BU.) Dr Susan Lawler, Ms Tania Blanksby

This is an introduction to general genetics and human biology suitable for students intending to pursue further studies in these areas or as a one-semester terminal subject. Included is the history and importance of genetics in understanding human nature and in improving quality of life. Topics include the nature and functioning of the genetic message, the mechanics of inheritance, developmental and quantitative genetics, genes in populations, conservation and ecological genetics, human behavioural genetics and the significance of human genetic variation, genetics in larger evolutionary patterns, the origin of life, speciation, macro-evolution and the origins of modern humans.

Prerequisite: Students from other faculties require the approval of the unit coordinator.

Class requirements: Three 1-hour lectures and one 3-hour practical or workshop per week.

Assessment: One 3-hour examination (70%), practical reports (10%), two 300-word assignments (taken as tests) (10%), two scientific reports (equivalent to 800 words) (10%).

Prescribed Reading:

ALBURY/WODONGA CAMPUS: Starr C and Taggart R *Biology: The unity and diversity of life*. 10th edn. Thomson Learning.
 BUNDOORA CAMPUS: Brooker RJ, *Genetics: analysis and principles*. 2nd edn. Mc Graw-Hill, 2005.

BIO1OF ORGANISATION AND FUNCTION OF CELLS AND ORGANISMS (15 CPs Sem. TE-SEM-1 AW, BU.) AW: Dr Peter Pridmore, BU: Dr Tony Gendall

The practical component of this unit includes dissections of dead animals and working with live animals.

This unit comprises a study of cells and their molecular organisation, including methods for studying cells, cell structure, structure and

function of sub-cellular organelles and components, features of prokaryotic and eukaryotic cells, the activities of cells, including production of energy, cell cycle, the role of proteins in cells, the role of DNA and RNA in the synthesis of proteins and gene control in prokaryotes and eukaryotes. Also studied is the structure and function of various systems and their coordination in animals, from cells to multicellular organisms, basic concepts underlying animal design and the interaction of animals with their environment.

Prerequisite: Students from other faculties require approval by a Subject Adviser.

Class requirements: Three 1-hour lectures per week and one three-hour practical class per week. Students are required to purchase a special manual for use in conjunction with practical work. The manual (and other equipment necessary for the practical classes) is available before the beginning of the academic year. Details will be made available to students at enrolment. Laboratory attendance is compulsory.

Assessment: One 3-hour examination (75%), pre-practical tests and practical assignments (25%).

Prescribed Reading:

Knox R, Ladiges P, Evans B and Saint R. *Biology*. 3rd edn. Roseville, NSW: Mc Graw-Hill, 2004.

Recommended Reading:

Schmidt-Nielsen K. *Animal Physiology*. 5th edn. Cambridge University Press, 1997.

BIOTIPS PLANT SCIENCE (15 CPs Sem. TE-SEM-2 AW, BU.) *AW: Dr Roger Croome, BU: Dr Philip Keane*

Students are required to purchase a special manual for use in conjunction with practical work. The practical manual (and other equipment necessary for the practical component) is available before the beginning of the semester. Details will be made available to students at enrolment.

In this unit students will be introduced to the biology of plants, their role in natural landscapes and their use by human societies, with particular emphasis on the distribution and adaptation of vegetation, especially desert vegetation, grasslands and tropical rainforests; the origin and adaptation of the unique Australian flora; the structure and functioning of plants in the Australian environment and in agriculture; and the diversity, evolution and ecological importance of bacteria, fungi, algae and land plants. Two case studies are used to introduce students to plant biotechnology. Students are introduced to the diversity of plants through visits to the wildlife reserves of the university and the Botanic Gardens and the observation and experimental study of plants in practical classes.

Prerequisite: Students from other faculties require approval by a Subject Adviser.

Class requirements: Three 1-hour lectures per week and one 3-hour practical class per week.

Assessment: One 3-hour examination (70%), nine 15-minute pre-practical tests equivalent to 1500 words (30%). To pass the laboratory component, it is advisable that students attend every laboratory class.

Prescribed Reading:

Knox RB, Ladiges P, Evans B and Saint R. *Biology*. 3rd edn. Mc Graw-Hill, 2004.

Costermans LF. *Trees of Victoria and adjoining areas*. 5th edn. Costermans Publishing, 1994.

CHE1APL APPLICATIONS OF CHEMISTRY (15 CPs Sem. TE-SEM-2 AW, BU.)

AW: Mr Martin Fussell, BU: Dr Jeff Rowe

Subjects studied include chemistry of solutions, equilibrium, entropy and free energy, acid-base equilibria, electrochemistry and chemical kinetics. The unit also examines chemicals in our environment, such as soaps, detergents, cleaning agents, water treatment to remove hardness and bacteria, pesticides and their analysis using chromatography. Chemistry of life: acid derivatives, food chemistry, amino acids and proteins, carbohydrates and synthetic polymers are also covered, along with metals in our environment, coordination compounds and the analysis of the metallic elements using spectroscopy.

Prerequisite: CHE11GEN or CHE11BAS.

Class requirements: Three 1-hour lectures and one 3-hour laboratory or workshop class per week.

Assessment: One 2-hour examination (70%), laboratory reports (20%) and workshops (10%). The laboratory course is compulsory and an attendance requirement applies.

Prescribed Reading:

Chang R. *Chemistry*. 9th edn. McGraw-Hill, 2007.

CHE1BAS BASIC CHEMISTRY (15 CPs Sem. TE-SEM-1 AW, BU.) *AW: Mr Martin Fussell, BU: Dr Jeff Rowe*

This unit is for students who have not taken VCE Chemistry. Students study the chemistry of atoms and molecules, atoms, molecules and ions, quantum theory and the electronic structure of the atom, periodic relationships among the elements, chemical bonding and molecular geometry. Also studied is the chemistry of carbon compounds, hydrocarbons, delocalised bonding and aromatics, alkyl halides, hydroxyl compounds, aldehydes and ketones and acids. In addition, gases and liquids, the properties of gases, thermochemistry, intermolecular forces, physical properties of solutions and acids and bases.

Incompatible unit: CHE11GEN

Class requirements: Three 1-hour lectures and one 3-hour laboratory or workshop class per week.

Assessment: One 2-hour examination (64%), laboratory reports (20%), workshops and class tests (16%). The laboratory course is compulsory and an attendance requirement applies as per study guide.

Prescribed Reading:

Chang R. *Chemistry*. 9th edn. McGraw-Hill, 2007.

CHE1GEN GENERAL PRINCIPLES OF CHEMISTRY (15 CPs Sem. TE-SEM-1 AW, BU.) *AW: Mr Martin Fussell, BU: Dr Jeff Rowe*

Students study the chemistry of atoms and molecules, atoms, molecules and ions, quantum theory and the electronic structure of the atom, periodic relationships among the elements, chemical bonding and molecular geometry. Also studied is the chemistry of carbon compounds, hydrocarbons, delocalised bonding and aromatics, alkyl halides, hydroxyl compounds, aldehydes and ketones and acids. In addition, gases and liquids, the properties of gases, thermochemistry, intermolecular forces, physical properties of solutions and acids and bases.

Prerequisite: VCE chemistry.

Incompatible unit: CHE11BAS

Class requirements: Three 1-hour lectures and one 3-hour laboratory or workshop class per week.

Assessment: One 2-hour examination (70%), laboratory reports (20%). The laboratory course is compulsory and an attendance requirement applies and workshops (10%).

Prescribed Reading:

Chang R. *Chemistry*. 9th edn. McGraw-Hill, 2007.

GEOTERS EARTH STRUCTURE, RESOURCES AND HISTORY OF LIFE (15 CPs Sem. TE-SEM-2 AW, BU.) *AW: Mr Martin Fussell, BU: Dr John Webb*

The first part of this unit covers the large-scale processes that deform the Earth's crust and cause earthquakes (plate tectonics), the faulting and folding that result and the resources of the Earth (ore deposits, fossil fuels and groundwater) including their occurrence and formation. The following section describes the concept of geological time and the history of life on Earth, from microbes to humans and the factors that have affected the evolution of plants and animals, including climate change and catastrophes like meteorite impacts. The practicals focus on the interpretation of geological maps and the study of fossils.

Class requirements: Three 1-hour lectures and one 3-hour practical period a week for 12 weeks and one 1-day field excursion (weekend). Attendance at the practical classes and field excursions is essential and compulsory. The field excursion visits sites of particular geological interest and transport is provided.

Assessment: One 3-hour theory examination (60%), 1.5-hour practical examination (25%), five-practical assessments (equivalent to 500 words) (15%).

Prescribed Reading:

Marshak S. *Essentials of geology*. Norton, 2007.

GEO1PRO PROCESSES THAT SHAPE THE EARTH (15 CPs Sem. TE-SEM-1 AW, BU.) AW: Mr Martin Fussell, BU: Dr John Webb

In this unit students are introduced to the study of planet Earth, its origin and evolution, its composition and the processes that have shaped it. After describing the planets of the solar system, the structure of the Earth, metamorphism and the composition of the Earth's crust are covered, particularly the different types of minerals and rocks that are present. Then the surface processes of volcanism, erosion and deposition that shape the landscape are described, including the landforms and sediments produced in the various environments across the Earth's surface. The practical course focuses on mineral and rock identification.

Class requirements: Three 1-hour lectures and one 3-hour practical period a week and a one day field excursion (weekend). Attendance at the practical classes and field excursion is essential and compulsory. The field excursion visits sites of particular geological interest and transport is provided.

Assessment: One 3-hour theory examination (60%), 1.5-hour practical examination (25%), five-practical reports (equivalent to 500 words) (15%).

Prescribed Reading:

Marshak S. *Essentials of geology*. Norton, 2007.

MAT1CLA CALCULUS AND LINEAR ALGEBRA (15 CPs Sem. TE-SEM-2 AW, BU.) Dr Grant Cairns

In this unit, students will build on MAT1CNS/CFE/CPE to complete a coverage of the mathematics required for second year study in mathematics, engineering and mathematically based disciplines. Approximately half the unit is about calculus, covering Taylor polynomials and first and second order differential equations. The other half contains a study of vectors, matrices and systems of linear simultaneous equations. The teaching emphasis is on active student engagement in solving mathematical problems.

Prerequisite: MAT1CFN or MAT1CFE or MAT1CNS or MAT1CPE or MAT1EN.

Incompatible unit: MAT1FEN, MAT12CLA, MAT12FEN

Class requirements: Two 1-hour lectures, two 1-hour practice classes and one 1-hour lecture workshop per week.

Assessment: One 3-hour examination (80%), six fortnightly assignments (equivalent to 500 words) (10%), three diagnostic tests (equivalent to 500 words) (10%).

Prescribed Reading:

Printed unit text available from University Bookshop.

MAT1CNS CALCULUS AND NUMBER SYSTEMS (15 CPs Sem. TE-SEM-1 AW, BU.) Dr Brian Davey

Mathematics 1CNS is the foundation unit for all studies requiring a knowledge of mathematics. It reviews and extends material covered in VCE and introduces the ideas of mathematical reasoning with an overarching theme of clear communication skills in the mathematical sciences. The unit runs in two streams. One stream is dedicated to the concepts and techniques of differentiation and integration and, while there is much revision, there are many refinements and extensions of the ideas presented in VCE, as well as greater expectations of presentation of written material. The other stream commences with a review of algebra techniques and a formal treatment of sets and number systems and then proceeds to use these ideas, in the second half of the semester, in an introduction to mathematical logic and proof. The teaching emphasis is on active student engagement in solving mathematical problems.

Incompatible unit: MAT1CFE, MAT1EN, ECO11QA, MAT1CFN, MAT1CPE

Class requirements: Two 1-hour lectures, two 1-hour practice classes and one 1-hour lecture/workshop per week.

Assessment: One 3-hour examination (80%), six fortnightly assignments (equivalent to 500 words) (10%), three diagnostic tests (equivalent to 500 words) (10%).

Prescribed Reading:

Printed unit text available from University Bookshop

PHY1LSA PHYSICS FOR LIFE SCIENCES A (15 CPs Sem. TE-SEM-1 AW, BU.)

Coordinator to be advised

The generation of sufficient energy to meet the massive demands of a modern technological society, without impacting adversely on the environment, is an important issue. While the problems of environmental pollution, resource depletion, greenhouse effect, ozone hole etc, are well known, they are not necessarily well understood. It is important that discussion of these issues be well informed. The physical principles central to the range of conventional and alternative energy technologies is discussed and on completion, students should understand the advantages and disadvantages of the various technologies and some of the techniques used to monitor and analyse any hazardous effects. This is an introductory course with minimal mathematical content and no specific science background or previous experience of the above topics is assumed. The unit may be taken independently or in conjunction with PHY1LSB.

Incompatible unit: PHY10SCI, PHY11ENG, PHY11SCA, PHY11PAA

Class requirements: Three 1-hour lectures, one 1-hour tutorial and one 3-hour laboratory session per week.

Assessment: Laboratory reports (25%), one 3-hour examination (50%), tutorial problem sets (25%).

Prescribed Reading:

Giancoli DC. *Physics: principles with applications (with WWW pack)*. 6th edn. Prentice-Hall, 2005.

PHY1LSB PHYSICS FOR LIFE SCIENCES B (15 CPs Sem. TE-SEM-2 AW, BU.)

Coordinator to be advised

This unit is a natural sequel to PHY1LSA, but may be taken independently. Fundamental concepts and techniques in the broad range of topics appropriate for a proper study of the physical environment are introduced. Application of these ideas to systems of biological interest is emphasised. Topics include mechanics, properties of matter, heat and thermodynamics, electric circuits and introductory electronics, atomic physics and radioactivity, fluids and flow, atmospheric physics, light and sound and soil physics. On completion, students should have a basic understanding of measurement techniques as well as familiarity with the fundamental principles in the above topics. No previous study of physics is assumed and mathematical methods are limited to basic algebra.

Incompatible unit: PHY10SCI, PHY11ENG, PHY12AGR, PHY12SCB, PHY11PAB

Class requirements: Three 1-hour lectures, one 1-hour tutorial and one 3-hour laboratory session per week.

Assessment: Laboratory reports (25%), one 3-hour examination (50%), tutorial problem sets (25%).

Prescribed Reading:

Giancoli DC. *Physics: principles with applications (with www pack)*. 6th edn. Prentice-Hall, 2005.

Recommended Reading:

Crowder B. *The wonders of the weather*. 2nd edn. Bureau of Meteorology, Griffin Press, 2000.

PSY1BNA INTRODUCTION TO BEHAVIOURAL NEUROSCIENCE A (15 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Mr Richard Brown, BE: Dr Anna Kokavec, BU: Dr Stephen Kent

In this unit students are introduced to the language of neuroscience and in particular to the nomenclature that is fundamental to an understanding of the relationship between the biological processes of the brain and behaviour. The unit is designed to link knowledge and techniques from traditional biological disciplines, such as genetics, with those of psychology as a behavioural science. Topic areas centre on study of the neuron as the basic cellular unit of the nervous systems and include ultra structural and neurophysiological approaches to excitable membranes, neurotransmitters and psychopharmacology.

Quota: 250. Subject to laboratory space constraints

Class requirements: Three 1-hour lectures and one 3-hour laboratory class per week.

Assessment: One 1000-word essay (20%), one 1000-word work book (15%), one 100-word in-class practical examination (15%), one 2-hour examination (50%).

Prescribed Reading:

Bear MF, Connors BW and Paradiso MA. *Neuroscience: Exploring the brain*. 3rd edn. Baltimore: Williams and Wilkins, 2006.

PSY1BNB INTRODUCTION TO BEHAVIOURAL NEUROSCIENCE B (15

CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Mr Richard Brown, BE: Dr Anna Kokavec, BU: Dr Stephen Kent

In this unit students are introduced to the mechanisms of sensory (input) information and motor processing and the intrinsic factors affecting brain development and behaviour such as, hormones, learning and memory. Lectures are organised into four streams: neuroscience of sensory and motor systems, brain development, neuro endocrinology and introduction to the neuroscience of learning and memory.

Prerequisite: PSY11BNA.

Quota: 250. Resource constraints

Class requirements: Three 1-hour lectures and one 3-hour laboratory class per week.

Assessment: One-oral poster presentation (10%), one 1000-word laboratory report (20%), one 2-hour examination (50%), one 1000-word work book (20%).

Prescribed Reading:

Bear MF, Connors BW and Paradiso MA. *Neuroscience: Exploring the brain*. 3rd edn. Baltimore: Williams and Wilkins, 2006.

PSY1PSA PSYCHOLOGY STUDIES A (15 CPs Sem. TE-SEM-1 AW, BE, BU, HK, MI, SH.) Dr Sandra Tunley

BU:AW:BE:MI: Available only to students enrolled in the Bachelor of Social Work and the Bachelor of Social Work/Bachelor of Human Services. BU: AW: BE: Not available to students enrolled in the Bachelor of Behavioural Science. BU: AW: BE: MI: SH: This is not part of an APAC-accredited course of study and completion cannot be counted towards membership of the APS, or registration as a psychologist.

In this unit students are introduced to psychology as a science. The aim is to assist students to understand behaviour in terms of current theories of psychology. The content is presented in the core areas of: nature and history of psychology, research methods, intelligence, learning theory, motivation and emotion, personality theory, social psychology and health psychology. These areas are examined from both a theoretical and an applied perspective. Methods of studying behaviour in these content areas are examined and there is a focus on developing a variety of academic abilities such as the group work, library and writing skills of students.

Incompatible unit: PSY11PYA

Quota: 100.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1250-word essay (25%), one 1.5-hour examination (40%), one 500-word library and referencing assignment (10%) and one 750-word research report (20%), tutorial participation (5%).

Prescribed Reading:

Westen D, Burton L and Kowalski R. *Psychology: Australian and New Zealand edition*. Milton. Qld: John Wiley and Sons Australia, Ltd, 2006.

PSY1PSB PSYCHOLOGY STUDIES B (15 CPs Sem. TE-SEM-2 AW, BE, BU, HK, MI, SH.) Dr Sandra Tunley

BU:AW:BE:MI: Available only to students enrolled in the Bachelor of Social Work and the Bachelor of Social Work/Bachelor of Human Services. BU: AW: BE: Not available to students enrolled in the Bachelor of Behavioural Science. BU: AW: BE: MI: SH: This is not part of an APS-accredited course of study and completion cannot be counted towards membership of the Society, or registration as a psychologist.

In this unit, students are introduced to psychology as a science. The aim is to further assist students to understand behaviour in terms of current theories of psychology. The content is presented in the core areas of: behavioural neuroscience, sensation and perception, states of consciousness, memory and cognition, lifespan development, thinking and language, and psychopathology and therapy. These areas are examined from both a theoretical and an applied perspective. Methods of studying behaviour in these content areas are examined and there is

a focus on further developing a variety of academic abilities such as the group work, library and writing skills of students.

Incompatible unit: PSY12PYB

Quota: 100.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1250-word essay (25%), one 30-minute group tutorial presentation (20%), one 500-word report (10%), one 1.5-hour examination (40%), tutorial participation (5%).

Prescribed Reading:

Westen, D, Burton, L and Kowalski, R *Psychology: Australian and New Zealand edition*. Milton. Qld: John Wiley and Sons Australia, Ltd, 2006.

PSY1PYA PSYCHOLOGY A (15 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms

Sharon Zakhary, BE: Dr Robert Jamieson, BU: Dr Tom Matyas

In this unit and its companion PSY1PYB, students are introduced to the scientific study of psychology and gain a foundation for higher-level units in psychology. The curriculum provides an introduction to the discipline and initiates the study of several key fields of psychology, the formal terms and theories associated with those fields as well as the scientific methods used to gather the relevant knowledge. Students will also be taught the skills of writing research reports to communicate their investigations and will participate in activities that foster group work skills.

Prerequisite: Enrolment in this unit is restricted. Therefore, students enrolled in courses for which this unit is not core must obtain the approval of the Course Adviser prior to enrolment.

Incompatible unit: PSY11PSA

Quota: 450.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word tutorial workbook (50%), one 2-hour examination (50%).

PSY1PYB PSYCHOLOGY B (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms

Sharon Zakhary, BE: Dr Robert Jamieson, BU: Dr Tom Matyas

The work in this unit complements the content of PSY1PYA. The formal terms and theories associated with those fields, as well as the scientific methods used to gather the relevant knowledge, will be presented. PSY1PYB will also further develop student skills in: the writing of research reports and essays; the conduct of library research and participation in group work.

Prerequisite: PSY11PYA.

Incompatible unit: PSY12PSB

Quota: 450.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word tutorial workbook (50%), one 2-hour examination (50%).

PSY2PYA PSYCHOLOGY A (20 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Dr

Michael Halloran, BE: Dr Graeme Galloway,

BU: Dr Emiko Kashima

In this unit, students are expected to study, in detail and at a more advanced level, the major content areas of experimental psychology introduced in first year. The aim is to consolidate theoretical knowledge and methodological skills for conducting psychological research. Together with PSY2PYB, this unit forms the second year of the APAC-accredited major sequence and covers the following content areas: cognitive psychology, social neuroscience, perception, individual differences and psychological research methods.

Prerequisite: PSY11PYA and PSY12PYB, STA12PSY or STA12OCT.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word tutorial workbooks (50%), one 2-hour examination (50%).

PSY2PYB PSYCHOLOGY B (20 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Dr

Michael Halloran, BE: Dr Graeme Galloway,

BU: Dr Emiko Kashima

In this unit, students are expected to study, in detail and at a more advanced level, the major content areas of experimental psychology introduced in first year. The aim is to consolidate theoretical knowledge and methodological skills for conducting psychological research. Together with PSY2PYA, this unit forms the second year of the APAC-accredited major sequence and covers the following content areas: abnormal psychology, history of psychology, social psychology, language and child development and psychological research methods.

Prerequisite: PSY11PYA and PSY12PYB and STA12PSY or STA12OCT.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word tutorial workbooks (50%), one 2-hour examination (50%).

PSY3ANA APPLIED NEUROSCIENCE A (20 CPs Sem. TE-SEM-1 AW, BE, BU.)

Dr Richard Weisinger

Not available in 2008

PSY3CDB COGNITIVE AND DEVELOPMENT PSYCHOLOGY B (20 CPs

Sem. TE-SEM-2 AW, BE, BU.) *Dr Sheila Crewther*

Not available in 2008

PSY3CFA COUNSELLING AND FAMILY PSYCHOLOGY A (20 CPs Sem. TE-

SEM-1 AW, BE, BU.) *Dr Anthony Love*

This is one of four elective units offered in the second or third year of the Psychological Science degree. In this unit students study topics related to counselling skills, theories of attachment and family functioning.

Prerequisite: PSY1PYA and PSY1PYB.

Incompatible unit: PSY21TOP, PSY22TOP, PSY31TOP, PSY32TOP, PSY30APP, PSY31APP, PSY32APP

Quota: 300.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word case studies (50%), one 2-hour examination (50%), one oral poster presentation, hurdle requirement only.

PSY3PYA PSYCHOLOGY A (20 CPs Sem. TE-SEM-1 AW, BU.)

Dr Helen Skouteris

This unit of study is usually taken as the first semester of a yearlong program. These are the final units in the major sequence of psychology and is part of the sequence accredited by APAC.

Upon completing PSY3PYA/3PYB, students will be able to demonstrate further knowledge of both theory and research in key areas in psychology, including cognition, cultural psychology, developmental psychology, language, neuropsychology, social psychology and ethics and professional practice. Students will also have developed skills in: the analysis of the philosophical underpinning of psychological theories, quantitative and qualitative psychological research methods, applied psychometric theory and evaluation of psychological tests and assessment methods. Students should also have integrated and advanced their understanding of scientific research methods.

Prerequisite: PSY21PYA and PSY22PYB.

Incompatible unit: PSY30PY

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week.

Assessment: Two 2000-word assignments (50%), one 2-hour examination (50%).

PSY3PYB PSYCHOLOGY B (20 CPs Sem. TE-SEM-2 AW, BU.)

Dr Helen Skouteris

These are the final units in the major sequence of psychology and are part of the sequence accredited by the APS.

Upon completing PSY3PYA/3PYB, students will be able to demonstrate further knowledge of both theory and research in key areas in psychology, including cognition, cultural psychology, developmental psychology, language, neuropsychology, social psychology and ethics and professional practice. Students will also have developed skills in the analysis of the philosophical

underpinning of psychological theories, quantitative and qualitative psychological research methods, applied psychometric theory and evaluation of psychological tests and assessment methods. Students should also have integrated and advanced their understanding of scientific research methods.

Prerequisite: PSY21PYA and PSY22PYB.

Incompatible unit: PSY30PY

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week.

Assessment: Two 2000-word assignments (50%), one 2-hour examination (50%).

PSY3RSA RESEARCH PROJECT A (20 CPs Sem. TE-SEM-1 AW, BE, BU.)

Dr Helen Skouteris

This is the first part of a supervised research project, which provides training in research methods as required by the Australian Psychology Accreditation Council. The supervised research project runs over both PSY3RSA and PSY3RSB. PSY3RSA is comprised of: conducting a literature review, a rationale for the research project, design of a suitable study, application for ethics approval and the writing of a research proposal. These activities are supported by a block of thirteen 1-hour seminars and thirteen 3-hour tutorials.

Prerequisite: PSY21PYA or PSY22PYA and PSY22PYB or PSY22PYB.

Quota: 160. Approval of Adviser of Studies required

Class requirements: Blocks of seminars equivalent to one 1-hour lecture per week and one 3-hour tutorial per week.

Assessment: A 2000-word draft ethics application (10%). The draft ethics application is a hurdle requirement, one 3000-word project proposal (80%), project participation (10%).

PSY3RSB RESEARCH PROJECT B (20 CPs Sem. TE-SEM-2 AW, BE, BU.)

Dr Helen Skouteris

This is the second part of a supervised research project, which provides training in research methods, as required by the Australian Psychology Accreditation Council. The supervised research project runs over both PSY3RSA and PSY3RSB. PSY3RSB is comprised of: collecting research data, conducting statistical analyses of these data, understanding the implications of the data for the original research question and writing a research report describing the whole of the study. These activities are supported by a block of thirteen 1-hour seminars and thirteen 3-hour tutorials.

Prerequisite: PSY21PYA or PSY22PYA and PSY22PYB or PSY22PYB and PSY3RSA.

Quota: 160. Approval of Adviser of Studies required.

Class requirements: Blocks of seminars equivalent to one 1-hour lecture per week and one 3-hour tutorial per week.

Assessment: One 4000-word project report and one 1000-word display and discussion poster presentation (90%). The poster presentation is a hurdle requirement, project participation (10%).

PSY3SCB SOCIAL AND COMMUNITY PSYCHOLOGY B (20 CPs Sem. TE-

SEM-2 AW, BE, BU.) *Dr Anthony Love*

This is one of four elective units offered in the second or third year of the Psychological Science degree. In this unit students study topics related to Social Psychology and Community Psychology.

Prerequisite: PSY1PYA and PSY1PYB.

Incompatible unit: PSY21TOP, PSY22TOP, PSY31TOP, PSY32TOP, PSY30APP, PSY31APP, PSY32APP

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word case studies (50%), one 2-hour examination (50%), one oral poster presentation, hurdle requirement only.

SCIOICP INDUSTRY CADETSHIP (60 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-

2 AW, BE, BU.) *Ms Jill Mullen*

Students enrolled in this unit are involved in the Industry Cadetship Program. The program enables students to spend a training period within a specific industry. The program is competitive with each position requiring a formal application and interview process. Final selection is made by the industry partner involved.

Prerequisite: Enrolment in an undergraduate program of the Faculty of Science, Technology and Engineering.

Class requirements: The placement is carried out during semester as agreed between the industry partners, the student and the ICP office of the Faculty.

This unit is not available for Study Abroad students.

Assessment: NONE (100%).

SCIOICS INDUSTRY CADETSHIP (CPs Sem. TE-W47-06 AW, BE, BU.)

Ms Jill Mullen

Students enrolled in this unit are involved in the industry Cadetship Program. The program enables students to spend a training period within a specific industry. The program is competitive with each position requiring a formal application and interview process. Final selection is made by the industry partner involved.

Prerequisite: Enrolment in an undergraduate program of the Faculty of Science, Technology and Engineering.

Class requirements: The placement is carried out during the summer break as agreed between the industry partners, the student and the ICP office of the Faculty.

This unit is not available for Study Abroad students.

Assessment: NONE (100%).

SCIOICW INDUSTRY CADETSHIP (CPs Sem. TE-SEM-2 AW, BE, BU.)

Ms Jill Mullen

Students enrolled in this unit are involved in the industry Cadetship Program. The program enables students to spend a training period within a specific industry. The industry Cadetship Program is competitive with each position requiring a formal application and interview process. Final selection is made by the industry partner involved.

Prerequisite: Enrolment in an undergraduate program of the Faculty of Science, Technology and Engineering.

Class requirements: The placement is carried out during the winter break as agreed between the industry partner, the student and the ICP office of the Faculty.

This unit is not available for Study Abroad students.

Assessment: NONE (100%).

STA1LS STATISTICS FOR LIFE SCIENCES (15 CPs Sem. TE-SEM-1 BU, TE-SEM-2 AW, BU.) *AW: Dr Warren Paul, BU: Dr Luke Prendergast, MI: Dr Michael Schooneveldt*

This unit can be taken at first year level in either first or second semester (STA11LS/STA12LS) or at second year level (STA21LS/STA22LS) where one extra one-hour project class is required. Only available in Albury/Wodonga in semester two.

In this unit students will be introduced to the basic statistical methods that are very useful for students in biological sciences, medical sciences, agricultural sciences, nutrition and health sciences. For example, this unit will cover essential skills for students to analyse data from experiments and write reports. It is specifically designed for students who do not have a strong background in mathematics and further, it does not assume any previous training in statistics or probability. The unit covers descriptive statistics, estimation, hypothesis testing, test for proportions and means, analysis of variance, regression analysis and analysis of cross-classified data. The use of the statistical computing package Minitab or SPSS is an integral part of this unit. Successful completion qualifies students for the second year level units in statistics STA2AS, STA2MS, STA2BS and STA22RSP.

Recommended Prior Studies: year-11 mathematics.

Incompatible unit: STA11LS, STA12LS, STA21LS, STA22LS, STA2LS, ECO10BES, ECO11BES, ECO12BES, ECO11ISB, ECO12ISB, STA12PSY, STA1PSY, STA12OCT, STA1OCT

Class requirements: Three 1-hour lectures, one 1-hour problem class and one 1-hour computer laboratory class per week.

Assessment: One 2.5-hour examination (60%), two 45-minute computer-based tests (30%), ten 100-word assignments (10%).

Recommended Reading:

Johnson R and Kubly P. *Elementary statistics*. 10th edn. Duxbury, 2007.

Utts JM, Heckard RF. *Mind of statistics*. 3rd edn. Thomson, 2007

STA1PSY STATISTICS FOR PSYCHOLOGY (15 CPs Sem. TE-SEM-2 AW, BU.)

AW: Dr Warren Paul, BU: Ms Mitra Jazayeri

This unit is designed to introduce students undertaking the major stream of psychology to a range of statistical methods used in contemporary psychological research. Topics include: descriptive statistics, data entry and manipulation; exploratory data analysis, basic probability models and sampling, estimation and confidence intervals, hypothesis testing and its relation to confidence intervals; the power of a test and its relation to sample size; effect sizes and an introduction to meta-analysis; analysis of single and two group designs; correlation and simple linear regression; analysis of categorical data; non-parametric statistical methods; multiple regression and related methods.

The statistical computing package SPSS is an integral part of this unit with weekly tutorials held in a computing laboratory.

Corequisite: For students in the Faculty of Science, Technology and Engineering, this subject is normally a corequisite for PSY1PYB.

Incompatible unit: STA11SS, STA1SS, STA11LS, STA12LS, STA11LS, STA21LS, STA22LS, STA2LS, STA12OCT, STA21SS, STA2SS

Class requirements: Three 1-hour lectures, one 1-hour practice class and one 1-hour computer laboratory class per week.

Assessment: One 2-hour examination (50%), two 50-minute computer tests (40%), ten 100-word assignments (10%).

Prescribed Reading:

Aron A, Aron E and Coups EJ. *Statistics for the behavioural and social sciences. A brief course*. 4th edn. Prentice Hall, 2008.

Francis G. *Introduction to SPSS for Windows*. 5th edn. Prentice Hall, 2007

STA2BIO BIOSTATISTICS (20 CPs Sem. TE-SEM-1 AW.) *Dr Warren Paul*

In this unit students practice with the techniques commonly used in biostatistics chosen from: chi-squared tests, regression methods, one and two way analysis of variance and bioassay. Students are introduced to the important experiment design principles of randomisation and blocking. Extensive experience with a major statistical package is gained, with some of the data sets being provided by biological science staff.

Prerequisite: STA11LS, STA12OCT or STA12PSY.

Class requirements: Three 1-hour lectures, one 1-hour problem-solving class and two 1-hour computer tutorials per week.

Assessment: One 3-hour final examination (60%), one computer-based assignment (20%), ten 100-word assignments (20%).

WEM2EGE ECOLOGICAL GENETICS AND EVOLUTIONARY ECOLOGY

(20 CPs Sem. TE-SEM-2 AW.) *Dr Susan Lawler*

The aim of this unit is to provide an understanding of ecology, ecological genetics and evolutionary ecology by consideration of the following topics: the maintenance and distribution of genetic variation, the measurement of inbreeding, the impact of natural selection, the evolutionary history of species' distributions, co-evolutionary processes, speciation and extinction.

Prerequisite: BIO11GEN or BIO12GEN.

Class requirements: Three 1-hour lectures, one 3-hour practical class per week and one 1-hour tutorial.

Assessment: One 3-hour written examination (70%), a taxonomic collection equivalent to 2000 words (20%), two 500-word practical reports (10%).

WEM2EPA ENVIRONMENTAL POLLUTION CONTROL (20 CPs Sem. TE-SEM-1 AW.) *Dr Roger Croome*

The aim of this unit is to provide an understanding of environmental pollution and its control. The fundamental concepts of nutrient cycling (carbon, nitrogen and phosphorus) in the environment are discussed together with the sub-cycles of these macro-nutrients in the hydrosphere and lithosphere. Bacteria, algae and invertebrates are used in the demonstration of ecological processes and pollutants are discussed in terms of their perturbation effects on nutrient dynamics and organisms. Water quality is discussed with particular reference to river health and soil quality is discussed with special reference to agricultural production. The unit overall emphasises sustainable environmental management.

Prerequisite: CHE11GEN or CHE11BAS or CHE12APL.

Class requirements: Three 1-hour lectures and one 4-hour practical class per week.

Assessment: One 2-hour written examination (60%), four 1000-word assignments (40%).

WEM2EPB WATER AND AIR QUALITY (20 CPs Sem. TE-SEM-2 AW.)

Dr Ewen Silvester

The aim of this unit is to develop a strong understanding of physical and chemical processes in natural waters (rivers, lakes, estuaries and oceans) and the atmosphere and the impact of human activities on these systems. Topics covered will include: the hydrology of inland streams, lakes and estuaries, water quality parameters, analytical methods, chemical speciation (complexation, precipitation and adsorption), redox and biogeochemical processes, organic carbon in aquatic systems and energy flow. The unit will also cover the impacts and management of point and diffuse source pollution, discharges to rivers and oceans, storm water management, water treatment engineering and atmospheric pollution control.

Class requirements: Three 1-hour lectures and one 4-hour practical class per week.

Assessment: One 2-hour written examination (60%), four 1000-word practical reports (40%).

WEM2OEB ORIGIN AND EVOLUTION OF THE AUSTRALIAN BIOTA (20 CPs Sem. TE-SEM-2 AW.) *Dr Peter Pridmore*

This unit introduces the student to the Australian environment and its biota. The continent's history as part of Gondwana – its geological structure, climate, soils and biogeography are studied to explain the development and distribution of Australian biota and ecosystems. Several framework areas will be reviewed, including geology and biogeography, major features of the Australian landscape, their origin and history, the climatological determinants and distribution of weather patterns, soil science and origins, properties of soils, hydrological variables within aquatic systems and catchment theory. This framework is used to examine selected plant and animal groups that contribute significantly to the past or present biota of Australia and to review the distribution and evolution of biological communities, fire and human impacts.

Recommended Prior Studies: BIO12AD and BIO12PS.

Class requirements: Three 1-hour lectures, one 1-hour tutorial and one 3-hour practical class per week.

Assessment: One 3-hour written examination (60%), five 100-word practical assignments (15%), one 10-minute verbal presentation (5%), 2000 word essay on an Australian plant or animal group (20%).

Prescribed Reading:

Berra TM. *A Natural History of Australia*. UNSW. Press, 1998.

White, ME. *After the Greening, the Browning of Australia*. Kangaroo Press, 1997.

WEM2TAE THEORETICAL AND APPLIED ECOLOGY (20 CPs Sem. TE-SEM-1 AW.) *Dr Dennis Black*

This unit provides an understanding of ecology through studies of population ecology, community ecology and applied ecology. The topics considered include population ecology, types of competition, dynamics of simple competition systems, competition models and real systems, types of predation, dynamics of simple predator–prey systems, predator–prey models and real systems, decomposers, parasitism and mutualism. Other topics include community ecology, transfer of energy and materials within communities, abiotic and biotic determinants of community structure, food web stability and complexity, applied ecology principles and dynamics of biological control, application of island biogeography and dynamics of agricultural and managed forest ecosystems.

Prerequisite: BIO11AD or BIO12AD.

Class requirements: Three 1-hour lectures, one 4-hour practical class per week and one 1-week field course.

Assessment: One 3-hour written examination (60%), one, 1500-word essay (20%), one 1500-word practical report (20%).

WEM3RMA SUSTAINABLE RESOURCE MANAGEMENT (30 CPs Sem. TE-SEM-1 AW.) *Dr Catherine Meathrel*

In this unit students are provided with an understanding of natural resource management within an ecological context. Three major areas are reviewed including the following topics: water resources descriptive and quantitative hydrology, availability and utilisation of Australia's water resources, planning and technology of water resource development projects, forest and agricultural resources, Australia's native and softwood forest resources and their management, factors influencing agricultural production and sustainable farm management practices.

Prerequisite: STA21BS and WEM21TAE.

Class requirements: Four 1-hour lectures and two 4-hour practical classes per week.

Assessment: One 2-hour written examination and one 3-hour examination (60%), preparation of a 3000-word technical report (20%), two 500-word practical assignments (20%).

WEM3RMB CONSERVATION BIOLOGY AND ENVIRONMENTAL LAW (30 CPs Sem. TE-SEM-2 AW.) *Dr Catherine Meathrel*

This unit aims to provide an understanding of natural resource management within an ecological context, by consideration of the following topics. Conservation biology identification and restoration of threatened ecosystems, management of invading or pest species, design of ecosystem reserves, single species and whole community conservation, managing community change and succession, environmental policy and legislation, the structure of environmental law in Australia and the management of renewable and non-renewable resources.

Prerequisite: WEM21TAE and WEM22OEB.

Class requirements: Four 1-hour lectures and two 4-hour practical classes per week.

Assessment: One 3-hour written examination (60%), one 3000-word essay (20%), one 2000-word practical report (15%), one 15-minute verbal presentation (5%).

WEM3WMA WASTE MANAGEMENT AND TREATMENT (30 CPs Sem. TE-SEM-1 AW.) *Dr Ewen Silvester*

The aim of this unit is to provide an understanding of the principles and practice of waste management and pollution control relating to wastewater and solid wastes, with an emphasis on the recovery of water, nutrients, resources and energy. Topics covered in wastewater management include: the characteristics of municipal and industrial wastewaters, unit processes in wastewater treatment plants, design and modelling of wastewater treatment systems, constructed wetlands, remote wastewater systems and wastewater disposal/reuse. Solid waste management topics include: solid waste collection systems, recycling, composting, energy recovery (incineration) and the design and operation of sanitary landfills. Also covered are some aspects of environmental management systems, cleaner production methods and industrial ecology.

Prerequisite: WEM22EPB.

Class requirements: Four 1-hour lectures and two 4-hour practical classes per week.

Assessment: Two 2-hour written examinations (60%), one 3000-word major essay (20%), three 1000-word minor essays (20%).

WEM3WMB ENVIRONMENTAL ASSESSMENT (30 CPs Sem. TE-SEM-2 AW.) *Dr Phil Suter*

The aims of this unit are to provide an understanding of the principles and practices of environmental impact assessment, toxicology, risk assessment and environmental audits. Topics considered include concepts and principles of toxicology, risk analysis, hazard analysis, Geographical Information System (GIS), environmental audits and impact assessment including policy, legislation and administration at national, state and local level and case studies of environmental audits and impact assessment studies. A ten-week industrial work placement is a compulsory component of this unit.

Prerequisite: WEM22EPB.

Class requirements: Four 1-hour lectures and a ten-week work placement (two days per week) equivalent to 160 hours in local industry.

Assessment: One 3-hour written examination (60%), one 5000-word work placement report and one 15-minute oral seminar (40%).

Prescribed Reading:

Harvey N. *Environmental Impact Assessment Procedures, Practice and Prospects in Australia*. Melbourne: Oxford University Press, 1998.

WEM4HNA HONOURS A ENVIRONMENTAL MANAGEMENT AND ECOLOGY (60 CPs Sem. TE-SEM-1 AW.) *Dr Peter Pridmore*

This unit of study represents one semester of a yearlong program. This unit is available to students who wish to undertake an honours program and who have fulfilled the requirements of the BSc at La Trobe or another University, provided their previous academic record be of sufficient standard. The unit consists of a supervised research project, attendance at a lecture series and participation in regular discussion groups. Students can commence honours in either February or July (this unit code is for students needing to enrol during first semester of any given year). Students should consult with potential supervisors during the final year to discuss possible research topics available within the Department.

Prerequisite: An average of not less than 60% across the full third year of study and an average of at least 65% in 60 credit points of units relevant to the honours discipline area.

Incompatible unit: WEM40HON, WEM41HON

Class requirements: Individual research.

This unit is not available for Study Abroad students.

Assessment: Contribution towards one thesis equivalent to 22500 words supported by one oral presentation (70%), contribution towards one literature review equivalent to 2500 words (10%), contribution towards essays and assignments equivalent to 5000 words (20%). The assessment components listed are the combined assessment for WEM4HNA and WEM4HNB.

WEM4HNB HONOURS B ENVIRONMENTAL MANAGEMENT AND ECOLOGY (60 CPs Sem. TE-SEM-2 AW.) *Dr Peter Pridmore*

This unit of study represents one semester of a yearlong program. This unit is available to students who wish to undertake an honours program and who have fulfilled the requirements of the BSc at La Trobe or another University, provided their previous academic record be of sufficient standard. The unit consists of a supervised research project, attendance at a lecture series and participation in regular discussion groups. Students can commence honours in either February or July (this unit code is for students needing to enrol during second semester of any given year). Students should consult with potential supervisors during the final year to discuss possible research topics available within the Department.

Prerequisite: An average of not less than 60% across the full third year of study and an average of at least 65% in 60 credit points of unit relevant to the honours discipline area.

Incompatible unit: WEM40HON, WEM42HON

Class requirements: Individual research.

This unit is not available for Study Abroad students.

Assessment: contribution towards one thesis equivalent to 22500 words supported by one oral presentation (70%), contribution towards one literature review equivalent to 2500 words (10%), contribution towards essays and assignments equivalent to 5000 words (20%). The assessment components listed are the combined assessment for WEM4HNA and WEM4HNB.

Beechworth Campus

Campus directory

Location: Albert Street, Beechworth, Victoria 3747

Administration:

Tel: (03) 5720 8000

Fax: (03) 5720 8001

Email: cicc@latrobe.edu.au

Web: www.latrobeatbeechworth.com.au

Hotel:

Tel: (03) 5720 8050

Fax: (03) 5720 8051

Convention sales and events:

Tel: (03) 5720 8020

Introduction to the campus

The campus is located at Albert Street, Beechworth, Victoria 3747.

Enquiries

Administration: tel: (03) 5720 8000, fax: (03) 5720 8001

Hotel: tel: (03) 5720 8050, fax: (03) 5720 8051

Convention Sales and Events: tel: (03)5720 8020

Email: cicc@latrobe.edu.au

Web: www.latrobeatbeechworth.com.au

In December 1996 La Trobe University purchased the former Mayday Hills hospital in the historic town of Beechworth, North East Victoria, with a view to creating a unique campus of the University. The campus comprises over 100 hectares and, with its heritage gardens and many classified buildings dating back to the 1860s, offers a special educational environment.

The primary focus of the campus is as a professional and personal development centre facilitating conferences and conventions, post-initial education and short course programs, and residential retreats and activities. La Trobe at Beechworth is now the largest professional development and conference centre in regional Victoria with a capacity for up to 350 delegates.

Accommodation options on campus range from 3.5 to 4 star standard to cater not only for incoming delegates, but also to offer hands-on experience to students enrolled in Tourism and Hospitality programs.

The International Hotel School located in the centre of the campus, incorporates all the features of a quality hotel property including the George Briscoe Kerferd conference centre, bar, bistro, pool, business centre and quality accommodation. The fully operational hotel provides real-life experiences for students studying hotel operations, accommodation management and a range of associated subjects, while assisting practical skills development in food and beverage studies. The Hotel School offerings are integrated into the international exchange and partnership programs that La Trobe University has with universities in Asia, America and Europe.

In alliance with the Beechworth Arts Council, the University has established an Arts Precinct on campus utilising the workshop and exhibition space in and around the historic Bijou Theatre. The Arts Precinct features exhibitions, workshops, artists-in-residence and festival activities.

Beechworth Child Care Centre, Beechworth Kindergarten and Beechworth Montessori Kindergarten and Primary School are also conveniently located on campus.

Details of all campus activities can be obtained from the Conference, Sales and Events Manager.

Bendigo Campus

Campus directory

Edwards Road, Flora Hill, Bendigo, Victoria 3550
Tel: (03) 5444 7222
Fax: (03) 5444 7777
Email: info.bendigo@latrobe.edu.au
Web: www.latrobe.edu.au/bendigo

Faculty of Education

PO Box 199, Bendigo, Victoria 3552
Tel: (03) 5444 7885
Fax: (03) 5444 7899
Email: education@latrobe.edu.au
Web: www.latrobe.edu.au/education

Faculty of Health Sciences

PO Box 199, Bendigo, Victoria 3552
Tel: (03) 5444 7411
Fax: (03) 5444 7977
Email: bendigo.healthsciences@latrobe.edu.au
Web: <http://www.latrobe.edu.au/she>

Division of Allied Health

Associate Dean: Professor Karen Dodd
Executive Officer: Ms Alison Davies
Location: Level 2, Health Sciences 2 Building,
Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: alliedhealth@latrobe.edu.au
Web: www.latrobe.edu.au/health/healthsci_schoolcent

School of Social Work and Social Policy
Head of School: Ms Dianne Cox
Tel: (03) 5444 7411
Email: bendigo.healthsciences@latrobe.edu.au
Web: www.latrobe.edu.au/she/socialwork
Department of Oral Health
Professor and Head of Department: Professor Marc Tennant
Tel: (03) 5444 7417
Email: oralhealth@latrobe.edu.au
Web: www.latrobe.edu.au/humanbio/OralHealthhome.html

Division of Health Studies

Associate Dean: Professor Chris Handley
Executive Officer: Ms Belinda Bain
Location: Level 1, Health Sciences 1 Building,
Melbourne (Bundoora) Campus
Tel: (03) 9479 1750
Fax: (03) 9479 1783
Email: school.human.biosciences@latrobe.edu.au
(School of Human Biosciences)
Email: sph@latrobe.edu.au (School of Public Health)
Web: www.latrobe.edu.au/humanbio/healthstudies/division.htm
School of Public Health
Department of Health and Environment
Head of Department: Dr Lyn Talbot
Tel: (03) 9479 1750
Email: sph@latrobe.edu.au
Web: www.latrobe.edu.au/publichealth/departments/health_and_environment

Division of Nursing and Midwifery

Associate Dean: Professor Gerald Farrell
Executive Officer: Ms Joy Stubbings
Location: Level 2, Health Sciences 2 Building,
Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: alliedhealth@latrobe.edu.au
Web: www.latrobe.edu.au/health/healthsci_schoolcent
School of Nursing and Midwifery
Associate Head of School: Dr Julie Ellis
Tel: (03) 5444 7818
Email: lbrown@latrobe.edu.au
Web: www.latrobe.edu.au/nursing/campuses/Bendigo/index.php

Faculty of Humanities and Social Sciences

Bundoora, Victoria 3086
Tel: (03) 5444 7225
Fax: (03) 5444 7970
Email: huss.bendigo@latrobe.edu.au
Web: www.latrobe.edu.au/humanities

Faculty of Law and Management

Bendigo Campus
PO Box 199
Tel: (03) 5444 7912
Fax: (03) 5444 7998
Email: bendigo.lm@latrobe.edu.au
Web: www.latrobe.edu.au/lawman

Faculty of Science, Technology and Engineering

P.O. Box 199, Bendigo, Victoria 3552
Tel: (03) 5444 7351
Fax: (03) 5444 7878
Email: bendigo.sci.tech@latrobe.edu.au
Web: www.latrobe.edu.au/scitecheng

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General information about the Bendigo Campus

Introduction

La Trobe University's Bendigo Campus is a multidisciplinary campus offering a wide range of undergraduate and postgraduate programs from all faculties of the University. The Faculty of Education, which is a multi-campus faculty, has its administration located at the Bendigo Campus. The Faculty offers education courses at Bendigo, as well as Albury-Wodonga, Melbourne (Bundoora), Mildura and Shepparton.

The following information relates to services available at the Bendigo Campus. For details on services available at other campuses, please refer to the relevant campus entries.

Academic Skills Unit

The Academic Skills Unit offers students the opportunity to improve their language and learning skills. In particular, students are provided with help in their writing of essays and reports and their understanding of critical and analytical texts. The unit also offers specialist assistance in mathematics and English as a second language (ESL).

Subject to approval, students may also enrol in a credit-bearing one-semester unit, Academic Skills for Tertiary Study (ENG1ASA or ENG1ASB (for ESL students)), attend academic skills workshops, or seek one-to-one assistance. The unit also works closely with academic staff across all faculties and conducts a number of classes on discipline-specific language and learning skills.

Accommodation

Off-campus

Off-campus accommodation is administered by the Bendigo Student Association, which maintains a listing on its website of private board, flats and houses to share or rent in the Bendigo area. Visit www.bsabendigo.com.au or phone (03) 5444 7354 for more information.

On-campus

The Residential Services Office (Bendigo) is situated in the Student Services Centre. It is responsible for the administration and operation of all on-campus housing and the residential life aspect of students in the residences. Its mission is to make a difference – lifestyles, living, learning. Students will find numerous social, academic and leadership opportunities available that will assist in academic success and overall personal development.

There are various styles of high quality self-catered accommodation including apartments, as well as world class catering available at the Halls of Residence.

All applications are processed directly online. See the website for more information on the application process and relevant closing dates. Students are expected to remain in residence for the entire academic year and penalties apply for early departure.

Residential Services Office (Bendigo)

Tel: (03) 5444 7425

Fax: (03) 5444 7827

Email: residences-bendigo@latrobe.edu.au

Web: www.latrobe.edu.au/residentialservices/

Bendigo Student Association (BSA)

The Bendigo Student Association is a not-for-profit organisation based on the Bendigo Campus. The BSA helps make student life better by providing services, events, activities, representation and opportunities for students at the University. The diverse range of services and events offered by the BSA includes academic assistance, financial and administrative support for student clubs, representation

of student interests, advocacy services, free publications such as the *Student Diary*, orientation week entertainment, trips, tours and events throughout the year.

To help provide facilities on campus, the BSA also operates Sweeney's Café and Runes Student Association Shop, both located in the Student Union Building and Evolution Sports and Fitness Centre. All of these businesses put their profits back into projects to benefit students.

The BSA is run by a Board of Management comprised entirely of students and membership of the organisation is open to all La Trobe University Bendigo Campus students. Membership details are available from the BSA. Application forms are available from the BSA Information Centre, located on the ground floor of the Student Union Building.

For more information about the BSA visit the Centre during business hours. Tel. (03) 5444 7514; web: www.bsabendigo.com.au.

Campus Nurse

The Campus Nurse, who is located in the Student Services Centre, is available to assist in providing information, referral or professional care and advice relating to many health issues such as physical health, diet and nutrition, sexual health and contraception options, overseas travel, referral to other alternative health services or general health check-ups. The Campus Nurse facilitates a number of immunisation programs and health promotion activities on campus throughout the year and provides some clinical support to the Campus General Practitioner. The Campus Nurse is also available for emergency first aid treatment, minor wound management, nursing procedures or professional clinical advice.

The Campus Nurse is available for free consultation with students, generally by appointment, Monday to Friday from 9.00am to 5.00pm. Tel: (03) 5444 7390. Please note however, that reception is closed between 12:30 and 1:30pm daily.

Careers and Employment

The Careers and Employment office offers a range of resources and services to help you plan your career. It offers workshops and information sessions for specific groups, as well as a wide range of publications. A Careers Consultant is also available to provide information and advice on courses, employment opportunities and preparation for job applications and interviews. For further information or an appointment, phone Student Support Services on (03) 5444 7223.

You can also access a wealth of information online via Career Hub, the online careers centre and job-posting service for all La Trobe students. To look for a job or to use the online career library, simply go to www.latrobe.edu.au/careers, register and start your search.

Chaplains

The members of the Chaplaincy Pastoral Care Team are on campus four and a half days per week during semester and are available at the Drop In Centre located in the Student Services Centre. They offer a listening ear, support, encouragement, friendship, networking and practical help whenever possible for students and staff. A free cuppa, refreshments or nibbles are always available. Interfaith services are held occasionally during the year. Appointments can be made at Student Support Services reception or telephone (03) 5444 7223.

Child Care Centre

A new, 90-place Centre that will open November 2007 is currently under construction. We will be introducing a four-year-old Kinder program, offering a vegetarian menu, providing a contemporary setting with a sensory garden in an architect-designed building. The Centre will be open to everyone including students and staff from La Trobe. Prospective places may fill quickly. Email booksandblocks@impulse.net.au or phone 54447215 for more information.

Counselling Service

Student and staff can talk to the Counsellors about anything. The services they provide are free, professional and confidential. Among other things, they can help with personal and relationship issues, mental health issues, academic or financial problems, study and motivational difficulties and course and career planning. They can provide information on various forms of financial assistance and help with budgeting.

Appointments are available between 9.00am and 5.00pm, Monday to Friday (however, the reception desk is closed from 12.30pm to 1.30pm). Out-of hours consultations are available by negotiation. Counsellors run a variety of groups throughout the year, which are advertised around the campus. Appointments can be made at Student Support Services reception or telephone (03) 5444 7223.

Disability Support

La Trobe University aims to meet the needs of any student with disabilities, impairments or medical conditions, which may affect their studies. The Disability Liaison Officer is available to discuss special needs and to assist prospective students.

Tel. (03) 5444 7410

Employment – Part-time and Casual

Assistance with part-time and casual employment is provided by the Careers and Employment service. The Careers and Employment Officer works with local employers to generate casual and part-time employment for students and to assist students in obtaining these positions. Students seeking part-time or casual employment can register on Career Hub via the Careers website or make an appointment through Student Support Services reception. Tel: (03) 5444 7223.

English Language Courses

The Language Centre at La Trobe University International College, Bundoora campus, offers English Language Intensive Courses for Overseas Students (ELICOS) to students with offers for their principal course at the Bendigo campus. Courses are offered at intermediate, upper intermediate and advanced levels in the English for Further Study stream. English for Further Study is designed to provide students with the language and academic English skills required for successful participation in undergraduate and postgraduate courses offered by the University. Each level develops students' abilities in areas crucial to academic success. Subjects include reading comprehension, note-taking and summary writing, grammar, critical evaluation, academic writing skills and research essay writing and presentations skills.

Language Centre students have access to the computer lab and other language resources, which supplement the formal classes. Provided students meet all other prerequisites for particular courses, satisfactory completion of Advanced Level English for Further Study (Stage 5) will normally allow students entry into the University's academic programs.

Short Course and Study Tours

Short courses and study tour programs for groups of 15 or more students are arranged by La Trobe University International College to be delivered at the Bendigo campus to suit the group's interests and requirements. These courses can include English language training, professional training, educational excursions and activities, school familiarisation, visits, guest lecturers and recreational excursions and activities. Short courses and study tour group students enjoy the full range of services and facilities at the Bendigo campus. Additional services can also be provided.

Financial Assistance and Student Loans

Centre link Benefits

Youth Allowance, AUSTUDY and ABSTUDY forms and information about the schemes are available in the Student Services Centre. Centrelink representatives regularly attend the campus to provide information on government assistance schemes and help with the

speedy processing of applications. When on campus, they can be consulted in the Student Services Centre.

Student Loans

The University can provide financial support (loans) to needy students for course-related expenses during the period they are enrolled. The loans are normally up to \$2500 (with a maximum of \$4000 in special circumstances). There is no application fee and they are interest-free. A guarantor is usually required and the loans are subject to policy and an approval process. On the Bendigo Campus, students are encouraged to consult a counsellor about loans greater than \$50.00.

Further information can be obtained by calling (03) 5444 7500 or (03) 5444 7955 or by making an appointment to see a counsellor at Student Support Services on (03) 5444 7223.

Emergency loans up to \$50.00, repayable within a month, are available on application.

Office of the Director, Indigenous Education

The Indigenous Student Service Unit at Bendigo is:

Jimbeey Boondjil Unit
Engineering Building, Ground Level
Bendigo Campus
Tel: (03) 5444 7812
Fax: (03) 5444 7382
Email: k.walker@latrobe.edu.au

Support and guidance is available to students who are Australian Aboriginal and/or Torres Strait Islanders. Please refer to the Office of the Director, Indigenous Education entry in this handbook for details.

International Programs Office (Regional campuses)

The International Programs Office (Regional campuses) located in Bendigo is responsible for the admission of international students to La Trobe University's regional campuses; it manages that process from application to enrolment. This includes the provision of pre-departure information, airport reception and orientation programs aimed at helping students to adjust to their new environment. The office liaises closely with Faculties and Schools, Student Services, Residential Services and the Language Centre to ensure that international students have access to a complete range of services and support necessary for their academic success and to ease students' adjustment to living and studying in Bendigo, Australia.

The staff in the International Programs Office provide ongoing support and appropriate referral to students in a wide range of areas including visas, overseas student health cover, academic progress, financial issues (including tuition fees) and social events run by the Bendigo International Students Club (BISC). The office remains a place on campus where students are welcome to come for advice, information and support at all times throughout their study.

In addition, the International Programs Office promotes exchange opportunities for students, with more than eighty exchange partners around the world.

International Short Courses

International Short Courses provide professional training programs for groups from overseas at La Trobe University campuses. Programs vary from three weeks to three months.

Conducted by La Trobe professors and lecturers and local expertise, the training programs cover English Language, Education, English Teaching, Management, Finance and Economics, Law, Public Health, Environment, Agriculture, Media, Hospitality, Social Science, Information Technology and Science and Engineering.

Library

The Heyward Library provides access to a wide range of information resources in a variety of formats. The locally held collection comprises over 160,000 books and 661 print journal titles and a large collection of multimedia resources including CD-ROMs, DVDs, sound recordings, videocassettes and microfilm. The collections are tailored to meet student needs for courses taught at the Bendigo Campus. The resources are supplemented by access to a wide and

expanding range of electronic information that includes approximately 33,000 electronic databases and journals. Most of the electronic resources are now accessible from campus and home desktops, as well as from within the Library. These collections and the library holdings at the libraries at Melbourne (Bundoora) Campus and Albury-Wodonga Campus can be accessed through the Library's web-based catalogue at www.lib.latrobe.edu.au/. Required material held at other campus libraries can be obtained through the inter-campus loans and document delivery service. For approved borrowers, resources held by national and international libraries are available through the library's document delivery service.

Library staff provide advice and assistance in locating required print and electronic information and a range of training programs is available for clients to develop the information skills. Guides to the library collection and information resources in particular disciplines are also available. The Library has 59 computer workstations for accessing library information, electronic resources and services and the Internet, with self-service printing and photocopying facilities. Many of the workstations also provide access to the Microsoft suite of software and a wireless network operates within the Library. A range of study facilities and relaxed reading areas are provided in pleasant surroundings.

Medical Clinic

Dr Albert Chan operates a private medical practice on campus located in the Student Services Centre. The practice offers a full range of general services, including professional clinical support from the Campus Nurse. The Medical Clinic offers professional and confidential health consultations with Dr Chan, on-site pathology testing, sexual health screening, wound dressings, minor surgical procedures and referrals to specialist health services. The Medical Clinic offers Medicare Bulk Billing services to all students and Health Care Cardholders within the University community and is open Monday to Thursday from 9.00am to 5.00pm and Friday mornings. Appointments to see Dr Chan are essential and can be made at the Medical Clinic reception or telephone (03) 5444 7770. Please note however, the Medical Clinic reception is closed from 12:30 to 1:30pm daily.

The Medical Clinic is closed most public holidays and over the period between Christmas and New Year.

Ombudsman

The University Ombudsman visits on a regular basis. Contact the Office of the Director, Bendigo Campus to arrange an appointment. Tel. (03) 5444 7811.

Professional Education Program

The Professional Education Program works in collaboration with industry and other education providers to develop and deliver a range of professional development courses to suit the needs of business and industry and individuals interested in specific learning objectives. Courses will be offered in-house, at campuses and online to provide flexibility in access to learning. This will be achieved by linking academic expertise with consultancy opportunities, liaising with employers to identify possible partnerships concerning training and professional development in all aspects of the industry and liaising with professional associations regarding possible partnerships for program delivery to ensure high quality outcomes.

Public Transport

The Bendigo bus system provides an integrated network of public transport within Bendigo and surrounding suburbs. For further information about the Kangaroo Flat, West Bendigo, North Bendigo, Eaglehawk, Kangaroo Flat West and Maiden Gully routes, call (03) 5447 2222. For the Eaglehawk (via Eaglehawk Road), Epsom/Huntly, East Bendigo, Spring Gully, South Bendigo, Quarry Hill and Strathdale routes, call (03) 5443 9333. The website for bus routes is www.christiansbus.com.au.

V/Line services operating from Bendigo are the InterCity trains to Melbourne, the Northerner InterCity express train to Kerang and Swan Hill, the Sunlink coach service to Swan Hill and Mildura and

the Midland Link coach-train service to Shepparton and Albury-Wodonga. Other V/Line coach services from Bendigo service Echuca-Moama, Cohuna-Barham, Charlton-Sea Lake, Ballarat and Geelong and St Arnaud-Donald. For further information, contact V/Line Bendigo on (03) 5440 2765, or visit www.vlinepassenger.com.au.

Research and Higher Degrees

Staff from the University's Research and Higher Degrees Office attend the Bendigo Campus on a regular basis. Students and staff may make an appointment through the Student Administration Reception.

Residential Services Office

The Residential Services Office (Bendigo) is situated in the Student Services Centre. It is responsible for the administration and operation of all on-campus housing and the residential life aspect of students in the residences. Its mission is to make a difference – lifestyles, living and learning. There are a number of various styles of self-catered operations, including apartments. The campus is reputed to have some of the best styles and quality of accommodation and meals. (See also Accommodation)

Resource Centre

The Resource Centre, located in Student Support Services, includes printed, computer-based and audiovisual information on careers, employers of graduates, postgraduate courses and awards, study skills, preparing for job applications and interview techniques, physical and mental health, legal aid, tenancy rights, HECS – HELP and FEE – HELP, scholarships and awards and Centrelink payments. Web access is available to access handbooks of those tertiary institutions that are not available in hard copy.

Scholarships

Information and advice is available about a variety of undergraduate scholarships available in all faculties and at all campuses.

Applications for many undergraduate scholarships usually close around the end of September. Check the website at www.latrobe.edu.au/scholarships in early August for information for the following year. Contact the University Scholarships Unit for up-to-date information. Email: scholarships@latrobe.edu.au.

Security Escort Service

A security escort service normally operates during the academic year, Monday to Friday from 5.00 pm to 10.00 pm. The security officer is available during these times to escort staff and students to car parks, campus residences and other related venues on campus.

There is security on campus 24 hours a day, 365 days a year. Security also patrols the residences throughout the year.

Sporting and Recreational Facilities

Evolution Sports and Fitness Centre is the home of sporting facilities at the Bendigo Campus. Managed by the Bendigo Student Association, Evolution features up-to-date gym and aerobics facilities, a comprehensive group fitness program, including yoga and Pilates and a well-maintained stadium. With fully qualified staff and personalised programs tailored to individual needs, Evolution offers a range of memberships and fitness services to students, staff and the general community throughout the year. The stadium is fully equipped for a variety of sports including volleyball, basketball, badminton and netball.

Evolution Sports and Fitness Centre is located on the Edwards Road Campus beside the sports field on (03) 5444 7446. Other sporting facilities on the campus cater for tennis, cricket, netball and squash. An Olympic-sized swimming pool is also situated close by.

For more information about sport and recreation facilities available at the Bendigo Campus, visit Evolution Sports and Fitness Centre or visit www.bsabendigo.com.au.

Student Services Centre

The Student Services Centre is located in the west wing of the Engineering Building near the sports field on the northern side of the campus. Situated in the centre you will find Student Support Services reception, the Counselling Service, the Careers and Employment Service, the Medical Clinic reception, the Campus Nurse, the General Practice, the Chaplaincy, the Equity and Access Office, Residential Services, the Academic Skills Unit, the Aboriginal Tertiary Support Unit, the University Scholarships Unit and the Muslim prayer room. The International Office is located in the east wing of the same building.

Academic Organisational Structure

The academic structure of the campus is as follows:

Faculty of Education

- Education
- Outdoor Education and Environment

Faculty of Health Sciences

Division of Allied Health

- Oral Health
- Physiotherapy
- Social Work/Human Services

Division of Health Studies

- Public Health

Division of Nursing and Midwifery

Faculty of Humanities and Social Sciences

- Arts
- Visual Arts

Faculty of Law and Management

- Business
- Graduate School of Management
- Law
- Sport, Tourism and Hospitality Management

Faculty of Science, Technology and Engineering

- Civil Engineering and Physical Sciences
- Computer Science and Computer Engineering
- Mathematics and Statistics
- Pharmacy and Applied Science
- Psychological Sciences

Availability of Units and Courses

All of the units and courses listed in this *Handbook* are offered subject to the availability of staff. While every effort is made to provide full and accurate information, no absolute guarantee of the structure or manner of teaching or of availability is implied in the listing of a unit or course for this or any subsequent year.

The university reserves the right not to offer any unit for which the number of enrolments or the resources available are insufficient and it reserves the right to restrict the number of enrolments in any unit.

Students should ensure they are aware of the physical components and location requirements of some courses. If you have a disability, medical condition or any concerns that may affect your potential participation, please contact the appropriate school to discuss possible course modifications.

Unit Descriptions

A list of units taught at the Bendigo Campus appears at the end of each Faculty section. The units are in alphabetical order by unit code, indicating unit name, credit points, teaching period, campus/location, unit coordinator, class requirements, assessment, prerequisites and reading.

Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the Unit Database for more up-to-date information www.latrobe.edu.au/udb_public.

For an explanation of teaching periods and campus codes see the General Information at the beginning of this *Handbook*.

Confirmation of Enrolment

Enrolments must be confirmed by prescribed dates in each academic period. The procedure involves students confirming enrolment (as advised via Student-online) indicating their individual unit enrolment details and checking these details to ensure that they are correct and notifying of any required amendments.

The purpose of the procedure is to establish a firm base for students' permanent academic records and to provide an accurate basis for the planning of mid-year and end-of-year examinations. Failure to comply with these procedures could result in an incorrect entry on student records and, in cases where a student has not been attending classes initially enrolled in, the recording of a failure in that unit.

Academic Progress

Every undergraduate course offered by the University must be completed within a specified period. Typically, three year courses must be completed in five years of full-time study or nine years of part-time study.

Each year, after completion of the annual examinations, faculty boards review the progress of their students. Those whose academic progress is unsatisfactory may be required to 'show cause' why their enrolment should be permitted and they may have their re-enrolment options limited.

Honours Degrees and Postgraduate Studies

Honours degrees and postgraduate courses are also available and are designed to provide students with greater depth in a specialised subject area and skills in research by way of preparation for higher degree studies.

Introduction to course outlines

Courses offered on the Bendigo campus are described under the following headings:

- Faculty of Education, including outdoor education and environment
- Faculty of Health Sciences, including dentistry, nursing, oral health, physiotherapy, public health and social work
- Faculty of Humanities and social sciences, including arts, planning and visual arts
- Faculty of Law and Management, including business, commerce, sport, tourism and hospitality management; double degrees in law; and Graduate School of Management programs
- Faculty of Science, Technology and Engineering, including science, civil engineering, information technology, pharmacy and psychology

Courses are described alphabetically at each level under their applicable faculties. Some descriptions refer to regulations and assessment details that are specific to that course. These references supplement those in the student entry and progress regulations and those in the individual course regulations. Any questions concerning the interpretation of regulations by faculties should be referred to the relevant course administrator.

All undergraduate courses are developed and maintained through a rigorous approval, accreditation and review process. This involves both internal and external scrutiny and consultation with appropriate professional registration authorities to ensure the continuing quality and relevance of the programs and awards.

Bachelor degree courses provide a systematic and coherent introduction to a body of knowledge, underlying principles and concepts and associated problem-solving techniques. Students are expected to develop the academic skills and attitudes needed to comprehend and evaluate new information, concepts and evidence from a range of sources. Such courses usually include the provision of major studies in which course content is taken to a significant depth and knowledge is developed to a high level, which provides a basis for postgraduate studies. Minor studies and elective units may also be taken in addition to the major studies to provide a broadening of knowledge. The undergraduate courses available are:

Advanced Diploma in Nursing – RDN 1 semester full-time, part-time not available
Bachelor of Agricultural Science – SBASB 4 years full-time, part-time by arrangement

Research

La Trobe University is one of Australia's leading research universities, as demonstrated by the national and international recognition afforded many of its staff, its ability to attract major competitive research grants, its publication rate and the wide range of strong postgraduate research programs offered.

As part of its research development program, La Trobe University Bendigo has three established research centres to focus and foster research in areas of excellence. The centres are generally multidisciplinary, involving academics from a wide range of backgrounds. They work closely with industry and community groups in the region and have established a number of regional collaborative research projects.

Centre for Sustainable Regional Communities

The Centre for Sustainable Regional Communities (CSRC) in the Faculty of Law and Management was established to support the University's regional strategy by developing partnerships with regional communities, companies, organisations, agencies and individuals that serve to deliver mutual benefits to both the University and its regional partners; and by fostering, enabling and undertaking collaborative cross-disciplinary research that contributes to

sustainable regional socioeconomic growth and development.

In these ways, the CSRC aims to improve understanding of what contributes to and ensures, sustainable regional communities and to be an internationally recognised leader in the scholarly discovery, preservation, transmission and application of knowledge of benefit to regional communities and their environments.

Students and staff who are interested in becoming involved in current and proposed projects, or who wish to develop partnerships to support an area of research interest, should contact the Director, Professor John Martin on (03) 5444 7804; email: csrc@latrobe.edu.au or website www.latrobe.edu.au/csrc.

Biotechnology Research Centre

The Biotechnology Research Centre in the Faculty of Science, Technology and Engineering focuses on two main areas of research: fermentation technology and wastewater treatment.

Fermentation technology research includes investigation of the factors influencing exopolysaccharide production in fungi; fungal growth kinetics; the role of fermenter configuration on microbial metabolite production; and the physiology of overproduction of metabolites.

Wastewater treatment research involves both chemical and microbiological studies aimed at improving understanding of the operation of activated sludge systems, particularly those that remove nitrogen and phosphorus. Laboratory studies using sequencing batch reactors are carried out to identify the role of bacterial biopolymers in wastewater organisms. Analysis of the storage of these materials under operational conditions is used in process modelling and design. Grants from industry and government bodies have supported this work.

Staff from the centre have presented specialist courses for the wastewater industry in Australia and Europe and work collaboratively with other Australian and overseas research groups.

Additional Research Areas

In addition to research carried out in connection with research centres, many staff are involved in either individual or group research in departments and schools. Examples of current projects are listed over:

Biological sciences

- biosynthesis of natural products
- fermentation technology
- fungal genetics
- fungal physiology
- microbiology of activated sludge and fermentation
- muscle physiology
- neural circuits in the visual system
- plant–animal interactions
- soil–root interactions
- systematics and adaptation of frogs
- tumour biology and metastasis
- wastewater treatment
- blood platelet inhibitory substances in snake venoms

Business

- accounting and finance: the market for audit services; issues in taxation; international financial reporting standards; corporate social responsibility
- administrative law
- agricultural marketing channel dynamics
- consumer perceptions of genetically modified foods
- developments in online teaching and learning in Chinese studies
- events research, contemporary Australian monetary policy, financial deregulation and bank behaviour
- electronic commerce in the Asia-Pacific region
- factors influencing the formation of research and development consortia
- history of economic thought
- international business links between Asia and Australia
- Internet developments in China
- management: human resource management and industrial relations, strategic management, international management, health care management
- marketing and management of services

- marketing of tourism destinations
- organisational behaviour
- public policy

Chemistry

- chemotaxonomic analysis
- chromatography
- colloid and surface science
- critical properties of pure substances
- environmental chemistry
- environmental monitoring of rivers
- organic analysis
- organic synthesis
- soil science
- thermodynamic properties of binary mixtures
- wastewater treatment

Education

- refer to the Faculty of Education section

Engineering

- concrete structures
- cartography
- electronic instrumentation
- environmental engineering
- environmental geomorphology
- environmental impact assessment
- extractive metallurgy of gold
- finite elements
- geomechanics
- hydrology and water resources
- numerical methods in structural engineering
- transition metal metallurgy
- properties and processing of materials

Geology

- economic geology
- geoconservation assessment
- geomorphology and environmental management
- igneous petrology
- mountain and coastal geomorphology of Victoria
- geoconservation assessment of proposed development sites (coal mine extension, wind farms)

Health and human sciences

- high-risk adolescents, in particular juvenile offenders
- drug and alcohol education/prevention for young people
- impact of critical care nursing on patient outcomes
- clinical learning
- evidence-based health promotion practice
- mental health promotion
- women's health
- health promotion workforce development
- health promotion in general practice
- health issues for older people in rural areas
- environmental management systems
- Listeria awareness
- food- and water-borne infectious diseases
- telephone consultation
- cardiac rehabilitation
- men's health
- needs analysis of rural communities
- nurses, caring and the elderly
- psychiatric disability
- rural health services, rural nursing and nurses' education
- history of nursing
- program evaluation methodology

Information technology

- application of artificial intelligence techniques to problem-solving
- ERP systems
- improving the retention rates of first year female computing students
- improving the teaching and learning of information systems
- improving teaching and learning of threshold concepts in IT
- understanding the successful development of information systems
- improving the ability of IT consultants to construct effective

- conversations with clients
- jobs skills in the IT discipline
- music information retrieval

Law

- access to justice
- legal aid
- legal profession
- community legal centres
- law of torts
- water law and policy
- universities and the law

Mathematics

- approximation theory, numerical analysis
- graph theory, foundations of geometry and space-time
- mathematical models in health care
- modelling internal migration in a regional context

Psychology

- assessment issues in the clinical diagnosis of children
- humour (theories of humour, humour and personality, humour and mental health)
- psychology of tourism
- response bias and environmental attitudes
- theories of human cognition
- emotional responses and trauma after accidents and physical injury
- chronic pain experience from inception to adjustment
- alcohol psychopharmacology, migraine prevention
- the psychology of community life
- health promotion

Physics

- acoustics
- agricultural instrumentation
- materials characterisation using electronic microscopy techniques

Sport, tourism and hospitality management

- nature-based tourism
- community tourism
- environmental learning
- tourism marketing
- festivals and events
- regional tourism development

Links with Business and Industry

A number of research activities are carried out in collaboration with business and industry in areas such as geology, home brewing, fine arts, market research, rural ageing, cardiac rehabilitation, disability support, stabilised mine fills and wastewater treatment and management. For information about research areas not listed here, contact the relevant faculty office.

Course Outlines

Courses offered at the Bendigo Campus are described under the following faculty headings:

- Faculty of Education
- Faculty of Health Sciences
- Faculty of Humanities and Social Sciences
- Faculty of Law and Management
- Faculty of Science, Technology and Engineering

Within the faculties, courses are listed alphabetically at each level*. Some descriptions refer to regulations and assessment details that are specific to that course. These references are supplementary to those detailed in the student academic progress regulations and individual course regulations. Any questions concerning the interpretation of regulations by faculties should be referred to the relevant course administrator.

* Note that the courses offered in the Faculty of Health Sciences are listed alphabetically, under their respective Divisions.

FACULTY OF EDUCATION

General Information about the Faculty of Education

The Faculty of Education caters for a wide range of interests in areas related to education and the environment including undergraduate and graduate teaching programs: TESOL and applied linguistics; outdoor education and environment; nature tourism and natural resources education; and specialist graduate programs for professionals at graduate certificate, graduate diploma and Masters degree levels. The Faculty also provides the opportunity for research at both Masters and Doctoral level. The Faculty provides professional development activities and programs for teachers on a range of educational issues across all curriculum areas. Students from other Faculties of the University may apply to enrol in some individual education units. The Faculty consists of three schools: the School of Education, the School of Outdoor Education and Environment and the School of Educational Studies. Programs are offered at Melbourne (Bundoora) and at the regional campuses of Bendigo, Albury-Wodonga, Mildura and Shepparton. Some programs are also offered offshore.

School of Education

Locations: Bendigo
Enquiries: (03) 5444 7907
Email: bendigoeducation@latrobe.edu.au

Mildura campuses
Enquiries: (03) 5051 4009

The School of Education offers programs at the Bendigo and Mildura campuses and is committed to providing a rich learning environment for students and staff through innovative programs and services in areas related to education. The School's focus is on pre-service, in-service and postgraduate courses for teachers and other professionals with an interest in education. The school is committed to research and other scholarly activities that advance the teaching profession. Programs offered are informed by current research and are designed to meet the needs of the university's regional and international communities. Students have an opportunity to explore widely with leaders in their particular field of interest.

Specialist areas of study include:

- curriculum and policy
- gifted education
- health education
- information and communication technology
- language and literacy
- middle years
- multimedia education
- physical education
- pre-service teacher education
- rural education
- science and mathematics education
- special education
- student welfare and guidance
- technology education
- vocational education and training.

School of Outdoor Education and Environment

Location: Bendigo Campus
Enquiries: (03) 5444 7285
Email: outdoor.bendigo@latrobe.edu.au

The School offers undergraduate programs in Outdoor Education and Environment including Nature Tourism and Natural Resources Education as well as graduate programs in research (Masters and PhD) and postgraduate coursework at Graduate Diploma and Masters levels. The School's focus is on developing knowledge about nature, building relationships with the land and understanding place, culture, language and experience. Students have an opportunity to explore widely with leaders in their particular field of interest.

Studies in outdoor education and the environment include:

- environmental studies: bush, rock, local, river, winter alpine
- leadership

- natural resources education
- naturalist studies
- nature tourism
- outdoor education
- outdoor and physical education
- outdoor recreation education

School of Educational Studies

Locations:

Melbourne (Bundoora) Campus
Education Buildings 1 and 2

Tel: (03) 9479 2546

Albury-Wodonga Campus

Tel: (02) 6024 9865

Shepparton Campus

Tel: (03) 5833 2589

Email: education@latrobe.edu.au

The School of Educational Studies offers Education (including TESOL and Applied Linguistics) programs in Melbourne (Bundoora), Albury-Wodonga and Shepparton. Some programs are also offered offshore. The School supports the development of educational communities both within and outside Australia; encourages the development and application of new knowledge and ideas through research, teaching and community engagement; promotes open discourse and intellectual integrity in all interactions between staff, students and the wider community; and values interdisciplinary perspectives on education and the reflective development of knowledge and practice.

Specialist studies include:

- pre-service teacher education
- adult education
- applied linguistics (including TESOL and LOTE teaching)
- cross-cultural communication
- multicultural education
- counselling
- student welfare and guidance
- curriculum and policy
- educational administration and leadership
- information and communication technology
- multimedia education
- language and literacy
- science and mathematics education
- technology education
- industry training and
- vocational education and training.

General course enquiries

Enquiries about prerequisites, admission requirements and requests for applications for coursework degrees, by both current and prospective students, should be directed to the relevant campus and school office. Local students apply through VTAC for undergraduate courses.

International students

Admission of international students is coordinated by the university's International Programs Office. For information on application procedures, accommodation, visa requirements, fees, etc. contact the office on +61 3 9479 1199 or write to International Programs Office, La Trobe University, Victoria, 3086, Australia. Website: www.latrobe.edu.au/international.

Course regulations

All courses offered by the Faculty of Education are governed by a university regulation that specifies the entrance and other requirements of the course. These are supplemented by information contained in this *Handbook* and by other faculty and school policies. Each course has its own rules of progression and most schools produce specific procedures that operate under the authority of the university regulations and faculty guidelines.

Professional placements

Some courses require students to undertake unpaid professional teaching practice placements. Placements may be located in either metropolitan or rural areas. In most courses that require students to undertake placements, the placement involves being assigned to a

school, or other approved educational setting, on a full-time basis over a period of days or weeks. In some cases students undertake placement interstate or overseas.

The university maintains insurance policies to protect students undertaking outside practical placement (practicum) as a compulsory course requirement, or fieldwork or other work undertaken off campus as part of a course or approved research work. Further information is available from the La Trobe University Insurance Office website: www.latrobe.edu.au/insurance/ or Faculty or School Office.

Working with children check

The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Upon first enrolling in teacher education courses, students will be required to complete a 'Working With Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working With Children' card prior to undertaking teaching placements. Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Fees

Both 'Commonwealth supported' and 'fee-paying' places are available. Australian citizens and holders of Permanent Humanitarian visas offered either a Commonwealth supported place or a fee-paying place are eligible to defer the tuition fees by using the HECS-HELP or Fee-HELP Commonwealth Government loan schemes. Further information on HECS-HELP and Fee-HELP can be found at www.goingtouni.gov.au.

Further information on Faculty of Education courses and fees is available on the website: www.latrobe.edu.au/education/courses and www.latrobe.edu.au/education/courses/fees.

Flexible teaching arrangements

In order to accommodate student needs, some units are taught in a mode different from the normal regular weekly classes. For example, modes may include block mode (i.e. intensive weekend or week-long classes), classes taught outside of normal semester dates, classes taught via web-based teaching or a combination of online learning and face-to-face classes.

Units offered by the Faculty of Education

A full list of undergraduate units offered by the Faculty of Education appears at the end of this chapter, in alphabetical order. Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the Unit Database for up-to-date information: www.latrobe.edu.au/udb_public.

Unit Timetable

Unit timetables are available on the La Trobe website: www.latrobe.edu.au/students/timetables.html or from the Education enquiries office on the campus of enrolment.

Single degrees

Bachelor of Education – Bendigo (RBED)

Bachelor of Education – Mildura (RBEDM)¹

Note: ¹ First year and fourth year only are offered at Mildura. Students in first year at Mildura must transfer to Bendigo for second and third years and have the option of completing fourth year at Mildura or Bendigo.

Note: This course is currently being reaccredited and may vary slightly in 2008.

The course is a four-year full-time program. It consists of 480 credit points of study. Units are categorised as Teaching Studies, Curriculum Studies, Discipline Studies and Electives. Practicum and Field Experience units provide essential school-based experiences that contextualise the theoretical components of Teaching and Curriculum Studies. All students, by the end of the course, must have demonstrated the ability or the potential to meet the professional expectations of a beginning teacher. The course is structured so that students may satisfy other specialist teaching requirements, which may then be noted on their formal academic transcript. Possible pathways are:

- Languages Other Than English (LOTE)
- Middle Years P–9
- Catholic Education
- Honours.

Professional recognition

The course is recognised by the Victorian Institute of Teaching (VIT). Graduates from the course are eligible for employment in government, Catholic and independent schools in Victoria, other Australian states or overseas. Graduates may also pursue a range of careers in the human services and training sectors.

Admission requirements

Applicants must satisfy the University's normal entrance requirements, including a study score of at least 25 in Units 3 and 4 of English. Applicants who have a study score of at least 20 in a LOTE will be deemed to have an ENTER up to 3.0 percentage points higher.

A special entry provision exists for Aboriginal applicants. Applicants should, in the first instance, consult the Coordinator of the Aboriginal Tertiary Support Unit.

The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Prior to commencing the course, students will be required to complete a 'Working With Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working With Children' card prior to undertaking teaching placements. Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Course structure

(Note: This course is currently being reaccredited and the course structure listed below is subject to change).

Teaching Studies (7 units)

All students will study seven units in preparation for teaching.

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Introduction to Teaching	EDU1ITT	15
1	TE-SEM-2	Theories of Learning	EDU1TL	15
1	TE-SEM-2	Inclusive Education	EDU1IE	15
2	TE-ALLYR	Practicum B	EDU2PRB	15
2	TE-ALLYR	Practicum C	EDU3PRC	15
4	TE-SEM-1	Field Experience A	EDU4FEA	15
4	TE-SEM-2	Field Experience B	EDU4FEB	15

These units provide the professional orientation and the practical perspectives that complement the curriculum studies.

Curriculum Studies (11 units)

All students will study 11 units in curriculum and methods of teaching in the Key Learning Areas of the primary school.

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Mathematics Teaching	EDU1MT	15
1	TE-SEM-2	Learning Language	EDU1LL	15
1	TE-SEM-1	Science Teaching	EDU2ST	15
2	TE-SEM-2	Art and Music Education	EDU2AME	15
2	TE-SEM-2	Studies of Soc and Environment	EDU2SOS	15
3	TE-SEM-1	Health and Physical Education	EDU3HPE	15
3	TE-SEM-1	Literacy Teaching	EDU3LT	15

3	TE-SEM-2	Mathematics Learning	EDU3ML	15
3	TE-SEM-2	Science Learning	EDU3SL	15
4	TE-SEM-1	Literacy for All	EDU4LFA	15
4	TE-SEM-2	Numeracy for All	EDU4NFA	15

These units address the dimensions described as the content knowledge and skills for teaching. They include issues such as appropriate content, methods of teaching and strategies for supporting and assessing pupils' learning.

Discipline Studies (minimum 8 units)

All students are required to study a three-unit sequence in a discipline area. Students will be encouraged to choose at least four units in an area that can satisfy the requirements for a minor. The purpose of the discipline studies is to broaden teachers' background knowledge.

Education Discipline Studies

There is also a four-unit sequence in the discipline of education:

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Learning Technologies	EDU1LT	15
2	TE-SEM-1	The Contemporary Child	EDU2TCC	15
2	TE-SEM-2	Indigenous Studies	EDU2IS	15
3	TE-SEM-1	Education in a Network Society	EDU3ENS	15

These units address the theoretical perspective of education. The thinking and learning undertaken within the units can be generalised to non-school educational contexts.

Electives (6 units)

Students can choose up to six other electives from discipline studies or, in their third and fourth years, advanced teaching and curriculum studies. Students may use their six elective units to satisfy a major in these disciplines, or begin a second minor or major. These electives allow students to pursue their own areas of interest.

Pathways

The course will be structured so that students may satisfy other specialist teaching requirements in particular fields. These will be noted on their formal academic transcript.

Languages Other Than English (LOTE)

Specialist languages include Bahasa Indonesia and Auslan.

LOTE pathway – beginners

Indonesian

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Indonesian A	INM1IA	15
1	TE-SEM-2	Indonesian B	INM1IB	15
2	TE-SEM-1	Indonesian C	INM2IC	15
2	TE-SEM-2	Indonesian D	INM2ID	15
3	TE-SEM-1	Indonesian E	INM3IE	15
3	TE-SEM-2	Indonesian F	INM3IF	15
4	TE-SEM-1	Indonesian G	INM4IG	15
4	TE-SEM-2	Indonesian H	INM4IH	15
4	TE-SEM-1	LOTE Teaching Methodology	EDU4LOM	20
4	TE-SEM-2	LOTE Practicum	EDU4LP	20

LOTE pathway – VCE background

Indonesian

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Indonesian C	INM2IC	15
1	TE-SEM-2	Indonesian D	INM2ID	15
2	TE-SEM-1	Indonesian E	INM3IE	15
2	TE-SEM-2	Indonesian F	INM3IF	15
3	TE-SEM-1	Indonesian G	INM4IG	15
3	TE-SEM-2	Indonesian H	INM4IH	15
4	TE-SEM-1	Indonesian I: Reading Course ¹	INM4RCI	15
4	TE-SEM-2	Indonesian J: Reading Course ¹	INM4RCJ	15
4	TE-SEM-1	LOTE Teaching Methodology	EDU4LM	20
4	TE-SEM-2	LOTE Practicum	EDU4LP	20

Key: ¹ Optional unit

LOTE pathway – beginners¹**AUSLAN**

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	AUSLAN 1A	HCS1ANA	15
1	TE-SEM-2	AUSLAN 1B	HCS1ANB	15
2	TE-SEM-1	AUSLAN 2A	HCS2ANA	20
2	TE-SEM-2	AUSLAN 2B	HCS2ANB	20
3	TE-SEM-1	AUSLAN 3A	HCS3ANA	20
3	TE-SEM-2	AUSLAN 3B	HCS3ANB	20
4	TE-SEM-1	Language Cultural Studies A	HCS4LCA	20
4	TE-SEM-2	Language Cultural Studies B	HCS4LCB	20
4	TE-SEM-1	LOTE Teaching Methodology	EDU4LM	20
4	TE-SEM-2	LOTE Practicum	EDU4LP	20

Key: ¹ Credit may be given for successful AUSLAN studies at the VCE level.

Middle Years P-9 Pathway

This pathway trains teachers to teach from prep to middle school secondary, provided Victorian Institute of Teaching requirements are satisfied.

Students must complete two minors. It is recommended that at least one be in Mathematics, English, Science, or Information Technology. This pathway includes two relevant Teaching Methods at year-4

Year 4

Year	Teaching period	Unit name	Unit code	Credit points
4	TE-SEM-1	Field Experience A (Sec. Practicum)	EDU4FEA	15
4	TE-SEM-2	Field Experience B (Sec. Practicum)	EDU4FEB	15

Teaching Method units (for Middle Years Pathway)

Please consult with the Course Administrator for up-to-date unit information.

Year	Teaching period	Unit name	Unit code	Credit points
4	TE-SEM-1 and TE-SEM-2	Biology Teaching Method	EDU4BIA/ EDU4BIB	10 10
4	TE-SEM-1 and TE-SEM-2	Business Studies Teaching Method	EDU4BSA/ EDU4BSB	10 10
4	TE-SEM-1 and TE-SEM-2	Chemistry Teaching Method	EDU4CHA/ EDU4CHB	10 10
4	TE-SEM-1 and TE-SEM-2	English Teaching Method	EDU4EGA/ EDU4EGB	10 10
4	TE-SEM-1 and TE-SEM-2	Environmental Science Teaching Method	EDU4EVA/ EDU4EVB	10 10
4	TE-SEM-1 and TE-SEM-2	Geography Method	EDU4GEA/ EDU4GEB	10 10
4	TE-SEM-1 and TE-SEM-2	Health Education Teaching Method	EDU4HLA/ EDU4HLB	10 10
4	TE-SEM-1 and TE-SEM-2	History Method	EDU4HIA/ EDU4HIB	10 10
4	TE-SEM-1 and TE-SEM-2	Information Technology Teaching Method	EDU4ITA/ EDU4ITB	10 10
4	TE-SEM-1 and TE-SEM-2	LOTE Teaching Method * LOTE Practicum	EDU4LM/ EDU4LP	20 20
4	TE-SEM-1 and TE-SEM-2	Mathematics Teaching Method	EDU4MAA/ EDU4MAB	10 10
4	TE-SEM-1 and TE-SEM-2	Methods of Teaching (Secondary and Technology)	EDU4MTT	20
4	TE-SEM-1 and TE-SEM-2	Media Studies Teaching Method	EDU4MSA EDU4MSB	10 10
4	TE-SEM-1 and TE-SEM-2	Physical Education Teaching Method	EDU4PEA EDU4PEB	10 10
4	TE-SEM-1 and TE-SEM-2	Physics Teaching Method	EDU4PHA/ EDU4PHB	10 10
4	TE-SEM-1 and TE-SEM-2	Psychology Teaching Method	EDU4SYA/ EDU4SYB	10 10
4	TE-SEM-1 and TE-SEM-2	Science Teaching Method	EDU4SCA/ EDU4SCB	10 10
4	TE-SEM-1 and TE-SEM-2	Social Education Method	EDU4SOA/ EDU4SOB	10 10
4	TE-SEM-1	VET Teaching Method 1	EDU4VM1	20
4	TE-SEM-1 and TE-SEM-2	Visual Arts Method 1	EDU4V1A/ EDU4V1B	10 10
4	TE-SEM-1 and TE-SEM-2	Visual Arts Method 2	EDU4V2A/ EDU4V2B	10 10

4	TE-SEM-1 and TE-SEM-2	Outdoor Education Teaching Method	EDU4OEA/ EDU4OEB	10 10
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Key: * LOTE Teaching Method includes vacation classes.

Catholic Education Pathway

This pathway qualifies teachers for accreditation in Religious Studies and Catholic teaching. It includes four elective units that must be completed:

Year	Teaching period	Unit name	Unit code	Credit points
3	TE-SEM-1	Teaching Scripture in Catholic Schools	EDU3TSC	15
3	TE-SEM-2	Learning for Catholic religious education	EDU3LRE	15
4	TE-SEM-1	Catholic religious education Principles and Method	EDU4REP	15
4	TE-SEM-2	Spirituality and Values in Catholic Education	EDU4SVE	15

Honours Pathway

This is a research based pathway for students interested in developing a deeper understanding of a specific topic. It includes a compulsory curriculum unit at year 4. Entry is by invitation only.

Year	Teaching period	Unit name	Unit code	Credit points
4	TE-ALLYR	Education Thesis	EDU4THE	60

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Educational Studies – Bendigo (RBES)

The course is designed for people professionally concerned with education. It is structured to meet a variety of needs of teachers or other professionals who wish to pursue education studies in their field of interest. The course is a pathway to further studies in education but unless it is preceded by a three year recognised primary teaching course, it is not accredited for registration as a teacher in Victoria, Australia. The Bachelor of Educational Studies provides sound foundation studies in education for those wishing to progress to the Graduate Diploma in Education (Primary) which is recognised by the Victorian Institute of Teaching as a one year postgraduate teacher training course for graduates.

Admission requirements

A Bachelor's Degree or a recognised two year tertiary diploma or equivalent.

Course structure

The course consists of 120 credit points of study which may be taken as 15 or 20 credit point units over one-year full-time or part-time equivalent. With the approval of the course convenor, units of study may be selected from those available in the Bachelor of Education, the Graduate Diploma in Educational Studies or other undergraduate or postgraduate programs relevant to the course of study.

Suggested units of study include:

At Bendigo Campus

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Learning Technologies	EDU1LT	15
2	TE-SEM-1	The Contemporary Child	EDU2TCC	15
2	TE-SEM-2	Indigenous Studies	EDU2IS	15
3	TE-SEM-1	Education in a Network Society	EDU3ENS	15
2	TE-SEM-1	Science Teaching	EDU2ST	15
2	TE-SEM-2	Art and Music Education	EDU2AME	15
2	TE-SEM-2	Studies of Soc and Environment	EDU2SOS	15
3	TE-SEM-1	Health and Physical Education	EDU3HPE	15
3	TE-SEM-1	Literacy Teaching	EDU3LT	15
3	TE-SEM-2	Mathematics Learning	EDU3ML	15
3	TE-SEM-2	Science Learning	EDU3SL	15

4	TE-SEM-1	Literacy for All	EDU4LFA	15
4	TE-SEM-2	Numeracy for All	EDU4NFA	15

Note: Students may select alternative units from those available at the Albury-Wodonga or Melbourne (Bundoora) campuses with the approval of the course advisor.

Bachelor of Physical and Health Education – Bendigo (EBPHEB)

The course provides a qualification to teach in both primary and secondary schools. It combines studies in primary education with specialist studies in physical education, health, welfare and social work. The course is taken over four years full-time and consists of 31 units of study. These units are categorised as Teaching Studies, Curriculum Studies and Discipline Studies. Practicum and Field Experience units provide essential school-based and practical experiences that contextualise the theoretical components of the course. By the end of the course all students must have demonstrated the ability or the potential to meet the professional expectations of a beginning teacher.

Professional recognition

The course provides graduates with accreditation to register with the Victorian Institute of Teaching (VIT) as specialist physical education and health teachers in the years Prep to year-12 and as generalist teachers in primary schools. Students completing this degree will also undertake four units in social work. This allows them to complete a sub-major in welfare studies and equips them to take on welfare positions in schools. Students completing this degree are eligible for employment in government, Catholic and independent schools in Victoria, other Australian states or overseas.

Admissions requirements

Applicants must satisfy normal university entry requirements: completion of VCE or mature age entry. Students require a study score of at least 25 in Units 3 and 4 of English and a study score of 25 or higher in one of Physical Education or Health and Human Development. Special entry provision for NONYR12 is available. The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Prior to commencing the course, students will be required to complete a 'Working With Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working With Children' card prior to undertaking teaching placements. Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Course structure

The course is a four year full-time program. It consists of 480 credit points of study.

Teaching Studies (5 units)

Students will study five units in preparation for teaching:

Unit name	Unit code	Credit points
Introduction to Teaching	EDU1ITT	15
Theories of Learning	EDU1TL	15
Practicum B	EDU2PRB	15
Practicum C	EDU3PRC	15
Middle Yrs: Num, Lit and Welfare	EDU4NLW	20

Curriculum Studies (7 units)

Students will study seven units in curriculum and methods of teaching in the Key Learning Areas of the primary school:

Unit name	Unit code	Credit points
Mathematics Teaching	EDU1MT	15
Learning Language	EDU1LL	15
Science Teaching	EDU2ST	15
Art and Music Education	EDU2AME	15
Studies of Soc and Environment	EDU2SOS	15

Physical Education: P to 12	EDU2PEM	15
Health Education: P to 12	EDU2HEM	15

Education Discipline Studies (Sub-major)

Students will study a four-unit sequence in the discipline of education:

Unit name	Unit code	Credit points
Learning Technologies	EDU1LT	15
The Contemporary Child	EDU2TCC	15
Indigenous Studies	EDU2IS	15
Education in a Network Society	EDU3ENS	15

Physical Education (Major)

Students will study 12 units in curriculum and methods of teaching in the area of physical education:

Unit name	Unit code	Credit points
Introduction to Outdoor Education	OED1IOE	15
Human Body Systems	EDU1HBS	15
The Contemporary Child	EDU2TCC	15
Exercise and Performance	EDU2EXP	15
Active Lifestyles	EDU4AL	15
Movement Perspectives	EDU2MP	15
Skill Learning	EDU3SKL	15
Social Psychology of Sport	EDU3SPS	15
Sport and Skill Analysis	EDU3SSA	15
Inclusive Sport Education	EDU4INS	15
Sport Injury Management	EDU4SIM	15
Public Health Nutrition	HLT3PHN	15

Health Education (Sub-major)

Students will study four units in curriculum and methods of teaching in the area of health education:

Unit name	Unit code	Credit points
The Contemporary Child	EDU2TCC	15
Relationships, Gender and Sexuality	EDU3RGS	15
Public Health Nutrition	HLT3PHN	15
Human Body Systems	EDU1HBS	15

Social Work Units (Sub-major Welfare Studies)

Students will study four units in social work:

Unit name	Unit code	Credit points
Introduction to Social Work A	SWP1ITP	15
Introduction to Social Work B ¹	SWP2ITP	20
Relationships, Gender and Sexuality	EDU3RGS	15
Social Work Practice with individuals, families and groups	SWP3IFG	20

¹ Should SWP2ITP not be available, the unit SWP1PPI – Policy, Poverty and Inequality shall substitute

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Physical and Outdoor Education – Bendigo (EBPOEB)

The program provides a qualification to teach in secondary schools in the specialist areas of Physical Education and Outdoor Environmental Studies. The course consists of 32 units. These units are categorised as Teaching Studies, Curriculum Studies, Discipline Studies and Electives. Practicum and Field Experience units provide essential school-based and practical experiences that contextualise the theoretical components of the course. By the end of the course, all students must have demonstrated the ability or the potential to meet the professional expectations of a beginning teacher.

Professional recognition

The course entitles graduates to apply for registration with the Victorian Institute of Teaching (VIT) as specialist teachers of years-7 to-12 Outdoor Environmental Studies and Physical Education. VIT-registered graduates are eligible for employment in government,

Catholic and independent schools in Victoria, other Australian states or overseas.

Admissions requirements

Applicants must satisfy the normal University entrance requirements: completion of VCE or alternate mature age entry. Students will also be required to have gained a study score of 25 or higher in one of Physical Education, Health and Human Development or Outdoor Environmental Studies at VCE units 3 and 4 level. (Please note that from 2009, applicants must have VCE mathematics at units 1 and 2 (excluding Foundation maths). For 2007 and 2008 entry, students who have not satisfactorily completed VCE mathematics at units 1 and 2 (excluding Foundation maths) will be required to complete a bridging mathematics program in the first year of the course. Non year-12 applicants must submit a supplementary application form. Those meeting admission requirements but without a year 12 completion in the last three years are required to complete a Special Tertiary Admissions Test (STAT) in numeracy and literacy.

The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Prior to commencing the course, students will be required to complete a 'Working With Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working With Children' card prior to undertaking teaching placements. Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Course structure

The course is a four year full-time program. It consists of 480 credit points of study.

First year

Teaching period	Unit name	Unit code
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-1	Skill Learning	EDU3SKL
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-1	Sport and Recreation A	OED1SRA
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	Human Body Systems	EDU1HBS
TE-SEM-2	Worldviews and the Environment	OED1WE
TE-SEM-2	Sport and Recreation B	OED1SRB

Second year

Teaching period	Unit name	Unit code
TE-SEM-1	Bush Environments	OED2BE
TE-SEM-1	Outdoor Leadership A	OED2OLA
TE-SEM-1	Social Psychology of Sport	EDU3SPS
TE-SEM-1	Movement Perspectives	EDU2MP
TE-SEM-2	Environments elective*	
TE-SEM-2	Outdoor Leadership B	OED2OLB
TE-SEM-2	Exercise and Performance	EDU2EXP
TE-SEM-2	Sport and Skill Analysis	EDU3SSA

Third year

Teaching period	Unit name	Unit code
TE-SEM-1	Education in the Outdoors	OED3EO
TE-SEM-1	Learning and Communication Technologies	EDU3LCT
TE-SEM-1	Inclusive Sport Education	EDU4INS
TE-SEM-1	Teaching in Environments elective**	
TE-SEM-2	Field Experience E	OED3FEE
TE-SEM-2	Public Health Nutrition	HLT3PHN
TE-SEM-2	Active Lifestyles	EDU4AL
TE-SEM-2	Indigenous Studies	EDU2IS

Fourth year

Teaching period	Unit name	Unit code
TE-SEM-1	Teaching Practice and Skills (20cp)	EDU4TPS
TE-SEM-1	Outdoor Education Teaching Method (10cp)	EDU4OEA
TE-SEM-1	The Context of Learning (20cp)	EDU4COL
TE-SEM-1	Physical Education Method (10cp)	EDU4PEB

TE-SEM-2	Teaching Practice and Models (20cp)	EDU4TPM
TE-SEM-2	Outdoor Education Teaching Method (10cp)	EDU4OEB
TE-SEM-2	Issues in Secondary Education(20cp)	EDU4SEI
TE-SEM-2	Physical Education Method (10cp)	EDU4PEB

Electives

* Environment electives are selected from: OED2WAE Winter Alpine Environments, OED2RE River Environments and OED2R Rock Environments.

** Teaching in Environments electives are selected from: OED3TWA Teaching in Winter Alpine Environments, OED3TRE Teaching in River Environments, OED3TR Teaching in Rock Environments.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Arts (Natural Resources Education) – Bendigo (EBNRE)

The course provides a comprehensive introduction to outdoor environmental education in community and government organisations, community environmental education, land management and environmental studies. Graduates of the three year course will have a comprehensive mix of natural sciences and natural resources management. Employment opportunities for graduates will be in areas of land management, environmental education and environmental interpretation outside the formal education sector. The course provides a pathway to further studies in the environment or education at the postgraduate level.

Admission requirements

Students should satisfy the normal University entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Special requirements

Special entry applicants or students who have completed year-12 more than 12 months prior to application may be invited to attend a selection interview and must complete a Supplementary Information Form. Special entry applicants may also be required to sit for the Special Tertiary Admissions Test (STAT).

Students should ensure they are aware of the physical components and location requirements of the course. Students with a disability, medical condition or any concerns which may affect potential participation in some of the practical components of the course are invited to discuss their options with the course coordinator.

Course structure

The course is a three year full-time program. It consists of 360 credit points of study.

First year

Teaching period	Unit name	Unit code
TE-SEM-1	Biology of the Cell and Organism	BIOICO
TE-SEM-1	Ways of Knowing Nature	OED1WKN
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-2	Materials Geology	GEO1MG
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	World Views and the Environment	OED1WE
TE-SEM-2	Outdoor Environments	OED1OEE

Second year

Teaching period	Unit name	Unit code
TE-SEM-1	Ecology	BIO2ECO
TE-SEM-1	Regional Catchment Studies	OED2RCS
TE-SEM-1	Environmental Interpretation	OED2EI
TE-SEM-1	Elective (see below)	
TE-SEM-2	Australian Culture and Land	OED2ACL
TE-SEM-1	Local Environs Study	OED2LES
TE-SEM-2	Environmental Law	LST2EL
TE-SEM-2	Elective (see below)	

Third year

Teaching period	Unit name	Unit code
TE-SEM-1	Teaching Natural History	OED3TNH
TE-SEM-1	Parks and Wildlife Management	OED3PWM
TE-SEM-1	Naturalist Studies: Interpretation	OED3NSI
TE-SEM-1	Elective (see below)	
TE-SEM-2	Politics of Land Management	OED3PLM
TE-SEM-2	Education for Sustainability	OED3ES
TE-SEM-2	Elective (see below)	
TE-SEM-2	Elective (see below)	

Electives

Units available from other courses may be taken as electives, subject to timetable considerations and the meeting of prerequisites. Where possible, core units are timetabled to enable students to have access to selected electives in the following disciplines: biology, economics, geology, marketing, photojournalism and sociology and cultural studies.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Arts (Nature Tourism) – Bendigo (RBANT)

Nature tourism involves the study of natural environments, human-nature relationships and the practice of nature guiding and environmental interpretation. The course features a three year sequence of environmental studies, nature tourism, education theory about leading and guiding groups in the outdoors and outdoor and field naturalist practice. Students undertake at least 90 days of practical work, specialist studies in nature tourism, environmental studies and land management. They also take elective studies from other disciplines such as economics, marketing, geography, or biology.

Graduates may gain work as nature guides and planners in the nature tourism industry, land management agencies and in other settings such as school camps and nature centres. They may undertake further training in business to work as owner-operators of nature tourism businesses. When combined with a Graduate Diploma in Education the course leads to a teaching qualification in either primary or secondary schools.

Admission requirements

Students should satisfy the normal University entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Special requirements

Special entry applicants or students who have completed year-12 more than 12 months prior to application may be invited to attend a selection interview and must complete a Supplementary Information Form. Special entry applicants may also be required to sit for the Special Tertiary Admissions Test (STAT).

Students should ensure they are aware of the physical components and location requirements of the course. Students with a disability, medical condition or any concerns, which may affect potential participation in some of the practical components of the course, are invited to discuss their options with the course coordinator.

Course structure

The course is a three year full-time program. It consists of 360 credit points of study.

First year

Teaching period	Unit name	Unit code
TE-SEM-1	Ways of Knowing Nature	OED1WKN
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-1	Elective (see below)	
TE-SEM-2	Worldviews and the Environment	OED1WE
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	Outdoor Environments	OED1OEE
TE-SEM-2	Elective (see below)	

Second year

Teaching period	Unit name	Unit code
TE-SEM-S	River and Wetland Environments	OED2RWE
TE-SEM-1	Regional Catchment Studies	OED2RCS
TE-SEM-1	Environmental Interpretation	OED2EI
TE-SEM-1	Elective (see below)	
TE-SEM-2	Australian Culture and Land	OED2ACL
TE-SEM-2	Bush Environments	OED2BE
TE-SEM-2	Sustainable Nature Tourism	OED2SNT
TE-SEM-2	Elective (see below)	

Third year

Teaching period	Unit name	Unit code
TE-SEM-1	Education in Outdoors	OED3EO
TE-SEM-1	Parks and Wildlife Management	OED3PWM
TE-SEM-1	Naturalist Studies: Interpretation	OED3NSI
TE-SEM-1	Elective (see below)	
TE-SEM-2	Politics of Land Management	OED3PLM
TE-SEM-2	Education for Sustainability	OED3ES
TE-SEM-2	Nature Tourism Practicum	OED3NTP
TE-SEM-2	Elective (see below)	

Electives

Units available from other courses may be taken as electives, subject to timetable considerations and the meeting of prerequisites. Where possible, core units are timetabled to enable students to have access to selected electives in the following disciplines: biology, economics, geology, marketing, photojournalism and sociology and cultural studies.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Arts (Outdoor Education) – Bendigo (RBAOE)

Outdoor education is the study of the relationships humans have with nature through outdoor experiences. The program is designed for motivated students who seek careers in outdoor education, adventure guiding, environmental education or related fields. A strong emphasis is placed on environmental knowledge and gaining practical experience. The course combines practical fieldwork outdoor activities with theoretical studies. Core fieldwork units include: bushwalking, paddling, cross-country skiing, rock climbing and naturalist studies. The academic perspective centres on how knowledge is shaped by new environments and how the environment, in turn, is shaped by our thoughts and practices. The theoretical aspects of the program include: environmental science studies and outdoor education concepts drawn from psychology, education, eco-psychology, environmental ethics and eco-philosophy. Students undertake a minimum of 130 days of practical work over three years. Graduates from the course are employed by schools, at camps, in outdoor travel and by land management authorities and commercial outdoor companies. When combined with the Graduate Diploma in Education (Primary or Secondary) the course leads to a teaching qualification in either primary or secondary schools. Graduates may also go on to the Bachelor of Arts (Honours) (Outdoor Education) and/or to Masters and Doctoral study.

Professional recognition

The Bachelor of Arts (Outdoor Education). Has been accepted by the Victorian Institute of Teaching for recognition as preparation for teaching in primary and secondary schools when combined with a fourth year Graduate Diploma in Education.

Admission requirements

Students should satisfy the normal university entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Special requirements

Special entry applicants or students who have completed year-12 more than 12 months prior to application may be invited to attend a selection interview and must complete a Supplementary Information Form. Special entry applicants may also be required to sit for the Special Tertiary Admissions Test (STAT). Applicants must ensure that they are physically fit to undertake course activities.

Students should ensure they are aware of the physical components and location requirements of the course. Students with a disability, medical condition or any concerns which may affect potential participation in some of the practical components of the course are invited to discuss their options with the course coordinator.

Course structure

The course is a three year full-time program. It consists of 360 credit points of study.

First year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-1	Ways of Knowing Nature	OED1WKN
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-1	Field Experience A	OED1AFE
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-2	Worldviews and the Environment	OED1WE
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	Field Experience B	OED1BFE
TE-SEM-2	Outdoor Environments	OED1OEE

Second year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-S	Field Experience C	OED2FEC
TE-SEM-1	Outdoor Leadership A	OED2OLA
TE-SEM-1	Environment Elective 1 *	
TE-SEM-1	Elective (not environment elective)	
TE-SEM-2	Australian Culture and Land	OED2ACL
TE-SEM-2	Outdoor Leadership B	OED2OLB
TE-SEM-2	Environment Elective 2*	
TE-SEM-2	Elective (not environment elective)	

*Outdoor Environment Electives:

TE-SEM-1	Bush Environments	OED2BE
TE-SEM-1	Rock Environments	OED2RE
TE-SEM-2	Local Environs Study	OED2LES
TE-SEM-2	River Environments	OED2RE
TE-SEM-2	Winter Alpine Environments	OED2WAE

Third year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-1	Education in the Outdoors	OED3EO
TE-SEM-1	Field Experience D	OED3FED
TE-SEM-1	Teaching Environment Elective 1*	
TE-SEM-1	Elective (not environment elective)	
TE-SEM-2	Teaching and Program Development	OED3TPD
TE-SEM-2	Field Experience E	OED3FEE
TE-SEM-2	Teaching Environment Elective 2*	
TE-SEM-2	Elective (not environment elective)	

*Teaching Environment Electives:

TE-SEM-1	Teaching in Bush Environments	OED3TBE
TE-SEM-1	Teaching in Rock Environments	OED3TR
TE-SEM-2	Teaching in River Environments	OED3TRE
TE-SEM-2	Teaching in Winter Alpine Environments	OED3TWA

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database www.latrobe.edu.au/udb_public.

Bachelor of Arts (Outdoor Environmental Education) – Bendigo (EBOEE)

The course prepares students for teaching and leading in fields relevant to outdoor environmental education with emphasis on natural history, environmental studies and social and cultural aspects of the environment. The course is similar to the Bachelor of Arts (Outdoor Education) but provides the opportunity for students to become more specialised in fewer environments with a focus on environmental education studies. Graduates are employed in formal and informal education settings, local government agencies and commercial providers of outdoor environmental education or outdoor education. Teaching in government schools requires an additional one year Graduate Diploma in Education (Primary or Secondary).

Admission requirements

Students should satisfy the normal university entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Special requirements

Special entry applicants or students who have completed year-12 more than 12 months prior to application may be invited to attend a selection interview and must complete a Supplementary Information Form. Special entry applicants may also be required to sit for the Special Tertiary Admissions Test (STAT). Applicants must ensure that they are physically fit to undertake course activities.

Students should ensure they are aware of the physical components and location requirements of the course. Students with a disability, medical condition or any concerns, which may affect potential participation in some of the practical components of the course, are invited to discuss their options with the course coordinator.

Course structure

The course is a three year full-time program. It consists of 360 credit points of study.

First year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-1	Ways of Knowing Nature	OED1WKN
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-1	Field Experience A	OED1AFE
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-2	Worldviews and the Environment	OED1WE
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	Field Experience B	OED1BFE
TE-SEM-2	Outdoor Environments	OED1OEE

Second year

Teaching period	Unit name	Unit code
TE-SEM-1	River and Wetland Environments	OED2RWE
TE-SEM-1	Outdoor Leadership A	OED2OLA
TE-SEM-1	Environmental Interpretation	OED2EI
TE-SEM-1	Elective	
TE-SEM-2	Australian Culture and Land	OED2ACL
TE-SEM-2	Local Environs Study	OED2LES
TE-SEM-2	Bush Environments	OED2BE
TE-SEM-2	Elective (Not Outdoor Leadership B)	

Third year

Teaching period	Unit name	Unit code
TE-SEM-1	Education in the Outdoors	OED3EO
TE-SEM-1	Field Experience D	OED3FED
TE-SEM-1	Teaching Natural History	OED3TNH
TE-SEM-1	*Elective	
TE-SEM-2	Teaching and Program Development	OED3TPD
TE-SEM-2	Education for Sustainability	OED3ES
TE-SEM-2	Field Experience E	
TE-SEM-2	*Elective	OED3FEE

* Electives cannot be Outdoor Environment units or Teaching Environment units

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements,

assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database www.latrobe.edu.au/udb_public.

Bachelor of Arts (Outdoor Recreation Education) – Bendigo (EBORE)

The course prepares students for teaching and leading in fields relevant to outdoor recreation education with an emphasis on environmental and social responsibility and cultural aspects of outdoor recreation. The course is similar to the Bachelor of Arts (Outdoor Education) but provides the opportunity for students to become expert at activities in a wider range of environments. Graduates are employed in informal education settings, by youth at risk agencies, local government agencies and commercial outdoor recreation providers. The course involves 160 days of practical experience throughout the course. Elective study units include: bushwalking, rock climbing, cross-country skiing, cycling, paddling and naturalist studies. Teaching in government schools requires additional completion of a one year Graduate Diploma in Education (Primary or Secondary).

Professional recognition

The Bachelor of Arts (Outdoor Recreation Education). Has been accepted by the Victorian Institute of Teaching for recognition as preparation for teaching in primary and secondary schools when combined with a fourth year Graduate Diploma in Education.

Admission requirements

Students should satisfy the normal university entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Special requirements

Special entry applicants or students who have completed year-12 more than 12 months prior to application may be invited to attend a selection interview and must complete a Supplementary Information Form. Special entry applicants may also be required to sit for the Special Tertiary Admissions Test (STAT). Applicants must ensure that they are physically fit to undertake course activities.

Students should ensure they are aware of the physical components and location requirements of the course. Students with a disability, medical condition or any concerns which may affect potential participation in some of the practical components of the course are invited to discuss their options with the course coordinator.

Course structure

The course is a three year full-time program. It consists of 360 credit points of study.

First year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-1	Ways of Knowing Nature	OED1WKN
TE-SEM-1	Outdoor Living and Travel Skills	OED1AOL
TE-SEM-1	Field Experience A	OED1AFE
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-2	Worldviews and the Environment	OED1WE
TE-SEM-2	Naturalist Studies	OED1NS
TE-SEM-2	Field Experience B	OED1BFE
TE-SEM-2	Outdoor Environments	OED1OEE

Second year

Teaching period	Unit name	Unit code
TE-SEM-S	Field Experience C	OED2FEC
TE-SEM-1	Outdoor Leadership A	OED2OLA
TE-SEM-1	Bush Environments or	OED2BE
TE-SEM-1	Local Environs study	OED2LES
TE-SEM-1	Rock Environments	OED2R
TE-SEM-2	Australian Culture and Land	OED2ACL
TE-SEM-2	Outdoor Leadership B	OED2OLB
TE-SEM-2	Winter Alpine Environments	OED2WAE
TE-SEM-2	River Environments	OED2RE

Third year

Compulsory units:

Teaching period	Unit name	Unit code
TE-SEM-1	Education in the Outdoors	OED3EO
TE-SEM-1	Field Experience D	OED3FED
TE-SEM-1	Teaching Environment Elective 1*	
TE-SEM-1	Teaching Environment Elective 2*	
TE-SEM-2	Teaching and Program Development	OED3TPD
TE-SEM-2	Field Experience E or elective**	OED3FEE
TE-SEM-2	Teaching Environment Elective 3*	
TE-SEM-2	Outdoor Environmental Education Practical Extension	OED3OPE

*Teaching Environment Electives:

TE-SEM-1	Teaching in Bush Environments	OED3TBE
TE-SEM-1	Teaching in Rock Environments	OED3TR
TE-SEM-2	Teaching in River Environments	OED3TRE
TE-SEM-2	Teaching in Winter Alpine Environments	OED3TWA

** Year-3 elective: To permit those who wish to be teachers to be eligible for geography teaching method.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database www.latrobe.edu.au/udb_public.

Double degrees

Bachelor of Science/Bachelor of Science Education – Bendigo (SZSSEB)

This innovative double degree has been developed in response to the Federal Government's 'Innovation Statement' and aims to integrate full science degree studies with a complete teaching qualification, with a particular emphasis on mathematics, statistics (taught as part of mathematics in secondary schools), physics, chemistry and/or information technology. Graduates of this double degree will have a deepened understanding of their teaching units and will be equipped to adapt their teaching to engage with the needs of their teaching settings, including their own students and the nature of the areas of knowledge and behaviour that constitute the discipline. In this program, emphasis is placed on the teacher's ability to adapt teaching to continually changing circumstances while fostering deep understanding of relevant areas of scientific disciplines.

Please note: students must undertake a 'Working with Children' check form, available from Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card, prior to undertaking teaching placements in schools.

Course structure

This double degree is of four and a half years full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

Students will gain a foundation in science in the first year. Combined studies in science and education will commence in the second year and continue during the third year. Two science disciplines must be studied through to third year: the major discipline comprising units to the value of 60 credit points in the third year and the minor discipline, 30 credit points. The major discipline must be one of mathematics, statistics, physics, chemistry or information technology. The minor discipline may also be chosen from among the major discipline areas or from any other science discipline offered by the Faculty of Science, Technology and Engineering. The science disciplines are those defined for the Bachelor of Science degree. The final year will consist of full teacher training, including the practicum requirement and will include a combined science and education project. Normally, students would be expected to have satisfactorily completed all of the requirements for the first three years before progressing to the fourth year.

Note:

- Your unit choices at first and second year must ensure that one of mathematics, physics, chemistry, statistics, or information technology can be taken as a major at third year level. Physics is available as a minor discipline only at Bendigo.

- Note that students taking physics or computer science may need to transfer to the Bundoora campus for the second and third year levels of their degree.
- Note also that the major and the minor cannot be both mathematics and statistics as double mathematics method is not offered in Education.
- You will be qualified to teach units corresponding to your chosen major and minor disciplines but not units corresponding to your terminating first year science discipline. If you major or minor in physics or chemistry, you will also be qualified to teach secondary school general science. As general science also covers biology, such students should consider taking a first year biology unit as a first year level elective.
- The research project must relate to science education or mathematics education.
- All units must be chosen in consultation with and approved by, the course coordinator
- In some cases core education units might not be available on the Bendigo campus. In which case, equivalent units will be offered.

First year (120 credit points)

30 credit points in each of three different science disciplines (with regard to the above requirement) 90
 first year level electives (Education units excluded) 30
 Note: the maximum number of credit points in any one science discipline is 45.

Second year (140 credit points)

at least 40 credit points in each of two different science disciplines 80
 up to 20 credit points second year level elective(s) (chosen from any discipline and which may be a further science or education unit) 20
 TE-SEM-1 Teaching Practice A EDU2TPA 20
 TE-SEM-1 Science and Technology in Contemporary Society EDU5STC 20

Third year (140 credit points)

TE-SEM-1 or Science Education Mentoring EDU3SEM 10
 TE-SEM-2
 60 credit points chosen from one of the following disciplines: mathematics, physics, chemistry, statistics, computer science or information technology 60
 30 credit points chosen from a single science discipline (which differs from that already chosen as the major discipline) 30
 TE-SEM-S Issues in Education EDU4IIE 20
 TE-SEM-2 Teaching Practice B EDU3TPB 20

Fourth year (140 credit points)

TE-SEM-1 Context of Learning EDU4COL 20
 TE-SEM-1 Teaching Practice and Skills EDU4TPS 20
 TE-SEM-1 or Research Practicum 1 EDU4RP 20
 TE-SEM-2
 TE-SEM-2 Issues in Secondary Education EDU4SEI 20
 TE-SEM-2 Teaching Practice and Models EDU4TPM 20
Plus two method units to be chosen from the following list:
 TE-SEM-1 and Chemistry Teaching Method A EDU4CHA 10
 TE-SEM-2 Chemistry Teaching Method B EDU4CHB 10
 TE-SEM-1 and IT Teaching Method A EDU4ITA 10
 TE-SEM-2 IT Teaching Method B EDU4ITB 10
 TE-SEM-1 and Mathematics Teaching Method A EDU4MAA 10
 TE-SEM-2 Mathematics Teaching Method B EDU4MAB 10
 TE-SEM-1 and Physics Teaching Method A EDU4PHA 10
 TE-SEM-2 Physics Teaching Method B EDU4PHB 10
 TE-SEM-1 and Science Teaching Method A EDU4SCA 10
 TE-SEM-2 Science Teaching Method B EDU4SCB 10

Elective units may be chosen from the newly accredited Bachelor of Education course, the Graduate Diploma of Technology Education or the Graduate Diploma of Special Education. Electives should be chosen in consultation with the appropriate Course Administrator in the School of Education.

Honours degrees**Bachelor of Education with Honours – Bendigo (RBED)**

Please refer to the Honours Pathway in the entry for Bachelor of Education.

Bachelor of Arts (Honours) (Nature Tourism) – Bendigo (RHANT)

This course provides a fourth year of theoretical and practical studies for high-achieving students. The year has a research focus and is intended to provide a basis for further study at the Masters and Doctoral levels. In addition to writing an Honours thesis, each student must undertake a specialised coursework program.

Admission requirements

Applicants must have achieved highly in the Bachelor of Arts (Nature Tourism) with a performance at B level demonstrated in substantial parts of the course, with an overall average of C or above. Third year and second year results are weighted more heavily than first year results. Normally, students will not be permitted to enrol more than two years after completing a pass degree.

Course structure

The course can be undertaken by full-time study for one year or part-time study for two years. It is valued at 120 credit points.

Teaching period	Unit name	Unit code
TE-ALLYR	Research Thesis (Outdoor Education and Nature Tourism Honours)	OED4TON
TE-SEM-1	Outdoor Education and Nature Tourism Honours Seminar A	OED4SEA
TE-SEM-1	Research Methods in Outdoor Education and Nature Tourism Honours	OED4RM

Electives

Students must take two additional units which may be chosen from the following or from other units offered in the School or in other schools or universities, with approval from the Honours Coordinator.

Teaching period	Unit name	Unit code
TE-SEM-1	Regional Catchment Studies	OED2RCS
TE-SEM-1 or	Readings Outdoor Education Honours	OED4RD
TE-SEM-2	Outdoor Education and Nature Tourism Honours Seminar B	OED4SEB

Regulations

The Chief Examiners' Meeting has specific responsibility for determining an appropriate degree classification for each candidate, based on the weightings of grades allocated to the Seminar A, Research Methods, two elective units (12.5% each) and the research project (50%). A candidate must satisfactorily complete the research project in order to graduate. Normally, a candidate who fails to satisfy the examiners will not be permitted to repeat the course or to write supplementary examinations.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

Bachelor of Arts (Honours) (Outdoor Education) – Bendigo (RHAOE)

This course provides a fourth year of theoretical and practical studies for high-achieving students. The year has a research focus and is intended to provide a basis for further study at the Masters and Doctoral levels. In addition to writing an Honours thesis, each student must undertake a specialised coursework program.

Admission requirements

Applicants must have achieved highly in a Bachelor of Arts (Outdoor Education) with a performance at B level demonstrated in substantial parts of the course, with an overall average of C or above. Third year and second year results are weighted more heavily than first year results. Normally, students will not be permitted to enrol more than two years after completing a pass degree.

Course structure

The course can be undertaken by full-time study for one year or part-time study for two years. It is valued at 120 credit points.

Teaching period	Unit name	Unit code
TE-ALLYR	Research Thesis (Outdoor Education and Nature Tourism Honours)	OED4TON
TE-SEM-1	Outdoor Education and Nature Tourism Honours Seminar A	OED4SEA
TE-SEM-1	Research Methods in Outdoor Education and Nature Tourism Honours	OED4RM

Electives

Students must take two additional units, which may be chosen from the following or from other units offered in the School or in other schools or universities, with approval from the Honours Coordinator.

Teaching period	Unit name	Unit code
TE-SEM-1	Regional Catchment Studies	OED2RCS
TE-SEM-1 or TE-SEM-2	Readings Outdoor Education Honours	OED4RD
TE-SEM-2	Outdoor Education and Nature Tourism Honours Seminar B	OED4SEB

Regulations

The Chief Examiners' Meeting has specific responsibility for determining an appropriate degree classification for each candidate, based on the weightings of grades allocated to the Seminar A, Research Methods, two elective units (12.5% each) and the research project (50%). A candidate must satisfactorily complete the research project in order to graduate. Normally, a candidate who fails to satisfy the examiners will not be permitted to repeat the course or to write supplementary examinations.

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public.

UNIT DESCRIPTIONS

CH2CC CHINESE C (15. CPs Sem. TE-SEM-1 BE.) *Mr Robin Hutchison*
Not available in 2008

CH2CD CHINESE D (15. CPs Sem. TE-SEM-2 BE.) *Mr Robin Hutchison*
Not available in 2008

CH3CE CHINESE E (15. CPs Sem. TE-SEM-1 BE.) *Mr Robin Hutchison*
Not available in 2008

CH3CF CHINESE F (15. CPs Sem. TE-SEM-2 BE.) *Mr Robin Hutchison*
Not available in 2008

CH4RTA CHINESE READING AND TRANSLATING A (15. CPs Sem. TE-SEM-1 BE.) *Mr Robin Hutchison*
Not available in 2008

CH4RTB CHINESE READING AND TRANSLATING B (15. CPs Sem. TE-SEM-2 BE.) *Mr Robin Hutchison*
Not available in 2008

EDU1GCL GENRES IN CHILDREN'S LITERATURE (15. CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr David Beagley, MI: Ms Deb Neal*

In this unit, students study current theories of genres relating to children's literature as a form of social practice. Topics covered include modernist and post modern picture books, traditional European folk and fairy tales, fantasy and realistic fiction and poetry.

Class requirements: Two 1-hour lectures and one 2-hour tutorial-workshop per week.

Assessment: One 1500-word written assignment (30%), one weekly readings diary – equivalent to 1000 words (20%), evidence of tutorial preparation through participation (10%), one 2-hour written examination (40%)

Recommended Reading:

Lukens, R. (2002) *A Critical Handbook of Children's Literature*, 7th edn. Boston: Allyn and Bacon
Cullinan, B and Galda, L. (2006) *Literature and the Child*, 6th edn. Belmont, CA: Wadsworth/Thomson Learning
Anstey, M and Bull, G. (2000) *Reading the Visual: Written and Illustrated Children's Literature* Sydney: Harcourt Australia

EDU1HBS HUMAN BODY SYSTEMS (15. CPs Sem. TE-SEM-2 BE.) *Dr Ashley Woodcock*

This subject is a prerequisite for the second year general studies subjects, Biomechanics and Exercise Physiology as well as the fourth-year subject, Sports Medicine.

This unit aims to provide students with a basic knowledge of the structure, functions and interrelationships of the major anatomical and physiological systems of the human body directly related to movement. Through a series of interactive lectures and laboratory classes students will investigate basic terminology and the basis of structure and function of the skeletal, muscular, circulatory and respiratory systems.

Class requirements: One 2-hour lecture and one 2-hour laboratory session per week.

Assessment: Weekly practical work (40%), one 1.5-hour mid-semester test (30%), one 1.5-hour end of semester examination (30%)

Prescribed Reading:

Marieb, EN. (2003) *Anatomy and physiology colouring workbook* (7th edn. San Francisco, Cal: Benjamin Cummings
Marieb, EN. (2003) *Essentials of human anatomy and physiology* (7th) San Francisco, Cal: Benjamin Cummings

EDU1HCL HISTORY OF CHILDREN'S LITERATURE 1 (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr David Beagley, MI: Ms Debbie Neal*

In this unit, students investigate the influence of traditional literature on themes and genres in nineteenth and early twentieth century texts for children. Topics covered include myths, legends, folk and fairy tales and their influence on the emergence of the genres of fantasy and realism.

Prerequisite: EDU11GCL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One set of WebPages, with research notes (equivalent to a 1500–2000 word essay) (30%), one annotated bibliography (equivalent to a 1000-word essay) (10%), evidence of tutorial preparation through participation (10%), one 2-hour final examination (40%)

Recommended Reading:

Houriham, M. (1997) *Deconstructing the Hero: Literacy theory and children's literature* London, New York: Routledge
Zipes, J. (1997). *Happily Ever After: fairy tales, children and the culture* New York: Routledge

EDU1IE INCLUSIVE EDUCATION: STUDENT DIVERSITY, WELFARE AND INCLUSION (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Ms Cherry Rattue, MI: Mrs Debra Neal*

In this unit, students are provided with an introduction to the philosophy and concepts underlying the well-being of all students with specific focus on inclusive education and student welfare. As part of this unit students will consider the functional implications of student diversity and the pedagogical process and practical adaptations that enable teachers to include students with additional learning, behavioural, emotional and environmental needs. The provision of challenging learning activities through the effective differentiation of the curriculum will be explored.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour examination (40%), One 1250-word assignment (30%), Attendance, class participation and Practicum observation report – equivalent to a 1250-word essay (30%)

Prescribed Reading:

As detailed annually in the anthology *Anthology of Readings: Welfare, Disability and Inclusion* Bendigo: La Trobe University

Recommended Reading:

Ashman, A and Elkins, J (Eds) (2002) *Educating Children with Diverse Abilities* Australia: Prentice Hall

EDU1ITT INTRODUCTION TO TEACHING PRACTICE (15 CPs Sem. TE-SEM-1 BE, MI.) *Mr Wilf Savage*

In this unit, students will engage in a lecture–tutorial program combined with school-based activities to study how students learn and what teachers must do so that learning can be maximised. The focus for the unit is primarily upon the role of the teacher in the learning experience and the content of the lecture–tutorial program draws upon, yet simultaneously illuminates the experiences of students in the concurrent practicum program.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week 12 days of school experience.

Assessment: One 10-minute tutorial presentation (20%), one 750-word essay (15%), a 1250-word essay (25%), practicum reports (performance assessed by reports from practicum supervisors) (10%). 12 days of (compulsory) supervised teaching practice – hurdle requirement. Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 1-hour examination (30%)

Preliminary Reading:

Cruikshank, DR et al. *The Act of Teaching 2nd edn* Boston: McGraw-Hill (1999)

Prescribed Reading:

Barry, K and King, L. *Beginning Teaching and Beyond* Sydney: Social Science Press (2003)

Recommended Reading:

Marsh, C. *Becoming a Teacher* Melbourne: Longman (2004)
Charles, CM. *Building Classroom Discipline* Boston: Pearson (2005)
Killen, R. *Effective Teaching Strategies* Sydney: Social Science Press (2003)
Whitton, D et al. *Learning for Teaching: Teaching for Learning* Melbourne: Thomson (2004)

EDU1LL LEARNING, LANGUAGE AND ENGLISH/LITERACY (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Ms Debra Edwards, MI: Ms Deb Neal*

In this unit students will be involved in the development of self knowledge including an understanding of the influence of their identities and cultures on their development as English/Literacy teachers. Personal competencies including an explicit knowledge about language codes and conventions and the use of technologies to enhance personal learning and as a way of ensuring currency of curricular policies, programs and resources will be considered. Students will be introduced to the developmental nature of language and literacy learning and knowledge of a range of language and literacy learning theories and associated approaches and programs with a focus on the early years of schooling.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word assignment (30%), one 2-hour examination (40%), Attendance, participation and completion of weekly class activities, equiv to 1000-word essay (30%). Students will be expected to keep a 'Learning Language Notebook' recording reading and preparation for lectures and tutorials, tutorial and WebCT activities and lecture notes.

Prescribed Reading:

Hill, Susan (2006) *Developing early literacy assessment and teaching* Australia: Eleanor Curtain

Recommended Reading:

Ministry of Education NZ (2003) *Effective Literacy Practice in Years 1 to 4* New Zealand: Learning Media
Green, David and Campbell, Rod (Eds.) (2003) *Literacies and Learners: Current Perspectives 2nd edn.* Australia: Pearson Education

EDU1LT LEARNING TECHNOLOGIES – INFORMATION/COMMUNICATION (15 CPs Sem. TE-SEM-1 BE, MI.) *Ms Chris Campbell*

In this unit students develop information literacy knowledge, skills and values required for both the application of technology in teaching and learning as well as learning to teach about technology. Topics for

this unit include the Internet, software applications for educators, integrating multimedia and educational software applications as well as creating curriculum materials. Issues to be addressed will include those related to ethics, sociology, psychology and communications theory. This unit provides an introduction to practical computing skills and the integration of technology into the classroom. Students will be assisted to achieve the learning outcomes endorsed by the Victorian Institute for Teaching.

Class requirements: Two 1-hour lectures and one 1-hour tutorial-workshop per week.

Assessment: Computer laboratory set activities including online activities – equivalent to a 2000-word essay (40%), Multi-page educational website equivalent to 1000-word essay (25%), individual task, digital portfolio equivalent to one 1500-word essay (35%), individual task

Prescribed Reading:

C. Campbell (1999) *Electronic readings – various* La Trobe University

EDU1MT THE TEACHING OF NUMBER, CHANCE AND DATA AND ALGEBRA (15 CPs Sem. TE-SEM-1 BE, MI.) *Dr Dona Martin*

Using concepts drawn from the topics of number, chance and data and algebra, the structure of mathematics, the goals of mathematics teaching, the nature of the mathematics curriculum and ways of engaging pupils in mathematics learning are explored. Students will be given the opportunity to broaden their personal understandings of and attitudes to, these key mathematical concepts using problem-solving and investigative approaches. The students will examine how understanding of these key mathematical concepts contributes to the development of numerate citizens and how such approaches contribute to their own learning and the implications for their mathematics teaching.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 15-minute content assignment (10%). It is a hurdle requirement that all students demonstrate appropriate understanding of relevant mathematical content for primary teaching, one 2-hour examination (40%), one 1000-word assignment (30%), one 15-minute tutorial presentation and one 1000-word assignment (20%).

Preliminary Reading:

Australian Education Council (1991) *A National Statement on Mathematics for Australian Schools* Carlton: Curriculum Corporation
Department of Education, Employment and Training, Vic (2000) *Curriculum and Standards Framework II* Melbourne: Author
Booker, G et al. (2004) *Teaching Primary Mathematics* 3rd edn. South Melbourne: Addison Wesley Longman

Recommended Reading:

Department of Education, Employment and Training, Victoria (2000) *Curriculum at Work CD ROM* Melbourne: Author
De Klerk, J (1999) *Illustrated Maths Dictionary* 3rd edn. South Melbourne: Longman
Sullivan, P and Liburn, P. (1997) *Open-ended Maths Activities: Using 'Good' Questions to Enhance Learning* Melbourne: Oxford University Press

EDU1MUA INTRODUCTION TO MUSIC LANGUAGE AND CULTURE (15 CPs Sem. TE-SEM-1 BE.) *Mr Peter Butler***PART A Lecture series**

This unit is a general introduction to music using both formal lectures and practical 'hands on' experiences designed to give the student a personal and developing insight into the music of western and non-western societies. The program includes theoretical fundamentals – meter including rhythmic note grouping, rests, scales and keys along with practical vocal and instrumental classroom exercises for developing aural and rhythmic discrimination. In-class and individual weekly practice on the ear-training Program Auralia in the computer Lab will also be undertaken.

PART B Piano laboratory

Chordal piano playing method. Major, minor and seventh chords in all of their inversions on the keyboard. Techniques for providing a pianistic accompaniment to any song in which only the melody and chords are given. A variety of playing styles will be taught.

Class requirements: One 2-hour lecture and one 1-hour piano laboratory per week.

Assessment: One 1000-word assignment (15%), one 10-minute seminar presentation (15%), one 10-minute individual piano examination (40%), one 2-hour final examination (30%)

Prescribed Reading:

Alberts *Adult All-in-One Level 1 Piano Course* Alberts

EDU1MUB MUSIC B (15 CPs Sem. TE-SEM-2 BE.) *Mr Peter Butler*

PART A Lecture series

The History unit aims to familiarise students with the key aspects of musical form and style during the Baroque, Rococo, Classical and Romantic periods, 1700–1900. Theoretical Studies continues on from Music A in building the students' knowledge of music theory in terms of both aural recognition and written notation – scales, intervals and triads. Aural training and sight-singing builds on Music A in developing reading fluency and the aural discrimination of rhythm, intervals, scales, chords and melodic dictation.

PART B Instrumental Tuition

Students undertake ten weeks of instrumental tuition on any instrument outside of the university. Students may continue with a pre-existing instrument or commence with a new instrument.

Prerequisite: EDU1MUA.

Class requirements: One 2-hour lecture, one 30-minute individual instrumental lesson and one 30-minute individual aural practice (Auralia Program) per week.

Assessment: One 1000-word assignment (15%), one 10-minute individual instrumental examination (30%), one 1.5-hour final examination (40%), one 1000-word assignment (15%)

Prescribed Reading:

Butler, P. *Music B Readings and Lecture Notes* Bendigo: La Trobe University, Media Services

EDU1SKL SKILL LEARNING (15 CPs Sem. TE-SEM-1 BE.) *Ms Maree*

Stockdale

Not available in 2008

EDU1TL THEORIES OF LEARNING (15 CPs Sem. TE-SEM-2 BE, MI.) *Dr*

Craig Deed

A lecture–tutorial program based on the second half of a full-year study associated with how students learn and what teachers must do so that learning can be maximised. The unit is designed to familiarise students with established theories, which attempt to explain the nature of learning, how it happens and the forces which influence human motivation.

Prerequisite: EDU11ITT, EDU1ITT.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial participation and one oral tutorial presentation equivalent to a 1000-word essay (20%), one 1500-word essay (30%), Completion of two Online modules-equivalent to 1000-word essay (20%), one practicum journal (reflective) of 2000 to 3000 words (equivalent to a 1000-word essay) (20%), school practicum supervisors report (10%), 8 day practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment

Prescribed Reading:

Krause, K et al. (2003) *Educational psychology for learning and teaching* 3rd edn. Melbourne: Thomson

Recommended Reading:

Woolfolk, AE. (2001) *Educational psychology* 8th edn. Boston: Allyn and Bacon

Borich, G and Tombari, M. (1997) *Educational psychology for tomorrow's teachers* New York: Longman

Cole, P and Chan, L (1994) *Teaching principles and practice* 2nd edn. Sydney: Prentice Hall

EDU2ACL AUSTRALIAN CONTEMPORARY CHILDREN'S LITERATURE (15

CPs Sem. TE-SEM-1 BE.) *Mr David Beagley*

In this unit, students analyse recent trends in and critical perspectives on, contemporary Australian children's literature including print and non-print texts.

Prerequisite: EDU1GCL

EDU1HCL.

Class requirements: Two 1-hour lectures per week and one 2-hour tutorial-workshop per week.

Assessment: One 1500 to 2000-word assignment (30%), commentaries and reviews – equivalent to a one 1000-word assignment (20%), evidence of tutorial preparation through participation (10%), one 2-hour final examination (40%)

Recommended Reading:

Foster, J, Finnis, E and Nimon, M. (2005) *Bush, city, cyberspace: the development of Australian Children's Literature into the twenty-first century* Wagga Wagga, NSW: Centre for Information Studies

EDU2AME ART AND MUSIC EDUCATION (15 CPs Sem. TE-SEM-2 BE.) *Dr*

Penelope Collet

This unit provides an introduction to teaching the arts with focus on contemporary directions in early childhood and primary education. The focus on visual art and music curricula includes practical and arts appreciation skills, teaching strategies and activities appropriate for the classroom. The music and art components examine arts frameworks from across Australia and overseas, aesthetics, middle years, indigenous cultures and current research into art education. The unit aims to equip the students with an understanding of the constantly evolving nature of and philosophy of the arts and its implications on curriculum design.

Class requirements: Two 1-hour lectures per week two 1-hour tutorials per week.

Assessment: One 1250-word essay (25%), 10 folio reports equally 1250 words in total (25%), one 15-minute practical test (15%), one 1000-word assignment (20%) and one 1-hour examination (15%)

Prescribed Reading:

Butler, P. (2003) *Book of Readings for Music Education* Bendigo: La Trobe University

Wright, S. (1991) *The Arts in Early Childhood* Sydney: Prentice Hall

EDU2CAI CONTEMPORARY ART ISSUES (15. CPs Sem. TE-SEM-2 BE.) *Dr*

Penelope Collet

Not available in 2008

EDU2EXP EXERCISE AND PERFORMANCE (15 CPs Sem. TE-SEM-2 BE.) *Mr*

Ashley Woodcock

Through a series of interactive lectures and practical laboratory classes students will examine the physiological changes which occur in the human body when subjected to exercise and environmental stress. Concepts such as the energy continuum, nutrition, performance and the benefits of active lifestyles are investigated so that students can apply such knowledge in terms of physical fitness assessment and exercise prescription.

Prerequisite: EDU1HBS.

Class requirements: One 2-hour lecture and one 2-hour laboratory class per week.

Assessment: Weekly laboratory assignments – equivalent of 2000 words (40%), One 1-hour mid-semester test (25%), one 1.5-hour final examination (35%)

Prescribed Reading:

Wilmore, JH and Costill, DL. (2006) *Physiology of Sport and Exercise* 3rd. edn. Human Kinetics, Champaign, Ill

EDU2HEM HEALTH EDUCATION METHOD: PREP TO 12 (15 CPs Sem. TE-

ALL-YR BE.) *Ms Cathleen Farrelly*

In this unit students undertake a practical and theoretical study in Health Education curriculum from Prep to year-12. Lectures and tutorials focus on the issues impacting on the design and implementation of health education curriculum, teaching and learning strategies including assessment and evaluation strategies. Students are introduced to the concepts, framework and learning outcomes, of the physical, personal and social learning strands of the Victorian Essential Learning Standards. Students are also introduced to the structure and content of the VCE Health and Human Development study design. Current texts and resources used in schools will be examined.

Students will implement and critically evaluate the teaching of health education lessons while they are on teaching practicum.

Class requirements: Two hours per week.

This unit is not available for Study Abroad students.

Assessment: One 1200-word literature review (30%), One 1500-word curriculum project (35%), evaluation and presentation of teaching resource (equivalent to 500 words) (10%), implementation and evaluation of health lessons (equivalent to 1000 words) (25%)

Prescribed Reading:

Victorian Curriculum and Assessment Authority. (2002). *Health and Human development VCE Study design* Victorian Curriculum and Assessment Authority

Recommended Reading:

Farrelly, C and Stockdale, M. (compilers) *Book of Readings* University Printery

EDU2IS INDIGENOUS STUDIES (15 CPs Sem. TE-SEM-2 BE.) *Mr Ray*

Nichol

In this unit, students address historical perspectives on interactions between indigenous Australians, governments and non-indigenous Australians. Students examine the origins, diversity and history of indigenous peoples; contemporary perspectives relevant for teaching, including awareness of indigenous cultures; reconciliation; impact of current political movements; strategies for combating racism; communication; and sensitivities and protocols. The unit introduces culturally and linguistically inclusive strategies and general terminology appropriate for teaching indigenous students. The emphasis is on understanding of and respect for, indigenous cultures and their political, cultural, social and educational aspirations.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One 1000-word critical document review (15%), specific details of assessment requirements available in first lecture, one 1500-word research essay (40%), one 10-minute tutorial presentation (15%) and one 1000-word assignment (30%)

Prescribed Reading:

Broome, R. (2002) *Aboriginal Australians* 3rd edn. NSW: Allen and Unwin
Indigenous Studies Working Group (Compilers) *Book of Readings* Bendigo: La Trobe University

Recommended Reading:

Craven, R. Ed. (1999) *Teaching Aboriginal Studies* NSW: Allen and Unwin
Reynolds, H (2000) *Why Weren't We Told?* Victoria: Penguin

EDU2MP MOVEMENT PERSPECTIVES (15 CPs Sem. TE-SEM-1 BE.) *Dr*

Ashley Woodcock

In this unit students will be able to develop a theoretical understanding of and the application of, biomechanical principles related to human movement. Through a series of lectures and practical laboratory classes students are provided with an opportunity to devise, trial and evaluate strategies related to efficient human performance in sport.

Class requirements: One 2-hour lecture and one 2-hour laboratory class per week.

Assessment: One 750-word practical assignment (20%), one 2000-word assignment (50%), one 1.5-hour final examination (30%)

Recommended Reading:

Edwards, L. (1999) *Exploring dance and drama* Preston South, VIC: Primary Arts
Carr, GA. (1997) *Mechanics of sport* Ill: Human Kinetics Champaign ACHPER INC.(1998) *PEP Gymnastics* Hindmarsh, SA: Achper Inc

EDU2MUC MUSICIANSHIP – THEORETICAL/HISTORICAL/PRACTICAL

(15 CPs Sem. TE-SEM-1 BE.) *Mr Peter Butler*

Not available in 2008

EDU2MUD MUSIC D (15 CPs Sem. TE-SEM-2 BE.) *Mr Peter Butler*

Not available in 2008

EDU2PEM PHYSICAL EDUCATION METHOD: PREP TO 12 (15 CPs Sem. TE-ALL-YR BE.) *Dr Ashley Woodcock*

In this unit students will be introduced to a theoretical basis and skill foundation in teaching physical education in a school setting. Emphasis will be on qualities of an effective physical education teacher and physical teaching practices. Students will be provided with the opportunity to apply a range of knowledge and skills to

development and evaluation of a P-10 physical education curriculum. The curriculum will be linked to the concepts, framework and learning outcomes contained in the physical, personal and social learning strand of the Victorian Essential Learning Standards. This unit will prepare beginner teachers to teach post-compulsory physical education. Students will be introduced to the structure and content of the VCE Physical Education Study Design and will be provided with the knowledge and skills to plan, teach, assess and resource physical education.

Class requirements: Two hours per week.

This unit is not available for Study Abroad students.

Assessment: School-Based Component and dialogue journal (1200 words) (30%), curriculum project (1500 words) (35%), course outline and time-line for units 1 and 2 in VCE Physical Education (1000 words) (20%), developing school assessed coursework in physical education units 3 and 4 (800 words) (15%)

Prescribed Reading:

Board of Studies (2000) *Curriculum and Standards Framework 11* Board of Studies. Carlton, Victoria
Victorian Curriculum and Assessment Authority (2005) *Physical Education: VCE Study Design* Victorian Curriculum and Assessment Authority

Recommended Reading:

Tinning, R, Macdonald, D, Wright, J and Hickey, C. (2001) *Becoming a Physical Education Teacher: Contemporary and Enduring Issues* Prentice Hall

EDU2PRB PRACTICUM B – FOCUS ON CLASSROOM MANAGEMENT

(15 CPs Sem. TE-ALL-YR BE.) *Dr Jennifer O'Shannessy, Mr Wilf Savage*

Students will undertake two separate three-week teaching rounds during the year, one in each semester and each in a different school. The accompanying lecture-tutorial program seeks both to feed upon and inform the student's school experiences and encourage critical reflection upon several key issues: lesson planning and preparation, alternative instructional approaches, the developing of productive working relationships in the classroom and the establishment and maintenance of a classroom management plan.

Prerequisite: EDU11ITT, EDU12TL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week (semester 2 only), plus 30 days of school experience (15 days each semester).

Assessment: One 2000-word assignment (30%), one 2-hour examination (30%), practicum performance (as assessed by supervisors' reports) (40%). To pass this subject, students must successfully complete 30 days of supervised teaching practice. Criteria for assessment will be supplied with subject outline.

Prescribed Reading:

Charles, CM (2003) *Building Classroom Management* Boston: Allyn and Bacon

Recommended Reading:

Arthur, M, Gordon, C and Butterfield, N. (2002) *Classroom Management: Creating Positive Learning Environments* South Melbourne: Thompson
Nelson, J et al. (2002) *Positive Discipline: A teacher's guide of solutions for every possible classroom behaviour problem* Roseville, Ca.: Prima Publishing

EDU2REE SOCIAL AND EDU PERSPECTIVES OF MULTICULTURALISM

IN AUST (15 CPs Sem. TE-SEM-1 BE.) *Dr Jennifer O'Shannessy*

Not available in 2008

EDU2SOS STUDIES OF SOCIETY AND ENVIRONMENT (15 CPs Sem. TE-SEM-2 BE.) *Mr Raymond Nichol*

In this unit, students are provided with opportunities to develop knowledge and appreciation of Australian society, particularly contemporary social issues and their significance for educators. Students examine the history and role of social studies, social education and Studies of Society and Environment (SOSE) in school programs and develop the ability to plan, implement and evaluate SOSE programs in schools, particularly primary schools.

Class requirements: One 2-hour lecture and one 1-hour tutorial-seminar per week.

Assessment: One 30-minute seminar presentation and one 500-word summary (30%), one 3-4 lesson teaching task and evaluation equivalent to 500 words (10%), one 2500-word curriculum project – unit development, resource folder and reflective journal (50%), attendance and participation (10%)

Preliminary Reading:

Board of Studies (2000) *Studies of Society and Environment: Curriculum Standards Framework II* Melbourne: Board of Studies
Gilbert, Rob. (Ed, (2004) *Studying Society and Environment: A Guide for Teachers*. 2nd edn. Katoomba: Social Science Press.
Marsh, Colin. (2005) *Teaching Studies of Society and Environment*. Sydney: Prentice Hall

EDU2SPM STUDIES IN PEDAGOGY AND MANAGEMENT (15. CPs Sem. TE-SEM-2 BE.) *Ms Jennifer Sheed*
Not available in 2008

EDU2ST SCIENCE TEACHING (15 CPs Sem. TE-SEM-1 BE.) *Mr Peter Cox, Dr Premnadh Kurup*

In this unit students will develop competence and skills to teach science in primary schools. Students will explore science, with a particular focus on the concepts within physical and chemical sciences. They will explore innovative pedagogies related to teaching and learning in science. Students investigate curriculum resources available for teaching science topics, with a particular focus on VELs. Students will participate in a school based program in a primary school and design, implement and evaluate a science unit over seven afternoon sessions.

Class requirements: One 1-hour lecture and one 2-hour practical per week.

Assessment: One school based science teaching program reflective journal (equivalent to 2000-word essay) (40%) In order to pass this subject, a minimum of 80% attendance is required at all practical classes as well as an overall mark of at least 50%, one team Presentation: written overview and self-paced topic reviews (equivalent 1500-word essay) (30%), one 1.5-hour final examination (30%)

Prescribed Reading:

Finch et al. (2006) *Encyclopaedia of Science* Dorling Kindersley, London
Department of Education and Training (2001) *Sample Science Program* Department of Education and Training (2001)
Department of Education and Training (2002) *Teachers Online Primary Science CD* (2002) DE and T Department of Education and Training (2002)
Skamp, K. (Ed, (2004) *Teaching Primary Science Constructively* Melbourne: Thompson

Recommended Reading:

Peters, JM and Gega, PC. (2002) *Concepts and Inquiries in Elementary Science* Upper Saddle River, New Jersey: Merrill
Fleer, M and Hardy, T. (2001) *Science for Children* Sydney, Prentice Hall
Fleer, M and Jane, J. (1999) *Technology for Children: Developing your own approach*, Sydney: Prentice Hall

EDU2SUA SUBSTANCE USE IN AUSTRALIAN SOCIETY (15. CPs Sem. TE-SEM-2 BE.) *Ms Cathleen Farrelly*

In this unit students will aim to increase awareness and understanding of the physical, psychological, social and economic issues surrounding substance use and abuse in our society. Students will explore a range of public policy issues relating to abuse prevention and harm minimisation with particular relevance for school environments.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: Group tutorial presentation (15 minutes per member) (20%) To pass this subject students must attend 80% of the tutorials as well as obtaining an overall mark of 50% or greater, one 2000-word research paper (50%), one 1000-word media analysis (20%), contribution and participation in class debate (10 minutes per person) (10%)

Prescribed Reading:

Farrelly, C. (compiler) *Book of Readings* Bendigo: La Trobe University

EDU2TCC A STUDY OF COGNITIVE, PHYSICAL, SOCIAL AND EMOTIONAL DEV. (15 CPs Sem. TE-SEM-1 BE.) *Mrs Lyn Taylor*

Child development is examined from an intellectual, physical, emotional, moral, social and psychological perspective in the context of a changing world. Genetic and environmental forces which shape this unique pattern of growth and development is explored in the context of classroom practice. The unit covers the history and theories of child development, physical and motor development, catering for individual differences, perceptual development, personality, attachment and attachment behaviour, the self, social competence and identity and changing families.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1.5-hour examination (50%), one 1000-word tutorial presentation (20%), one 1500-word assignment (30%)

Prescribed Reading:

Santrock, JW and Yussen, S.R (2001) *Child Development* 9th edn. Iowa: Brown

Recommended Reading:

Berk, LE. (2000) *Child Development* 5th edn. Massachusetts: Allyn and Bacon
Australian Institute of Family Matters (1987) *Family Matters: newsletter of the Australian Institute of Family Matters* Melbourne, VIC: The Institute
Foreman, P. (Ed, (2001) *Integration and Inclusion in Actions* 2nd edn. VIC: Nelson Thomson Learning

EDU3ENS SOCIAL, POLITICAL, LEGAL AND ECONOMIC CONTEXTS OF EDUCATION. (15 CPs Sem. TE-SEM-1 BE.) *Mr Wilf Savage*

Students completing this unit will examine the social, cultural, political, economic, legal and global contexts of education from a sociological, comparative and historical perspective. The unit covers the issues including teachers work in the global world, issues of professionalism, legal responsibility, the culture of the school, the world of work and schooling, public and private schooling, community and parental involvement, rurality, gender, race, ethnicity and indigenous education.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1750-word essay (40%), one 2-hour examination (60%)

Prescribed Reading:

Halsey, A et al. (Eds) (1999) *Education: Culture, Economy, Society* Oxford University Press, Oxford.
Allen, J. (Ed, (2004) *Sociology of Education: Possibilities and Practices* Social Science Press, Katoomba

Recommended Reading:

Castells, M. (2002) *The Rise of the Network Society* Blackwells: London.

EDU3HPE STUDIES IN TEACHING AND LEARNING HEALTH AND PHYSICAL EDU (15 CPs Sem. TE-SEM-1 BE.) *Ms Cathleen Farrelly*

This unit provides a practical and theoretical study in health and physical education curriculum development. Lectures and tutorials focus on the issues impacting on the design and implementation of health and physical education curriculum, teaching and learning strategies including assessment strategies. Students will be given the opportunity to critically evaluate current curriculum guidelines and packages as well as developing knowledge and skills in the development of units of work in health and physical education for primary schools.

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: One 2000-word teaching resource plan (50%), one 1000-word portfolio of teaching strategies (20%), one 1500-word response to readings (30%)

Prescribed Reading:

Farrelly, C and Stockdale, M. (2001) (compilers). *Health and Physical Education Readings* Bendigo: La Trobe University

EDU3LCT LEARNING AND COMMUNICATION TECHNOLOGIES (15 CPsSem. TE-SEM-1 BE.) *Ms Chris Campbell*

In this unit students will develop information literacy knowledge, skills and values required for both the application of technology in teaching and learning as well as learning to teach about technology. Topics include the Internet, software applications for educators, integrating multimedia and educational software applications as well as creating curriculum materials. Issues addressed include those related to ethics, sociology, psychology and communications theory. This unit provides an introduction to practical computing skills and the integration of technology into the classroom. Students will be assisted to achieve the learning outcomes endorsed by the Victorian Institute for Teaching.

Class requirements: One 1-hour lecture and one 2-hour tutorial-workshop per week.

Assessment: Computer laboratory set activities – equivalent to a 750- to 900-word essay (20%), satisfactory completion of 15-day teaching practicum is a hurdle requirement of this unit. In-school observation and software – equivalent to a 750 to 900-word essay (20%), multi page educational website – equivalent to 1000-word essay (25%). individual task, digital portfolio – equivalent to a 1500-word essay (35%). individual task

Prescribed Reading:

C. Campbell. *Electronic readings – various* La Trobe University

EDU3LRE LEARNING FOR CATHOLIC RELIGIOUS EDUCATION (15 CPsSem. TE-SEM-2 BE.) *Dr JENNY MASTERS*

In this unit students will gain an understanding of the historical development of the Christian Church and tradition through examining Catholic tradition in its communal, sacramental and liturgical dimensions and implications for Catholic schooling. Students will demonstrate understanding of the technical language of religious education and an understanding of the sources and structure of the core content of religious education: Revelation as expressed through Scripture and Tradition and experienced through creation and human experience. Students will develop an understanding of Catholic beliefs organised around the eight strands of the religious education curriculum: God, Jesus Christ, Church, Sacraments, Scripture, Christian Prayer, Christian Life and Religion and Society.

Recommended Prior Studies: EDU31TSC.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 2000-word essay, one 20-minute verbal presentation (40%), three reviews of 500 words each (35%), one 20-minute verbal presentation (25%)

Recommended Reading:

Ryan, M. (1997) *Foundations of religious education in Catholic schools: An Australian perspective* Wentworth Falls, Social Science Press

Groome, T. (1991) *Sharing faith: A comprehensive approach to religious education and pastoral ministry* San Francisco, Harper Collins

EDU3LTL LITERACIES: NEW TIMES AND TENSIONS (15 CPs Sem. TE-SEM-1BE.) *Ms Debra Edwards*

In this unit, students are introduced to the developmental nature of language and literacy learning beyond the early years. A practical knowledge of curriculum programs and assessment practices at various levels of schooling; current debates in literacy teaching; innovations in language and literacy pedagogy e.g. multi-literacies; preparing to teach students for the global nature of society while still valuing and addressing local discourses and identities.

Prerequisite: EDU1LL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One 1000-word group presentation and written plan (20%), one 2-hour examination (40%), one 1500-word reading task (40%)

Prescribed Reading:

Winch, G et al. (2004) *Literacy: Reading, writing and Children's Literature* 2nd edn. Australia: Nelson

Recommended Reading:

Lo Bianco, J and Freebody, P. (Eds, (2000) *Australian Literacies: Informing National Policy on Literacy Education* Melbourne: Language Australia Ltd

Green, D and Campbell, R. (Eds, (2003) *Literacies and Learners: Current Perspectives* Australia: Pearson Education

EDU3ML MATHEMATICS LEARNING (15 CPs Sem. TE-SEM-2 BE.) *Dr**Robert Hunting*

Using concepts drawn from the topics of measurement (including: length, perimeter, area, volume, capacity, mass and weight and time) and space (including: 2- and 3-dimension shape, symmetry, position, angles, nets, angles and polygons), students explore the structure of mathematics, the goals of mathematics teaching, the nature of the mathematics curriculum and ways of engaging pupils in mathematics learning. Students will be given the opportunity to broaden their personal understandings of and attitudes to, key mathematical concepts using problem-solving and investigative approaches. The students will examine how such approaches contribute to their own learning and the implications for the learning of students in schools. In particular learning strategies such as grouping, collaboration and technology-supported learning will be emphasised.

Prerequisite: EDU11MT.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour examination (50%), one 2000-word assignment (30%), one 15-minute tutorial presentation and one 500-word assignment (20%)

Preliminary Reading:

Bobis, J et al. (1999) *Mathematics for Children: Challenging Children to Think Mathematically* South Melbourne: Prentice Hall
Booker, G et al. (2004) *Teaching Primary Mathematics* 3rd edn. South Melbourne: Addison Wesley Longman

Recommended Reading:

Department of Education and Training (1999) *Developing Efficient Numeracy Strategies* Moorebank, New South Wales: Author
Reys, R. E et al. (2001). *Helping Children Learn Mathematics* 6th edn. New York: John Wiley
Sullivan, P and Lilburn, P (1997) *Open-ended Maths Activities: Using 'Good' Questions to Enhance Learning* Melbourne: Oxford University Press

EDU3MUE PRIMARY CLASSROOM MUSIC CURRICULUM DESIGN AND IMPLEMENTATION (15 CPs Sem. TE-SEM-1 BE.) *Mr Peter Butler***Lecture Series**

In this unit, students examine through lecture and seminar presentation the construction of imaginative music curricula in the primary school with special (but not sole) reference to the curriculum and standards framework. There is practical instruction in Kodaly and Orff music methods for years-P-3, including a weekly vocal ensemble and conducting workshop exploring repertoire appropriate to schools.

Prerequisite: EDU22MUD.

Class requirements: One 3-hour lecture per week.

Assessment: One 2000-word assignment (30%), 15-minute individual aural skills assessment (30%), 15-minute workshop conducting assessment (40%)

EDU3MUF MUSIC F (15 CPs Sem. TE-SEM-2 BE.) *Mr Peter Butler***Lecture Series**

In this unit, students examine through lecture and seminar presentation, the construction of imaginative music curricula in the primary school with special (but not sole) reference to the curriculum and standards framework. There is practical instruction in Kodaly and Orff music methods for years-4-6, including a weekly vocal ensemble and conducting workshop exploring vocal repertoire and preparation appropriate to schools.

Prerequisite: EDU31MUE.

Class requirements: One 3-hour lecture per week.

Assessment: One 2000-word assignment (30%), 15-minute individual aural skills assessment (30%), 15-minute workshop conducting assessment (40%)

EDU3PLC POSTCOLONIAL LITERATURE FOR CHILDREN (15 CPs Sem. TE-SEM-2 BE.) *Mr David Beagley*

In this unit, students study current theoretical frameworks for interpreting colonial and postcolonial children's literature and considers a range of evaluative issues entailed in applying these frameworks to different postcolonial texts. Texts from England, Canada, the United States of America, New Zealand and Australia will be analysed.

Prerequisite: EDU11GCL, EDU12HCL, EDU21ACL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial-workshop per week.

Assessment: One 1500 to 2000-word assignment (30%), Commentaries and reviews – equivalent to a one 1000-word assignment (20%), evidence of tutorial preparation through participation (10%), one 2-hour final examination (40%)

Recommended Reading:

Bradford, C. (2001) *Reading Race: Aboriginality in Australian Children's Literature* Carlton South: Melbourne University Press
Roderick McGillis Ed, (2000) *Voices of the other: children's literature and the postcolonial context* New York, London: Garland

EDU3PRC PRACTICUM C – CURRICULUM DEVELOPMENT (15 CPs Sem. TE-ALL-YR BE.) *Mr Wilf Savage, Dr Jennifer Sheed*

Students will undertake two separate teaching rounds during the year, each in a different school (semester 1: 3 weeks; semester 2: 4 weeks). The accompanying lecture–tutorial program will seek both to feed upon and inform the student's school experiences and encourage critical reflection focused upon the areas of: curriculum development; pedagogical strategies; student assessment and catering for children with special needs.

Prerequisite: EDU1ITT, EDU2PRB.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week (semester 2 only), plus 35 days of school experience (15 days in semester 1 and 20 days in semester 2).

Assessment: One 1000-word tutorial presentation (20%), one 1500-word essay (20%), practicum performance (as assessed by supervisors' reports) (40%). To pass this subject, students must successfully complete 35 days of supervised teaching practice. Criteria for assessment will be supplied with subject outline.

Recommended Reading:

Brady, L and Kennedy, K. (1999) *Curriculum Construction* Sydney: Prentice Hall
Phye, G. (edn. (1998). *Handbook of Classroom Assessment* San Diego: Academic Press
Weber, E. (1999) *Student Assessment that Works: A Practical Approach* Needham Heights: Allyn and Bacon

EDU3RGS RELATIONSHIPS, GENDER AND SEXUALITY (15. CPs Sem. TE-SEM-1 BE.) *Ms Cathleen Farrelly*

In this unit students examine a range of issues related to the formation, maintenance and dissolution of human relationships. Students will explore topics including psychosocial development, influences on constructions of gender and sexual identity, violence in relationships. Related matters of sexual and reproductive health are examined along with public health policy responses. Students will gain accreditation to use the Protective Behaviours program accredited by the child protection society which is relevant not only to a range of vocations involving children and young adults but to the personal development of the students themselves.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One 2000-word literature review (35%), one 2000-word essay (45%), minimum of 80% attendance at all tutorials and the Personal Safety Program training to gain a pass grade, one 10-minute tutorial presentation discussion (20%)

Prescribed Reading:

Farrelly, C (compiler) *Book of Readings* Bendigo: La Trobe University

EDU3SAF SCHOOLS AND FAMILIES (15 CPs Sem. TE-SEM-1 BE.) *Dr*

Michael Faulkner

Not available in 2008

EDU3SKL SKILL LEARNING (15 CPs Sem. TE-SEM-1 BE.) *Ms Maree Stockdale*

In this unit students develop a theoretical understanding of skilled human performance. Through a series of lectures and laboratory classes the processes involved in acquiring motor skills are investigated together with the factors influencing such learning. This knowledge is integrated into a coaching context utilising a sport setting as a medium of instruction. Concepts such as error detection and correction, mental practice, instructional feedback and types of practice are investigated.

Class requirements: One 2-hour lecture per week one 2-hour practical class per week.

Assessment: One 500-word practical assignment (10%), one 2000-word assignment (45%), one 2-hour final examination (45%)

Recommended Reading:

Pye, FS. (Ed, (2001) *Better coaching* 2nd edn. Champaign, Ill: Human Kinetics
Christina, R.W and Corcos, D.M (1988) *Coaches guide to teaching sport skills* Champaign, Ill: Human Kinetics

EDU3SL SCIENCE LEARNING (15 CPs Sem. TE-SEM-2 BE.) *Ms Barbara Tadich*

Students are introduced to concepts of the physical, chemical, biological and earth sciences, required for the key learning areas in primary school science. The unit aims to develop an understanding of: similarity, relationships, diversity, classification and factors affecting the survival of living things; relationships of the structure of organisms to their function; ecosystems; (properties and uses of matter and chemical changes compared to physical changes and genetics). Investigations include: Earth and atmosphere; physical environment; the solar system; concepts of energy, forces, light, sound, heat and electricity; (the transformation of energy/energy conservation: energy, mechanical, magnetic and electrostatic forces).

Prerequisite: EDU2ST.

Class requirements: One 1-hour lecture and one 2-hour tutorial/practical per week.

Assessment: One 2000-word reflective essay (40%) In order to pass this subject, a minimum of 80% attendance is required at all practical classes as well as an overall mark of at least 50%, one 1500-word project (30%), one 1.5-hour final examination (30%)

Prescribed Reading:

Peters, J.M and Gega, PC. (2002) *Concepts and Inquiries in Elementary Science* Upper Saddle River, NJ: Merrill
Fleer, M and Hardy, T. (2001) *Science for Children* Sydney: Prentice Hall

Recommended Reading:

Skamp, K (Ed, (1998) *Teaching Primary Science Constructively* Sydney: Harcourt Brace
Fleer, J and Jane, J (1999) *Technology for Children: Developing your Own Approach* Sydney: Prentice Hall
Wenham, M (1995) *Understanding Primary Science* London: Paul Chapman Publishing

EDU3SPS SOCIAL PSYCHOLOGY OF SPORT (15 CPs Sem. TE-SEM-1 BE.)

Mr Ashley Woodcock

Through interactive lectures and tutorials, students develop knowledge and understandings of theories in social psychology and how they relate to sport and physical activity. Students analyse some of the methods used in social psychological research and have the opportunity to implement some applications of these methods in the sport and physical setting.

Prerequisite: EDU1HBS.

Class requirements: Three hours per week for thirteen weeks, or the equivalent.

Assessment: One oral presentation – equivalent to a 250-to 500-word assignment (10%), one 2000-word written assignment (45%), one 2-hour Exam (45%)

Recommended Reading:

Jowett, S and Lavallee, D. (2006) *Social Psychology of Sport* Human Kinetics, Champaign, Ill
Coakley, J. (2001) *Sport in Society* McGraw-Hill, New York

EDU3SSA SPORT AND SKILL ANALYSIS (15 CPs Sem. TE-SEM-2 BE.) *Dr**Ashley Woodcock*

Students learn about and experience methodical ways of analysing the specific objectives, demands and strategies of skills and sports.

Laboratory sessions provide students with an insight into the generic strategies and analytical methods which can be utilised in a number of sports settings.

Prerequisite: EDU21MP, EDU2MP.

Class requirements: One 3-hour lecture/workshop per week for thirteen weeks, or equivalent.

Assessment: Five laboratory reports totalling 2000 words (50%), one 2500-word assignment (50%)

Recommended Reading:

Board of Studies (2000) *Curriculum and standards framework*

Carlton, VIC: Board of Studies

Schmidt, R.A and Wrisberg, CA. (2000) *Motor learning and performance* 2nd edn. Champaign, ILL: Human Kinetics

Magill, RA. (2001) *Motor learning: concepts and applications* 6th edn. New York: McGraw Hill

EDU3TE DESIGN AND TECHNOLOGY EDUCATION (15 CPs Sem. TE-SEM-2 BE. TE-SEM-S BE.) *Dr Simon O'Mallon*

In this unit students develop the skills and knowledge to incorporate the interdisciplinary strands of VELS into their daily classroom program. Areas covered include the development of design skills, knowledge and understanding of good design, while nurturing creativity and innovation through designing and making. Supported by a range of practical activities and tasks, students will examine the methodology, processes, assessment, OH and S issues and diversity of Technology based on the design process that is available at Primary level.

Class requirements: One 1-hour lecture and one 2-hour tutorial-workshop per week.

This unit is not available for Study Abroad students.

Assessment: One 20-minute oral tutorial presentation (20%), one 1500-word essay (30%), one portfolio of workshop competencies and activities – equivalent to a 2000-word essay (50%)

Recommended Reading:

Killen, R. (2003) *Effective teaching strategies: lessons from research and practice* 3rd edn. Social Science Press

Smith, et al. (2001) *Secondary schooling in a changing world* Harcourt

EDU3TSC TEACHING SCRIPTURE IN CATHOLIC SCHOOLS (15 CPs Sem. TE-SEM-1 BE.) *Dr Jenny Masters*

In this unit students will be introduced to the Bible, its composition, chronology, genres and provenance, attending to both the Hebrew Scriptures and the Christian Testament. Students will explore the historical, political, geographical, socio-cultural and religious frameworks behind the production of biblical texts. They will learn to apply a variety of methods of textual analysis, based on the principles of Catholic biblical criticism. Students will research and apply a number of methodologies for teaching scripture texts in the primary classroom and explore the understandings and uses of the Bible by Christian communities and individuals.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 2500-word essay (40%), one 1000-word essay (30%), one verbal presentation of 20 minutes (30%)

Prescribed Reading:

Catholic Edition *The Bible – new revised standard version* Any of various editions

EDU4ABS ABORIGINAL STUDIES (20. CPs Sem. TE-SEM-2 BE.) *Mr Ray**Nichol*

Not available in 2008

EDU4AL ACTIVE LIFESTYLES (15 CPs Sem. TE-SEM-2 BE.) *Dr Ashley**Woodcock*

Through a series of interactive lectures and practical laboratory classes students will gain knowledge and understandings about

concepts related to physical fitness and wellness. Students will be presented with information concerning lifestyle changes designed to enhance optimal health and well-being.

Class requirements: One 2-hour lecture per week and one 2-hour laboratory class per week.

Assessment: Weekly laboratory assignments with the total equalling 2500 words (50%), one 1-hour mid-semester test (25%), one 1-hour final examination (25%)

Prescribed Reading:

Corbin, CB, Lindsey, R, Welk, GJ and Corbin, WR. (2004) *Concepts of fitness and wellness*, 5th edn. McGraw-Hill, Dubuque, Iowa

EDU4AOC AGENTS OF CHANGE: CHILDREN'S LITERATURE IN SCHOOLS (15 CPs Sem. TE-SEM-1 BE.) *Ms Sarah Mayor Cox*

Not available in 2008

EDU4AR AT RISK STUDENTS: POLICIES, PROGRAMS AND PRACTICE (15 CPs Sem. TE-SEM-S BE.) *Dr Penelope Collet*

In this unit, issues concerning students designated as being at risk are addressed. The ways in which students are identified and described at risk of school failure and social exclusion are examined. The implications for practice of labelling students at risk are investigated. Programs intended to assist at risk students are researched and evaluated.

Class requirements: Five 7-hour days in block mode during the semester.

Assessment: One 4000-word research report based on analysis of interview data collected by students (100%)

Recommended Reading:

Withers, G and Russell, J. (2001) *Educating for resilience: prevention and intervention strategies for young people at risk*. Camberwell:

Australian Council for Educational Research.

James, P, St. Leger, P and Ward, K. (2001) *Making connections: the Full Service Schools Program Victorian Evaluation* Melbourne:

Centre for Human Resource Development and Training, Melbourne University and DEET, Victoria.

Vaughn, G, Bos, CC and Schumm, J.S. (2000). *Teaching exceptional, diverse and at risk students in the general education classroom*.

Sydney: Allyn and Unwin.

EDU4AS AUSTRALIAN STUDIES (15 CPs Sem. TE-SEM-2 BE.) *Mr Raymond**Nichol, Ms Debbie Neal*

Not available in 2008

EDU4BIV WORKING WITH STUDENTS WHO ARE BLIND OR HAVE IMPAIRED VISION (15 CPs Sem. TE-SEM-2 BE.) *Dr Penelope Collet*

Not available in 2008

EDU4BT BEGINNING TEACHING (15 CPs Sem. TE-SEM-2 BE.) *Dr Jennifer**Sheed*

Not available in 2008

EDU4CL1 CHILDREN'S LANGUAGE AND LITERACY EDUCATION (20. CPs Sem. TE-SEM-1 BE.) *Dr Vaughan Prain*

Not available in 2008

EDU4CLL CHILDREN'S LANGUAGE AND LITERACY EDUCATION (15 CPs Sem. TE-SEM-2 BE.) *Dr Vaughan Prain*

Not available in 2008

EDU4CSE COMMUNICATION IN SPECIAL EDUCATION (15 CPs Sem. TE-SEM-2 BE.) *Dr Jennifer Sheed*

In this unit students will explore various types of interpersonal communication and the barriers encountered by those with exceptional needs. Current theories of language development and the acquisition of speech are reviewed. The aetiology and manifestations of language delays and disabilities will be considered. Augmentative and alternative forms of communication will be introduced and the role of assistive technologies will be discussed.

Class requirements: Six 6-hour days in block mode during the semester or by independent study (as negotiated).

Assessment: One 4000-word written research report (90%), one 5-minute oral presentation (10%)

Prescribed Reading:

Blanksby, D. (Ed, (2004) *Anthology of Readings: Communication in Special Education* Bendigo: La Trobe University

Recommended Reading:

Butterfield, N, Arthur, M and Sigafoos, J (1995) *Partners in Everyday Communicative Exchanges: A Guide to Promoting Interaction Involving People with Severe Intellectual Disability* Sydney: MacLennan and Petty

EDU4ECT ESL TEACHING AND LEARNING IN MAINSTREAM CLASSROOMS (15 CPs Sem. TE-SEM-1 BE.) *Ms Gaelene Rowe*
Not available in 2008

EDU4FEA FIELD EXPERIENCE A – FROM STUDENT TO PROFESSIONAL

(15 CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr Wilf Savage, BE: Dr Jennifer Sheed, MI: Ms Debbie Neal*

In this unit, students focus on the transition from student teacher to graduate teacher. The unit will be organised around the themes of essential professional knowledge embodied in the professional standards for graduating teachers current in the various Australian States and Territories with a particular focus on Victoria. The field experience component of the unit will involve students spending a minimum of eight days in schools with a view to strengthening their understandings of the knowledge needed to take their place as a staff member in a school. It will also involve students in data collection and research in order to develop a professional portfolio in response to the professional standards for graduating teachers. Topics examined include schools as institutional work sites, school level planning, teacher recruitment practices, performance management and professional practice.

Prerequisite: EDU11ITT, EDU12TL, EDU22PRB, EDU1ITT, EDU1TL, EDU3PRC, EDU2PRB.

Class requirements: Minimum of eight days in schools, three x 6-hour days in block mode during semester and eight 1-hour workshop.

This unit is not available for Study Abroad students.

Assessment: Develop a professional portfolio (2000-word equivalent) (50%), One 2000-word assignment (50%)

Recommended Reading:

Department of Education, Science and Training (2002) *An ethic of care, effective programs for beginning teachers*. Canberra: Commonwealth of Australia
 Wyse, D. (2002) *Becoming a primary school teacher* London; New York: Routledge Falmer, 2002
Book of selected readings prepared by unit coordinator School of Education (2007)

EDU4FEB FIELD EXPERIENCE B – THE TEACHER AND THE CURRICULUM (15 CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE, MI.) *BE: Mr Wilf Savage, BE: Dr Jennifer Sheed, MI: Ms Debbie Neal*

This unit represents a culmination of the student's four-year practicum program. In the weeks leading up to the three-week practicum, which forms the core of the unit, students will spend several days familiarising themselves with their host classroom. During the practicum period, they will be focused upon planning, teaching and assessing units of work, upon individualising instruction and catering for children with particular needs. Students are expected to assume more and more the role of a full-time teacher and to demonstrate the ability to work with children for sustained periods. In addition, particular attention will be placed upon the student's appraisal of themselves as commencing teachers.

Prerequisite: EDU11ITT, EDU22PRB, EDU32PRC, EDU41FEA, EDU4FEA, EDU3PRC, EDU2PRB, EDU1ITT, EDU1TL.

Class requirements: Fifteen days of classroom teaching experience, followed by class presentations on topics researched in the course of their time in school.

This unit is not available for Study Abroad students.

Assessment: 1500-word self-appraisal essay (30%), one 15-minute tutorial presentation exploring a topic researched during time in school (20%), assessment of teaching performance (50%), 15 days of (compulsory) supervised teaching practice – hurdle requirement. Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment

Recommended Reading:

Cohen, Louis et al. (2004) *A Guide to Teaching Practice* 5th edn. London: Routledge Falmer
 Marsh, Colin J. (2000) *Becoming a Teacher, Knowledge, Skills and Issues* 2nd edn. Frenchs Forest, NSW: Longman
 Barry, K and King, L. (1998) *Beginning Teaching and Beyond* 3rd edn. Tuggerah: Social Science Press
 Posner, GJ. (2005) *Field Experience: A Guide to Reflective Teaching* 6th edn. Boston: Pearson

EDU4FEI FIELD EXPERIENCE A (INTEGRATION) (15 CPs Sem. TE-SEM-1 BE.) *Dr Dixie Blanksby*
Not available in 2008

EDU4FEP FIELD EXPERIENCE PROJECT (30 CPs Sem. TE-ALL-YR BE, MI.)

BE: Mr Wilf Savage, MI: Ms Debbie Neal
Not available in 2008

EDU4FES FIELD EXPERIENCE B (SPECIAL SETTING) (15 CPs Sem. TE-SEM-2 BE.) *Dr Michael Faulkner*
Not available in 2008

EDU4FYA FICTION FOR YOUNG ADULTS (15 CPs Sem. TE-SEM-1 BE.) *Mr David Beagley*
Not available in 2008

EDU4GTD GIFTED EDUCATION AND TALENTED DEVELOPMENT (15 CPs Sem. TE-SEM-2 BE.) *Dr Michael Faulkner*

In this unit, students investigate and evaluate models of provision for gifted and talented students, at system, school and class levels. These include within class enrichment, differentiated curriculum, compacted curriculum, acceleration, mentoring, flexible vertical timetabling and online programs. Students also explore outside school enrichment options and investigates the multiple ways gifted and talented students can be encouraged and supported in their learning.

Prerequisite: EDU41GTY.

Class requirements: Three 6-hour days (weekends) and seven 3-hour evening workshops.

Assessment: One 1000-word seminar presentation (25%); in order to pass this subject, a minimum of 75% attendance is required at all classes and tutorials as well as an overall mark of at least 50%; one 3500-word assignment (75%)

Recommended Reading:

Colangelo, N and Davis, G (2003). *Handbook for Gifted Education* 3rd edn. New York: Allyn and Bacon

EDU4GTY EXPLORING THE CHARACTERISTICS OF THE TALENTED AND GIFTED (15 CPs Sem. TE-SEM-1 BE.) *Dr Michael Faulkner*

This unit provides an introduction to student giftedness, including an exploration of the characteristics of the gifted and talented. The unit covers models and myths of giftedness, school system provision for precocious learners and prevailing social attitudes towards such children. The unit includes aspects of modes and strategies of identification, temperament and personality, asynchronous child development, motivation, learning style development, social and emotional issues of development, theories of underachievement and issues relating to teacher-parent relationships.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One 2000-word assignment (50%); in order to pass this subject, a minimum of 75% attendance is required at all classes and tutorials as well as an overall mark of at least 50%; one 1000-word seminar presentation (20%), one 1500-word essay (30%)

Recommended Reading:

Porter, L. (1999) *Gifted Young Children: A Guide for Teachers and Parents* Australia: Allen and Unwin
 Commonwealth of Australia (2001) *The Education of Gifted Children*. Canberra: Report of the Senate Employment, Workplace Relations, Small Bus and Ed References Committee

EDU4HSW HELPING SKILLS FOR WELL-BEING (15 CPs Sem. TE-SEM-1 BE.) *Dr Michael Faulkner*

In this unit, an introduction to the relationship between effective

whole school policy and practices and individual student well-being will be provided. Students will also be introduced to the micro-skills of effective helping for all students but particularly for those with additional or special needs. It will incorporate study on the psychological, social and education implementations of effective school-side and individual helping practices for students.

Class requirements: A combination of full days, evenings and weekends.

Assessment: One 1000-word assignment (20%). This subject has a 75% class attendance hurdle requirement; one 15-minute seminar presentation (20%) and one 3000-word assignment (60%)

Recommended Reading:

Geldard, K and Geldard, D. *Counselling Children: A Practical Introduction* Sage: London. 2002

Hornsby, G, Hall, C and Hall, E. *Counselling Pupils in Schools* Routledge-Falmer: London. 2000

Egan, G. *The Skilled Helper* 7th edn. Wadsworth: California. 2002

EDU4IAS INCLUSIVE AND SPECIAL EDUCATION (15 CPs Sem. TE-SEM-1 BE.) *Dr Michael Faulkner*

In this unit students will be provided with an overview of the philosophical, political and practical issues that face practitioners in schools and in the wider community, as they address human diversity. Rather than explore the issues in depth, they will be identified and discussed with a view to providing a comprehensive basis for further study. From this basis each student will select an area for specific study, reviewing the literature and comparing it to current and local practice and/or experience. The report of this research will comprise the assessment task.

Class requirements: Five 6-hour seminar days during the semester.

Assessment: 4000-word research report (90%), one 5-minute oral presentation (10%)

Prescribed Reading:

Blanksby, D. (edn. (2004) *Anthology of Readings: Inclusive and Special Education* Bendigo: La Trobe University

Recommended Reading:

Ashman, A Elkins, J. (Eds) (2002) *Educating Children with Diverse Abilities* Australia: Prentice Hall

EDU4ICL CURRENT ISSUES IN CHILDREN'S LITERATURE (15 CPs Sem. TE-SEM-2 BE.) *Mr Vaughan Prain*
Not available in 2008

EDU4IE INDIGENOUS AUSTRALIAN STUDIES AND EDUCATION (15 CPs Sem. TE-SEM-1 BE.) *Mr Raymond Nichol*
Not available in 2008

EDU4INS INCLUSIVE SPORT EDUCATION (15 CPs Sem. TE-SEM-1 BE.) *Dr Ashley Woodcock*

Through lectures, practical sessions and field work, students learn about a wide range of disabilities, including the aetiology, diagnosis and prognosis of the specific condition. Students gain knowledge about the most common types of disabilities and cite ways to adapt activities and determine categories of placement for children and adults with disabilities. In addition, students study how to cater for the interests, needs and abilities of individuals with disabilities when planning and implementing physical education programs in the regular school setting and physical recreation programs in the community.

Class requirements: One 3-hour lecture/workshop per week or equivalent block mode.

Assessment: One 1500-word assignment (35%), one 3000-word field work report (65%)

Recommended Reading:

Auxter, D and Pyfer, J (1989) *Adapted Physical Education and Recreation* St Louis: Mosby College Publishing

Bulluss, J and Coles, P (1990) *Perceptual Motor Programs* Melbourne, VIC: P.J. Developments

Seaman, JA and DePauw, KP. (1995) *The New Adapted Physical Education* Mountain View: Mayfield Publishing Co.

EDU4ISP INDEPENDENT STUDY PROGRAM (20 CPs Sem. TE-SEM-1 BE, MI. TE-SEM-2 BE, MI.) *BE: Mr Ray Nichol, MI: Ms Debbie Neal*

In this unit students will examine an area of theoretical and/or professional interest not covered in other subject offerings. Students negotiate with a supervisor the specific problem to be investigated, the means by which the problem can be resolved and the manner in which the findings are to be presented for assessment. Approval is required from the course coordinator.

Class requirements: Equivalent of one hour per week supervisory conference, plus independent study.

Assessment: 5000-word research assignment (100%)

Preliminary Reading:

Negotiated Readings

EDU4ISS INDEPENDENT STUDENT STUDY (15 CPs Sem. TE-SEM-1 BE, MI. TE-SEM-2 BE, MI.) *BE: Dr Jenny Masters, MI: Ms Debbie Neal*

In this unit students will examine an area of theoretical and/or professional interest. Students negotiate with the course coordinator the specific problem to be investigated; the means by which the problem can be investigated; and the manner in which the findings are to be presented for assessment.

Class requirements: Equivalent of one hour per week supervisory conference, plus independent study.

Assessment: One 4500-word research report (100%)

Preliminary Reading:

Negotiated Readings

EDU4IT INTERACTIVE TECHNOLOGIES (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE, MI.) *BE: Ms Chris Campbell, MI: Ms Deb Neal*

Students will apply the principles of instructional design learning theory and product development to build an interactive web environment. The focus will be on information design, project management and evaluation, understanding the basic elements of a hypertext environment through the development of a project. Students will develop skills in emergent technologies such as interactive whiteboard technologies and digital storytelling.

Quota: 22. First in, first enrolled up to quota

Class requirements: Three hours per week.

Assessment: Develop an interactive whiteboard lesson and lesson plan – equivalent to a 1200-word essay (20%) individual task, website design statement and rationale – equivalent to a 2500-word essay (30%). Group task, one major interactive website creation project – equivalent to a 3000-word essay (50%). Group task

Recommended Reading:

Various *Electronic readings available on WebCT* La Trobe University

EDU4LFA WEAVING THE THREADS OF LITERACY EDUCATION (15 CPs Sem. TE-SEM-1 BE, MI. TE-SEM-2 BE.) *Ms Debra Edwards, Ms Debbie Neal*

In this unit students are involved in the development of understandings of the need to acknowledge and prepare students for the global nature of society while still valuing and addressing local discourses and cultural and linguistic diversity and knowledge of current debates in relation to teaching English as a second or other language. An awareness of issues and debates in relation to current practices including curriculum literacies, multi-literacies, indigenous perspectives and Aboriginal English, critical literacies, middle year's literacies will also be considered.

Prerequisite: EDU31LT.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 2-hour examination (open book) (40%), one 1500-word assignment (unit of work) (30%)

Recommended Reading:

Lo Bianco, J and Freebody, P. (2000) *Australian Literacies: Informing National Policy on Literacy Education* Melbourne: Language Australia Ltd

Winch, G, Johnston, R, Holliday, M, Ljungdahl, L and March, P (2001) *Literacy: Reading, Writing and Children's Literature* South Melbourne: Oxford University Press

EDU4LM LOTE TEACHING METHOD (20. CPs Sem. TE-SEM-1 BE.) *Mr**Robin Hutchison*

Topics covered in this unit include second language acquisition theories and principles, the nature and extent of cultural aspects of language learning, LOTE policies and programs (Federal and State), LOTE curriculum design (planning, implementation and evaluation), pedagogical and assessment strategies, promotion of LOTE in the community, resources, a comparison of first and second language acquisition.

Prerequisite: Students must have an approved undergraduate languages major. Indonesian 3A and 3B can be taken concurrently. Students must have an approved undergraduate advanced languages major or equivalent.

Class requirements: 60 hours (classes are taught in block mode).

This unit is not available for Study Abroad students.

Assessment: Develop mock LOTE class, equivalent to a 1000-word essay (25%), 2000-to 3000-word reflective journal, equivalent to a 1000-word essay (25%), 1000-word assignment and class presentation (25%), WebCT Online quiz, short-answer tasks, equivalent to a 1000-word essay (25%)

Prescribed Reading:

Victorian Curriculum and Assessment Authority *VCE LOTE Study Design* VCAA, 2003

Victorian Curriculum and Assessment Authority, *Victorian Essential Learning Standards* VCAA, 2005

EDU4LP LOTE PRACTICUM (20 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr**Robin Hutchison*

This unit comprises 22 days supervised teaching practice in a primary or secondary school. Students will prepare and teach lessons which reflect the strategies and techniques learned in LOTE teaching methodology and incorporating school and system requirements. They will maintain a folder of lesson plans together with observations on classroom practice.

Prerequisite: Three years post-VCE LOTE or equivalent and EDU41LTM (can be done concurrently).

Class requirements: 22 days of supervised teaching practice and observation in a primary or secondary school.

This unit is not available for Study Abroad students.

Assessment: Practicum supervisor reports (60%). To pass this subject, students must successfully complete 22 days of supervised teaching practice. Criteria for assessment will be supplied with subject outline, a 2000-word folio of plans and observation notes (40%)

EDU4MYL SUPPORTING MIDDLE YEARS STUDENTS: LEARNING AND TRANSITIONS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Michael**Faulkner*

Not available in 2008

EDU4NFA INCLUSIVE APPROACHES TO NUMERACY TEACHING (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Dr Dona Martin, MI: Ms Debbie Neal*

The emphasis in this unit is on research-based approaches to numeracy teaching, with emphasis on flexibility in task and pedagogy to address the specific needs of all students. In particular the issues associated with data-informed teaching, understanding the structured curriculum, matching experiences to students' needs, utilising technology effectively, activity and game-based learning, using open-ended tasks in teaching and assessment, assessment of student learning generally, as well as affective issues including engagement and self efficacy will be explored. The emphasis will be on linking theory and practice through classroom-based research projects.

Prerequisite: EDU32ML, EDU3ML.

Class requirements: Block mode equivalent to 40 hours of weekly classes.

Assessment: One 3000-word report of classroom-based research (50%), one 1500-word assignment (50%)

Preliminary Reading:

Reys, RE, Lindquist, MM, Lambdin, D.V, Smith, N.L and Suydam, M.N (2001). *Helping Children Learn Mathematics* 6th edn. New York: John Wiley

Labinowicz, E (1985) *Learning from Children: New Beginnings for Teaching Numerical Thinking* Menlo Park, CA: Addison-Wesley

Bobis, J et al. (1999) *Mathematics for Children: Challenging Children to Think Mathematically* South Melbourne: Prentice Hall
Sullivan, P and Lilburn, P (1997) *Open-ended Maths Activities: Using 'Good' Questions to Enhance Learning* Melbourne: Oxford University Press

Recommended Reading:

Kilpatrick, J, Swafford, J and Findell, B. (2001) *Adding It Up: Helping Children Learn Mathematics* Washington, DC: National Academy Press

Brown, M, Askew, M, Baker, D, Denvir, H and Millett, A. (1998) *Is the national numeracy strategy research-based?* British Journal of Educational Studies 46(4), pp. 362-385

McIntosh, A, Bana, J and Farrell, B. (1995) *Mental Computation in School Mathematics: preference, attitude and performance of students in years 3, 5, 7 and 9* MASTEC Monograph, Series No. 1

Desforjes, C and Cockburn, A. (1987) *Understanding the Mathematics Teacher: A Study of Practice in First Schools* New York: MacKay

EDU4PEA PHYSICAL EDUCATION TEACHING METHOD A (10 CPs Sem. TE-SEM-1 BE.) *Dr Ashley Woodcock*

This unit represents the first semester of study for the all-year unit and is designed to provide a theoretical basis and skill foundation in teaching physical education in a school setting. Emphasis will be on qualities of an effective physical education teacher and physical education teaching practices. The unit will provide the student with the opportunity to apply a range of knowledge and skills to the development and evaluation of a 7-10 physical education curriculum. The curriculum will be linked to the concepts, framework and learning outcomes contained in the Health and Physical Education Key Learning Area of the Curriculum and Standards Framework II. This unit will prepare beginner teachers to teach post-compulsory physical education. It aims to introduce students to the structure and content of senior secondary physical education study design and provide the student with the knowledge and skills to plan, teach, assess and resource physical education.

Class requirements: One 2-hour lecture per week .

This unit is not available for Study Abroad students.

Assessment: One 1500-word curriculum project (25%); this represents the combined year-long assessment for the units EDU4PEA and EDU4PEB, one 1500-word senior secondary program design (25%), one 1000-word paper and one 10-minute oral presentation (30%), four 250-word abstracts (20%)

Prescribed Reading:

Tinning, R, MacDonald, D, Wright, J and Hickey, C. (2001) *Becoming a Physical Education Teacher – Contemporary and Enduring Issues*. Prentice Hall

Board of Studies.(2000). *Curriculum and Standards Framework II*.

Board of Studies. Carlton, Victoria.

Board of Studies.(2000) *VCE Physical Education Resource Booklet*.

Board of Studies. Carlton, Victoria.

EDU4PPB PROMOTING POSITIVE BEHAVIOUR (15 CPs Sem. TE-SEM-2 BE.) *Dr Penelope Collet*

In this unit, irritating, disruptive and challenging behaviours that occur in school and other settings will be identified. Frameworks for understanding such behaviours will be investigated. A range of responses to such behaviours will be explored. The philosophical and ethical issues underpinning program design and behaviour change management will be examined. Students will explore their own philosophy of behaviour management at both the class and school level. On this basis students will develop a flexible range of strategies for addressing student behaviour.

Class requirements: Four 7-hour seminar days, prescribed reading and reflective tasks in preparation for each seminar.

This unit is not available for Study Abroad students.

Assessment: One 1500-word literature review (40%), one 2500-word class behaviour program (60%)

Prescribed Reading:

Blanksby, D, (edn. *Anthology of Readings: Behaviour in Schools* Bendigo: La Trobe University

Recommended Reading:

Charles, CM. (2002) *Building Classroom Discipline* 7th edn. Addison, Wesley, Longman: London

Rigby, K. (1996) *Bullying in Schools: What to do about it?* Melbourne: ACER

Arthur, M, Gordon, C, Butterfield, N. (2003) *Classroom Management: Creating Positive Learning Environments* Thomson: Victoria

EDU4PRA INDEPENDENT PROJECT A (15 CPs Sem. TE-SEM-1 BE.) *Dr*

Jenny Masters

Not available in 2008

EDU4PRB INDEPENDENT PROJECT B (15 CPs Sem. TE-SEM-2 BE.) *Dr*

Jenny Masters

Not available in 2008

EDU4RAE RESEARCH AND PRACTICE IN ART EDUCATION (15 CPs Sem.

TE-SEM-1 BE.) *Dr Penelope Collet*

Not available in 2008

EDU4REP CATHOLIC RELIGIOUS EDUCATION PRINCIPLES AND METHOD (15 CPs Sem. TE-SEM-1 BE.) *Dr Barbara Tadich*

In this unit students will develop an understanding of the nature, historical development and purposes of religious education through an analysis of relevant Church documents. Students will identify, examine and critique a variety of approaches to religious education by exploring and analysing relevant religious education curriculum approaches and resource materials of selected Australian Catholic schooling systems. Students will examine, critique and develop assessment, reporting and evaluation processes used in religious education. Students will develop and implement plans for effective teaching and learning strategies in the religious education classroom. Students will participate in learning opportunities in religious education

Recommended Prior Studies: EDU31TSC, EDU32LRE.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One essay of 2000 words (40%), preparation and evaluation of religious education lesson plans; equivalent to 2500-word essay. (60%)

Recommended Reading:

Ryan, M and Malone, P. (1996) *Exploring the religious education classroom* Social Science Press, Wentworth Falls

Liddy, S and Welbourne, L. (1999) *Strategies for teaching religious education* Social Science Press, Katoomba

EDU4RMA EDUCATION RESEARCH METHODS A (30 CPs Sem. TE-SEM-1

BE.) *Mr Raymond Nichol*

Not available in 2008

EDU4RMB EDUCATION RESEARCH METHODS B (30 CPs Sem. TE-SEM-2

BE.) *Mr Ray Nichol*

Not available in 2008

EDU4RTA ART EDUCATION AND RESPONDING TO ART (15 CPs Sem. TE-SEM-2 BE.) *Dr Penelope Collet*

This unit comprises practical workshops in a range of activities suitable for the classroom or specialist art facility. The place of arts practice and responding to art in contemporary pedagogy and art education theory is examined. Students develop understandings in visual aesthetics and design, art history and theory.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week (or equivalent block mode, or supervised independent study).

Assessment: One 3000-word research assignment (50%), practical workshop art folio and visual diary (50%). Students are required to produce four pieces of work representing each medium workshop and a visual diary

Prescribed Reading:

Wright, S. (1991) *The Arts in Young Children and Learning* Boston: Allyn and Bacon

EDU4SIM SPORTS INJURY MANAGEMENT (15 CPs Sem. TE-SEM-2 BE.) *Dr*

Ashley Woodcock

Students are introduced to the concepts of sports medicine in order to acquire knowledge of most common sporting injuries, their causes and appropriate preventative measures. Students also gain knowledge in various forms of immediate and rehabilitative treatment. Through participation in practical workshops students learn to apply the basic principles of physical conditioning in the design of fitness and rehabilitative programs. This unit also provides students with an understanding of environmental influences on physical performance, the role of administration and other precautionary procedures.

Prerequisite: EDU11HBS, EDU1HBS.

Class requirements: One 3-hour lecture/workshop per week .

Assessment: One 500-word practical assignment (30%). It is a hurdle requirement that students gain Level 2 Workplace First Aid Accreditation (ungraded, one 2000-word assignment (30%) and one 2-hour final examination (40%)

Recommended Reading:

Bloomfield, J, Fricker, PA and Fitch, KD. (1995) *Textbook of Science and Medicine in Sport* 2nd edn. Melbourne, VIC: Blackwell Scientific Publications

Cross, M, Gibbs, N and Gray, J. (1991) *The Sporting Body* Melbourne, VIC: McGraw Hill

EDU4SVE SPIRITUALITY AND VALUES IN CATHOLIC EDUCATION (15

CPs Sem. TE-SEM-2 BE.) *Dr Barbara Tadich*

In this unit students will be introduced to various models of understanding the human person and explore the function of virtues/values in the development and experience of the person in communal contexts. Students will critically analyse theories of moral development, review and evaluate literature and recent thinking on the role of the spiritual dimension of personal meaning-making. Students will learn and apply methodologies that address and develop the affective and spiritual domains of learning and explore possible descriptions and implications of a spirituality of teaching.

Recommended Prior Studies: EDU31TSC, EDU32RE, EDU41REP.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 2000-word essay (50%), two 500-word book and/or article reviews (25%), one unstructured reflective journal of 2000 to 3000 words (25%)

Recommended Reading:

La Trobe University 2006 *Book of readings* La Trobe University

EDU4TAE THINKING ABOUT EDUCATION (15 CPs Sem. TE-SEM-1 BE, MI.)

BE: Mr Wilf Savage, MI: Ms Debbie Neal

Not available in 2008

EDU4TAP EDUCATION THESIS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Professor Vaughan Prain

Not available in 2008

EDU4TBP EDUCATION THESIS (30 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Professor Vaughan Prain

Not available in 2008

EDU4THE EDUCATION THESIS (60 CPs Sem. TE-ALL-YR BE.) *Mr Raymond*

Nichol

In this unit, students will be introduced to educational research including qualitative and quantitative data collection. The unit will include a literature review, methodology, approaches to data collection and analysis. On completion of the unit, students will have produced a dissertation or research project of 15,000 words in a particular area of interest relating to education.

Class requirements: One 3-hour workshop per week and meetings by arrangement with a supervisor.

This unit is not available for Study Abroad students.

Assessment: One 15,000-word dissertation (100%)

Prescribed Reading:

Robson, C. (1995) *Real world research* Oxford UK. Blackwell.

EDU4VAD VISION: ABILITY AND DISABILITY (20. CPs Sem. TE-SEM-2 BE.)

Dr Michael Faulkner

Not available in 2008

EDU4WWF WORKING WITH FAMILIES (20. CPs Sem. TE-SEM-1 BE. TE-SEM-2 AW.) *Dr Michael Faulkner*
Not available in 2008

ENG1ASA ACADEMIC SKILLS FOR TERTIARY STUDY A (15. CPs Sem. TE-SEM-1 BE, SH. TE-SEM-2 BE, SH.) *BE: Ms Karin Moses, SH: Mr David Jones*

Offered subject to sufficient enrolments.

This unit makes explicit the cognitive process and linguistic structure of analytical texts. The unit uses discourse analysis to develop multiple language and learning skills. It incorporates generic and discipline specific material.

The unit aims to develop students' academic skills and provide students with the ability to present oral and written work at the required level of technicality, formality and abstraction. Although students will be given the opportunity to improve their oral presentation skills, much of the focus is on the writing of research reports and essays.

Class requirements: Four hours per week.

This unit is not available for Study Abroad students.

Assessment: Two class exercises (15%) assessable in class activity, 750-word essay/report (15%), 1500-word essay/report (20%), oral presentation based on major essay/ report (15%), 2.5-hour final examination (35%). Students must pass the written examination to pass the subject

ENG1ASB ACADEMIC SKILLS FOR TERTIARY STUDY B (ESL) (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Ms Karin Moses, Mr David Jones*

Offered subject to sufficient enrolments.

This unit is designed for students from non-English speaking backgrounds – both international students and Australian citizens or permanent residents. The unit aims to improve students' understanding of English academic discourse while providing them with a framework for coming to terms with Australian learning paradigms. While students are given the opportunity to develop their oral presentation skills, the focus of the unit is on the construction of a variety of written academic texts including discursive essays and business and science reports.

Class requirements: Four hours per week.

This unit is not available for Study Abroad students.

Assessment: Three class exercises (10%) assessable in class activity, 750-word essay/report (15%), 1500-word essay/report (20%), oral presentation based on major essay/ report (15%), 3-hour final examination (40%). Students must pass examination to pass subject.

ENG1SIW SKILLS IN WRITING (15. CPs Sem. TE-SEM-1 BE.) *Ms Karin Moses, Ms Anne Scott*

This unit is designed for students enrolled in the Mathematics/Science Bridging course. The unit develops students' writing skills to the required level of technicality, formality and abstraction. The unit provides students with the opportunity to practise the skills needed to use appropriate and accurate vocabulary and grammatical structures, interpret assignment and examination questions and topics, take concise and reliable notes, read more effectively, write coherent and logically sequenced paragraphs, use references to retrieve and signal information as required, understand and use appropriate staging for a variety of academic genres and prepare an outline for and write reports and essays.

Class requirements: Four hours.

This unit is not available for Study Abroad students.

Assessment: Exercise, assignments and examination (100%).

INM4LTM LOTE TEACHING METHODOLOGY (15 CPs Sem. TE-SEM-1 BE.)

Mr Robin Hutchison

Not available in 2008

OED1AAL ADVENTURES IN AUSTRALIAN LANDSCAPE (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Peter Martin*

In this unit students will be introduced to the diversity of Australia's landscape and the human-to-nature relationships that are afforded. Drawing upon discipline knowledge in outdoor education and environmental studies the unit encourages an introductory

understanding of Australian environments, their landform, flora, fauna and the human nature relationships such environments have promoted and enabled over time. As well as theoretical knowledge of outdoor education practice and environmental study, students will develop experiential knowledge of a diversity of Australian environments via outdoor education style journeys.

Quota: 18. The subject is most suited to students undertaking a semester abroad program within the School of Outdoor Education and Environment. Preference will be given to such students. Additional international students may enrol after confirmation with the course coordinator.

Class requirements: One 1-hour lecture per week and 8 field trip days.

Assessment: One 6000-word unstructured journal (80%), one 1000-word assignment (20%)

Prescribed Reading:

Book of Readings University Bookshop.

OED1AFE FIELD EXPERIENCE A (15 CPs Sem. TE-SEM-1 BE.) *Ms Terry Gaechter*

In this unit students will develop the knowledge and skills required for safe exploration of outdoor environments. Theory and practical work encourages the development of safe practice, reasonable judgement, understanding of self, care for others and the environment, sound preparation and the ability to learn from experience.

Co-requisite: OED1AOL.

Class requirements: Twelve 1-hour tutorials/lectures and nine days practical work spread over the 13-week semester.

Assessment: One 2500-word assignment (60%). Practical work completion hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the practical compulsory hurdle assessment. One 1-hour exam (40%)

Prescribed Reading:

Mason, B. (1995) *Path of the Paddle*. Rev edn. Leicester: Cordee
Tempest, G. (1996) *Rock climbing: Getting Started* Melbourne: Penfolk Publishing.

OED1AOL OUTDOOR LIVING AND TRAVEL SKILLS (15 CPs Sem. TE-SEM-1 BE.) *Mr Peter Dingle*

In this unit students are introduced to the knowledge and skills required for safe participation in self-reliant wilderness travel. Bush competency, navigation theory and skills, understanding of self as a participant and the principles of social psychology are a primary focus. First aid knowledge and skills are also covered. Practical work encourages the development of safe practice, reasonable judgement, care for others and the environment, sound preparation and the ability to learn from experience.

Class requirements: Seven 1-hour lectures and four 1-hour tutorials plus 9 days of practical work spread over 13 weeks.

Assessment: One 2-hour examination (50%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 500-word gear making assignment (10%) and one 1000-word learning summary assignment (40%)

Prescribed Reading:

Book of Readings Media Services, La Trobe University, Bendigo.
Reynolds, V, Champman, N, Linguard, R, Manders, S and Trenchard-Smith, J. (2000) *Bushwalking and Ski Touring Leadership*
Bushwalking and Mountain Craft Training Advisory Board Inc. (3rd edn., 2000)

OED1BFE FIELD EXPERIENCE B (15 CPs Sem. TE-SEM-2 BE.) *Mr Peter Dingle*

In this unit students will be able to develop further the knowledge and skills required for safe exploration of outdoor environments. Theory and practical work encourages the development of safe practice, reasonable judgement, understanding of self, care for others and the environment, sound preparation and the ability to learn from experience.

Recommended Prior Studies: OED1AFE.

Class requirements: Twelve 1-hour lectures/tutorials and eight days practical work spread over 13 weeks.

Assessment: One 2250-word major assignment (60%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 1.5-hour exam (40%)

Preliminary Reading:

O'Bannon, A and Clelland, M. (1996) *Allen and Mike's really cool backcountry ski book: travelling and camping skills for a winter environment*. Colorado: Cockstone Press.

Prescribed Reading:

Mason, B. (1984) *Path of the Paddle*. Toronto: Key Porter

OED110E INTRODUCTION TO OUTDOOR EDUCATION (15 CPs Sem. TE-SEM-1 BE.) *Ms Alison Lugg*

In this unit students are introduced to the nature and scope of outdoor education. Students cover a range of foundation outdoor education content and processes including: how schools use outdoor education, the professional skills demanded by outdoor education, the relationship between outdoor education, physical education and environmental education and safety and risk management in outdoor education fieldwork. As part of the unit students will undertake four days of outdoor education practical work.

Class requirements: Two 1-hour lectures/tutorials per week, plus four days of fieldwork .

Assessment: One 2-hour final examination (50%), one 1500-word assignment (50%). Hurdle requirements: attendance at field trips

Prescribed Reading:

Martin, PA. *readings packet of material will be prepared for this unit*. La Trobe University

OED1NS NATURALIST STUDIES (15 CPs Sem. TE-SEM-2 BE.) *Mr Gregg Muller*

In this unit the students will focus on understanding, recording and reflecting on natural places through field observation and experience. Students will be introduced to the skills of field observation and recording in natural history. They will develop practical knowledge of identification and classification and expertise in planning and undertaking short excursions and multi-day educational trips in natural settings.

Recommended Prior Studies: BIO11AE.

Class requirements: 17 hours of lectures/tutorials and seven days, practical work over 13 weeks.

Assessment: One 2000-word assignment (35%), one 1000-word assignment (25%), one 1.5-hour practical examination (40%)

Recommended Reading:

Simpson, K, Trusler, et al. *Field Guide to the Birds of Australia* Viking. Ringwood, Victoria. 1999

Pizzey, G and Knight, F. *The Graham Pizzey and Frank Knight Field Guide to the Birds of Australia* Angus and Robertson. Pymble, NSW. 2001

Slater, P, et al. *The Slater Field Guide to Australian Birds* French Forest, New Holland. 2003

Triggs, B. *Tracks, Scats and Other Traces: A Field Guide to Australian Mammals* Oxford University Press: Melbourne 1996

OED10EE OUTDOOR ENVIRONMENTS (15 CPs Sem. TE-SEM-2 BE.) *Dr Ruth Lawrence*

In this unit students will explore the natural and cultural characteristics of riverine, box and ironbark forests and mountain and alpine areas of south-eastern Australia. Changing attitudes towards the land are explored by a chronological examination of Aboriginal and European occupation of the continent. Current land management issues are explored through a number of case studies, with particular emphasis on land use conflicts in the Australian alpine area.

Recommended Prior Studies: OED1RAL.

Class requirements: 2 hours lecture and 2 hours tutorials/field trips per week .

Assessment: 1500-word assignment (30%)> Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment. 1000-word field report (20%), tutorial participation (10%) measured by contribution to analytical discussion, one 2-hour exam (40%)

Prescribed Reading:

Kohen JL. (1995) *Aboriginal environments impacts*. UNSW Press
Slattery, D. (1998) *Australian Alps: Kosciuszko, Alpine and Namadgi National Park* USNW Press

Box-Ironbark: Forests and Woodlands Investigation Resources and Issues Report Environment Conservation Council (1997)

Scougall B. (edn., (1992) *Cultural Heritage of the Australian Alps*. Australian Alps Liaison Committee, Canberra.

Young ARM (1996) *Environmental Change in Australia since 1788* OUP

Young, WJ. (edn., 2001 *Rivers as Ecological Systems: The Murray-Darling Basin* Murray-Darling Basin Commission.

OED1RAL READING AUSTRALIAN LANDSCAPES (15 CPs Sem. TE-SEM-1 BE.) *Dr Lesley Hodgson*

Students are introduced to the processes that shape Australian landscapes. Selected environments are used to illustrate influences and interrelationships of climate, ecology and land-forming processes on the natural system. Through practical work, field work and assignments students learn to use a range of techniques that will enable them to 'read' landscapes from a naturalist's and an outdoor educator's perspective.

Class requirements: 2-hour lecture per week, 4 hours of tutorials per semester, 22 hours of field experience per semester.

Assessment: One 2-hour final examination (50%), one 2000-word assignment (50%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment

Prescribed Reading:

Augee, M and Fox, M. (2000) *Biology of Australia and New Zealand* Pearson Education: Australia

OED1SRA SPORT AND RECREATION A (15 CPs Sem. TE-SEM-1 BE.) *Dr Peter Martin*

In this unit students will cover safety and skill acquisition of selected sport and recreation activities. Selected activities will be negotiated with individual students. Students will cover content related to training regimes, contextual parameters influencing performance, ethics and participation in the selected sport and recreation activities. The unit incorporates both theoretical and practical learning modes.

Co-requisite: Must be enrolled in course (EBPOEB, EBPHEB).

Class requirements: Equivalent to four hours /week. E.g, seven hours lectures and tutorials and nine days, practical work spread over the 13-week semester, usually as 1-hour tutorial per week, plus practical work. In some weeks practical work will replace the tutorial.

Assessment: One 3500-word assignment (80%), practical work (20%)

Recommended Reading:

Unit coordinator. *Book of Readings* La Trobe University

Hilmi Ibrahim, Kathleen A. Cordes. *Outdoor Recreation: enrichment for a lifetime*. Champaign, Ill. Sagamore, 2002

OED1SRB SPORT AND RECREATION B (15 CPs Sem. TE-SEM-2 BE.) *Dr Peter Martin*

In this unit students will cover safety and skill acquisition of selected sport and recreation activities. Selected activities will be negotiated with individual students and will be different to activities selected in OED1SRA. Students will cover content related to training regimes, contextual parameters influencing performance, ethics and participation in the selected sport and recreation activities. The unit incorporates both theoretical and practical learning modes.

Co-requisite: Must be enrolled in course (EBPOEB, EBPHEB).

Class requirements: Equivalent to four hrs /week. E.g, seven hours lectures and tutorials and nine days practical work spread over the 13-week semester, usually as 1-hour tutorial per week, plus practical work. In some weeks practical work will replace the tutorial.

Assessment: One 3500-word assignment (80%), practical work (20%)

Recommended Reading:

Unit coordinator. *Book of Readings* La Trobe University

Hilmi Ibrahim, Kathleen A. Cordes. *Outdoor Recreation: enrichment for a lifetime*. Champaign, Ill. Sagamore, 2002

OED1WE WORLD VIEWS AND THE ENVIRONMENT (15 CPs Sem. TE-SEM-2 BE.) *Ms Alison Lugg*

In this environmental studies unit students are introduced to some of the ideas and cultural beliefs that have shaped the way Australians perceive and interact with natural environments and explore the implications of these perceptions for their practice. Students investigate aspects of traditional western European belief systems, as well as current developments in environmental studies that seek to critically reflect on human-nature relationships. Practical trips are designed to enable students to analyse how underlying environmental worldviews have shaped the diverse ways in which different groups have responded to natural environments through action observation and evaluation.

Recommended Prior Studies: OED11WKN

OED11AOL

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week. Five days of practical work.

Assessment: One 1600-word assignment (40%) Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 1200-word assignment (30%) and one 1-hour examination (30%)

Prescribed Reading:

Various. *Unit Readings Pack* LTU: Media Services

Recommended Reading:

Hay, P. (2002) *Main currents in western environmental thought* UNSW Press: Sydney

Bolton, G.C. (1982) *Spoils and Spoilers: A History of Australians Shaping Their Environment*. Sydney: Allen and Unwin.

OED1WKN WAYS OF KNOWING NATURE (15 CPs Sem. TE-SEM-1 BE.) *Ms Terry Gaechter*

In this unit students are introduced to the theoretical and practical study of human-nature relationships. The potential for outdoor education and nature tourism to educate people for environmentally sensitive living is explored. Students will examine different ways of knowing nature, such as experiential knowledge, indigenous knowledge and 'knowing nature as a naturalist'. Emphasis is placed on developing academic skills of critical enquiry, critical reading, referencing and presentation of written work. Practical trips provide opportunities for observation and reflection which are recorded through journal keeping.

Class requirements: One 1-hour lecture, one 1-hour tutorial per week plus six days of practical work.

Assessment: One 2500-word assignment (60%), one 1.5-hr exam (40%)

Prescribed Reading:

Book of Readings. Media Unit: La Trobe University, Bendigo

Recommended Reading:

Kellert, S. *Kinship to Mastery* Washington DC: Island Press 1997

OED2ACL AUSTRALIAN CULTURE AND LAND (15 CPs Sem. TE-SEM-2 BE.)

Mr Alistair Stewart

Students will learn about the indigenous and European culture origins and characteristics of land tenure and management of both public and private lands in Australia. They will be introduced to the history of our current land management system. Students will engage with ideas related to the cultural construction of nature and the way in which current beliefs and practices about land use are imbedded in cultural accident and history. In exploring the current institutional and legal structures involved in land use, students will be able to understand why differing expectations, regulations and practices apply to a range of land designations.

Recommended Prior Studies: OED12OEE.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week plus one 3-day field trip.

Assessment: One 2000-word assignment incorporating field trip report (50%) Practical work hurdle (compulsory 3-day field trip). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 2.5-hour examination (50%)

Recommended Reading:

Adams, William M and Mulligan, M. (Eds) *Decolonizing Nature: Strategies for Conservation in a Postcolonial Era* Sterling, VA: Earthscan Publications. 2003

Griffiths, T and Robin, L. (Eds) *Ecology and Empire: Environmental History of Settler Societies*. Carlton: University Press. 1997

Worboys, G Lockwood, M and De Lacy, T. *Protected Area Management: Principles And Practice*. Melbourne: Oxford: OUP 2001

OED2BE BUSH ENVIRONMENTS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Ms Genny Blades, Mr Phil Robertson

This unit includes content of natural history, land management and ecology directly relevant to selected bush environments of south eastern Australia. Students will develop technical expertise of bushwalking to enable safe exploration and promote experiential and interpretative knowledge of bush environments.

Prerequisite: BIO1AE.

Recommended Prior Studies: BIO1AE.

Class requirements: Seven 1-hour lecture/tutorials and nine-days practical work.

Assessment: 2500-word assignment (50%). Ongoing assessment of practical skills and knowledge (hurdle-compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, 1500-word assignment (50%)

Recommended Reading:

Calder, M, Calder, J and McCann, I. (2002) *Victoria's box-ironbark country: A field guide* Melbourne: VNPA

Tzaros, C. (2005) *Wildlife of the box-ironbark country* Melbourne: CSIRO Publishing

OED2CO COMMUNITY IN OUTDOOR EDUCATION (15 CPs Sem. TE-SEM-2 BE.) *Ms Terry Gaechter*

Not available in 2008

OED2EI ENVIRONMENTAL INTERPRETATION (15 CPs Sem. TE-SEM-1 BE.)

Dr Lesley Hodgson

In this unit students will be introduced to the theory and practice of environmental interpretation and its role in the context of education and nature tourism. Students will critically examine theory and practice of effective interpretation through examination of interpretive venues and other materials, including some of their own. The emphasis will be on developing interpretive skills with a focus on both natural and cultural interpretation settings.

Class requirements: Two 2-hour lectures and two 2-hour tutorials per week and two days of field work.

Assessment: One 1000-word minor assignment (25%), one 2500-word major assignment (50%), one 1000-word minor assignment (25%)

Recommended Reading:

Pastorelli, J. *Enriching the Experience: An Interpretive Approach to Tour Guiding* Hospitality Press. 2003

Moscardo, G. *Making Visitors Mindful: Principles for Creating Quality Sustainable Visitor Experiences through Effective Communication* Sagamore Press. 1999

OED2FEC FIELD EXPERIENCE C (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE. TE-SEM-3 BE.) *Mr Sean Murray*

In this unit students will develop the knowledge and skills required to undertake an extended journey in a remote natural environment and consolidate their outdoor education journey skills, environmental knowledge and introductory outdoor leadership skills. Theory and practical work encourages the development of safe practice, reasonable judgment, understanding of self, care for others and the environment, sound preparation and the ability to learn from experience.

Recommended Prior Studies: OED1BFE.

Class requirements: Eight hours of tutorials and 18 days of practical work.

Assessment: 1500-word assignment (50%), 1500-word assignment (50%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment

Recommended Reading:

Scougall, B. (edn., (1992) *Cultural heritage of the Australian Alps*
 Canberra: CPN Publications
 Seddon, G. (1994) *Searching for the Snowy: an environmental history*
 Allen and Unwin
 Slattery, D. (1998) *The Australian Alps: Kosciuszko, Alpine and
 Namadgi National Parks* Sydney: UNSW Press

OED2LES LOCAL ENVIRONS STUDY (15 CPs Sem. TE-SEM-2 BE.) *Mr Gregg Muller*

In this environmental studies unit students will work in small teams to plan and implement experiential education programs within a 100km radius of the campus. They will research an educational theme and plan and implement two associated field trips. They will complete a two-day cycle safety workshop in preparation and will learn to use a handheld GPS for navigation and mapping.

Class requirements: Equivalent to four hours of contact per week, normally as seven hours of introductory lectures and nine days of practical work, in three blocks.

Assessment: GPS practical assessment 15 minutes (10%), planning assignment 2000 words (50%). Must be satisfactory in order to participate in practical work, assignment 1500 words (40%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Preliminary Reading:

Department of Education *Victorian Government Schools reference guide 4.4 Student safety and risk management*
www.education.vic.gov.au/referenceguide/enviro/4_4.htm Department of Education

OED2OLA OUTDOOR LEADERSHIP A (15 CPs Sem. TE-SEM-2 BE.) *Mr Glyn Thomas*

In this unit students will be provided with an introduction to the theory and practice of small group leadership in the outdoors as relevant to outcomes of outdoor/environmental education and personal and group development. Students will also consider elements of effective leadership applied to nature based, or adventure, activity, including: communication, facilitation and instruction.

Prerequisite: OED12WE.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week with variation due to the schedule of practical work.

Assessment: One 1500-word assignment (40%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment. One 2500-word assignment (60%)

Prescribed Reading:

Book of Readings Media Services, La Trobe University, Bendigo

OED2OLB OUTDOOR LEADERSHIP B (15 CPs Sem. TE-SEM-1 BE.) *Mr Sean Murray*

Students further develop outdoor leadership competence and gain experience in small group leadership in outdoor/environmental education. Knowledge of safety/risk management, trip planning, remote area first aid, stress/burnout, social psychology, disability issues, legal liability, certification and professional ethics is developed.

Recommended Prior Studies: OED21OLA.

Class requirements: Eight days practical work and 13 hours of lectures/tutorials spread over the 13-week semester, usually as 1-hour tutorial per week, plus practical work. In some weeks practical work will replace the tutorial.

Assessment: One 1500-word planning and experience summary (40%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment. One 2-hour exam (60%)

Prescribed Reading:

Book of Readings. Media Services, La Trobe University, Bendigo

OED2RCS REGIONAL CATCHMENT STUDIES: RESOURCES AND MANAGEMENT (15 CPs Sem. TE-SEM-1 BE.) *Dr Ruth Lawrence*

In this unit the water resources in Australia are examined at catchment scale and on a regional basis. The processes and properties

of Australian surface water runoff, groundwater movement and water quality will be examined and the interrelationships between landform, land use and hydrology are explored. Particular emphasis will be placed on properties of northern Victoria catchments. Specific topics to be examined include floodplain management, urban hydrology, river regulation and interactions between shallow groundwater and surface land features. Principles of catchment management are introduced and several case studies of contrasting management strategies are detailed.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week plus six days of field work.

Assessment: One 2-hour examination (50%), two 1250-word field reports (50%)

Preliminary Reading:

Smith, DI. *Water in Australia: Resources and Management* Oxford University Press. 1998

OED2RE RIVER ENVIRONMENTS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Mr Peter Dingle

Students will develop technical expertise of paddling to enable safe exploration and promote experiential and interpretative knowledge of river environments as preparation for peer leadership. This unit includes content of natural history, land management, hydrology and ecology directly relevant to selected river environments of south eastern Australia.

Recommended Prior Studies: OED1OEE.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week. Eight-days of practical work.

Assessment: One 2000-word learning summary assignment (50%) Ongoing assessment of practical skills and knowledge (hurdle – compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment. One 1500-word assignment and a 10-minute presentation (50%)

Prescribed Reading:

Book of Readings. Media Services, La Trobe University, Bendigo.

OED2RON READINGS IN OUTDOOR EDUCATION AND NATURE

TOURISM (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

This unit is offered at third unit level also.

Enrolment must be approved by the course coordinator.

Readings in Outdoor Education and Nature Tourism provides an opportunity for students to pursue study in depth in particular areas of the disciplines of outdoor education or nature tourism in response to personal professional and academic interests. The specific tasks within the unit are individually negotiated according to student learning objectives and experience. With guidance from a lecturer, students prepare a learning plan for readings or a project and carry out the plan with supervision. The unit may involve practical field work.

Class requirements: Equivalent of one half hour per week supervisory conference plus independent study. Up to eight days of practical work if appropriate to learning plan.

Assessment: One 500-word learning plan (15%), one 1000-word assignment (35%), one 3000-word assignment (50%)

Recommended Reading:

Depends on readings chosen. *Individually determined*. Current.

OED2RWE RIVER AND WETLANDS ENVIRONMENTS (15 CPs Sem. TE-SEM-S BE.) *Mr Alistair Stewart*

This subject is normally only available to students enrolled in the Bachelor of Arts (Nature Tourism) or Bachelor of Arts (Outdoor Education) courses.

In this unit, students will build on previous experience in the Murray Catchment. Students undertake an extended practical experience to consolidate their knowledge of natural and cultural history, land management and ecology directly relevant to selected river and wetland environments of south-eastern Australia. They will examine the notions of water in a dry landscape, developing understanding of how catchment use determines river health through exploration of the lower reaches of the Murray River. Students will develop naturalist and paddling expertise and knowledge of river and riparian ecology to enable exploration and promote experiential and interpretive knowledge of river and wetland environments.

Prerequisite: OED12OEE.

Class requirements: Seven 1-hour lectures and 18 days of field studies spread throughout the semester.

Assessment: One 1750-word assignment (40%), one 2000-word assignment (60%)

Preliminary Reading:

MacKay, N and Eastburn, D. Eds *The Murray* Canberra: Murray Darling Basin Commission (1990)

Sinclair, P. *The Murray: A River and Its People* Melbourne University Press. 2001

OED2SNT SUSTAINABLE NATURE TOURISM (15 CPs Sem. TE-SEM-2 BE.)

Dr Lesley Hodgson

This unit is offered at third unit level also.

Not available in 2008

OED2WAE WINTER ALPINE ENVIRONMENTS (15 CPs Sem. TE-SEM-2 BE.)

Mr Sean Murray

Students will examine aspects of natural history, land management, snow deposition and ecology directly relevant to selected Alpine environments of south-eastern Australia. Students will develop technical expertise of cross-country ski touring to enable safe exploration and promote experiential and interpretative knowledge of winter alpine environments.

Recommended Prior Studies: OED12OEE.

Class requirements: One 1-hour lecture, nine days of practical work.

Assessment: One 1500-word pre trip organisation assignment (35%), one 1500-word assignment (teaching resource kit) (35%), one 20-minute oral presentation (30%). Ongoing assessment of practical skills and knowledge (hurdle – compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Green, K. Ed, (1998) *Snow: a natural history; an uncertain future* Australian Alps Liaison Committee (Canberra)

OED3ENT EDUCATIONAL NATURE TOURISM (15. CPs Sem. TE-SEM-2 BE.)

Mr Andrew Brookes

Not available in 2008

OED3EO EDUCATION IN THE OUTDOORS (15 CPs Sem. TE-SEM-1 BE.) *Mr*

Andrew Brookes

Students examine the social and cultural context of education and implications for outdoor education. Components include discourses on the outdoors and 'the bush', curriculum enquiry and implications for teaching in the outdoors. Students plan, implement and evaluate a 3-day outdoor education or nature tourism experience.

Class requirements: 32 hours of lectures or tutorials, four days of practical work spread over the 13-week semester usually as 2-hour lecture and 1-hour tutorial per week, although this may vary somewhat due to the schedule of practical work.

Assessment: 1500-word assignment (35%). Average of both assignment grades must be 50% or better. 1000-word lesson plan (30%). Lesson plan grade must be 50% or better., 1500-word assignment (35%), practical work (0%). Participation is compulsory. Participation must satisfy standard.

Preliminary Reading:

Readings Packet Prescribed Reading:

Brookes, A. (1993) *Deep and shallow outdoor education: can we tell the difference?* The Outdoor Educator, 1993 (June), 8–16.

Orr, DW. (1992). *Ecological literacy: education and the transition to a post modern world* Albany: State University of New York Press.

Brookes, A. (1998) *Place and experience in Australian outdoor education and nature tourism* Outdoor recreation. Umee, Sweden.

OED3ES EDUCATION FOR SUSTAINABILITY (15 CPs Sem. TE-SEM-2 BE.)

Dr Lesley Hodgson

Students study the concept of sustainability, particularly in relation to outdoor education and nature tourism practice. The unit explores concepts of and debates about sustainability and considers practical implications and ethical dilemmas.

Prerequisite: OED12WE.

Class requirements: 26 hours of lectures, 11 hours of tutorials and three days practical work spread over 13 weeks, usually as 2-hour lecture and 1-hour tutorial per week, although this may vary somewhat due to the schedule of practical work.

Assessment: 2000-word assignment (50%), 2000-word assignment (50%)

Recommended Reading:

Scott, W and Gough, S. (2003) *Key Issues in Sustainable Development and Learning: A Critical Review* Routledge-Falmer, London

Scott, W and Gough, S. (2003) *Sustainable Development and Learning: Framing the Issues* Routledge-Falmer, London

OED3FED FIELD EXPERIENCE D (15 CPs Sem. TE-SEM-1 BE.) *Mr Andrew Brookes*

Students undertake a negotiated program to extend their outdoor education preparation. The emphasis is on leading and teaching in the outdoors and students are encouraged to build on their experience in specialist areas of their choice. Practical experience may include advanced skill development, field work-placement (practicum) and peer trip leading.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week and eight days of practical work.

Assessment: One 1000-word field experience plan plus satisfactory completion of practical work. (100%) Ungraded pass/fail. Satisfactory completion of field experience plan (1000 words) and satisfactory completion of practical work (compulsory hurdle), according to defined criteria.

Prescribed Reading:

Book of Readings. Media Services, La Trobe University. Bendigo

OED3FEE FIELD EXPERIENCE E (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Mr Andrew Brookes

Students undertake a negotiated program to extend their outdoor education preparation. The emphasis is on evaluation of students' learning and their readiness for leading and teaching in the outdoors. Practical experience may include advanced skill development, fieldwork-placement (Practicum) and peer trip leading).

Recommended Prior Studies: OED31FED.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week plus 8-days practical work.

Assessment: 3750-word field experience evaluation plus satisfactory completion of practical work. (100%) Ungraded pass/fail.

Satisfactory completion of field experience evaluation and satisfactory completion of practical work (compulsory hurdle), according to defined criteria.

Recommended Reading:

Camping Association of Victoria Inc. (1997) *Camping with Confidence: Australian Campsite Accreditation* Melbourne. CAV

OED3NSI NATURALIST STUDIES: INTERPRETATION (15 CPs Sem. TE-SEM-1 BE.) *Ms Lesley Hodgson*

In this unit students examine the contribution of naturalist studies to our culture as a context for development of their own philosophy and practice in nature tourism. This is done through reading and reflecting on the ways in which earlier generations of Australian naturalists have documented the landscape and its natural history. In field work students will explore, develop and present an interpretative program about one such landscape. Students will develop such programs using current educational models of interpretation. In written work, students will reflect on the work of earlier naturalists and enhance their own appreciation of field naturalists' skills and interests.

Class requirements: One 1-hour lecture and approximately one 2-hour tutorial per week. four days of field work.

Assessment: One 3000-word or equivalent major project (60%). The project could be a naturalist diary report or practical planning exercise or essay. One 1500-word or equivalent minor project (40%). This project could be a practical demonstration of interpretive skills in presenting a plan, program or information face-to-face in brochure/pamphlets, display or video form. Field trip (0%). To pass this subject students must complete four days of field work (hurdle ungraded).

Prescribed Reading:

Book of Readings. Media Services, La Trobe University, Bendigo.

Recommended Reading:

Farber, P. (2000) *Finding Order in Nature: The Naturalist Tradition from Linnaeus to E.O. Wilson* John Hopkins University Press.

Baltimore and London

Allen, D. (1994) *The Naturalist in Britain: A Social History* University Press, Princeton. New Jersey

OED3NTP NATURE PRACTICUM (15 CPs Sem. TE-SEM-2 BE.) *Mr Phil Robertson*

In this unit students will develop and deliver components of a community based natural history program and observe/experience program delivery in the nature tourism and environmental education field. In classes and in the field, students will also cover professional issues, networking and job application processes.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week or equivalent over eight weeks. Two days of program development and delivery – linked to Spring in the Bendigo Bush and 8 days Practicum (5 days with outside agency).

Assessment: Develop and deliver a nature tourism/environmental education program (equivalent to a 2500-word assignment) (60%). Develop and deliver a program for a community agency (Spring in the Bendigo Bush, one 500-word personal workplace project (10%). Develop a personal curriculum vitae and/or job application, eight days of practicum placement (0%). Hurdle requirement includes three days in Lyell forest, one 1500-word assignment or equivalent project (30%). Report on and evaluation of practicum placement experience

Recommended Reading:

Regnier, K, Gross, M and Zimmerman, R. (1994) *The Interpreters Guidebook* University of Wisconsin

Tzaros, C. 2005 *Wildlife of the Box-Ironbark Country* CSIRO Publishing. Melbourne.

OED3OPE OUTDOOR ENVIRONMENTAL PRACTICAL EXTENSION (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE. TE-SEM-5 BE.) *Mr Glyn Thomas*

Permission of the unit coordinator and course coordinator

In this unit students will critically examine the cultural and environmental features of a particular place in the context of outdoor education and/or nature tourism practice. The unit will incorporate: student research and presentations and practical experience in the selected place.

Co-requisite: Available only to students enrolled in Bachelor of Arts (Outdoor Education) and Bachelor of Arts (Nature Tourism).

Class requirements: Equivalent to four hours per week. For example: Seven hours of lectures and tutorials and nine days of practical work.

Assessment: 3000-word assignment (80%). Assignment includes research into a particular facet of the place and participation in field work. One 20-minute presentation (equivalent 1000 words) (20%). Presentation is of the research findings from the assignment

OED3PWM PARKS AND WILDLIFE MANAGEMENT (15. CPs Sem. TE-SEM-1 BE.) *Mr Gregg Muller*

In this unit students will develop a working knowledge of key elements in natural and cultural resource management, with particular reference to protected areas. Topics include weeds and feral animals, legal and scientific approaches to natural resource management, use of protected areas as a baseline for research and management and the interplay between natural and cultural resource management. Case studies focus on biodiversity and heritage management practices in south-eastern Australia.

Prerequisite: OED22ACL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial or field trip per week.

Assessment: Two 2000-word assignments (90%), tutorial attendance and participation (10%)

Prescribed Reading:

Book of Readings. Media Services, La Trobe University, Bendigo.

Recommended Reading:

Worboys, G, Lockwood, M and De Lacy, T. (2001) *Protected Area Management: Principles and Practice* OUP.

OED3TBE TEACHING IN BUSH ENVIRONMENTS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

Students apply and extend bushwalking and navigation skills and environment interpretive knowledge to be able to conduct outdoor/environmental education learning experiences. Teaching, environmental interpretive content, bush travel skills and group management skills relevant to bush environments will be covered.

Prerequisite: OED2OLB, OED2FEC.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week. Eight days of practical work.

Assessment: 2000-word assignment (50%), 2000-word assignment (50%). Ongoing assessment of practical skills and knowledge (hurdle compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Ministry of Education (1998) *Camping and bush activities safety guidelines* Melbourne: Dept. of Education

OED3TNH TEACHING NATURAL HISTORY (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

In this unit students will plan, implement and review education experiences with a natural history focus. Students will refine their own knowledge of the locales in which they will teach, prepare a safety management plan and develop teaching strategies. They will spend at least four days of the practical work in a teaching or guiding role.

Class requirements: One 1-hour lecture per week and eight days of field trips.

Assessment: One 2000-word teaching plan (50%), one 2000-word assignment (50%)

Prescribed Reading:

Department of Education *Safety Guidelines: Camping and Bush Activities* Department of Education: Melbourne 1998

OED3TPD TEACHING AND PROGRAM DEVELOPMENT (15 CPs Sem. TE-SEM-2 BE.) *Ms Genny BLADES*

In this unit students will study ecological approaches to teaching curriculum development and apply these to outdoor education teaching and program planning and evaluation. Students plan, implement and evaluate a 4-day outdoor education camp program.

Recommended Prior Studies: OED31EO.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week and four days of practical work.

Assessment: 1000-word lesson plan (25%). Practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment. 1000-word teaching evaluation (25%) and 2000-word major assignment (50%)

Prescribed Reading:

Book of Readings. Media Services, La Trobe University, Bendigo.

Bowers, CA and Flinders, DJ. (1990) *Responsive teaching: an ecological approach to classroom patterns of language, culture and thought* New York: Teachers College Press

Recommended Reading:

Sterling, S. (2001) *Sustainable Education: Re-Visioning Learning and Change.* Foxhold, Dartington, Totnes, Devon: Green Books.

OED3TRE TEACHING IN RIVER ENVIRONMENTS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Glyn Thomas*

Students apply and extend technical paddling skills and river environment interpretive knowledge to be able to conduct outdoor/environmental education learning experiences. Teaching, environmental interpretive content, paddling skills and group management skills relevant to river environments will be covered.

Prerequisite: OED2RE

OED2OLB

Class requirements: Thirteen hours of lectures or tutorials and eight days of practical work spread over the 13 week semester, usually as 1-hour lecture or tutorial per week plus practical work. In some weeks, practical work will replace the lectures and tutorials.

Assessment: 2000-word assignment (50%), 2000-word assignment (50%). Ongoing assessment of practical skills and knowledge (hurdle – compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Book of Readings. Media Services, La Trobe University, Bendigo.
Ministry of Education (1991) *Canoeing: safety guidelines* Victoria.
Smith, DI. (1998) *Water in Australia: resources and management*. Melbourne: OUP

OED3TWA TEACHING IN WINTER ALPINE ENVIRONMENTS (15 CPs

Sem. TE-SEM-2 BE.) *Mr Andrew Brookes*

Students apply and extend cross country ski touring and snow camping skills and environment interpretive knowledge to be able to conduct outdoor/environmental education learning experiences. Teaching, environmental interpretive content, snow travel skills and group management skills relevant to snow environments will be covered.

Prerequisite: OED2OLB.

Class requirements: One 1-hour lecture and approximately one 1-hour tutorial per week plus eight days of practical work.

Assessment: 2000-word assignment (50%), 2000-word assignment (50%). Ongoing assessment of practical skills and knowledge (hurdle – compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Ministry of Education. (1992) *Snow activities: safety guidelines* Victoria

OED4BRB RESEARCH THESIS (OUTDOOR EDUCATION AND NATURE TOURISM) B (30 CPs Sem. TE-SEM-2 BE.) *Dr Peter Martin*

Not available in 2008

OED4RD READINGS IN OUTDOOR EDUCATION (15 CPs Sem. TE-SEM-1

BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

In this unit students will individually negotiate topics according to their learning objectives and experience. Students undertake projects and study in specific aspects of outdoor education or nature tourism.

Class requirements: One hour per fortnight supervisory conference plus independent study.

Assessment: One 4500-word assignment (100%)

Preliminary Reading:

Individually negotiated according to research topics.

OED4RM RESEARCH METHODS IN OUTDOOR EDUCATION AND NATURE TOURISM HONOURS (15. CPs Sem. TE-SEM-1 BE.) *Mr Andrew Brookes*

In this unit students will be introduced to research in outdoor education and nature tourism, largely from a qualitative perspective. The skills of question formulation, literature analysis, research design, research methods, sampling, data collection, data analysis and research report writing are taught. Students develop a research proposal and critically analyse published research.

Class requirements: Supervised reading and consultation equivalent to four hours per week.

Assessment: Two 2000-word assignments: research design and paper critique (100%).

Preliminary Reading:

Henderson, KA. (1991) *Dimensions of choice: Qualitative research in recreation and park administration*, Venture, State College, PA.
Erlandson, DA, Harris, EL, Skipper, BL and Allen, SD. (1993) *Doing naturalistic inquiry: A guide to methods*. Newbury Park, CA: Sage.

OED4ROE READINGS OUTDOOR EDUCATION AND NATURE TOURISM HONOURS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

Students learn to search literature comprehensively in the area in which they will conduct their research. The skills of literature review preparation are taught, including literature search and retrieval, question formulation, organisation of literature, referencing, critical and comparative analysis and writing for publication.

Class requirements: Class teaching and/or individual supervision equivalent to two hours per week for 13 weeks.

Assessment: 40,000-word assignment (100%) Students must complete one major literature review assignment. This subject will contribute 20% to the final determination of Honours.

Preliminary Reading:

Hart, C. (1998) *Doing a literature review: releasing the social science research imagination*. London: Sage.

Buchanan N and Feldhusen J. Eds. *In Conducting research and evaluation in gifted education*. New York: Teachers College Press: 33-50.

OED4SEA OUTDOOR EDUCATION OR NATURE TOURISM HONOURS

SEMINAR A (15 CPs Sem. TE-SEM-1 BE.) *Dr Andy Brookes*

Seminars concerning professional issues in nature tourism and outdoor education are presented by staff, visitors and students. Students will report on work in progress and present a summary of their work in readings, their study of a professional issue and their research project.

Class requirements: One 3-hour seminar per week.

Assessment: Readings seminar. 1500-word paper and a 10-minute presentation (40%), professional issue seminar. 2000-word papers and a 15-minute presentation (50%), contributions to seminar discussions (10%). Seminar participation will be assessed on evidence of preparation and analytical discussion.

Preliminary Reading:

Orr, D. (1992) *Ecological literacy: Education and the transition to a post modern world*. Albany, NY, USA: State University of New York Press.

Seddon, G. (1997) *Land prints: Reflections on place and landscape*. Cambridge, UK: Cambridge University Press.

OED4SEB OUTDOOR EDUCATION OR NATURE TOURISM HONOURS

SEMINAR B (15 CPs Sem. TE-SEM-2 BE.) *Dr Andy Brookes*

Seminars concerning professional issues in nature tourism and outdoor education are presented by staff, visitors and students. Students will report on work in progress and present a summary of their work in readings, their study of a professional issue and their research project.

Prerequisite: OED41SEA.

Class requirements: One 3-hour seminar per week .

Assessment: Research seminar. 1500-word paper and a 10-minute presentation (40%), professional issue seminar. 2000-word paper and a 15-minute presentation (50%), contribution to seminar discussions (10%). Seminar participation will be assessed on evidence of preparation and analytical discussion.

Preliminary Reading:

Slattery, Patrick. (1995) *Curriculum Development in the Post modern Era*. New York: Garland.

Bowers, CA. (1995) *Educating for an ecologically sustainable culture: Rethinking moral education, creativity, intelligence and other modern orthodoxies*. Albany, NY: State University of New York Press.

OED4TAP RESEARCH THESIS/OUTDOOR EDUCATION OR NATURE TOURISM HONOURS (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

In this unit students will be able to develop a research proposal to study a question in the field of outdoor education or nature tourism, conduct the study and prepare a report of the results.

Class requirements: Seminar, teaching or individual supervision, equivalent to 1-hour per week for 13 weeks.

This unit is not available for Study Abroad students.

Assessment: 15,000-word research report (100%). Graded assessment based on a 15,000-word research report assessed by two examiners. This represents the combined thesis assessment. This unit will contribute 60% to the final determination of Honours.

Preliminary Reading:

Bell, J. (1999) *Doing your research project: A guide for first-time researchers in education and social science 3rd edn* Buckingham, UK: Open University Press.

Stake, RE. (1995) *The art of case study research*. Thousand Oaks, CA: Sage.

OED4TBP RESEARCH THESIS/OUTDOOR EDUCATION OR NATURE TOURISM HONOURS (30 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

In this unit students will be able to develop a research proposal to study a question in the field of outdoor education or nature tourism, conduct the study and prepare a report of the results.

Class requirements: Seminar, teaching or individual supervision, equivalent to 1-hour per week for 13 weeks.

This unit is not available for Study Abroad students.

Assessment: 15,000-word research report (100%). Graded assessment based on a 15,000-word research report assessed by two examiners.

This represents the combined thesis assessment. The thesis contributes 60% to the final determination of Honours.

Preliminary Reading:

Bell, J. (1999) *Doing your research project: A guide for first-time researchers in education and social science*. 3rd ed. Buckingham, UK: Open University Press.

Stake, R.E. (1995) *The art of case study research*. Thousand Oaks, CA: Sage.

OED4TON RESEARCH THESIS/OUTDOOR EDUCATION OR NATURE TOURISM HONOURS (60. CPs Sem. TE-ALL-YR BE. TE-SEM-2 BE.) *Mr Andrew Brookes*

In this unit students will be able to develop a research proposal to study a question in the field of outdoor education or nature tourism, conduct the study and prepare a report of the results.

Class requirements: Seminar, teaching or individual supervision, equivalent to 1-hour per week for 26 weeks.

Assessment: 15,000-word research report (100%). A graded assessment will be based on a 15,000-word research report assessed by two examiners. This subject will contribute 60% to the final determination of Honours.

Preliminary Reading:

Bell, J. (1999) *Doing your research project: A guide for first-time researchers in education and social science*. 3rd edn. Buckingham, UK: Open University Press.

Stake, R. E. (1995) *The art of case study research*. Thousand Oaks, CA: Sage.

OED3RON READINGS IN OUTDOOR EDUCATION AND NATURE TOURISM (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Andrew Brookes*
*See OED2RON for full unit description.***OED3SNT SUSTAINABLE NATURE TOURISM** (15 CPs Sem. TE-SEM-2 BE.)
Dr Lesley Hodgson
*See OED2SNT for full unit description. Not available in 2008***FACULTY OF HEALTH SCIENCES**

The Faculty of Health Sciences caters for a wide range of interests in the education of health professionals by offering undergraduate single and double degrees and a post-registration nursing degree, as well as specialist and interdisciplinary postgraduate diplomas and Masters degrees by coursework. The Faculty also provides opportunity for research at both Masters and Doctoral level. Students from other faculties of the University may apply to enrol in some individual health science units (see Faculty electives section).

The Faculty consists of four Divisions and offers courses at the Albury-Wodonga, Bendigo, Melbourne (Bundoora), Melbourne (City), Mildura and Shepparton campuses. There are also several externally funded centres and institutes that are part of the Faculty including:

- Australian Institute for Primary Care
- Australian Research Centre in Sex, Health and Society
- The Bouverie Centre – Victoria's Family Institute, which provides family therapy clinical services and offers postgraduate programs in family therapy
- Mother and Child Health Research
- Musculoskeletal Research Centre

Requirements for admission to undergraduate courses

Information about the VCE prerequisite units and other admission requirements are available from the University's Office for Prospective Students or from the Faculty of Health Sciences.

Course regulations

All courses offered by the Faculty are governed by a University regulation that specifies the entrance and other requirements of the course. These are supplemented by information contained in this *Handbook* and by other Faculty and School policies.

Each course also has its own rules of progression and most Schools produce specific procedures that operate under the authority of the University regulations and Faculty guidelines. Details of assessment in each unit are available on School notice boards from the beginning of the academic year.

A student in a full-time professional course may be required to pass all units of one year level before proceeding to the next year, or achieve such a standard as to be awarded a pass in the year as a whole. A conceded pass in a unit that is not a prerequisite for studies in the following year will normally entitle a student to proceed to the next year, provided that all other units are passed. A conceded pass is not normally awarded in a prerequisite unit.

It is Faculty policy that where a clinical or fieldwork unit has a prerequisite unit, the prerequisite unit must be passed within the previous three years.

The Faculty applies the University Academic Progress rules along with a time limit rule where a student must complete the course in a specified period of time equivalent to twice the full-time length of the course plus one year. This time limit includes intermissions.

For further information, consult the relevant School or Faculty office.

Students with a disability

Most of the courses conducted by the Faculty of Health Sciences include some type of clinical or professional practice experience which is a compulsory requirement of the course. The Faculty recognises that professional and clinical placements can present particular challenges to students with disabilities. Every effort will be made to make reasonable adjustments to the learning experience and assessment requirements of a clinical or professional practicum within the requirements of the course.

In order to do this, students who have a temporary or permanent disability of any type that may have an impact upon their ability to complete course requirements are encouraged to meet with the course coordinator prior to the commencement of the course.

Health procedures

It is strongly suggested that students undergo a medical examination with a view to preventing or detecting disease.

To further reduce health risks, it is strongly recommended that:

- tuberculin testing be undertaken prior to attending hospital clinics, with follow-ups as necessary
- all students be immunised against hepatitis B
- all students be immunised against rubella, measles and mumps
- all students be up-to-date in their immunisation against poliomyelitis, diphtheria and tetanus.

Students with an infectious condition such as HIV or HBV should take every reasonable precaution to ensure that no other person is placed at risk of infection, as advised by their treating doctor. Many placement agencies ask for proof of immunisation before accepting students for placement. Immunisation programs are organised for students on the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses at some cost to students.

Uniforms and class materials

Some courses require a prescribed uniform for hospital and clinical activities. Details are available from the relevant course coordinator or administrative officer.

Schools may charge students for expendable materials supplied where the materials are consumed by students to their direct personal benefit or where students may wish to retain continuing possession of the materials concerned. Students may be charged deposits for non-consumable items issued for temporary use. Schools may recover the

cost of lecture notes and other printed material issued to students, provided that no student is compelled to acquire such notes or materials.

Clinical or professional placements

Please note that most courses require students to undertake unpaid clinical or professional placements. Placements may be located in either metropolitan or rural areas. In most courses that require students to undertake placements, the placement involves being assigned to an agency on a full-time basis over a period of weeks. Types of places where students may obtain experience as a volunteer include major hospitals, health care networks, schools, community centres and clinics. In some cases, students undertake placement interstate or overseas.

The University maintains insurance policies to protect students undertaking outside, clinical or practical placement (practica) as a compulsory course requirement, or fieldwork or other work undertaken off-campus as part of a course or approved research work. Further information is available from the University Insurance Office, Faculty Office or School.

Police security clearance procedures

In those courses where students are required to undertake clinical or professional placements, students may come into contact with vulnerable people. Most agencies require students to provide the results of a Victorian police security clearance check. The cost of obtaining a Victorian police security clearance check is payable by the student directly to the police and in 2007 the volunteer fee was \$13.30. Students should obtain the security clearance check application form from their School of enrolment. The School will provide a signature required to obtain the check at the volunteer rate. The certificate is valid for one year only. Students will be expected to obtain a new police security clearance each year in which a clinical or fieldwork-placement is required.

Students undertaking placement in New South Wales (e.g., Albury-Wodonga students) may also require a NSW police security clearance check. Details are available from the School of enrolment.

Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable (or any) practicum placement(s) and may therefore delay or prevent completion of the course. Any questions or concerns relating to these checks should be directed to the relevant School office or placement coordinator.

Flexible teaching arrangements

In order to accommodate student needs, some units are taught in a mode different from the normal face-to-face or regular weekly classes. For example, modes may include block mode (i.e., intensive weekend or week-long classes), classes taught outside of the normal teaching period dates such as placement units, or classes taught via distance education or eeb-based teaching. Please refer to unit descriptions for those units that are offered by flexible teaching arrangements.

Students may be required to complete clinical placement outside of University teaching periods.

Units Offered by the Faculty

A full description of Health Sciences units appears at the end of this chapter in alphabetical order by unit code. Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the unit database for up-to-date information www.latrobe.edu.au/udb_handbook.

COURSES OFFERED BY THE FACULTY

DIVISION OF ALLIED HEALTH

Associate Dean: Professor Karen Dodd

Inquiries

Tel: (03) 9479 5815

Email: alliedhealth@latrobe.edu.au

Web: www.latrobe.edu.au/health/healthsci_schoolcent.html

Bachelor of Health Sciences in Dentistry/Master of Dentistry – Bendigo (HZHSDD)

The Bachelor of Health Sciences in Dentistry/Master of Dentistry will commence in 2008 at Bendigo. The program is one for which there is strong student demand for students with high ENTER scores.

The Bachelor of Health Sciences in Dentistry/Master of Dentistry is a five year program, the first three years of which comprise the Bachelor of Health Sciences in Dentistry, a qualification that will not allow registration as a dental practitioner. The successful completion of an additional two years of a Master of Dentistry will enable students to apply for registration as a dental practitioner*.

The Bachelor of Health Sciences in Dentistry/Master of Dentistry is a unique program that responds to rural health needs and the shortage of oral health professionals, by establishing a course based in Bendigo. The course will have a strong focus on public oral health in rural and regional Victoria and the development of clinical teaching sites at Albury-Wodonga, Mildura and Melton will further strengthen the University's capacity to deliver high class education programs in rural Victoria.

First year students will be expected to purchase a dental gown (\$58.50), La Trobe polo shirt (\$35), lab coat (\$35), textbooks per semester (\$400), safety goggles (\$15) and pay a bond for instruments (approximately \$300).

First year

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dental Science A	DEN1DSA	15
TE-SEM-1	Oral Health Science A	ORH1OHA	15
TE-SEM-1	Introduction to Public Health	PHE1PHA	15
TE-SEM-1	Clinical Practice A	ORH1CPA	15
TE-SEM-2	Public Health Principles	HLT3PHP	15
TE-SEM-2	Dental Science B	DEN1DSB	15
TE-SEM-2	Oral Health Science B	ORH1OHB	15
TE-SEM-2	Clinical Practice B	ORH1CPB	15

Key: * Subject to Australian Dental Council accreditation of the program. The Faculty has commenced preparation for accreditation of the Dentistry program with the Australian Dental Council, to ensure graduates of the course are able to register with the Dental Practice Board of Victoria and work in Australia and New Zealand.

Bachelor of Human Services – Bendigo (HBHSVB)

This course is designed to prepare graduates for work in welfare agencies in service provision, research and administrative roles. Students will develop the knowledge, values and skills appropriate for understanding the welfare needs of individuals, families, groups and communities and methods of responding to these needs. Students will develop the capacity for analysing and working effectively within welfare organisations, including work in interdisciplinary teams. Elective studies are available in social policy, community work and a range of fields of practice.

The curriculum of the course is based on a philosophy of social justice and is taught within an adult-learning model.

Degree requirements

The course is offered as a three year degree for post-VCE entry. Advanced standing may be offered to suitably qualified applicants. After successful completion of one year of this degree, students may apply to transfer to the Bachelor of Social Work/Bachelor of Human Services.

After successful completion of two years of this degree, students may apply to transfer to the two-year degree, Bachelor of Social Work (Advanced Standing).

Course structure

Students are required to undertake a course of studies equivalent to that listed below. Some unit codes differ depending upon the campus of offer.

Electives, subject to approval, may be chosen from the complete range of units offered on the campus where a student is enrolled. From time to time students may be required to attend some lectures

and seminars in block mode and/or out of normal University hours. For the purpose of the Commonwealth Supported Places Scheme (CSP), a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PSY1PYA	Psychology A	15
TE-SEM-1	SOC1SP1	Introduction to Sociology, Politics and Culture 101	15
TE-SEM-1	SWP1ITP	Introduction to Social Work A	15
TE-SEM-1		Elective	15
TE-SEM-2	PSY1PYB	Psychology B	15
TE-SEM-2	SOC1SP2	Introduction to Sociology, Politics and Culture 102	15
TE-SEM-2	SWP1SPP	Social Policy and Practice A	15
TE-SEM-2		Elective	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP2DLC	Development across the Life Course in Social Contexts 20	20
TE-SEM-1	SWP2PPH	Professional Practice: History and Values	30
TE-SEM-1		Elective	20
TE-SEM-2	SWP2OCP	Organisation Contexts of Social Work Practice	20
TE-SEM-2	SWP2REC	Social Work and Reflective Communication	20
TE-SEM-2	SWP2RES	Research for Social Work Practice A	10

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1		Elective	20
TE-SEM-1		Elective	20
TE-SEM-1	SWP3LER	Social Work Practice: Law Ethics and Human Rights 15	15
TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-wk29-35	SWP3RES	Research for Social Work Practice B	15

Bachelor of Oral Health Science – Bendigo (HBOHSB)

Tel: (03) 5444 7417

Duration: 6 semesters

The Bachelor of Oral Health Science will qualify students to register as dental hygienists and dental therapists. The course will have a strong focus on public oral health in rural and regional Victoria.

Students will undertake a number of units in common with nursing, public health, social work and pharmacy students. Specific oral health and health science units are taught in the first two years to help underpin the theoretical and clinical practice of oral health. Students will be required to complete pre-clinical and clinical oral health units over the six semesters of the course. Clinical Practice E will be run in the summer semester. Students will gain clinical experience working with a variety of patients, primarily in public health settings in rural areas.

First year students will be expected to purchase a dental gown (\$56), La Trobe shirt (\$56), lab coat (\$35), textbooks per semester (\$400) and safety goggles (\$7). Prices indicated are approximate.

Ten scholarships will be awarded each year by the Victorian State Government Department of Human Services for commencing students who are successfully admitted to the course. Students must apply for these scholarships. Further information can be found at www.latrobe.edu.au/scholarships/prospective/health/.

Second year students will be expected to pay approximately \$200 as a bond for use of the instruments, which will be returned at the end of the year on receipt of the instrument kit.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1LS1	Life Sciences 1	15
TE-SEM-1	ORH1OHA	Oral Health Science A	15
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	ORH1CPA	Clinical Practice A	15
TE-SEM-2	HBS1LS2	Life Sciences 2	15
TE-SEM-2	HLT1PHR	Public Health Research	15
TE-SEM-2	ORH1OHB	Oral Health Science B	15
TE-SEM-2	ORH1CPB	Clinical Practice B	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2PAT	Pathophysiology for Nursing	15
TE-SEM-1	HLT1CS	Communication Skills	15
TE-W07-22	ORH2CPC	Clinical Practice C	30
TE-SEM-2	HLT4HED	Health Education	15
TE-SEM-2	HLT1HSA	Health Sociology A	15
TE-SEM-2	ORH2PPM	Oral Pathology, Pharmacology and Managing Medically Compromised Patients	15
TE-W29-43	ORH2CPD	Clinical Practice D	15

Third year – to be introduced 2008

Teaching period	Unit code	Unit title	Credit points
TE-SEM-S	ORH3CPE	Clinical Practice E	60
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	HLT3PHP	Public Health Principles	15
TE-SEM-2		Elective	15
TE-SEM-2	ORH3CPF	Clinical Practice F	15

Bachelor of Physiotherapy – Bendigo (HBPHE), Melbourne (Bundoora) (HBPH)

Tel: (03) 9479 5815

Duration: 4 years

Physiotherapists assess and treat patients with temporary or long term physical injuries, movement disorders or disability, aiming to achieve the highest possible degree of recovery, activity, participation and quality of life. They may work independently or as members of health care teams. Physiotherapists are active in the prevention of illness and injury and in the promotion of health. Physiotherapists are also involved in clinical research, movement rehabilitation, ergonomics and the management of health care organisations. Units include general and health sciences, professional, clinical and research-related studies.

Degree requirements

The course involves pre-clinical and clinical study over four years and is offered on a full-time basis. Students are required to complete all of the units listed in the course structure and are normally expected to complete all of one year's work before enrolling in a later-year unit. In each year, the physiotherapy units are usually co-requisites for each other. Earlier year physiotherapy units are prerequisites for study in later years.

Students are required to reach a satisfactory standard in both the theoretical/written and practical/clinical components of all physiotherapy units in the course. All students have the opportunity to complete 15 credit points of elective units in their third year.

Course structure

During the first part of the course, students study basic biological, medical and behavioural sciences, including anatomy, physiology, psychology and research methods. The theory and application of specific physiotherapy techniques and the clinical reasoning process are introduced. All students will undertake these two years of study at Melbourne (Bundoora). In the third and fourth years students build on and apply their knowledge and skills to the physiotherapy management of specific disorders and acquire skills in health promotion, evidence-based practice and outcomes measurement. Students treat patients under supervision in hospitals and other clinical settings, in metropolitan and rural settings, in order to gain a sound basis for clinical practice. For students enrolled in the Melbourne (Bundoora) program, lectures, demonstrations and practical sessions are held at the Melbourne (Bundoora) campus.

All students enrolled in the Bendigo program will complete third and fourth-year studies based at Bendigo Health Care Group.

Assessment is conducted by means of written, practical and clinical examinations as well as web-based assignments. Details for each unit are available at the beginning of the academic year. Attendance requirements for practical classes and clinics must be met in order to be eligible for assessment in these units.

Clinical practica are often undertaken outside standard teaching periods in first and second year. Bundoora program students are expected to undertake at least one five week clinical practicum in a rural setting and Bendigo program students undertake at least one in a metropolitan setting. All travel and accommodation costs are at students' expense.

First year

Teaching period	Unit code	Unit title	Credit points
TE-ALLR	PTY1CLP	Physiotherapy Clinical Practice 1	10
TE-SEM-1	HBS1PPA	Physiology A	15
TE-SEM-1	HBS1APA	Anatomy for Physiotherapy A	15
TE-SEM-1	PHE1PHC	Introduction to Public Health C	10
TE-SEM-1	PTY1PSA	Physiotherapy Skills A	15
TE-SEM-2	HBS1BBE	Biophysical Bases of Electrotherapy	5
TE-SEM-2	HBS1BHM	Biomechanics of Human Movement	10
TE-SEM-2	HBS1APB	Anatomy for Physiotherapy B	15
TE-SEM-2	PHE1EMH	Research Methods in Health 1	5
TE-SEM-2	PTY1PSB	Physiotherapy Skills B	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-ALLR	PTY2CLP	Physiotherapy Clinical Practice 2	15
TE-SEM-1	HBS2PPB	Physiology B	15
TE-SEM-1	HBS2APC	Anatomy for Physiotherapy C	15
TE-SEM-1	PHE2BDA	Behavioural Determinants of Health A	5
TE-SEM-1	PTY2CDP	Child Development in Physiotherapy	5
TE-SEM-1	PTY2PSC	Physiotherapy Skills C	15
TE-SEM-2	HBS2NSM	Neuroscience of Sensation and Movement	5
TE-SEM-2	HBS2PPY	Pathology and Pharmacology	10
TE-SEM-2	PHE2BDB	Behavioural Determinants of Health B	5
TE-SEM-2	PHE2RMH	Research Methods in Health 2	5
TE-SEM-2	PTY2EPA	Electrophysical Agents	15
TE-SEM-2	PTY2PAE	Paediatric Physiotherapy	5
TE-SEM-2	PTY2PSD	Physiotherapy Skills D	10

Third year

Teaching period	Unit code	Unit title	Credit points
TE-ALLR	PTY3PHE	Interpersonal Processes and Professional Practice	5
TE-SEM-1	PTY3CRP	Cardiorespiratory Physiotherapy – Theory and Practice	15
TE-SEM-1	PTY3NEU	Neurological Physiotherapy – Theory and Practice	15
TE-SEM-1 plus	PTY3MSP	Musculoskeletal Physiotherapy – Theory and Practice	15
TE-SEM-1 plus		Third year elective(s) taken from anywhere within the University	15
TE-SEM-2 or TE-SEM-3		Core Clinical Practicum	40–60

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-ALLR	PTY4EBP	Evidence-based Practice in Physiotherapy	20
TE-SEM-1 or TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	PTY4AMS	Advanced Musculoskeletal Physiotherapy	5
TE-SEM-1	PTY4PWH	Introduction to Physiotherapy in Women's Health	5
TE-SEM-1 plus	PTY4PRG	Physiotherapy in Rehabilitation and Gerontology	10
TE-SEM-1		Core Clinical Practicum	20–40
TE-SEM-2		Clinical Electives	40

Core clinical practica

Four five week, full-time clinical placements are undertaken between the middle of third year to the middle of fourth year in the course. Students are allocated to a clinical school for the four core units. All travel and accommodation costs are at students' expense. Students undertake two or three of the clinics in third year and one or two in fourth year. Students must gain experience in the areas of cardiorespiratory physiotherapy, neurological physiotherapy and musculoskeletal physiotherapy. The unit codes and titles are as follows:

Teaching period	Unit code	Unit title	Credit points
TE-SEM-2	PTY3CCA	Core Clinical A	20
TE-SEM-2	PTY3CCB	Core Clinical B	20
TE-SEM-2	PTY3CCC	Core Clinical C	20

TE-SEM-1	PTY4CCC	Core Clinical C	20
TE-SEM-1	PTY4CCD	Core Clinical D	20

Elective clinical practica

The clinical elective comprises two full-time, five week clinical placements. The specific areas of practice are selected to complement and build on the student's prior clinical experiences and/or to develop an area of particular interest.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-2	PTY4CEA	Clinical Elective A	20
TE-SEM-2	PTY4CEB	Clinical Elective B	20

The electives require completion of all four core clinical units as a prerequisite.

Professional recognition

Students are required to register with the Physiotherapist Registration Board of Victoria.

Graduates are eligible for registration with the Physiotherapists Registration Board in any state or territory. Registration is an essential prerequisite for physiotherapy practice in Australia.

Honours program

A sequence of units in the third and fourth years of the course leads to the award of an Honours degree. Applicants are selected at the end of the second year on the basis of academic results achieved in the first and second year units of the Bachelor of Physiotherapy. From each of these units, a grade point average is calculated. Further details are made available at the commencement of the Honours program. Honours candidates undertake a research design unit in place of the Third year elective and a research project in place of the unit PTY4EBP 'Evidence-based Practice in Physiotherapy in fourth year.'

Teaching period	Unit code	Unit title	Credit points
TE-ALLR	PTY3HON	Research Design in Physiotherapy	15
TE-ALLR	PTY4HON	Honours Thesis	45

Bachelor of Social Work – Bendigo (RBSW)

Note: This program is only available to continuing students.

The course entitles graduates entry into the profession of social work and the degree is recognised by the Australian Association of Social Workers (AASW). Part-time study is available. Students will develop the knowledge, values and skills appropriate to understanding the needs commonly experienced by individuals, families, groups and communities and the appropriate responses for aiding personal and social adjustment and social development.

The degree prepares students to practise in a wide range of social work roles, including direct service, research, administration and social policy and planning. Study areas include social welfare history, social work practice methodologies, socio-personal systems, community organisation, research methods, social policies and programs, laboratory work and field studies.

The curriculum of the course is based on a philosophy of social justice and is taught within an adult-learning model. Students are encouraged to relate their relevant experiences to the theories and practice knowledge presented in the program.

Degree requirements

The course is not offered to new students in 2008.

Course structure

Continuing students are required to undertake a course of studies equivalent to that listed below. From time to time students may be required to attend some lectures and seminars in block mode and/or out of usual University hours. For the purpose of the Higher Education Contribution Scheme (HECS), this course is valued at 120 credit points per year or 60 credit points per teaching period.

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP3COM	Social Work Practice in Communities	15

TE-SEM-1	SWP3IFG	Social Work Practice with Individuals, Families and Groups A	20
TE-SEM-1	SWP3LER	Social Work Practice: Law, Ethics and Human Rights	15
TE-WK36-49	SWP3FEA	Field Education A	40
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-WK29-35	SWP3RES	Research for Social Work Practice B	15

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK29-35	SWP4DIV	Diversity in Social Work Practice	10
TE-WK36-49	SWP4FEB	Field Education B	40
TE-WK29-35	SWP4FOP	Fields of Social Work Practice B	15

Bachelor of Social Work (Advanced Standing) – Bendigo (RBSWBE)

The course qualifies graduates for entry into the profession of social work. The degree is recognised by the Australian Association of Social Workers (AASW). Students will develop the knowledge, values and skills appropriate to understanding the needs commonly experienced by individuals, families, groups and communities and the appropriate responses for personal and social adjustment and social development.

The degree prepares students to practise in a wide range of social work roles, including direct service, research, administration and social policy and planning. Units offered are a mix of theoretical, practical and field-based studies. This reflects the nature of social work within contemporary society, which demands that a competent social work graduate understands their practice in terms of ideas about individuals, groups and communities, knowledge of how society operates, the values of the profession; and has a range of practice skills. The course includes seventy days (in each year) of placement in a professional social work agency.

The curriculum of the course is based on a philosophy of social justice and is taught within an adult-learning model. Students are encouraged to relate their relevant experiences to the theories and practice presented in the program.

Degree requirements

The course is offered as a two year (advanced standing) degree for applicants with at least two years of approved university study. Further advanced standing may be offered to suitably qualified applicants.

Course structure

Students are required to undertake a course of study equivalent to that listed below.

From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal University hours.

For the purpose of the Commonwealth Supported Places Scheme (CSP), a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP3COM	Social Work Practice in Communities	15
TE-SEM-1	SWP3IFG	Social Work Practice with Individuals, Families and Groups A	20
TE-SEM-1	SWP3ITP	Introduction to Social Work	10
TE-SEM-1	SWP3LER	Social Work Practice: Law, Ethics and Human Rights	15
TE-W36-49	SWP3FEA	Field Education A	40
TE-W29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-W29-35	SWP3RES	Research for Social Work Practice B	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-W29-35	SWP4SPP	Social Policy and Practice B	20

TE-W36-49	SWP4DIV	Diversity in Social Work Practice	10
TE-W29-35	SWP4FEB	Field Education B	40
TE-SEM-2	SWP4FOP	Fields of Social Work Practice B	15

Bachelor of Social Work with Honours – Bendigo (RHSW)

An Honours program is offered in the final year of the Bachelor of Social Work and the Bachelor of Social Work (Advanced Standing) degrees.

Admission requirements

Honours will be offered to those students who have achieved results of a high academic standard at the end of the third year of the Bachelor of Social Work and at the end of the first year of the Bachelor of Social Work (Advanced Standing) on the basis of that year's study. In addition to specified unit requirements, Honours students are required to prepare a research proposal and then write and submit an Honours thesis of 10,000–12,000 words by the end of the Honours year.

Course structure

Students are required to undertake a course of studies equivalent to that listed below. From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal University hours.

For the purposes of the Commonwealth Supported Places Scheme (CSP), a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4HOA	Social Work Honours A	20
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK36-49	SWP4FEB	Field Education B	40
TE-SEM-2	SWP4HOB	Social Work Honours B	20

Grades awarded to students successfully completing Honours are H1, H2A, H2B or H3.

Bachelor of Social Work/Bachelor of Human Services – Bendigo (HZSWHB)

The course qualifies graduates for entry into the profession of social work and equips graduates to work effectively in complex organisations and in the policy environment of human services. The Bachelor of Social Work is recognised by the Australian Association of Social Workers (AASW). Students will develop the knowledge, values and skills appropriate to understanding the needs commonly experienced by individuals, families, groups and communities and the appropriate responses for personal and social adjustment and social development. Students will develop the knowledge and skills for analysing the organisational and policy context of social work and human service practice.

This double degree prepares students to practise in a wide range of social work roles and to perform these roles effectively in the complex organisation setting that is characteristic of contemporary social work practice. These roles include direct service, research, administration and social policy and planning. Units offered are a mix of theoretical, practical and field-based studies. This reflects the nature of social work within contemporary society which demands that a competent social work graduate understands their practice in terms of ideas about individuals, groups and communities, knowledge of how society operates, the values of the profession; and has a range of practice skills. Students will be prepared for effectively integrating theory into practice and to work effectively in complex and changing organisations. The course includes 70 days of placement (in each of the third and fourth years) in a professional social work agency.

The curriculum of the course is based on a philosophy of social justice and is taught within an adult-learning model. Students are encouraged to relate their relevant experiences to the theories and practice presented in the program.

Degree requirements

The course is offered as a four year degree for post-VCE entry. Advanced standing may be offered to suitably qualified applicants.

Course structure

Students are required to undertake a course of study equivalent to that listed below. Some unit codes differ depending upon the campus of offer.

Electives, subject to approval, may be chosen from the complete range of units offered on the campus where a student is enrolled. From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal University hours.

For the purpose of the Commonwealth Supported Places Scheme (CSP), a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	PSY1PYA	Psychology A	15
TE-SEM-1	SOC1SP1	Introduction to Sociology, Politics and Culture	101 15
TE-SEM-1	SWP1ITP	Introduction to Social Work A	15
TE-SEM-1		Elective	15
TE-SEM-2	PSY1PYB	Psychology B	15
TE-SEM-2	SOC1SP2	Introduction to Sociology, Politics and Culture	102 15
TE-SEM-2	SWP1PPI	Policy, Poverty and Inequality	25
TE-SEM-2		Elective	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP2DLC	Development across the Life Course in Social Contexts	20
TE-SEM-1	SWP2PPH	Professional Practice: History and Values	30
TE-SEM-1		Elective	20
TE-SEM-2	SWP2OCF	Organisation Contexts of Social Work Practice	20
TE-SEM-2	SWP2REC	Social Work and Reflective Communication	20
TE-SEM-2	SWP2RES	Research for Social Work Practice A	10
TE-SEM-2		Elective	20

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	SWP3COM	Social Work Practice in Communities	15
TE-SEM-1	SWP3IFG	Social Work Practice with Individuals, Families and Groups A	20
TE-SEM-1	SWP3LER	Social Work Practice: Law, Ethics and Human Rights	15
TE-WK36-49	SWP3FOA	Field Work and Organisational Analysis	55
TE-WK29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-WK29-35	SWP3RES	Research for Social Work Practice B	15

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-W29-35	SWP4DIV	Diversity in Social Work Practice	10
TE-W36-49	SWP4FPP	Field Education Program Planning	55
TE-W29-35	SWP4FOP	Fields of Social Work Practice B	15

Bachelor of Social Work (Honours)/Bachelor of Human Services – Albury-Wodonga (H2HSWW), Bendigo (H2HSWB), Melbourne (Bundoora) (H2HSW)

Note: This course will be offered subject to University approval.

An Honours program is offered in the final year of the Bachelor of Social Work/Bachelor of Human Services Degree.

Admission requirements

Honours will be offered to those students who have achieved results of a high academic standard at the end of the third year of the Bachelor of Social Work/Bachelor of Human Services on the basis of that year's study. In addition to specified unit requirements, Honours

students are required to prepare a research proposal and then write and submit an Honours thesis of 10,000-12,000 words by the end of the Honours year.

Course structure

Students are required to undertake a course of studies equivalent to that listed below. From time to time students may be required to attend some lectures and seminars in block mode and/or out of normal university hours.

For the purposes of the Commonwealth Supported Places Scheme (CSP) a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4HOA	Social Work Honours A	20
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-WK36-49	SWP4FPP	Field Education and Program Planning	55
TE-SEM-2	SWP4HOB	Social Work Honours B	20

Grades awarded to students successfully completing Honours are H1, H2A, H2B or H3.

DIVISION OF HEALTH STUDIES

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Bachelor of Public Health – Bendigo (RBPH)

The Bachelor of Public Health is a flexible, innovative degree program which offers graduates a strong foundation for a considerable number of career paths. At the end of their first year, students elect to study either an Environmental Health or Health Promotion major stream.

Students who elect to take the Environmental Health major learn about the social and environmental factors that cause ill health as well as those factors that sustain and create good health. Environmental Health graduates have a range of skills including environmental health risk assessment and management, knowledge of environmental law and extensive knowledge in the field. They learn about health research, community development, health education and program planning. Graduates find work in local, state or federal government and in private enterprise.

Students who elect to take the Health Promotion major learn about the social and environmental factors that cause ill health as well as those factors that sustain and create good health. This stream in Public Health prepares graduates to work in health promotion, community development, research and health programs and projects. Graduates find work in community health, non-government organisations or in a wide range of health organisations and research centres.

The degree may be awarded as a three year pass degree, as a double degree with the Bachelor of Nursing and as a degree with Honours. To enter the Honours year, a student must normally have completed the requirements for the three year degree with academic results of a high standard. Graduates may consider postgraduate studies in research or any of the specialist areas provided by postgraduate diplomas, such as community health, teaching and environmental health.

Professional recognition

Following successful completion of the course, students may be eligible for membership of organisations such as the Public Health

Association of Australia and the Australian Health Promotion Association. Students completing the Environmental Health major stream may be eligible for membership of the Australian Institute of Environmental Health.

Admission requirements

A study score of at least 20 in Units 3 and 4 of English (any) is required. Students with existing qualifications and work experience will be considered on an individual basis and may be granted credits according to their study background.

Course structure

In the first year of the course, students are required to complete the eight core units. In the second and third years of the course, students are required to complete eight units per year as per the program structure listed below. Students may select electives from a range of course-specific units offered in the Bachelor of Public Health and may pursue units of interest in any School of the University if they meet the prerequisites and have the approval of the course coordinator.

The course is valued at 360 credit points.

First year – common

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT1CS	Communication Skills	15
TE-SEM-1	HLT1PIA	Public Health in Australia	15
TE-SEM-1	HBS1LS1	Life Sciences 1	15
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-2	HLT1FEA	Field Experience A	15
TE-SEM-2	HLT1HSA	Social Health	15
TE-SEM-2	HLT1HEH	Human Ecology and Health	15
TE-SEM-2	HLT1PHR	Public Health Research 1	15

Programs of study

The following is designed to assist students in planning their course of study at second and third year levels. The programs give a broad view of the areas of study available. Some units at second and third year level have prerequisites. Students should carefully check prerequisites when planning their course of study.

Environmental Health

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT2EH	Environmental Health	15
TE-SEM-1	BIO2IMB	Introduction to Microbiology	15
TE-SEM-1	HLT3PHP	Public Health Principles	15
TE-SEM-1	HLT2PHR	Public Health Research 2	15
TE-SEM-2	BIO2IAI	Infection and Immunity	15
TE-SEM-2	HLT2FSE	Food Science: Essentials	15
TE-SEM-1 or TE-SEM-2	HLT4HED	Health Education	15
TE-SEM-2	HLT2HSP	Public Health Policy Studies	15

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT3EP	Epidemiology	15
TE-SEM-1	HLT3HPE	Program Development 1 Health Promotion, Planning and Evaluation	15
TE-SEM-1	HLT3WSE	Water Science: Essentials	15
TE-SEM-1	HLT3EHA	Environmental Health Management A	15
TE-SEM-2	HLT3EHB	Environmental Health Management B	15
TE-SEM-2	LST2EL	Environmental Law	15
TE-SEM-2	HLT3FEB	Field Experience B	15
TE-SEM-2	SCI3ECS	Environmental Case Studies	15

Health Promotion and Health Education

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1		Elective	15
TE-SEM-1	HLT2EH	Environmental Health	15
TE-SEM-1	HLT3PHP	Public Health Principles	15
TE-SEM-1	HLT2PHR	Public Health Research 2	15
TE-SEM-2	BIO2IAI	Infection and Immunity	15
TE-SEM-1 or TE-SEM-2	HLT4HED	Health Education	15

TE-SEM-2	HLT2HSP	Public Health Studies Policy	15
TE-SEM-2	HLT3PHN	Public Health Nutrition	15

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1		Elective	15
TE-SEM-1	HLT3EP	Epidemiology	15
TE-SEM-1	HLT2LEH	Law and Ethics in Health	15
TE-SEM-1	HLT3HPE	Health promotions Planning and evaluation	15
TE-SEM-2		Elective	15
TE-SEM-2	HLT3FEB	Field Experience B	15
TE-SEM-2	HLT3HP	Health Promotion	15
TE-SEM-2	HLT3RH	Rural Health	15

Electives

Electives may be chosen from the list below or selected from elsewhere in the University with the approval of the course coordinator. Not all unit choices are available every year.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT1AH	Aboriginal Health	15
TE-SEM-2	HLT2AC	Ageing in the Community	15
TE-SEM-1	HLT31WPH	Women and Public Health	15
TE-SEM-1	MKT1ITM	Introduction to Marketing	15
TE-SEM-2	MKT2CB	Consumer Behaviour	15
TE-SEM-1 or TE-SEM-2	HLT3CS	Counselling Skills	15
TE-SEM-1 or TE-SEM-2	MGT2OB	Organisational Behaviour	15
TE-SEM-1	EDU3HRS	Relationships, Gender and Sexuality	15
TE-SEM-2	EDU2DAS	Drug Use in Australian Society	15

Bachelor of Public Health (Honours) – Bendigo (RHPH)

This course builds on the theory and practice of public health and is designed to develop skills in independent research, providing a basis for further studies at a Masters and Doctoral level.

Admission requirements

Students should have completed and obtained at least a B grade average in the Bachelor of Public Health. Students from other degree programs wishing to pursue a career in public health may qualify and should apply to enrol prior to graduation from their first course, to ensure that they have a public health major suitable for entry to the Honours program. Students who expect to meet the entry criteria must submit a 300-word description of their proposed research project with their application.

Course structure

This is a one year, full-time course. Students must complete the three compulsory core units and complete a 15,000-word thesis.

This course is valued at 120 credit points.

Teaching period	Unit code	Unit title
TE-SEM-1	HLT4THA	Thesis (PH)
TE-SEM-2	HLT4THB	Thesis (PH)
TE-SEM-1 or TE-SEM-2	HLT5RM	Research Methods
TE-SEM-1 or TE-SEM-2	HLT5QNR	Quantitative Research
TE-SEM-1 or TE-SEM-2	HLT5QLR	Qualitative Research

DIVISION OF NURSING AND MIDWIFERY

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Advanced Diploma in Nursing – Albury-Wodonga (HDIANW), Bendigo (RDN), Melbourne (Bundoora) (HDIAN)

This course is available for part-time study only.

The course is a part-time course offered over two semesters with a limited number of places available. This course is offered across the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. Application is by direct admission. The applicant should be a previously registered nurse on the Division 1 register but who has allowed his or her registration to lapse, or an International Registered Nurse wishing to obtain registration in Victoria. The application form should include a copy of the lapsed registration certificate plus a letter of approval to undertake the course, obtained from the Nurses Board of Victoria. Applications close at the end of October. Late applications may be considered, if places are available.

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

Bachelor of Nursing (Post-registration) – Albury-Wodonga (HSBNW), Bendigo (RBNP), Melbourne (Bundoora) (HBNP)

This course enables registered nurses to expand and practically apply their knowledge base. This course is available across the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. It aims to provide students with academic and practical skills and the attitudes required to comprehend, critically analyse and evaluate new knowledge in nursing. Graduates of the course will have a strong discipline base for postgraduate study.

Consistent with the rationale of the course, the Division of Nursing and Midwifery aims to prepare qualified nurses to:

- Develop further a discipline perspective through the study of relevant literature
- Acquire the ability to interpret and utilise nursing research findings
- Critically examine issues related to health care delivery systems and the implications for nursing and recipients
- Broaden and deepen their knowledge of nursing practice in order to expand their role in a selected practice setting
- Demonstrate commitment to learning as a life-long process.

Stream A

Admission requirements

This course is open to nurses who hold a diploma from a college or university or who hold a nursing certificate from a hospital-based program. Applicants must be eligible for registration as Division 1 nurses with the Nurses Board of Victoria.

Advanced standing

Holders of a three year Australian Diploma in Nursing may apply for advanced standing.

Course structure

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1 or TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	NSG2EBP	Evidence-Based Nursing	15

Plus six electives chosen with the agreement of the course coordinator.

Stream B

Admission requirements

This course is designed for nurses who hold a diploma or degree in nursing from a college or university or who hold a nursing certificate from a hospital-based program and are not currently registered with the Nurses Board of Victoria. This course is available across the

Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. Local applicants must have been previously registered as Division 1 or Division 3 nurses with the Nurses Board of Victoria and wish to re-enter the nursing profession. Students are required to provide the University with a letter from the Nurses Board of Victoria granting permission to undertake the course with the intention of applying for registration or re-registration.

Course structure

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG2MED	Medication Management	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG2EBP	Evidence-Based Nursing	15
TE-SEM-1	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15

Plus three electives chosen with the agreement of the course coordinator.

Post-registration recommended electives – Stream A and Stream B

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG2MED	Medication Management	15
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-1 or TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15

Professional recognition

Graduates are eligible for membership of the Royal College of Nursing, Australia.

Bachelor of Nursing (Pre-registration) – Albury-Wodonga (HBNPRW), Bendigo (RBN), Melbourne (Bundoora) (HBN), Mildura (HBNM), Shepparton (HBNUP)

The Bachelor of Nursing (pre-registration) is a three year pass-degree. This course is offered across the Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura and Shepparton campuses. An Honours year is also available for candidates who meet the entrance requirements.

The philosophy of the course views students as active participants in the learning process. This enhances the development of the critical thinking and problem-solving skills that enable the graduate to respond to the changing demands of health care services. The course involves study in nursing theory, practice and research, human biosciences and behavioural health sciences.

The on-campus skills laboratory enables students to practise and develop clinical nursing skills in a simulated and supportive environment.

This course is offered on a full-time basis. Part-time study is not recommended but may be considered at the discretion of the undergraduate course coordinator. It is also offered as a two year, full-time graduate entry program (Melbourne (Bundoora) only), with one year of advanced standing being granted to selected applicants with an Australian Bachelor degree or its equivalent.

An additional year of study is available at Honours level for students who have achieved an outstanding academic record. Students who enrol in the Honours stream may apply for registration as a Division 1 nurse at the completion of pass-degree studies.

Professional recognition

Graduates are eligible to apply for registration through the Nurses Board of Victoria on the Division 1 Register.

Admission requirements

In addition to satisfying the University's general entrance requirements, students must have a study score of at least 25 in Units 3 and 4 of English (any) and a study score of at least 20 in one of

biology, chemistry, mathematics (any), physical education or physics. International applicants and those whose principal language of educational instruction was other than English will require an IELTS score of at least 6.5.

Course structure

This course is valued at 360 credit points.

Students will be required to produce evidence of completion of a First Aid Certificate prior to the commencement of semester 2 of their first year of study.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-1	HBS1LS1	Life Science 1	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-1	PHE1PHA	Introduction to Public Health	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	HLT1HSA	Social Health	15
TE-SEM-2	NSG1FUN	Fundamentals of Nursing Practice	15
TE-SEM-2	HBS1LS2	Life Science 2	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG2EBP	Evidence-Based Nursing	15

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	NSG3NTF	Nursing The Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-1		Nursing Practice Elective from approved list	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15

Clinical experience

Nursing practicum units are offered throughout the course to complement theory and to establish skill competency. To meet the registration requirements of the Nurses Board of Victoria, students must satisfactorily achieve a range of competencies in the area of clinical practice. Clinical practica are offered in a range of metropolitan and rural settings and are undertaken either as single days or as block experience of single to multiple weeks of experience.

Bachelor of Nursing (Honours) – Melbourne (Bundoora) (HHN), Bendigo (RHN), Albury-Wodonga (HSHNW)

An Honours stream, normally undertaken on a part-time basis over two years, is available as the fourth year of the Bachelor of Nursing. This course is available across the Albury-Wodonga, Bendigo and Melbourne (Bundoora) campuses. To be eligible, students should have achieved a B-grade average or above in third year studies. Students with a Bachelor of Nursing from another institution may be considered for entry.

Students are assisted to demonstrate academic and investigative skills in critical review and analysis of data that are at a higher level than normally expected of pass-level students and to broaden and deepen their theoretical knowledge in the discipline of nursing as a preparation for graduate study.

Course structure

Honours students enrol in four coursework units, participate in research seminars and submit a research essay or project comprising 10,000 to 12,000 words or the equivalent. Both first and second year

are based on part-time study. Study mode includes attendance at fortnightly research seminars.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG4RHP	Research Honours Preparation	15
TE-SEM-1		Nursing Practicum Elective from approved list	15
TE-SEM-2	NSG4NTP	Thesis preparation	15
TE-SEM-2	NSG4RIN	Readings in Nursing	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG4NTH	Thesis	30
TE-SEM-2	NSG4NTH	Thesis	30

Bachelor of Nursing (Division 2 Conversion) 2 year Program – Melbourne (Bundoora) (HSBNC), Albury-Wodonga (HSBNCW), Bendigo (BEBND2), Mildura (HBNCM), Shepparton (HBNCN)

The course is designed for students who hold current Division 2 registration with the Nurses Board of Victoria (or home-state equivalent). It is offered across the Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura and Shepparton campuses.

Admission requirements

Current registration as a Division 2 Nurse (or equivalent) is required. Applicants should apply through the VTAC system and undertake the STAT Test. Applicants must provide the selection officer with a copy of their current Division 2 registration certificate.

Course structure

All students are required to complete a short course in anatomy and physiology prior to the commencement of the program. Information on such courses is available from the course coordinator or administrative officer. Preliminary study programs may incur a fee. This course is valued at 240 credit points.

Students will be required to produce evidence of completion of a First Aid Certificate prior to the commencement of semester two of their first year of study.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2EBP	Evidence-Based Nursing	15
TE-SEM-2	NSG2MED	Medication Management for Nurses	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15

Clinical experience

Nursing practicum units are offered throughout the course to complement theory and to establish skill competency. To meet the registration requirements of the Nurses Board of Victoria, students must satisfactorily achieve a range of competencies in the area of clinical practice. Clinical practica are offered in a range of metropolitan and rural settings and are undertaken either as single days or as block experience of single to multiple weeks of experience.

Bachelor of Nursing (Advanced Standing), Division 3 Conversion, 1 Year Program – Bendigo (BEBNAS)

This one year, full-time course is designed for students who hold current Division 3 registration with the Nurses Board of Victoria (or home-state equivalent). It is offered at the Bendigo Campus only.

Admission requirements

Current registration as a Division 3 Nurse (or equivalent) is required. Pre-selection interview and a copy of the Division 3 registration certificate are also required.

Course structure

Students may choose to complete short courses in anatomy and physiology prior to the commencement of the program. Information on such courses is available from the course coordinator or administrative officer. Preliminary study programs may incur a fee. Students may be required to produce evidence of completion of a First Aid Certificate prior to the commencement of their first clinical placement.

This course is valued at 120 credit points.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1		Elective	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG2EBP	Evidence-Based Nursing	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2		Nursing Practice Elective from approved list	15

Clinical experience

Nursing practicum units are offered throughout the course to complement theory and to establish skill competency. To meet the registration requirements of the Nurses Board of Victoria, students must satisfactorily achieve a range of competencies in the area of clinical practice. Clinical practica are offered in a range of metropolitan and rural settings and are undertaken either as single days or as block experience of single to multiple weeks of experience.

Bachelor of Nursing (Honours) – Bendigo (RHN), Melbourne (Bundoora) (HHN), Albury-Wodonga (HSHNW)

The Bachelor of Nursing (Honours) enhances career opportunities for nurses in specific areas of nursing research and practice. The Bachelor of Nursing (Honours) also provides a career pathway for students seeking an academic, research or clinical speciality area of practice such as clinical nurse specialist, nursing project officer, nurse educator, research assistant or nurse academic. It also provides an opportunity for continuing postgraduate studies leading to Masters and Doctoral degrees.

Information regarding Honours year awards which consist of employment, graduate-year options and full/part-time studies may be found in the Awards section at the front of this Handbook.

Admission requirements

Students who have maintained a B grade average or above in the third year of a Bachelor of Nursing course are eligible to apply for admission. Level of achievement in Australian Nursing and Midwifery Council (ANMC) clinical competencies will be taken into consideration during the selection process. Normally students must enrol within two years of completing the requirements for the Bachelor of Nursing.

Course structure

The course must normally be completed in one year of full-time or two years of part-time study.

This course is valued at 120 credit points.

Year 1

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG4RHP	Research Honours Preparation	15
TE-SEM-1		Nursing Practicum Elective from approved list	15
TE-SEM-2	NSG4NTP	Thesis Preparation	15
TE-SEM-2	NSG4RIN	Readings in Nursing	15

Year 2

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG4NTH	Thesis	30
TE-SEM-2	NSG4NTH	Thesis	30

Students undertaking an approved graduate year program while enrolled in an Honours program may apply for credit for their Nursing Practicum elective. To receive this credit, students must have completed a minimum of 52 days of clinical practice and provide a satisfactory report of their clinical program from the graduate year coordinator.

Bachelor of Nursing Science – Bendigo (RBNS), Melbourne (Bundoora) (HBNS)

This course is available to continuing students only.

This is Australia's first four year degree leading to registration as a Division 1 nurse with the Nurses Board of Victoria. This course is available across the Bendigo and Melbourne (Bundoora) campuses. The course represents the ideal educational preparation for registered nurses and received numerous commendations from across Australia and the profession. While it has a number of units in common with the three year Bachelor of Nursing, it aims to prepare the nurse leaders of the future. To this end the entry score is higher and students have a greater opportunity to develop their clinical skills in an area of particular interest, with enhanced research preparation and skills now required of nurses in management, leadership, negotiation and delegation.

Professional recognition

Graduates are eligible for registration as Division 1 nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

Course structure

The course provides an opportunity to study an Honours stream from the third year. For the structure of the course offered at the Melbourne (Bundoora) campus, please refer to the relevant entries elsewhere in this *Handbook*.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS1LS1	Life Science 1	15
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-2	HBS1LS2	Life Science 2	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	NSG1FUN	Fundamentals of Nursing Practice	15
TE-SEM-2	HLT1HSA	Social Health	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG2EBP	Evidence-Based Nursing	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

Third year (Honours stream)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	NSG4RHP	Research Honours Preparation	15

TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-2	NSG4NTP	Thesis Preparation	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15
TE-SEM-2	NSG4RIN	Readings in Nursing	15

Fourth year (Honours stream)

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG4HIA	High Acuity Nursing Practice	15
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG4NTH	Thesis	30
TE-SEM-2	NSG4NTH	Thesis	30
TE-SEM-2	NSG4PCO	Nursing Practice Consolidation (Honours)	15
TE-SEM-2	NSG31NT	Managing Complex Interactions in Nursing	15

Bachelor of Nursing/Bachelor of Public Health – Bendigo (RZNPH)

The Bachelor of Nursing/Bachelor of Public Health provides graduates with qualifications that prepare them for modern health care practice and to work flexibly across hospital care, community care, illness prevention, health promotion and education. It is especially suitable for positions that require a combination of clinical and public health skills and knowledge. This is a four year, full-time course (or part-time equivalent) that requires successful completion of both theoretical and clinical experience units. Work opportunities may be found in a range of employment agencies. These include local, state or federal government agencies, shire councils, research centres, community health centres, hospitals, aged care facilities, acute in-patient and community mental health agencies and specialist health services such as alcohol and drug and women's health. Employment is also likely in public health organisations which value the combination of clinical qualifications with public health and nursing knowledge and skills.

Professional recognition

Graduates are eligible to apply for registration through the Nurses Board of Victoria, on the Division 1 register and may be eligible for membership of the Public Health Association of Australia.

Admission requirements

In addition to satisfying the University's general entrance requirements, students must have a study score of at least 25 in Units 3 and 4 of English and a study score of at least 20 in one of mathematics (any), biology, chemistry, physical education, or physics. International applicants and those whose principal language of education instruction was other than English will require an IELTS score of at least 6.5. Provision will be made for recognition of prior study and experience.

Course structure

This is a four year, full-time course (or part-time equivalent) that requires successful completion of 540 credit points of study as outlined below. It should be noted that students may be required to complete clinical placement outside of University teaching periods. Students will be required to produce evidence of completion of a First Aid Certificate prior to the commencement of semester 2 of their first year of study.

First year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT1PIA	Public Health in Australia	15
TE-SEM-1	HBS1LS1	Life Sciences 1	15
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-1	PSY1PSH	Psychology Studies Health	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	NSG1FUN	Fundamentals of Nursing Practice	15
TE-SEM-2	HLT1HEH	Human Ecology and Health	15
TE-SEM-2	HBS1LS2	Life Sciences 2	15
TE-SEM-2	HLT1FEA	Field Experience A	15

Second year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-1	HLT3PHP	Public Health Principles	15
TE-SEM-1	HLT3EH	Environmental Health	15
TE-SEM-2	HLT1PHR	Public Health Research A	15
TE-SEM-2	HLT1HSA	Social Health	15
TE-SEM-2	HLT4HED	Health Education	15
TE-SEM-2	HLT4HSP	Health Systems Policy	15

Third year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	HLT2PHR	Public Health Research B	15
TE-SEM-1	HLT3HPE	Health Promotion Planning and Evaluation	15
TE-SEM-1	HLT3EP	Epidemiology	15
TE-SEM-1		Public Health Elective	15
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-2	HLT3RH	Rural Health	15
TE-SEM-2	HLT2LEH	Law and Ethics in Health	15
TE-SEM-2	HLT3HP	Health Promotion	15
TE-SEM-2	HLT3FEB	Field Experience B	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15

Fourth year

Teaching period	Unit code	Unit title	Credit points
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	NSG3NTF	Nursing The Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-1		Nursing Practicum Elective from approved list	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

Electives

An approved elective list, suitable to the double degree program, will be advised.

Clinical experience

To meet the registration requirements of the Nurses Board of Victoria, students must satisfactorily achieve a range of competencies in the area of clinical practice. Clinical practica and field experience are offered to students as either a single-day experience or block experience of one to five weeks.

UNIT DESCRIPTIONS

DEN1DSA DENTAL SCIENCE A (15 CPs Sem. TE-SEM-1 BE.) *Coordinator to be advised*

In this unit students will examine basic material sciences (gypsum and dental stones, acrylic resins, wrought wire, dental alloys and waxes, abrasives and abrasion), as well as build a detailed understanding of human biology relevant to dentistry. The unit will also introduce health and safety in the work-place as the students are taught the use of all dental laboratory equipment. The unit will be presented in coordination with various practical sessions.

Class requirements: One 2-hour lecture per week; 2 hours of tutorials per week; 39 hours of practical classes across the semester.

This unit is not available for 'Study Abroad' students.

Assessment: One 1.5-hour examination (40%), two 10-minute class tests or oral quiz (20%), three 2-hour practical exercises (40%)

DEN1DSB DENTAL SCIENCE B (15 CPs Sem. TE-SEM-2 BE.) *Coordinator to be advised*

In this unit students attend a series of lectures with simultaneous laboratory instructions, developing an understanding of tooth preparation for and placement of, direct restorative materials including amalgam, composite resins and glass ionomer cements. Basic introductory lectures pertaining to indirect restorative techniques for the placement of inlays and onlays will also be presented. This unit is linked to the clinical placement program and will build on the knowledge gained from Dental Science A with an

overview of material science and how materials are developed, tested, selected and clinically manipulated to replace biological structures in dental tissues. Materials covered will include metals, ceramics, polymers and composites.

Prerequisite: DEN1DSA.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week; 39 hours of practical and 39 hours of pre-clinical across the semester.

This unit is not available for 'Study Abroad' students.

Assessment: One 3-hour written examination (50%), one 20-minute take-home assignment (15%), three 2-hour Practical Exercises (35%)

DFS1ANB AUSLAN 1B (15 CPs Sem. TE-SEM-2 BE, BU. TE-SEM-5 BU. TE-W28-28 BU.) *Ms Berna Hutchins*

The offering of this unit as a one-week intensive is subject to sufficient enrolments

In this unit, students continue to concentrate on developing practical abilities in both the reception and production of Australian sign language (Auslan) to a level of basic communicative competence. Students are introduced to the grammatical structures of Auslan and the use of the language in its appropriate cultural and social content.

Prerequisite: DFS1ANA or equivalent.

Class requirements: One 3-hour seminar per week. WebCT is utilised in this unit.

Assessment: Class exercises equivalent to 700 words (20%), two 15-minute live signing tests (40%) and one 2-hour examination (40%). Hurdle requirement: must obtain a pass in all components of assessment (0%)

Prescribed Reading:

Branson, J. (Ed) *Auslan 1 B Readings and workbook* NIDS, La Trobe University, 2008

Branson, J et al. *Introduction to Auslan level 2* NIDS, La Trobe University, 1995.

DFS2ANA AUSLAN 2A (20. CPs Sem. TE-SEM-1 BE, BU.) *Professor Jan Branson*

In this unit, students concentrate on further developing their communicative competence in both receptive and productive skills. Students focus on the use of informal registers and discourse forms in the language. The issue of language variation within the deaf community will be discussed.

Prerequisite: DFS1ANB or equivalent.

Class requirements: One 2-hour seminar or lecture plus one 2-hour tutorial per week. WebCT is utilised in this unit.

Assessment: Four class exercises total equivalent to 1200 words (20%), two 15-minute live signing tests (40%) and one 2-hour examination (40%). Hurdle requirement: must obtain a pass in all components of assessment

Prescribed Reading:

Branson, J. (Ed) *Auslan 2A Readings* NIDS, La Trobe University, 2008

Auslan 2A Student Video. NIDS, La Trobe University, 2008

DFS2ANB AUSLAN 2B (20. CPs Sem. TE-SEM-2 BE, BU.) *Professor Jan Branson*

In this unit, students continue to concentrate on further developing their communicative competence in both receptive and productive skills. Students focus on formal registers and discourse forms used in the language. The issue of language variation within the deaf community will be discussed.

Prerequisite: DFS2ANA or equivalent.

Class requirements: One 2-hour seminar/lecture and one 2-hour tutorial per week. WebCT is utilised in this unit.

Assessment: Two 15-minute live signing tests (40%), one 2-hour examination (40%), four class exercises total equivalent to 1200 words (20%), Hurdle requirement: must obtain a pass in all components of assessment (0%)

Prescribed Reading:

Branson, J. (Ed) *Auslan 2B Readings and workbook* NIDS, La Trobe University, 2008

Auslan 2B Student video. NIDS, La Trobe University, 2008

DFS3ANA AUSLAN 3A (20. CPs Sem. TE-SEM-1 BE, BU.) *Ms Anne Bremner*

This unit critically examines the emergence of the deaf community in Australia and its development out of the colonisation of Australia. It examines the very beginnings of that community from the arrival of the first deaf person in Australia on the Second Fleet and the establishment of schools of the deaf in the 19th century to the community today. It traces the historical origins of linguistic and educational ideas that the early members of the community brought with them to Australia. Topics studied include the impact of spoken and written languages on the development of Auslan and other signing systems.

Prerequisite: DFS2ANB or equivalent.

Class requirements: One 4-hour seminar or lecture per week. WebCT is utilised in this unit.

Assessment: Four class exercises total equivalent to 1200 words (20%), two 15-minute live signing tests (40%) and one 2-hour examination (40%). Hurdle requirement: Must obtain a pass in all components of assessment (0%)

Prescribed Reading:

Branson, J. (edn.) *Auslan 3A Readings* NIDS, La Trobe University, 2008

Recommended Reading:

Branson, J and Miller, D. *Damned for their difference* Gallaudet University Press, 2002

Fischer, R and Lane, H. *Looking back* Signum Press, Hamburg 1993

DFS3ANB AUSLAN 3B (20. CPs Sem. TE-SEM-2 BE, BU.) *Ms Anne Bremner*

In this unit, students will examine the structures of signs and sequences from a linguistic perspective. Students will explore the theme of sign language universals, focusing on how sign languages develop grammatical structures that are linked to the visual-spatial dimension in which these languages operate. Specific topics examined are space and grammars, incorporating pronominalisation, verb inflection, role shift and time marking, classifiers, non-manual markers and sign order.

Prerequisite: DFS3ANA or equivalent.

Class requirements: One 4-hour seminar or lecture per week. WebCT is utilised in this unit.

Assessment: Two 15-minute live signing tests (40%), one 2-hour examination (40%), four class exercises equivalent to 1200 words (20%), Hurdle requirement: must obtain a pass in all components of assessment (0%)

Prescribed Reading:

Branson, J. (edn.) *Auslan 3B Readings* NIDS, La Trobe University, 2008

Recommended Reading:

Linddell, SK. *Grammar, gesture and meaning in American Sign Language* Cambridge University Press, 2003

Woll, B and Sutton-Spence, R. *The linguistics of British Sign Language: an introduction* Cambridge University Press, 1999

Schembri, A. *The structure and formation of signs in Auslan* North Rocks Press, 1996

HBS1LS1 LIFE SCIENCE 1 (15. CPs Sem. TE-SEM-1 BE.) *Ms Mary Boelen*

In this unit, students are provided with the opportunity to acquire a fundamental understanding of human life processes and are introduced to the structure and basic function of human organ systems, biological chemistry and human inheritance. Areas covered include, atoms, ions and biological molecules; energy organic processes; enzymes; cells; tissues; a tour of organ systems including skin, bone, skeleton, muscles, nervous systems, special senses, endocrine, immune, respiratory, digestive, cardiovascular, urinary and reproductive systems and human continuity.

Class requirements: Thirty-four 1-hour lectures, six 1-hour tutorials and six 2-hour practical sessions.

Assessment: One 2-hour examination (75%), six practical exercise reports, equivalent to 200 words each (25%). three reports consist of anatomical/histological drawings and three consist of answering questions Pass in the assessment of the practical is compulsory.

Prescribed Reading:

Marieb, EN, Hoehn, K. *Human Anatomy and Physiology 7th edn* Pearson, Benjamin, Cummings, 2007.

HBS1LS2 LIFE SCIENCE 2 (15. CPs Sem. TE-SEM-2 BE.) *Ms Mary Boelen, Dr Adrian Verrinder*

In this unit, students are provided with the opportunity to investigate the integration and regulation of the human body. The unit takes a homeostatic approach to neurophysiology, reflex loops, special senses, the central, peripheral and autonomic nervous systems, neural integration, endocrines, cardiovascular, respiratory, gastrointestinal and urinary physiology.

Prerequisite: Bachelor of Nursing and Bachelor of Nursing Science students must have satisfactorily completed all first semester units. Bachelor of Oral Health students to have passed HBS1LS1.

Class requirements: 33 1-hour lectures, seven 1-hour tutorials and six 2-hour practical sessions.

Assessment: 2-hour examination (75%), six practical write-ups (25%), six reports consisting of answering questions up to 200 words each. Pass in practical assessment is compulsory.

Prescribed Reading:

Marieb EN. (2007). *Human Anatomy and Physiology*. (7th edn.) Pearson Benjamin Cummings

HBS2PAT PATHOPHYSIOLOGY IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SI.) *AW: Dr Charu Mishra, BE: Dr Terri Meehan-Andrews, BU: Mr Robert Paine*

In this unit students will examine disorders which may be experienced by individuals over the life-span, emphasising the underlying biological mechanisms that produce signs and symptoms and the risk factors and contributing causes of disorders. Specifically, general pathological processes will be discussed with emphasis on disturbed function, adaptation to injury, inflammation, tissue healing, immunological disorders, neoplasia, fluid imbalance, thrombosis, embolism and vascular disorders. In addition to general pathological processes, emphasis will be given to relevant disorders of the respiratory, cardiovascular and renal gastrointestinal, endocrine, skeletal and nervous systems.

Prerequisite: HBS1HBF, except for students enrolled in the HSBNC, HSBNCW, BEBND2, HBNCM, HBNC, HBNPRG and HBNPGW.

Class requirements: Four 1-hour lectures per week and one 1-hour seminar or tutorial per week. Some lectures will be given via WebCT.

Assessment: One 45-min mid-semester test (20%), one 3-hour final examination (80%)

Prescribed Reading:

Porth, CM. *Pathophysiology Concepts of altered health states*. Lippincott, New York, 2005

HCS1ANA AUSLAN 1A (15 CPs Sem. TE-SEM-1 BE, BU. TE-W06-07 BU. TE-W28-28 BU. TE-W46-48 BU.) *Ms Berna Hutchins*
*Not available in 2008***HCS1ANB AUSLAN 1B** (15 CPs Sem. TE-SEM-2 BE, BU. TE-SEM-S BU. TE-W28-28 BU.) *Ms Berna Hutchins*
*Not available in 2008***HCS2ANA AUSLAN 2A** (20. CPs Sem. TE-SEM-1 BE, BU.) *Ms Berna Hutchins*
*Not available in 2008***HCS2ANB AUSLAN 2B** (20. CPs Sem. TE-SEM-2 BE, BU.) *Ms Berna Hutchins*
*Not available in 2008***HCS3ANA AUSLAN 3A** (20. CPs Sem. TE-SEM-1 BE, BU.) *Ms Anne Bremner*
*Not available in 2008***HCS3ANB AUSLAN 3B** (20. CPs Sem. TE-SEM-2 BE, BU.) *Ms Anne Bremner*
*Not available in 2008***HLT1CS COMMUNICATION SKILLS** (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Paul Jackson*

This unit gives students an insight into the communication process and develops ways of improving their communication competence in public health. Students follow a learning model that outlines communication theories, models concrete examples of communication behaviour, analyses specific skills, puts these skills into practice and

finally helps students develop self-assessment and real-life applications. The teaching process is highly interactive.

Class requirements: Three hours of seminar/interactive tutorial sessions.

Assessment: Conduct one 10-minute interview and submit 2000-word written report (60%), one 1-hour class test (30%) and participation in group activities (10%). Students will be assessed on their contribution to co-operative group activities.

Prescribed Reading:

Mohan, T et al. *Communicating as professionals* Thomson

HLT1FEA FIELD EXPERIENCE A (15. CPs Sem. TE-SEM-2 BE.) *Ms Di Robertson*

This is an introduction to the public and environmental health fields and provides opportunities for students to explore public health in practice. It is a pre-requisite for the third year field experience subject.

Class requirements: 110 hours of contact time, comprising lectures, tutorials and field trips. Field trips range in duration from two hours to all day.

This unit is not available for 'Study Abroad' students.

Assessment: One 1500-word structured journal (20%), one 10-minute oral presentation of journal material (20%), one 2500-word report (60%)

Recommended Reading:

Holly, M. (1997) *Keeping a Professional journal* Geelong: Deaking University

Cleak, H and Wilson, J. (2004) *Making the most of Field Placement* Southbank: Thomson

HLT1HEH HUMAN ECOLOGY AND HEALTH (15. CPs Sem. TE-SEM-2 BE.)

Dr Adrian Verrinder

This subject runs in conjunction with BIO10ES – Environmental Science.

In this unit students will examine the health status of humans as individuals, groups and populations in relation to their adaptation to environmental changes. Content includes humans, their health and disease in relation to ecosystems, the interplay between biological, microbiological and cultural processes, genetic and cultural adaptation to new circumstances and conflicts between the evolution of the hunter-gatherer life style, the process of 'civilisation' and the development of agricultural and industrial communities.

Prerequisite: BIO11LS1.

Class requirements: 261-hour lectures, nine 1-hour tutorials and two 2-hour practical sessions.

Assessment: One 2-hour examination (60%), microbiology practice write-up (max. 400 words) (10%), one essay (1250–1500 words) (30%)

Prescribed Reading:

Verrinder, A. (2003). *Human Ecology and Health* 3rd edn., Bendigo: La Trobe University Bendigo

Or McMichael, A.J. (1993)

Planetary Overload. Cambridge: Cambridge University Press.

HLT1HSA SOCIAL HEALTH (15. CPs Sem. TE-SEM-2 BE.) *Dr Jon Willis*

The health of individuals within our society and the health care processes that we develop are part of the wider, more general 'social construction' of everyday life. This sociology subject is essentially designed for Health Science students and the issues examined assist in comprehending the social processes that influence the health and the organisation of health care in our contemporary Australian society.

Class requirements: one 2-hour lecture and one 1-hour tutorial per week for 13 weeks; or one 2-hour lecture and one 2-hour workshop per week for 10 weeks.

Assessment: One 2000-word essay (50%), one 2-hour examination (50%)

Prescribed Reading:

Germor, J. 3rd edn. 2005 *Second Opinion: An Introduction to Health Sociology* Melbourne Oxford University Press.

HLT1PHR PUBLIC HEALTH RESEARCH A (15. CPs Sem. TE-SEM-2 BE.) *Dr Virginia Dickson-Swift*

The aim of this unit is to demonstrate to students that there is nothing mysterious about research. Students are introduced to the terminology and concepts necessary to be able to understand quantitative and qualitative research articles. Students are introduced to the concept of critical appraisal and participate in a qualitative analysis project and a quantitative analysis project.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One article retrieval exercise (equiv 300 words) (10%), one quantitative analysis project (equiv 1000 words) (20%), one critical appraisal exercise (equiv 800 words) (20%), one qualitative analysis exercise (equiv 800 words) (20%), one 1.5-hour exam (30%)

Recommended Reading:

Minichiello, V, Sullivan, G, Greenwood, K and Axford, R. 2nd edn 2004 *Research Methods for Nursing and Health Science* Pearson Education: French's Forest

HLT1PIA PUBLIC HEALTH IN AUSTRALIA (15. CPs Sem. TE-SEM-1 BE.) *Ms Glenda Verrinder*

In this unit, students are introduced to the significance of public health practices as a social enterprise within Australia; the interdisciplinary and intersectional approach to public health; the belief that public health professionals acting individually and collectively can improve public health practice for the community as a whole; the importance of health promotion strategies for enhancing the health of Australians. The unit content includes the development of public health, health studies and the determinants of health and illness and factors that influence health service delivery within Australia.

Class requirements: One 2-hour lecture/seminar and one 1-hour tutorial per week.

Assessment: One 2-hour examination (50%), one 2000-word assignment (50%)

Prescribed Reading:

Baum, F. (1998) *The New Public Health: An Australian Perspective* Oxford University Press; Melbourne.

HLT2EH ENVIRONMENTAL HEALTH (15. CPs Sem. TE-SEM-1 BE.) *Dr Cameron Earl*

In this unit students will be provided with the opportunity to develop a greater understanding of the interrelationship between the physical environment and human health in preparation for public health practice. Content themes include climate change, biodiversity, population increase, toxicology and land degradation. Students also have the opportunity to study the legal, political, educational and planning frameworks associated with this exciting field.

Prerequisite: HLT1HEH BIO11LS1.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word assignment (50%), one 2.5-hour examination (50%)

Recommended Reading:

Yassi, A et al. (2001) *Basic Environmental Health* Oxford University Press
Elliott. (1998) *Global Politics of the Environment* MacMillan Company of Australia

HLT2FSE FOOD SCIENCE: ESSENTIALS (15. CPs Sem. TE-SEM-2 BE.) *Mr Paul Jackson*

In this unit students are introduced to the basics of food science and food handling. A multi-disciplinary approach examines the chemistry and biology of food, food handling procedures and the scientific basis for modern processing techniques used to extend the shelf life and maintain safety of different foods. Topics include basic food nutrition and health implications, food groups, basic food chemistry/biochemistry, chemical spoilage and contamination of food, microbial spoilage of food and factors affecting spoilage (pathogenic organisms and microbial toxins), basic scientific principles for food preservation (refrigeration, freezing, irradiation, fermentation, drying,

freeze-drying, salting, pasteurisation, canning, vacuum packaging, preservatives and other additives), hygiene strategy and food handling, including fast foods, sample collection for analysis hygienic legislation, food and nutrition policies.

Prerequisite: BBI110 or BBI1LS1 or BIO11LS1 or HBS1LS1 or equivalent approved by course or subject coordinator.

Class requirements: Two 1 hours lectures, 1-two hour block of tutorials/demonstration/practicals per week plus one excursion during the semester.

Assessment: 2-hour examination (50%), 1000-word assignment (20%). There is also a practical report. This is a hurdle requirement, 1500-word assignment (30%)

HLT2HSP PUBLIC HEALTH POLICY STUDIES (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Ms Virginia Dickson-Swift*

In this unit students will examine the political institutions which impact on the delivery of health care, as well as the political and economic perspectives relevant to health issues. The theory and practice of health care policy are explored, including social economic and political influences on health policy development and the relationship between health policy and health status of the population. Also of relevance is the inter-relationship between health care providers and customers. Students will develop the skills necessary to critically evaluate the impact of health policy.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: 2000-word presentation/report (50%), sighted, 2-hour take-home examination (2000 words) (50%)

Prescribed Reading:

Palfrey, C. (2000) *Key Concepts in Health Care Policy and Planning* London: Macmillan

Recommended Reading:

Palmer, G and Short, S. (2000). *Health Care and Public Policy*
Gardner, H. (Ed) (1979). *Health Policy in Australia* Melbourne: Oxford University Press
Hogwood, B and Gunn, L. (1984) *Policy analysis for the real world* Oxford: Oxford University Press (361.610941HOGW)
Public Health Association of Australia, Policy Statements, 1999. On short loan in the Library

HLT2PHR PUBLIC HEALTH RESEARCH B (15. CPs Sem. TE-SEM-1 BE.) *Dr Virginia Dickson-Swift*

This unit examines the basic activities involved in conducting research relevant to health sciences including focus group discussions, questionnaire design, writing a research proposal and ethics in research.

Prerequisite: HLT1PHR or equivalent.

Class requirements: One 2-hour lecture, one 1-hour tutorial per week.

Assessment: Research plan and submission to a funding body (equiv 1500 words) (40%), questionnaire design project (equiv 1000 words) (40%), one 2-hour examination (20%)

Prescribed Reading:

Minichiello, V, Sullivan, G, Greenwood, K and Axford, R. 2nd edn 2004 *Research Methods for Nursing and Health Sciences* Pearson Education: French's Forest

HLT3CS COUNSELLING SKILLS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Ms Glenda Verrinder

Subject to sufficient enrolments. May be offered in block mode.

This unit offers a basic framework within which counselling skills may be developed. By virtue of the nature of the skills, approximately half of the unit will consist of experiential learning exercises. It is anticipated that this unit will be personally challenging – students will be asked to look at themselves, their values and attitudes and to reflect on their present therapeutic communication skills.

Class requirements: 39 hours of lectures and workshops, conducted over five full study days.

Assessment: Skills-based practical assessment (40%) equiv 1500 words, one 2500-word assignment (60%). Hurdle requirement: 80% attendance and participation in lectures and tutorials is required to pass the subject

Recommended Reading:

McLeod, J. *An Intro to Counselling* 3rd edn. Open Univ Press
 McLeod, J. (2003) *An introduction to Counselling* 3rd edn Berkshire: McGraw-Hill

HLT3EHA ENVIRONMENTAL HEALTH MANAGEMENT A (15 CPs Sem. TE-SEM-1 BE.) *Mr Paul Jackson*

In this unit students will study four major areas. Environmental health hazards such as those associated with air, water and soil pollution; risk management; risk assessment and health impact assessment methodologies.

Prerequisite: HLT1HEH HLT2EH.

Class requirements: 39 hours consisting of one 2-hour lecture and one 1-hour tutorial per week. This unit may be delivered in block mode consisting of a three-day block and a two-day block, totalling 39 hours, held on weekdays.

Assessment: 2.5-hour examination (50%), report (2000 words) (50%)

Recommended Reading:

Yassi et al. (2000) *Basic Environmental Health* Oxford University Press

HLT3EHB ENVIRONMENTAL HEALTH MANAGEMENT B (15 CPs Sem. TE-SEM-2 BE.) *Mr Paul Jackson*

In this unit students are provided with the opportunity to continue to examine aspects of environmental health practice and further develop an understanding of the role of the environmental health practitioner in Government and industry settings.

Prerequisite: HLT1HEH, HLT3EHA.

Class requirements: 39 hours consisting of one 2-hour lecture and one 1-hour tutorial per week. This unit may be delivered in block mode consisting of a three-day block and a two-day block, totalling 39 hours, held on weekdays.

Assessment: 2-hour examination (50%), learning folio (equiv 2500 words) (50%)

Prescribed Reading:

Yassi, A et al. (2001) *Basic environmental health* Oxford: Oxford University Press

Recommended Reading:

Bates, GM. (2000) *Environmental Law in Australia* 5th edn. Sydney: Butterworth

Department of Human Services (2001) *Environments for health* Melbourne: DHS

Merry, G. (1997) *Food poisoning prevention* 2nd edn. South Yarra: Macmillan

Reynolds, C. (2004) *Public health law and regulation*. Leichhardt: Federation Press

Brown, V et al. (2005) *Sustainability and Health* Crows Nest: Allen and Unwin

Commonwealth of Australia (1999) *The National Environmental Health Strategy* Canberra: Commonwealth Department of Health and Aged Care

HLT3EP EPIDEMIOLOGY (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Jon Willis*

In this unit students will focus on the measurements and evaluation of disease in the population and the health status of the individual and the community from an epidemiological perspective. Content includes the definition of population statistics, incidence, prevalence, rates, biostatistics, screening, mortality and morbidity.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One retrieval of population statistics assignment (20%), one interpretation of epidemiological data assignment (30%), one 2.5-hour examination (50%)

Prescribed Reading:

Beaglehole, R, Bonita, R and Kjellstrom (1993) *Basic Epidemiology*. Geneva: World Health Organisation.

HLT3FEB FIELD EXPERIENCE B (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Ms Diane Robertson

In this unit students are provided with experience that enables them to put into practice theoretical knowledge and skills gained and developed throughout the course. The experience also provides

opportunities to examine and compare ways in which public health is practised and to play a role in the delivery of public and community health services.

Prerequisite: HLT21FE1, HLT3PHP, HLT3PD1.

Class requirements: Approximately 150 hours: comprising pre-practicum, practicum and post-practicum sessions.

This unit is not available for 'Study Abroad' students.

Assessment: Practicum proposal (800 words) (20%), report (2,750 words) (60%), curriculum vitae (equiv. 800 words) (20%)

HLT3HP HEALTH PROMOTION (15. CPs Sem. TE-SEM-2 BE.) *Dr Lyn Talbot*

In this unit students are introduced to strategic approaches to the goals, targets and priorities for health advancement. The content and assessments are designed to provide opportunities for students to apply their theoretical knowledge and practical skills in areas of health promotion. This unit presents materials based on the frameworks which underpin health promotion and illness/injury prevention strategies, from the individual, community and wider population levels. A particular focus is to provide opportunities for inter-sectoral collaboration and action for health, an important strategy for advancing the health of Australians.

Prerequisite: HLT3PHP, HLT3PD1.

Incompatible unit: PHE31CHP

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: One 1500-word minor assignment (40%), one 3000-word major health promotion program (60%)

Prescribed Reading:

Talbot, L and Verrinder, G (2005) *Promoting Health* Elsevier

HLT3HPE HEALTH PROMOTION PLANNING AND EVALUATION (15. CPs Sem. TE-SEM-1 BE.) *Ms Glenda Verrinder*

In this unit students have the opportunity to examine various theoretical frameworks related to health promotion program planning and evaluation. Students develop the necessary knowledge and skills to undertake the planning and evaluation process with a community they are familiar with, based on sound evidence. Content includes assessing community needs, reviewing relevant literature, designing public health programs using socio-environmental or community development approaches, implementation and evaluation options and finance and budgeting.

Class requirements: One 3-hour combination lecture and seminar discussion per week.

Assessment: One 2500-word Needs assessment and literature review (50%), one poster presentation and 2000 folio of program (50%)

Prescribed Reading:

McKenzie, J, Neiger, B and Smeltzer, J. (2005) *Planning, Implementing and Evaluating Health Promotion Programs* 4th edn Boston: Pearson

Recommended Reading:

Hawe, P, Degeling, D and Hall, J. (1994) *Evaluating health promotion: a health workers guide*. Sydney: McLennan and Petty.
 Talbot and Verrinder (2005) *Promoting Health* Elsevier

HLT3IPA INTERDISCIPLINARY PROFESSIONAL PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU, DE, MI, SH. TE-SEM-2 AW, BE, BU, DE, MI.) *Dr Helen Cleak, Ms Dianne Williamson*

In this web-based unit, students across the Faculty of Health Sciences study together in interdisciplinary groups in preparation for professional practice. This unit consists of four online modules: Professional Development, Provision of Care within the Context of Human Service Systems and Implementing a Plan to Improve Service Quality, Professional Accountability and Organizational Dynamics – Working Effectively in Health and Human Service Organizations. Through guided activities, students will be encouraged to critically reflect on the structure and influences on the human services organisation, develop interdisciplinary awareness and explore the contribution of other professions, consider the rights and expectations of service consumers and apply the key issues of ethical decision-making within the context of relevant law.

Prerequisite: Bachelor of Health Sciences students must have completed at least 240 credit points. (All other courses must have

completed one of) the following units: NSG2EBP; HIM2HCC; ORT3CLI; OCT3PRD; PTY32CPC; PTY32MPC; PTY32NPC; PTY32SSP; POD3PCP; POR2CEB; POR2CEB; HCS30CLI; HCS30PPR; SWP3FEA; ORH33CPE.

Bachelor of Health Sciences students must have completed at least 240 credit points.

Incompatible unit: HLT32IPA, HLT31IPA

Class requirements: Eight hours of lectures/seminars over two days during Orientation Week plus a flexible learning package equivalent to three hours of classroom contact per week. Students have regular contact with lecturers via the unit coordinator using telephone, fax and email.

Assessment: Three 500-word online group task (30%). Hurdle requirements: students are required to participate in all online tasks and must pass all assessment components in order to pass this unit, one 1500-word online assignment (40%), participation/contribution to online discussions as per guidelines provided to students (10%), one 750-word online group tasks (20%), one 1500-word group online assignment (40%), participation/contribution to online discussions as per guidelines provided to students (10%).

Prescribed Reading:

Duckett, S.J. *The Australian Health Care System* Melbourne: Oxford (2000).

HLT3LEH LAW AND ETHICS IN HEALTH (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Ms Sandra Kippen*

In this unit students will be introduced to legal and ethical concepts relevant to public health in the Australian context. While the two components are taught separately, the issues covered will have common ground. Students have opportunities to think analytically about public health issues from different, yet complementary, perspectives.

Class requirements: One 3-hour lecture per week.

This unit is not available for 'Study Abroad' students.

Assessment: Law component: one 1500-word essay (30%), one 1-hour class test (20%), (50%). Students must pass both the Law and Ethics components of this subject to gain a pass overall. Ethics component: one 1000-word essay (30%); one 1-hour class test (20%), (50%)

Prescribed Reading:

Johnstone, M. (1995) *Bioethics: A Nursing Perspective* Harcourt
Shotton L. (Ed) (1997). *Health Care Law and Ethics*. Katoomba: Social Science Press
Wallace, M. (1995). *Health Care and the Law* 2nd edn. Law Book Company
Staunton, P. (1997) *Nursing and the Law* Saunders

HLT3PHN PUBLIC HEALTH NUTRITION (15. CPs Sem. TE-SEM-2 BE.) *Dr Lyn Talbot*

In this unit students become familiar with the biochemistry and physiology of energy nutrients appropriate to public health practice and understand the factors influencing the nutritional status of populations. Nutrition policies and strategies will be critiqued. Building on this information and the principles of public health, they develop the skills necessary to assist community members to translate knowledge into practice.

Prerequisite: Public Health Principles: HLT30PHP or HLT31PHP or HLT3PHP equivalent.

Class requirements: Three hours per week of lectures/seminars.

Assessment: 2-hour examination (50%), one 2000-word assignment (50%)

Prescribed Reading:

Wahlgrist. (2002) *Food and Nutrition in Australia and the Pacific* NSW: Allen and Unwin

HLT3PHP PUBLIC HEALTH PRINCIPLES (15. CPs Sem. TE-SEM-1 BE.) *Dr Lyn Talbot, Ms Glenda Verrinder*

In this unit students are introduced to the principles of public health and primary health care in their political and economic context. Students also examine the strategies used in public health, in the context of public health planning frameworks.

Incompatible unit: PHE31CHP

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: One 2500-word assignment (60%), one 2-hour sighted examination (40%)

Prescribed Reading:

Talbot and Verrinder. (2005) *Promoting Health* Elsevier

Recommended Reading:

Ife, J. (1997) *Community Development: Creating Community alternatives – vision analysis and practice*. Melbourne: Addison Wesley Longman.

HLT3RPH PUBLIC HEALTH FRAMEWORKS FOR RURAL PHARMACY PRACTICE (15 CPs Sem. TE-SEM-2 BE.) *Ms Glenda Verrinder*

In this unit, students will be introduced to the interdisciplinary and intersectional nature of public health and the belief that health professionals acting individually and collectively can improve public health. The content includes the history of the development of modern public health practice and how the range of strategies seeks to address the social/environmental determinants of disease and health. Key frameworks will be introduced which can guide public health practitioners when planning, implementing and evaluating various strategies. The rural context of much pharmacy practice makes it essential that students understand the factors which undermine the health status of rural people and also impinge on health service policy, planning and delivery in rural areas.

Class requirements: Offered fully online via WebCT or offered online via WebCT supported by four 1.5-hour on-campus tutorials throughout the semester.

Assessment: One 2-hour Examination (40%). Held informal examination setting during the University examination period, learning assessment task (30%). Online posting presentation, one 1500-word essay (30%)

Prescribed Reading:

To be advised on first day of class.

HLT3WPH WOMEN AND PUBLIC HEALTH (15. CPs Sem. TE-SEM-1 BE.) *Dr Lyn Talbot*

In this unit, the awareness of specific health problems confronting women is raised from a sociological perspective. The social model of health is developed for its appropriateness in understanding the context of women's health and women's health services. Specific issues are addressed, including reproduction and contraception, violence, sexual health, mental and emotional health and service delivery.

Prerequisite: HLT1HSA, HLT1PIA

Class requirements: 26 hours of lectures and 13 hours of tutorials, conducted over 5 full study days, held on week-days during the semester.

Assessment: One 1-hour class test (30%), one 2000-word review of literature on a topic of significance to women's health and well-being (35%), one 1500-word essay report (35%)

HLT3WSE WATER SCIENCE: ESSENTIALS (15. CPs Sem. TE-SEM-1 BE.) *Mr Paul Jackson*

In this unit, students will be introduced to the nature of the aquatic environment and its uses and abuses by our society. A multi-disciplinary approach examines chemical, biological and physical processes, how these may be unbalanced by human activity and subsequently affect human health. Topics include water in society, water as a finite resource, the water cycle, aquatic macro and micro environments, eutrophication, the relationship between soil and water, water quality indicators, chemical and microbial pollution, water-borne disease, water use (drinking, swimming, spas, cooling towers, etc), waste water management and an overview of the Environmental Protection Act.

Prerequisite: BI010CO or BI010LS1 or BI011LS1 or HSB11LS1 or equivalent approved by course or subject coordinator.

Class requirements: Two 1-hour lectures, two hours of tutorials, demonstrations, practicals per week, plus one excursion per semester.

Assessment: 2-hour examination (50%), 1500-word assignment (40%), practical reports (equivalent 500 words) (10%)

HLT4HED HEALTH EDUCATION (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)*Dr Lyn Talbot*

In this unit students are introduced to foundation education theories. Health education models are compared and contrasted with education theories and health education is critiqued. Other topics include the learning domains, educator qualities and group teaching-learning processes. Students analyse the characteristics of teaching and learning opportunities and develop skills suitable for a range of health education settings.

Incompatible unit: PHE22HSD*Class requirements:* One 1-hour lecture and one two-hour tutorial/practical session per week.*Assessment:* One 10-minute teaching session and 750-word analysis report (35%), one 3000-word health education package presentation (65%), one 3000-word health education package presentation (65%)*Prescribed Reading:*Talbot, L and Verrinder, G. (2005) *Promoting Health* Elsevier*Recommended Reading:*Lorig, K. (1996) *Patient Education: A Practical Approach* 2nd edn. Sage PublicationsKiger, A. (2004) *Teaching for Health* 4th edn. Churchill Livingstone**HLT4HI HEALTH ISSUES** (20. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Lyn Talbot**Not available in 2008***HLT4PHA PROMOTING HEALTHY AGEING** (15. CPs Sem. TE-SEM-2 BE.) *Dr Julie Ellis**Not available in 2008***HLT4PHC PRIMARY HEALTH CARE** (15. CPs Sem. TE-SEM-2 BE.) *Ms Glenda Verrinder**Not available in 2008***HLT4QLR QUALITATIVE RESEARCH** (20. CPs Sem. TE-SEM-2 BE.) *Dr Virginia Dickson-Swift**Not available in 2008*

This unit is divided into two main components, theory and research skills. Throughout the semester, students explore a variety of qualitative research methodologies such as grounded theory, ethnography, action research, unobtrusive observation, case study, phenomenology and archival methods. In addition, students engage in a number of practical activities aimed at increasing their skills in literature critique, data collection and analysis and report writing.

Prerequisite: Appropriate studies in research methodologies.*Class requirements:* One 2-hour lecture and one 1-hour tutorial per week OR offered in block mode over five full week-days during the semester.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word assignment (40%), one 4000-word project (60%)**HLT4RHI READINGS IN HEALTH ISSUES** (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Virginia Dickson-Swift*

This unit is designed to allow the student the freedom to choose and investigate an area of public health interest. It is envisaged this investigation would examine the selected topic from both a theoretical and applied perspective. The chosen area or topic for investigation will not have been previously presented by the student for assessment.

Class requirements: One 1-hour meeting with supervisor and two hours directed reading per week, according to designated parameters agreed between student and supervisor.*Assessment:* One seminar presentation (40%), 15–20-minute verbal and 1000-word written presentation, one 3000-word major assignment (60%)*Recommended Reading:**Those selected as being most relevant to topic of research***HLT4THA THESIS** (30. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Ms Glenda Verrinder**Not available in 2008**This unit represents one semester of a year-long unit.*

In this unit students select a topic from the discipline of public health's research interest areas. Approval of the topic depends on the

suitability of the proposed project and the availability of appropriate facilities and supervision. Please note that this unit is to be undertaken with HLT4THB

Prerequisite: HLT51RM.*Class requirements:* Students are expected to attend a seminar series program and present their work in progress at least once during their enrolment period.

This unit is not available for 'Study Abroad' students.

Assessment: One 15,000-word dissertation (100%) The assessment listed is the combined assessment for HLT41THE and HLT42THE**HLT4THB THESIS** (30. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Ms Glenda Verrinder**Not available in 2008**This unit represents one semester of a year-long unit.*

In this unit students select a topic from the discipline of public health's research interest areas. Approval of the topic depends on the suitability of the proposed project and the availability of appropriate facilities and supervision. Please note that this unit is to be undertaken with HLT4THA

Prerequisite: HLT51RM.*Class requirements:* Students are expected to attend a seminar series program and present their work in progress at least once during their enrolment period.

This unit is not available for 'Study Abroad' students.

Assessment: One 15,000-word dissertation (100%) The assessment listed is the combined assessment for HLT41THE and HLT42THE**NSG1AAS NURSING ART AND SCIENCE** (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) *AW: Ms Yolanta McLaughlin, BE: Ms Gamble Kerrie, BU: Mr Bill McGuiness*

In this unit students will be provided with an introduction to the theoretical framework of the curriculum as an underpinning for professional nursing practice. The foundations of the program are discussed in the context of nursing as a discipline and a profession. Creative and scientific processes and concepts that underlie and guide nursing practice are explored from a historic, holistic and global perspective. Students are introduced to various nursing roles in health care by examination of professional nursing practice. The concepts of nursing as an art, nursing as a science and of care and caring within a professional, legal and ethical framework are examined. Students will explore dimensions of the nurse–patient relationship. In particular they will develop skill in initiating, maintaining and concluding effective therapeutic and professional communication. Students will also be expected to maintain a reflective journal and to engage in group discussions.

Class requirements: 26 hours of lectures, 13 hours of problem-based learning (fortnightly class-based tutorials and seven hours of web-based tutorials) and 16 hours of clinical placement over the semester. This unit will have an online component and may also be offered in block mode (two consecutive 6-hour days, three times over the semester). There may be various to this structure on difference campuses.*Assessment:* One 1800-word assignment (40%). Hurdle requirement: completion of a clinical learning activity related to communication skill and professional development, one 2200-word written essay (60%). Students must pass both the theoretical and clinical components to pass the subject.*Recommended Reading:*Crisp, J and Taylor, C. (Eds) *Potter and Perry's Fundamentals of Nursing*. Sydney: Elsevier Mosby (2005) 2nd edn.**NSG1FUN FUNDAMENTALS OF NURSING PRACTICE** (15 CPs Sem. TE-SEM-1 AW, BU, TE-SEM-2 AW, BE, BU, MI, SH.) *AW: Ms Yolanta McLaughlin, BE: Ms Kerrie Gamble, BU: Dr Michael Bauer**Not available in 2008**This unit represents one semester of a year-long unit.*

In this foundation unit students will learn how to assist clients to meet their activities of daily living. Students will study the effect of immobility on the individual's ability to self-care. Using an issues based learning approach, students are introduced to therapeutic nursing practices which are designed to promote, maintain and improve health status and provide comfort. Emphasis will be placed on fundamental nursing skills including basic life support. Related topics include alterations in comfort, hygiene, nutrition, elimination,

respiration, circulation and body temperature and infection control. Students will also develop skills in individualised care as a beginning member of the nursing team with awareness of legal, ethical and professional responsibilities. Students are introduced to the interactions between micro-organisms and humans including the roles of microbes in health maintenance and in infectious diseases.

Co-requisite: NSG1HAS and students must be enrolled in one of the following: HBNPRG, HBNPGW, BEBN2, RBN, HBNM, HBNPRW, HBNUP, HBNSCW, RBNS, HBNS, HZNM, HBN or BIO1LS1, HBS1API or equivalent.

Class requirements: One 2-hour lecture and one 2-hour laboratory practice session (weeks 1–10), one 2-hour tutorial (weeks 1–6) plus a 80-hour clinical placement. This unit will have an online component. Block mode: two consecutive 7-hour days four times across the semester plus a 80-hour clinical placement. There may be variation to the structure on different campuses.

Assessment: 2-hour end of semester examination (50%). Hurdle requirement: successful completion of clinical practicum, one 2000-word written project (50%). Students must pass the theoretical and the clinical components to pass the unit.

Prescribed Reading:

Crisp J, Taylor C. *Potter and Perry's Fundamentals of Nursing* 2nd edn. Mosby, Sydney, 2005

Recommended Reading:

Perry, A and Potter, P. *Clinical Nursing Skills and Techniques*. Elsevier Mosby, St Louis. 2006

Smith, S, Duello and Martin, B. *Clinical Nursing Skills: Basic to Advanced*. Prentice Hall. New Jersey. 6th edn. 2004.

NSG1HAS HEALTH ASSESSMENT FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI, SH. TE-W34-43 BH. TE-W47-06 SL.)

Ms Yolanta McLaughlin, Ms Sharon Kendall, Ms TBA, Ms Bev Blanch, Ms Bernadette Griffiths, Dr Beverley Wood

In this unit students will focus on the knowledge, techniques and skills needed by the nurse to perform comprehensive health assessments of individuals across the life span. Students are provided with information on normal findings of assessment and will be able to use this in identification of healthy individuals. Students are introduced to a variety of health assessment frameworks, including the functional health assessment framework to facilitate a comprehensive health assessment. Critical thinking skills will be developed in order to assist students to synthesise collected data. Emphasis will be placed on assessment techniques and documentation of findings. The use of technology and supervised practice on campus and clinical facilities will facilitate the development of skills required for assessment of clients. Laboratory experiences, focusing on selected psychomotor and interpersonal skills, are designed to support the development of relevant health assessment skills.

Prerequisite: Students must be enrolled in HBN, HBNPRW, RBN, HBNM, HBNPRG, HSBNC, HSBNCW, BEBND2, HBNCM, HBNUP, HBNCW, HBNSCW, RBNS, HBNS, HDIAN, HZNM, RDN, HDIANW or have passed HBS1LS1, BIO1LS1, HBS1API or equivalent.

Class requirements: 24 hours of lectures, 12 hours of tutorials, 12 hours of laboratory sessions and 40 hours of clinical practice. This unit will have an online component and may be offered in block mode (two consecutive six-hour days four times over the semester).

This unit is not available for 'Study Abroad' students.

Assessment: One 1500-word health assessment report (25%). Students must pass both the theoretical and clinical components to pass the subject. One 1500-word clinical reasoning exercise (25%), 40-minute practical clinical skills examination (50%)

Recommended Reading:

Weber, J and Kelly, J. *Health Assessment in Nursing* 3rd edn. Philadelphia: Lippincott (2006)

Jarvis, C. *Physical examination and health assessment* 4th edn. Philadelphia: Saunders (2004)

NSG1LIL INFORMATION LITERACY FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) AW: Ms Eileen Clark, BE: Dr Julie Ellis, BU: Dr TBA, MI: Ms Bev Blanch

In this unit the students will be assisted to develop the information literacy and written communication/documentation skills required of a

nurse in the 21st century. Informatics and evidence based practice are key aspects of that contemporary nursing practice. Students will be assisted to meet the CAUL information literacy standards, develop an understanding of the role of written communications/documentation and information technology in the practice of nursing and gain a beginning appreciation of the role of evidence as it informs nursing practice. Further, the students will be provided with a foundation on information management and processing principles used to support the data, information and knowledge needs in the provision and delivery of nursing and health care. In this unit students will become practised in the use of both electronic media and traditional written and oral communication skills in the communication of a well-developed argument.

Class requirements: 13 hours of lectures plus directed activities equivalent to 26 hours of classroom contact across the semester. This unit will have an online component.

Assessment: One 2500-word assignment (60%), one 1500-word assignment (40%)

Recommended Reading:

Higgs, J. (Ed) (2005) *Communicating in the Health and Social Sciences* South Melbourne: Oxford University Press

NSG2AUA ACUTE NURSING PRACTICE A (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Nanette Lundie, BE: Ms Adele Callaghan, BU: Mrs Robin Ray

In this unit students will be offered the opportunity to gain the knowledge, techniques and skills needed by the nurse to care for the person experiencing episodic illness in a hospital. Using a problem-based learning approach, the focus will be on the effect of episodic illness on skin integrity (wounds), nutritional status and elimination. Further themes for exploration include pain management, fluid and electrolyte balance and issues surrounding hospitalisation. Students will be introduced to beginning technical skills as well as the knowledge necessary for planning and implementing individualised care while considering cultural, social, psychological, ethical and legal aspects of care.

Prerequisite: NSG1HAS, NSG1FUN. If student enrolled in HBNPRG, HBNPGW, BEBN2 then must have passed NSG1HAS, NSG1FUN, NSG2MED and HBS2PAT. If student enrolled in HSBNC, HSBNCW, RBN2, BEBND2, HBNCM, HBNCW then must have passed NSG1HAS, NSG2MED and HBS2PAT.

Co-requisite: NSG2MED, HBS2PAT.

Class requirements: Bundoora/Albury-Wodonga/Mildura campus: two 2-hour lectures per week over five weeks, one 2-hour problem-based learning group per week over five weeks, one 2-hour laboratory session per week over five weeks plus clinical practicum of 15 days over three or four weeks (105 hours). Bendigo campus: as above except with a 105-hour clinical practicum of 35 hours per week over three weeks. Or alternatively two consecutive five hour seminar days four times across the semester plus a 105-hour clinical practicum of 35 hours per week over three weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word case study (50%). Students must pass the theoretical and clinical component to pass the unit. One 2-hour examination (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale.

Prescribed Reading:

Brown, D, Edwards, H. (Eds) (2005) *Lewis's Medical-Surgical Nursing* Mosby, Elsevier

Farell, M. (Ed) (2005) *Smeltzer and Bares Textbook of Medical-surgical Nursing* Lippincott Williams and Wilkins, Sydney

Recommended Reading:

Smeltzer, SC and Bare, BG. *Brunner and Suddarth's textbook of medical-surgical nursing* 10th edn. JB. Lippincott, New York, 2004.

Smith, S, Duell, D and Martin, B. (2004) *Clinical Nursing Skills: Basic to Advanced Skills* 6th edn. New Jersey: Pearson Prentice Hall

Lewis, S, Heitkemper, M and Dirksen, S. *Medical-surgical nursing: assessment and management of clinical problems* 6th edn. Mosby, St Louis 2004.

LeMone, P and Burke, KM. *Medical-surgical nursing: critical thinking in client care*. 3rd edn. Prentice-Hall Inc, Sydney 2004.

NSG2CAF CHILD AND FAMILY NURSING PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Ms Nanette Lundie, BE: Ms Diana Guzys, BU: Ms Sharon Gan, MI: Ms Bev Blanch

In this unit students will be offered the opportunity to gain knowledge and skills to work in a respectful and collaborative partnership with families to identify and manage health concerns and provide quality care for children and families in a variety of settings. Students will investigate and critically appraise issues related to sociocultural, structural, developmental and emotional perspectives, as well as specific knowledge and skills to assess health status of families. The effects of disadvantages on the child and family, with emphasis on families of children with special needs will be explored. Using more developed interpersonal skills, students will develop evidence-based family focused initiatives to promote optimal family functioning and health.

Prerequisite: NSG1FUN, NSG1HAS, PHE1PHB or HLT1HAS, HBS1AON, HBS1HBF or BIO12LS2 or HBS1LS2.

Class requirements: 20 hours of lectures, 10 hours of tutorials, six hours of directed learning activities online and 3 hours of self-directed learning across the semester. This unit may have an online component.

Assessment: One 2000-word scenario-based clinical decision-making exercise (50%). Hurdle requirement: all assessment requirements must be completed to be eligible for a pass grade in this unit. You must obtain a mark of 50% to pass this unit. One 2000-word family assessment assignment (50%)

Prescribed Reading:

Hockenberry, M, Wilson, D, Winkelstein, M and Kline, N. 7th edn. *Wong's nursing care of infants and children*. Mosby: St Louis, 2003

NSG2EBP EVIDENCE BASED NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BU, HK, SI. TE-SEM-2 AW, BE, BU, MI, SH, SI.) AW: Ms Eileen Clark, BE: Ms Fran Sheehan, BH: Dr Beverley Wood, BU: Dr Simon Black, HK: Dr Beverley Wood, MI: Ms Bev Blanch, SI: Dr Beverley Wood

In this unit students will be offered the opportunity to examine the nature and sources of evidence for nursing practice and the processes through which this evidence is generated. Information on the research process and the methods for obtaining and evaluating the application of evidence to practice will be provided. Exploration of the research process includes: conceptual basis, methodology, data collection, data analysis and presentation and utilization of research and the development of evidence-based practice.

Prerequisite: NSG1FUN.

Class requirements: Bundoora/Albury-Wodonga campus: two 1-hour lectures per week over seven weeks, one 1-hour lecture per week over two weeks, one 2-hour tutorial per week over seven weeks and 7 hours of self-directed learning equivalent to one hour of class contact per week over seven weeks. Bendigo campus: as above or alternatively two consecutive five hour seminar days four times across the semester. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: one 1-hour tutorial test (25%), one 2000-word critical appraisal of published research (50%), one discussion and interaction, equivalent to 1000 words (25%)

Prescribed Reading:

Trinder, L and Reynolds, S. *Evidence-based practice: a critical appraisal*. Blackwell Science, Oxford, 2000.

Recommended Reading:

Beanland, C, Schneider, Z, LoBiondo-Wood, G and Haber, J. *Nursing research: methods, critical appraisal and utilisation*. 1st edn. Mosby, Sydney, 1999.

NSG2LEA LAW, ETHICS AND ACCOUNTABILITY FOR NURSES (15 CPs Sem. TE-SEM-1 HK, SI. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI. TE-SEM-3 AW, BH, HK, SI. TE-W01-08 BH. TE-W45-03 SI.) Ms Nanette Lundie, Mr Ron Picard, Mr Les Fitzgerald, Ms Kathleen Tori, Dr Beverley Wood, Ms Susan Hunter, Dr Beverley Wood

In this unit students will be assisted to examine the legal, ethical and accountability issues which impact on the practice of nursing. Individual responsibility of the nurse is emphasised through investigation of professional ethical and legal accountability and forms of regulation. Current models for ethical decision-making are

explored and applied in the analysis of selected ethical problems in nursing practice. The students are encouraged to examine and clarify personal and professional values and beliefs and develop a reflective approach to their practice.

Class requirements: 16 hours of lectures, 16 hours of tutorials (comprising fact-to-face and tutor-facilitated online activity) and seven hours of self-directed learning equivalent to one hour of class contact. Lectures and face-to-face tutorials are conducted in the first five to eight weeks of semester (the number of weeks depending on the campus), while online and self-directed learning occurs across the semester. This may vary in offshore programs.

This unit is not available for 'Study Abroad' students.

Assessment: One 1000-word scenario-based ethical decision-making exercise (30%) (individual assessment), one 2500-word written assignment (60%) (individual assessment), one online discussion and interaction, equivalent to 500 words (10%)

Recommended Reading:

Forrester, K and Griffiths, D. *Essentials of Law for Health Professionals*. Elsevier: Marrickville (2005) 2nd edn.

DeWolf Bosek, MS and Savage, TA. *The ethical component of nursing education*. Philadelphia: Lippincott, Williams and Wilkins (2007).

NSG2MED MEDICATION MANAGEMENT FOR NURSES (15. CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-W09-21 BU.) Ms Nanette Lundie, Dr Sharon Kendall, Ms Gayle McKenzie, Ms Bev Blanch

In this unit students will be offered the opportunity to develop knowledge of safe and ethical practice in medication administration. Information will be provided to students on pharmacologic, pharmacokinetic and pharmacodynamic principles essential for clinical practice and the basic principles of pharmacotherapeutics and pharmacological interventions in nursing including the related nursing responsibilities will be introduced. Emphasis will be placed on clinical aspects including dosing regimes and compliance, paediatric and geriatric pharmacology, adverse drug reactions and interactions, post-surgical care and polypharmacy. An overview of the clinical application of classifications of drugs on human systems will be provided.

Prerequisite: NSG1HAS, NSG1FUN, HBS1AON, HBS1HBF or HBS1LS2 or Students must be enrolled in HBNPRG, HBNPGW, BEBN2, HSBNC, HSBCNW, BEBND2, HBNCM and HBNCP.

Class requirements: 26 hours of lectures and 13 hours of facilitated small group sessions across the semester. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 2-hour written examination (60%), one 1500-word assignment (30%), one 30-minute drug calculation examination (10%). Hurdle requirement-must achieve mastery of 80% in the drug calculation examination to pass the unit.

Recommended Reading:

Lim, AG and McKenzie, G. *Australia New Zealand Nursing Drug Handbook* 3rd edn. Lippincott Williams and Wilkins, Sydney (2006)

Bullock, S, Manias, E and Galbraith, A. *Fundamentals of Pharmacology* 5th edn. Frenchs Forest, NSW: Pearson (2004)

Simonsen, T, Aarbakke, J, Kay, I, Cleman, I, Sinnott, P and Lyssa, R. *Illustrated Pharmacology for Nurses*. Hodder Arnold, London (2006)

Gatford, JD and Phillips, N. *Nursing calculations*. 6th edn. Churchill Livingstone, Edinburgh, 2002.

Bryant, B, Knights, K and Salerno, E. *Pharmacology for Health Professionals*. Mosby: Sydney (2003)

Hext, V and Mayner, L. *Practical Nursing Calculation*. Allen and Unwin: Crow's Nest, NSW, 2003

NSG2MHL MENTAL HEALTH NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BU. TE-SEM-2 AW, BE, BU, MI, SH.) AW: Ms Eileen Petrie, BE: Ms Susan Kidd, BU: Mr Alan Robins

In this unit students will be offered the opportunity to discuss the general principles and practices of psychiatric/mental health nursing and their impact on the individual and their family. Theoretical explanations of mental health and mental illness, the manifestation and classification of mental illness and major treatment modalities will be explored. Therapeutic and psychosocial interventions are discussed within the context of the broad socio-cultural environment.

Topics will include current debates on mental health and illness, psychiatric disorders, populations at risk, continuity of care and cross-cultural perspectives on mental health and illness. Students will also be offered the opportunity to examine the framework for mental health service delivery in Victoria.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Co-requisite: NSG2AUA if student enrolled in HSBNC, HSBNCW, RBN2, BEBND2, HBNCM, HBNCP, HBNPRG, HBNPGW, BEBN2.

Class requirements: 30 hours of lecture/tutorial across the semester. Content to be delivered in flexible lecture and tutorial combination. This unit may be offered block mode across the semester in the format of seminar days. In addition, there is a 140-hour clinical practicum of 35 hours per week over four weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 1750-word written assignment (40%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale. One 2-hour written examination (60%)

Prescribed Reading:

Meadows, G, Singh, B and Grigg M. *Mental Health in Australia*. 2nd edn. Oxford University Press. Australia (2006)

NSG2PMH PROMOTING MENTAL HEALTH A (15 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins

In this unit students will be assisted to explore the role of the nurse in assessing individuals, family and group needs. Students are introduced to theories and models for health promotion and health education and the principles of planning, implementing and evaluating programs in a variety of health related settings. Students will develop their own health education strategies appropriate to cultural and lifespan needs. The mental health promotion needs of individuals, families and communities will be explored in diverse cultures and in various settings.

Class requirements: Two 1-hour lectures per week over ten weeks, one 1-hour tutorial per week over ten weeks, self-directed learning equivalent to 1-hour of class contact per week over ten weeks plus 70 hours of clinical practicum of 35 hours per week over two weeks and 2 hours of clinical supervision per week over 10 weeks. The unit may be offered in block mode: one five hour seminar day four times across the semester, self-directed learning equivalent to 1-hour of class contact per week over ten weeks plus a 70-hour clinical practicum of 35 hours per week over two weeks and 2 hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 3000-word health education session (70%). Hurdle requirement: while the clinical assessment is ungraded, students must achieve at a designated level, one 30-minute group presentation (10-minutes per member) (20%). Interaction with and contribution to online discussion equivalent to 500 words (10%)

Prescribed Reading:

VIC Health Evidence-based Mental Health Promotion Resource Department of Human Services, Melbourne (Supplied)

Meadows, G, Sing, B and Grigg, M. *Mental Health in Australia: Collaborative Community Practice* 2nd edn. Oxford University Press (2007) Melbourne, Australia

Wass, A. *Promoting health: A primary health care approach*. Harcourt Australia (2000) Marrickville NSW

NSG2PRH PROMOTING HEALTH IN NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SL.) AW: Ms Eileen Petrie, BE: Ms Kerrie Gamble, BE: Ms Di Guzys, BU: Ms Sandra Lucas

In this unit students will be assisted to explore the role of the nurse in assessing individuals, family and group needs. Students are introduced to theories and models for health promotion and health education and the principles of planning, implementing and evaluating programs in a variety of health related settings. Students will develop their own health education strategies appropriate to cultural and lifespan needs.

Prerequisite: NSG1HAS, PHE1PHB.

Class requirements: 13 hours of lectures and 13 hours of tutorials per semester, plus a 35-hour clinical practicum. This unit may have an online component.

Assessment: One 40-minute group presentation of a health education session – 10 minutes per member (40%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANMC competencies using the Bondy scale. One 3000-word health promotion assignment (60%). Students must pass the theoretical and clinical components to pass the unit.

Prescribed Reading:

Talbot, L and Verrinder G. *Promoting Health: A Primary Health Care Approach*. 3rd edn. Elsevier Australian (2005)

Recommended Reading:

Pender, N, Murdaugh, C.L and Parsons, M. *Health promotion in nursing practice*. 4th edn. Prentice-Hall, New Jersey, 2002.

Kiger, A. *Teaching for health*. 2nd edn. Churchill Livingstone, Edinburgh, 1995.

NSG3AUB ACUTE NURSING PRACTICE B (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, MI, SL.) AW: Ms Ann Kuypers, BE: Ms Helen Aikman, BU: Ms Elizabeth Watt, MI: Ms Bev Blanch

In this unit students will be offered the opportunity to further develop their knowledge and skills by caring for people experiencing complex health problems require nursing intervention. Previously learnt technical, interpersonal and decision-making skills are further developed while aspects of health education and legal and ethical aspects are incorporated to provide individualised care. Using a problem-based learning approach students will be offered the opportunity to study the effect of complex acute and chronic illness by focusing on patients situation that involve conditions that seriously alter absorption and utilization of food and fluids; metabolism and endocrine function, elimination of bodily waste. The students will also be offered the opportunity to study the effect that these have on other body systems.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Class requirements: Five 3-hour lectures, ten 1-hour problem-based learning groups and ten 1-hour laboratory sessions across the semester. A 105-hour clinical practicum of 35 hours per week over three weeks. Communication and discussion via WebCT.

This unit is not available for 'Study Abroad' students.

Assessment: One 2-hour written examination (50%) Students must pass the theoretical and clinical components to pass the subject, one 2500-word case study (50%). Hurdle requirement – clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale.

Prescribed Reading:

LeMone, P and Burke, K.M. *Medical-surgical nursing: critical thinking in client care. Volumes 1 and 2*, 4th edn. Prentice-Hall Inc, Sydney, 2008.

Recommended Reading:

Galbraith, A, Bullock, S and Manias, E. *Fundamentals of pharmacology* 5th edn. Prentice Hall, Sydney, 2007.

Gatford, J.D and Phillips, N. *Nursing calculations*. 7th edn. Churchill Livingstone, Edinburgh (2006)

NSG3AUC ACUTE NURSING PRACTICE C (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SL.) AW: Ms Ann Kuypers, BE: Ms Helen Aikman

In this unit students will be provided with the opportunity to consolidate knowledge and skills in order to effectively prioritise care for a group of clients experiencing a range of complex co-morbidities. Using a problem-based learning approach students will be offered the opportunity to study the effect of complex acute and chronic illness by focusing on patient situations involving serious alterations in cardiac, respiratory and neurological function and the effect that these have on other body systems. A feature of this unit is the development of the student's ability to incorporate therapies involved in the helping role of the nurse whilst managing a case load of patients.

Prerequisite: NSG3AUB.

Class requirements: Five 2-hour lectures, ten 1-hour problem-based learning session and ten 1-hour laboratory sessions across the semester plus 140-hour clinical practicum of 35 hours per week over four weeks.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word case study (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 2000-word assignment (50%). Students must pass the theoretical and clinical component to pass the subject.

Prescribed Reading:

Lewis, S, Collier, I and Heitkemper, M. *Medical-surgical nursing: assessment and management of clinical problems*. 6th edn. Mosby, St. Louis, 2004.

Recommended Reading:

Galbraith, A, Bullock, S and Manias, E. *Fundamentals of pharmacology*. 3rd edn. Prentice Hall, Sydney, 2001.

NSG3CAC CANCER NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI, SH.) AW: Ms Yolanta McLaughlin, BE: Dr Sharon Kendall, BU: Ms Rosaleen Rudd, MI: Ms Bev Blanch

In this unit students will be offered the opportunity to develop a beginning knowledge about the nature of nursing a client with cancer. Students will be provided with the opportunity to acquire knowledge pertaining to the nature of cancer and aspects of cancer prevention, treatment and rehabilitation, with particular emphasis on cancer nursing. Information on aspects of epidemiology in relation to cancer, the physiology of cancer and oncology emergencies will be provided.

Prerequisite: NSG1HAS

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

Assessment: One 1000-word scenario-based assessment (25%), one 2500-word participation portfolio (50%) and one 1000-word critical reasoning exercise (25%)

Prescribed Reading:

Langhorne, M, Fulton, J and Otto, S. *Oncology Nursing* 5th edn. C.V. Mosby, St Louis, 2004.

NSG3CAD MENTAL HEALTH NURSING PRACTICE: CHILD AND ADOLESCENT (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Eileen Petrie, BE: Ms Susan McConnachie, BU: Mr Alan Robins

In this unit students will develop skills relevant to the health of infants, children and adolescents within a variety of settings, including children and adolescents from diverse cultural and geographic backgrounds. Critical appraisal of issues related to child and family health from a socio-cultural, structural, developmental and emotional perspective will occur. A major focus is on children and families and the development of specific evidence based knowledge, skill and interventions necessary to assess health status, promote health and well being and to prevent or manage illness, injury and/or disability.

Prerequisite: NSG2PMH.

Class requirements: Two 1-hour lectures per week over ten weeks, one 2-hour tutorial per week over eight weeks, self-directed learning equivalent to 1-hour of class contact per week over four weeks plus 70-hour clinical practicum of 35 hours per week over two weeks and 2 hours of clinical supervision per week over 10 weeks. Or alternatively, two consecutive five hour seminar days four times across the semester plus a 70-hour clinical practicum of 35 hours per week over two weeks and 2 hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word family case study report (50%), one 2000-word scenario-based clinical decision-making exercise (50%). Hurdle requirement: while the clinical assessment is ungraded students must achieve at a designated level.

Prescribed Reading:

Elders, R, Evans, K and Nizzette, D. *Psychiatric and Mental Health Nursing* Marrickville Australia. Elsevier (2005)

Hockenberry, M, Wilson, D, Winkelstein, M and Kline, N. 7th edn. *Wong's Nursing Care of Infants and Children* Mosby: St Louis (2003)

NSG3CAN CANCER NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Ms Sharon Kendall, BU: Ms Kathy Swift
Not available in 2008

NSG3CAR CARDIAC REHABILITATION NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Jan Berry, BE: Mr Leigh Kinsman, BU: Ms Nikki Phillips

This subject may not be offered every year.

In this practice-based subject students will be offered the opportunity to explore the role of cardiac rehabilitation in the recovery from cardiac problems and the prevention of disease progress. The aims of cardiac rehabilitation will be explored according to the best available evidence. Barriers and enablers to the cardiac rehabilitation process will be investigated. Patient education models, risk factor management, social support and the role of diet and exercise will be explored.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks; plus a one-week 35-hour clinical practicum. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester; six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks; plus a one-week 35-hour clinical practicum. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 1000-word scenario-based assessment (25%).

Hurdle requirement: while the clinical assessment is ungraded, students must achieve at a designated level, one 1750-word participation portfolio (50%). Students must successfully pass both the theoretical and practical component to pass the subject, one 1000-word clinical reasoning exercise (25%)

Recommended Reading:

LeMone, P, Burke, K.M. *Medical-surgical nursing: critical thinking in client care*. 2nd edn. Prentice-Hall Inc, Sydney, 2000.

NSG3CAT CHILD AND ADOLESCENT NURSING THEORY (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) Ms Sharon Gan

This subject may not be offered every year.

In this unit students will be offered the opportunity to extend their knowledge of paediatric nursing building on the information presented in Child and Family Nursing Practice. The focus will be on the acquisition of knowledge and skills required to assist the child and the family in times of health deviation. Information will be provided on nursing interventions that assist in promoting, maintaining and restoring health of infants, children and adolescents.

Prerequisite: NSG2CAF

NSG1HAS.

Class requirements: 20 hours of lectures, 10 hours of online tutorials, 3 hours of laboratory sessions and 6 hours of self-directed learning across the semester. This unit will have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 2500-word participation portfolio (50%), one 2000-word critical reasoning exercise (50%)

Recommended Reading:

Hockenberry, M, Wilson, D, Winkelstein, M and Klien N Wong's *nursing care of infants and children*. Mosby, St Louis, 2003.

NSG3CMP COMPLEMENTARY THERAPIES IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Ms Amanda Kenny, BU: Dr Pauline McCabe
Not available in 2008

NSG3COG CONTROVERSIES IN GERONTIC NURSING (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Yolanta McLaughlin, BE: Dr Amanda Kenny, BU: Dr Susan Koch

This unit may not be offered every year.

In this unit students will be challenged to consider issues that raise ethical and moral challenges for nurses and society. Lifestyle choices and social stereotypes will be explored. Case study examples will be used to highlight the complexity of delivering care that involves personal lifestyle choices and contexts.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks during the semester plus nine hours of self-directed learning activities equivalent to one hour of classroom contact per week for nine weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 20-minute case study presentation (25%), one 2500-word evidenced based practice assignment (50%), one 1000-word critical reasoning exercise (25%)

Recommended Reading:

Nay, R, Garratt, S. *Nursing older people: issues and innovations.* MacLennan and Petty, Sydney, 1999.

NSG3COM COMPLEMENTARY PRACTICES IN NURSING (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Ms Amanda Kenny, BU: Dr Pauline McCabe
Not available in 2008

NSG3CPC COMMUNITY PSYCHIATRIC NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Maureen Cuskelly, BE: Ms Susan Kidd, BU: Ms TBA
Not available in 2008

NSG3CPR COMMUNITY NURSING PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SI.) AW: Ms Eileen Petrie, BE: Ms Kerrie Gamble, BE: Ms Di Guzys, BU: Ms Sandra Lucas

In this unit students will be offered the opportunity to analyse the role of the nurse in facilitating health with individuals and groups in the community. An issues-based learning approach will be utilised, allowing students to apply theories and models for community development, social marketing and primary health care to practice situations. In analysing community practice roles, students will be asked to critique their own values relating to lifespan, culture and social issues that impact health and be accountable (both ethically and legally) for their contribution to health service provision. Students will be able to build on knowledge gained in Information Literacy for Nurses to develop a multimedia package.

Prerequisite: NSG1LIL, NSG2AUA, NSG2PRH and NSG3AUB or students must be enrolled in HZNM. If students enrolled in HBNPRG, HBNPGW, BEBN2, HSBNC, HSBCNW, BEBND2, HBNCM, HBNCN then must have passed NSG2AUA, NSG3AUB.

Class requirements: 16 hours of lectures, 14 hours of problem-based learning and 7 hours of self-directed learning plus a 105-hour clinical practicum of approximately 35 hours per week. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word equivalent multimedia package based on a community assessment (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANMC competencies using the Bondy scale. One 2000-word community development practice analysis (50%). Students must pass the theoretical and clinical components to pass the unit.

Prescribed Reading:

McMurray, A. *Community health and wellness: a sociological approach.* Harcourt, Sydney, 2006.

Keleher, H and Murphy, B. *Understanding Health: A Determinants Approach.* Oxford University Press Australia (2004)

Recommended Reading:

Anderson, E.T and McFarlane, J. *Community as partner: theory and practice in nursing.* Lippincott, Philadelphia, 2004.

Talbot Verrinder 3rd edn. *Promoting health: a primary health care approach* Elsevier 2005

NSG3CPS COMMUNITY PSYCHIATRIC NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Maureen Cuskelly, BE: Ms Susan Kidd, BU: Ms TBA
Not available in 2008

NSG3CRE CARDIAC REHABILITATION NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Janet Berry, BE: Mr Leigh Kinsman, BU: Ms Nicole Phillips

This subject may not be offered every year.

In this unit students will be offered the opportunity to explore the role of cardiac rehabilitation in the recovery from cardiac problems and the prevention of disease progress. The aims of cardiac rehabilitation will be explored according to the best available evidence. Barriers and enablers to the cardiac rehabilitation process will be investigated. Patient education models, risk factor management, social support and the role of diet and exercise will be explored.

Prerequisite: NSG1HAS

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 1000-word scenario-based assessment (25%), one 2500-word participation portfolio (50%) and one 1000-word critical reasoning exercise (25%)

Recommended Reading:

LeMone, P, Burke, K.M. *Medical-surgical nursing: critical thinking in client care.* 2nd edn. Prentice-Hall Inc, Sydney, 2000.

NSG3DDA MENTAL HEALTH NURSING PRACTICE: DRUG AND ALCOHOL (15 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins

In this unit students are provided with the opportunity to integrate theory and practice in implementing strategies to deal with drug and alcohol misuse. Exploration will take place of the theoretical explanations for drug and alcohol misuse in society and the implications of substance misuse on individuals, families and communities. Competencies will be developed in primary prevention, early and acute intervention, rehabilitation and harm minimisation. Examination will take place of the particular needs and challenges of working with individuals, families and communities from diverse cultural groups and from a range of geographical and practice settings.

Prerequisite: NSG2PMH, NSG3CAD, NSG2MHL, NSG3MOP, NSG3IMS.

Class requirements: Two 1-hour lectures per week over ten weeks, one 1-hour problem-based learning group per week over ten weeks, one 1-hour laboratory session per week over ten weeks plus a 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. Or alternatively one 6-hour seminar day five times across the semester plus a 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 3000-word clinical case study (50%). Hurdle requirement: while the clinical assessment is ungraded, students must achieve at a designated level, one online assessment equivalent to 1500 words (50%)

Prescribed Reading:

Elders, R, Evans, K and Nizzett, D. *Psychiatric and Mental Health Nursing* Marrickville Australia. Elsevier (2005)

NSG3GER GERONTIC NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SI.) AW: Ms Yolanta McLaughlin, BE: Ms Julie Ellis, BU: Dr Susan Koch

In this unit students will be offered the opportunity to consider the health needs of older people in diverse settings. The examination of the social, psychological and biological aspects of ageing; demographics of ageing, health and ageing, ageing in place, acute care and the principles of long term care and of rehabilitation will be included. The importance of the nurses' roles in promoting, maintaining and restoring the health of older adults will be stressed. The students will be encouraged to focus on the independent role of the nurse and an interdisciplinary approach to the planning and implementation of client care and development skills in management, team work, delegation and prioritising care. As part of the clinical experience, students may be required to undertake evening and weekend work in this unit.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Class requirements: 40 hours – 20 hours of lecturers, 10 hours of tutorials, 10 hours of self-directed learning. 140-hour clinical practicum. This may include weekends and evenings work. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 2500-word evidence-based case management review (60%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 1500-word written assignment (40%). Students must pass the theoretical and clinical components to pass the subject.

Prescribed Reading:

Koch, S and Garratt, S. *Health assessment of the older person: a practical guide for health care workers*. MacLennan and Petty, Sydney, 2001.

Nay, R and Garratt, S. *Nursing older people. Issues and innovations*. 2nd edn. Elsevier, 2004.

Recommended Reading:

Ebersole, P and Hess, P. *Toward healthy ageing: human needs and nursing response*. 6th edn. Mosby, St Louis, 2004.

NSG3IMS MENTAL HEALTH NURSING: INTERVENTION MODALITIES

(15 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins

In this unit students are provided with the skills and competencies needed to select, apply and evaluate selected intervention modalities – psychopharmacology, case management, group therapy and rehabilitation – for use with individuals and families experiencing mental illness and disorder. Examination will take place of the theoretical underpinnings and clinical application of these modalities. Interventions will be based on a comprehensive assessment of needs and will be informed by an understanding of evidence-based practice. Analysis will be undertaken of the particular intervention modality needs of consumers from diverse cultures. At all times, critical reflection on practice will be emphasised, with a focus on the need to develop strategies to maintain the well-being of self and fellow workers.

Prerequisite: NSG2PMH, NSG2MHL, NSG3CAD.

Class requirements: One 1-hour lectures per week over ten weeks, one 1-hour problem-based learning group per week over ten weeks, one 1-hour laboratory session per week over ten weeks, plus a 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. Or alternatively one 6-hour seminar day five times across the semester plus a 70-hour clinical practicum of 35 hours per week over two weeks and two hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: Small group presentation (20-mins per member) (40%), one 2500-word assignment (60%)

Prescribed Reading:

Elders, R, Evans, K and Nizzette, D. *Psychiatric and mental health nursing* Marrickville Australia. Elsevier (2005)

NSG3INT MANAGING COMPLEX INTERACTIONS IN NURSING (15 CPs

Sem. TE-SEM-1 HK. TE-SEM-2 AW, BE, BU, HK, MI. TE-SEM-3 HK.) Ms Ann Kuypers, Ms Sharon Kendall, Ms Elizabeth Pascoe, Dr Beverley Wood

In this unit, students are placed in situations that are unique to professional nursing practice, that require a complex range of knowledge, skill and awareness. Engagement in complicated, often stressful and distressing encounters requires the nurse to be equipped with a sophisticated repertoire of skills, including 'awareness' of self and others. Effective intervention on a variety of levels is seen as an essential role of the professional nurse. The students will be given a theory base for understanding human behaviour and basic mental health concepts are introduced. Emphasis will be placed on theory-based strategies to improve interaction and coping with individuals, families and other health care professionals. The unit focuses on the complex events and interactions that occur in health care settings.

Prerequisite: NSG3AUB or students must be enrolled in HZNM

Co-requisite: NSG3AUC or students must be enrolled in HZNM.

Class requirements: Two hours of lectures six times over the semester and two hours of problem-based learning activities seven times over the semester as well as thirteen hours of directed activities over the semester. This may vary in offshore programs.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word critical reflective portfolio (50%), one 2000-word online assessment (50%)

Prescribed Reading:

McCabe, C and Timmins, F. *Communication Skills for Nursing Practice* Palgrave MacMillan (2006)

Recommended Reading:

Keegan, L. *Understanding the client as well as the condition*. 2nd edn. Delmar Publishers, 2002.

NSG3MEH MEN'S HEALTH NURSING IN PRACTICE (15 CPs Sem. TE-SEM-

2 AW, BE, BU.) BE: Mr James Kevin, BU: Dr Bill Koch, BU: Ms Yolanta McLaughlin

Not available in 2008

NSG3MEN MEN'S HEALTH NURSING THEORY (15 CPs Sem. TE-SEM-1 AW,

BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Mr Jim Kevin, BU: Dr Bill Koch

Not available in 2008

NSG3MHI NURSING THERAPEUTICS AND PRACTICE: MENTAL HEALTH

AND ILLNESS (15 CPs Sem. TE-SEM-1 AW, BE, BU, JA, MI, OS. TE-SEM-2 BE,

BU, OS.) AW: Dr Terence McCann, AW: Ms TBA, BE: Ms Sue McConnachie, BU: Dr TBA

Not available in 2008

NSG3MOP MENTAL HEALTH NURSING PRACTICE: OLDER PEOPLE (15

CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Eileen Petrie, BE: Ms Sue

McConnachie, BU: Mr Alan Robins

In this unit students will be offered the opportunity to consider the health needs of the older people in diverse settings. The examination of the social, psychological and biological aspects of ageing; demographics of ageing, health and ageing, ageing in place and the principles of long term care and of rehabilitation will be included. The importance of the nurses' roles in promoting, maintaining and restoring the health of older adults will be stressed. The students will be encouraged to focus on the independent role of the nurse and an interdisciplinary approach to the planning and implementation of client care. The particular needs of older adult consumers from diverse cultural groups and from a range of geographical and practice settings will be examined.

Prerequisite: NSG2PMH, NSG2MHL, NSG3CAD.

Class requirements: Two 1-hour lectures per week over ten weeks, one 1-hour tutorial per week over ten weeks, self-directed learning equivalent to 1-hour of class contact per week over ten weeks plus 140 hours of clinical practicum of 35 hours per week over four weeks and two hours of clinical supervision per week over 10 weeks. The unit may be offered in block mode: one 6-hour seminar day five times across the semester, self-directed learning equivalent to one hour of

class contact per week over ten weeks plus a 140-hour clinical practicum of 35 hours per week over four weeks and two hours of clinical supervision per week over 10 weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 1500-word essay (40%), one 2500-word evidence-based case management review (60%). **Hurdle requirement:** while the clinical assessment is ungraded, students must achieve at a designated level.

Prescribed Reading:

Koch, S and Garratt, S, *Health Assessment of the older person: A practical Guide for health care workers*. Sydney, MacLennan and Petty (2001)

Nay, R and Garratt, S. *Nursing Older People* Sydney: McLennan and Petty (1999)

Elders, R, Evans, K and Nizzette, D *Psychiatric and mental health nursing* Marrickville Australia. Elsevier (2005)

NSG3NSC NEUROSCIENCE NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Jan Berry, BE: Mr Jim Kevin, BU: Ms Nicole Phillips
Not available in 2008

NSG3NSN NEUROSCIENCE NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Jan Berry, BE: Mr Jim Kevin, BU: Ms Nicole Phillips

This subject may not be offered every year.

In this practice-based subject the focus will be on the nursing management of people with both acute and chronic conditions related to disturbances in neurological function. Students will be provided with the opportunity to develop the knowledge and skills necessary to care effectively and efficiently for people experiencing neurological disorders.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks; plus a one-week 35-hour clinical practicum. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester; six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks; plus a one-week 35-hour clinical practicum. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 1000-word scenario-based assessment (25%).

Hurdle requirement: while the clinical assessment is ungraded, students must achieve at a designated level.

One 1750-word participation portfolio (50%). Students must successfully pass both the theoretical and practical component to pass the subject, one 1000-word clinical reasoning exercise (25%)

Prescribed Reading:

Hickey, J. *The clinical practice of neurological and neurosurgical nursing*. 4th edn. Lippincott, Philadelphia, 1997.

NSG3NTF NURSING THE FUTURE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SI. TE-SEM-2 BH, HK, SI.) AW: Ms Ann Kuypers, BE: Ms Fran Sheean, BU: Ms Helen Forbes, BU: Ms Elizabeth Pascoe

In this unit students will be assisted to focus on directions for professional development. The influence of research and evolving nursing knowledge on professional roles will be examined and students will be introduced to frameworks for analysing selected contemporary issues and trends in health care that will shape future nursing practice. Contemporary strategies for managing the delivery of nursing care will be explored and the associated role requirements in nursing analysed. In addition, each student will have the opportunity to reflect on professional development, consider future career directions and prepare a curriculum vitae. Pre-registration students will focus on transition to the registered nurse role and preparation of applications for graduate positions, while post-registration students will concentrate on career planning and exploration of expanded nursing roles.

Prerequisite: NSG2AUA, NSG2LEA, NSG2EBP.

Class requirements: One 2-hour lecture eight times over the semester and one 2-hour tutorial five times over the semester. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word portfolio (50%), one 2000-word professional issues case study (50%)

NSG3OCH OCCUPATIONAL HEALTH NURSING THEORY (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) Ms Robin Ray
Not available in 2008

NSG3PAC PALLIATIVE CARE NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, Eileen Petrie, BE: Ms Sharon Kendall, BU: Ms Margaret O'Connor
Not available in 2008

NSG3PAL PALLIATIVE CARE IN NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Yolanta McLaughlin, BE: Ms Sharon Kendall, BU: Ms Margaret O'Connor, BU: Ms Kathy Swift
Not available in 2008

NSG3PC PALLIATIVE CARE (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) Ms Sharon Kendall
Not available in 2008

NSG3PEO PERIOPERATIVE NURSING THEORY (15 CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Ann Kuypers, BU: Ms Deb Fleckner

This subject may not be offered every year.

In this unit students are introduced to fundamental theoretical aspects of perioperative nursing, including nursing in the context of the operating room and associated environments. Content will be provided that will extend students knowledge of aspects of infection and its control in the operating suite. The students are given insight into the variety of roles of the nurse in the operating suite. The principles of surgical intervention and wound management are discussed. Information on the operating room environment, including design and patient and staff safety will be provided. An emphasis is placed on the care of the patient in the operating suite.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word assignment (50%), one 2000-word portfolio (50%)

Prescribed Reading:

Meeker, M, Rothrock, J. *Alexander's care of the patient in surgery*. Mosby, St Louis, 1999.

Recommended Reading:

Foster and Morris-Stiff *Basic Surgical Operations* Harcourt Publishers Limited (2000).

Shields and Werder *Perioperative Nursing* Greenwich Medical Media, London (2002).

NSG3PER PERIOPERATIVE NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Jan Berry, BE: Dr Helen Aikman, BU: Ms Judith Bridges
Not available in 2008

NSG3PIN PHILOSOPHIES IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, OS, SI.) AW: Ms Lyn Lang, BE: Ms Sharon Kendall, BU: Professor Annette Street
Not available in 2008

NSG3PSE PSYCHIATRIC NURSING THEORY (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Eileen Petrie, BE: Ms Sue McConnachie, BU: Mr Alan Robins

This unit may not be offered every year.

In this unit students will be provided with the opportunity to build on their knowledge of mental health nursing. Students will be asked to examine the phenomena of psychiatry and psychiatric nursing from various points of view that have, as their common focus, the impact of psychiatric disorders and psychiatric health interventions on the person and groups of people.

Prerequisite: NSG1HAS, NSG2MHL

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 1000-word scenario-based assessment (25%), one 2500-word participation portfolio (50%) and one 1000-word critical reasoning exercise (25%)

Prescribed Reading:

Protocol, Protocol, *Management of Mental Disorders* 4th edn. World Health Organization Collaborating Centre for Mental Health and Substance Abuse, Sydney: Australia
Elder, R, Evans, K, Nizette, D, *Psychiatric and Mental Health Nursing* Elsevier Mosby Sydney (2005)

NSG3PSY PSYCHIATRIC NURSING IN PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Maureen Cuskelly, BE: Ms Margaret Grigg, BU: Ms TBA

Not available in 2008

NSG3WMT WOUND MANAGEMENT NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Jan Berry, BE: Mr Les Fitzgerald, BU: Mr Bill McGuiness

This subject may not be offered every year.

An important aspect of nursing work is to care for a person's integument by preventing or minimizing tissue damage and providing effective wound management. Appropriate management of a person with a wound requires specific knowledge of wound-healing processes, an awareness of factors that influence healing outcomes and the skill to select and implement relevant interventions. In this unit the student will be provided with information to facilitate knowledge and skill development in these key areas. Students will be encouraged to explore contemporary evidence and knowledge, actively participate in the discussion of the clinical management of clients requiring wound management and contribute to case discussions.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 2500-word case study (50%), one 1000-word critical reasoning exercise (25%), one online activity, equivalent to 500 words (12%), one online activity, equivalent to 500 words (13%)

Prescribed Reading:

Dealey, C. *The care of wounds: a guide for nurses*. 2nd edn. Blackwell Science, Oxford, 1999.
Dealey, C. *The care of wounds: a guide for nurses*. 2nd edn. Blackwell Science, Oxford, 1999.

NSG4CPA CLINICAL NURSING PROJECT A (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) AW: Ms Eileen Clark, BE: Dr Amanda Kenny, BU: Ms Eileen Clark

In this unit students will be assisted to plan a clinical nursing project under the guidance of a supervisor who is associated with one of the School's or Department's research groups. Generally, the clinical projects will be directed at quality improvement or clinical audit and provide the students with the skills to engage in these activities as part of their professional practice. The research-based skills needed to undertake quality improvement or clinical audit will be covered in this planning unit.

Prerequisite: NSG2EBP.

Class requirements: Individual supervision and attendance at seminars equivalent to 1–3 hours per week. Must have contact no less than the equivalent of 13 hours across the semester.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word rationale (45%), one 2500-word detailed plan for clinical project (55%)

NSG4CPP CLINICAL PRACTICE PROJECT (30 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) Ms Sharon Kendall

This unit offers students the opportunity to develop an area of clinical practice in which they have a specific interest. Working with a faculty and a clinical mentor, students will be encouraged to identify factors in the clinical setting which indicate the need for investigation and to conduct a clinical project in order to determine or validate evidence for practice.

Class requirements: Negotiated learning contract and faculty meetings (including two hours in Week 1). Clinical placement 160 hours.

This unit is not available for 'Study Abroad' students.

Assessment: 6000-word (or equiv) clinical project report (80%), 20 minute oral presentation (20%)

NSG4HIA HIGH ACUITY NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, SI.) AW: Ms Jan Berry, BE: Ms Kathleen Tori, BU: Ms Helen Forbes

In this unit students will be provided with the opportunity to participate in the nursing care of clients with multiple and/or complex health care needs or multi-system failure. Students will be encouraged to focus on the nurse's role in caring for the critically ill patient, particularly the interface of technology and caring roles. The effect of critical illness on the patient, family and the nurse will be examined. Emphasis will also be placed on the nurse's role as coordinator of care.

Prerequisite: NSG21AUC.

Class requirements: Two consecutive five hour seminar days twice across the semester and six hours of self-directed learning equivalent to 1-hour of class contact per week over six weeks plus a 140-hour clinical practicum of 35 hours per week for 4 weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word assignment (40%) Students must pass both the theoretical and clinical components to pass the unit., one 3-hour examination (60%). Hurdle requirement: whiles the clinical assessment is ungraded students must achieve at a designated level.

Prescribed Reading:

Kinney, MR. *AACN's clinical reference for critical care nursing*. McGraw Hill, New York, 1998.
LeMone, P and Burke, K.M. *Medical–surgical nursing: critical thinking in client care*. 2nd edn. Prentice-Hall Inc, Sydney, 2000.

NSG4NP NURSING PROJECT (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) Ms Sharon Kendall

Enrolment must be approved by course coordinator.

This unit applies the knowledge and skills acquired in nursing research to the formulation and implementation of a real life research project in a selected area of student interest.

Prerequisite: NSG4NR.

Class requirements: 39 hours delivered by individual learning contract.

This unit is not available for 'Study Abroad' students.

Assessment: One 3000-word written submission (80%), class presentation (equivalent to 1500 words (20%))

NSG4NTH THESIS (30 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, SI. TE-SEM-2 AW, BE, BH, BU, HK, SI.) *AW: Ms Eileen Clark, BE: Ms Julie Ellis, BH: Dr Beverley Wood, BU: Dr Bill Koch, HK: Dr Beverley Wood*

In this unit students will complete a total of 60 credit points in order to successfully complete the thesis component of Honours. Students are required to undertake a nursing research project associated with one of the research interests of the School or Discipline under the guidance of a supervisor. Students are required to attend regular research seminars designed to provide peer and academic support and guidance. Regular contact with the project supervisor is required.

Prerequisite: NSG2EBP, NSG3RHP, NSG4RHP.

Class requirements: Individual supervision and attendance at seminars equivalent to 1–3 hours per week. Must have contact no less than the equivalent of 13 hours across the semester.

This unit is not available for 'Study Abroad' students.

Assessment: One 15,000-word thesis (100%). Students are expected to enrol in and successfully complete 60 credit points of this unit in order to complete the thesis

NSG4NTP THESIS PREPARATION (15 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *AW: Ms Eileen Clark, BE: Ms Julie Ellis, BU: Dr Bill Koch*

In this unit students are provided with a forum to explore research methodologies while assisting them to select a topic and a framework for their research. Students are also provided with an opportunity to defend and refine their plan for the research project. Students are required to attend regular research seminars designed to provide peer and academic support and guidance. Regular contact with the project supervisor is required.

Prerequisite: NSG2EBP, NSG3RHP, NSG4RHP.

Class requirements: Individual supervision and attendance at seminars equivalent to 1–3 hours per week. Must have contact no less than the equivalent of 13 hours across the semester.

This unit is not available for 'Study Abroad' students.

Assessment: One 20-minute seminar presentation on research topic (20%), one 3000-word research proposal (80%)

Prescribed Reading:

Minichiello, V, Sullivan, G, Greenwood, K and Axford, R. *Research Methods for Nursing and Health Sciences*. Sydney: Pearson (2003)

NSG4PCO NURSING PRACTICE CONSOLIDATION (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, SI.) *BE: Ms Kathleen Tori, BH: Dr Beverley Wood, BU: Ms Elizabeth Watt, HK: Dr Beverley Wood*

In this unit students will be provided with further opportunity to synthesise and consolidate knowledge and skills acquired throughout the course in the delivery of patient-centred care for a group of clients; a major focus is on the development of leadership skills. The students will be provided with the opportunity to further develop discharge planning skills as well as developing their role as a professional nurse by supporting and directing care provided by other health care team members and responding to the needs of patients, their families and their colleagues in relation to patient, family and nurse education.

Prerequisite: NSG4HIA.

Class requirements: One 1-hour seminar per week over six weeks, one 1-hour problem-based learning session per week over the semester, seven hours of self-directed learning equivalent to one hour of class contact per week across seven weeks plus a 200-hour clinical practicum of 40 hours per week for five weeks. This unit may have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 4000-word clinically based learning contract. (100%). Students must pass both the theoretical and clinical components to pass the subject.

Hurdle requirement: while the clinical assessment is ungraded students must achieve at a designated level.

Recommended Reading:

Andre, K and Heartfield, M. *Professional Portfolios: evidence of Competency for Nurses and midwives*. Elsevier NSW 2007.
Chang, E and Daly, J. *Transitions in Nursing*. McLennan and Petty, Sydney (2001)

NSG4PHP PUBLIC HEALTH PRACTICE (15 CPs Sem. TE-SEM-2 BE, BU.) *Ms*

Sandra Lucas

Not available in 2008

NSG4RHP RESEARCH HONOURS PREPARATION (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, SI.) *AW: Ms Eileen Clark, BE: Ms Julie Ellis, BU: Dr Bill Koch*

In this unit students will be given content and guidance to prepare them to undertake an Honours project. Students will be offered the opportunity to be introduced to the predominant research paradigms and students will attain the knowledge and skills to plan and implement a research study using one research approach. An overview of different research processes; discussing the ethical issues in conducting research using human subjects will be presented.

Prerequisite: NSG2EBP.

Class requirements: Three 4-hour seminars across the semester. This unit has an online component equivalent to 27 hours of learning.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word assessment (50%), one 2000-word assessment (50%)

Prescribed Reading:

Minichiello, V, Sullivan, G, Greenwood, K and Axford, R. *Research Methods for Nursing and Health Sciences*. Sydney: Pearson (2003)

NSG4RIN READINGS IN NURSING (15. CPs Sem. TE-SEM-2 AW, BE, BU.)

AW: Ms Eileen Clark, BE: Dr Julie Ellis, BU: Dr Bill Koch

Offered subject to sufficient enrolments. Enrolment must be approved by course coordinator.

In this unit students are provided with the opportunity to select an area within nursing they wish to investigate fully. It is envisaged that the chosen topic will be investigated thoroughly through examination of the current literature.

Class requirements: Negotiated with individual supervisors; equivalent to 39 hours per semester. This unit will have an online component.

This unit is not available for 'Study Abroad' students.

Assessment: One 3000-word essay (60%), one 20-minute class presentation (40%)

ORH1CPA CLINICAL PRACTICE A (15 CPs Sem. TE-SEM-1 BE.) *Ms Colleen McCarthy*

In this unit students are introduced to the skills and knowledge necessary for dental therapists and hygienists. By the end of the unit, students will be expected to have achieved competency in areas including dental materials, infection control, pre-clinical dental procedures and patient management techniques.

Co-requisite: HBS1LS1, ORH1OHA.

Class requirements: One 1-hour lecture, one 1-hour tutorial and two 3-hour practical classes per week. This unit contains material that requires learning of hand skills but does not require students to undertake activities outside contact hours.

Assessment: Practical work as outlined in the unit guide (45%), one 2-hour theory examination (40%), one 1000-word assignment (15%).
Hurdle requirement: successful completion of the theory and preclinical practical tests are mandatory for completing this unit.

Prescribed Reading:

Summitt, JB, Robbins, JW and Schwartz, RS. *Fundamentals of operative dentistry: a contemporary approach* Quintessence Publishing, 2000

Cameron, AC and Widmer RP. (Eds). *Handbook of Paediatric Dentistry* 2nd edn. Mosby, 2003

ORH1CPB CLINICAL PRACTICE B (15 CPs Sem. TE-SEM-2 BE.) *Ms Colleen McCarthy*

In this unit students will further develop the skills and knowledge necessary for dental therapists and hygienists. By the end of this unit, students will be expected to have achieved competency in areas including oral radiography, dental materials, pre-clinical dental procedures and pre-clinical restorative dentistry. Students will also undertake a limited amount of clinical practice at Bendigo Health Care Group.

Prerequisite: ORH1CPA, HBS1LS1.

Co-requisite: HBS1LS2, ORH1OHB.

Class requirements: One 2-hour lecture and 3 three-hour practical classes per week. This unit contains material that requires the learning of hand skills but does not require students to undertake activities outside contact hours.

Assessment: One 2-hour theory examination (35%), one 1000-word written assignment (15%). Hurdle requirement: successful completion of the theory and preclinical practical tests are mandatory for completing this unit, practical work as outlined in the unit guide (50%)

Prescribed Reading:

Darby, ML and Walsh MM. *Dental hygiene theory and practice* 2nd edn. W.B. Saunders Co, 2003
Pattison, AM and Pattison, GL. *Periodontal instrumentation* 2nd edn. Norwalk, Con, Appleton and Lange, 1992

ORH1OHA ORAL HEALTH SCIENCE A (15. CPs Sem. TE-SEM-1 BE.)

Professor Marc Tennant

In this unit, students will be introduced to aspects of oral health science, in particular the anatomy of the human skull and oral cavity. Students will gain knowledge of the temporomandibular joint, facial muscles and cranial nerves. This unit will also give students the understanding of the anatomy of deciduous and permanent teeth as well as terminology used to describe teeth. Students will also be introduced to oral microbiology and the development of tooth caries.

Class requirements: Three 1-hour lectures, one 1-hour tutorial and one 2-hour practical classes per week.

Assessment: Two 10-minute class tests (20%), one 20-minute take-home assignment (10%), one 3-hour written examination (70%). Hurdle requirement: participation in all components of the assessment and an overall aggregate of 50% in all assessments is required to pass this unit.

Recommended Reading:

Wheeler, RC. *Dental Anatomy, Physiology and Occlusion* 8th edn. Saunders 2003
Berkovitz, b k B et al. *Oral Anatomy, Histology and Embryology* 3rd edn. Mosby 2002
Tencate, AR. *Oral Histology: Development, Structure and Function* 6th edn. Mosby 2003

ORH1OHB ORAL HEALTH SCIENCE B (15. CPs Sem. TE-SEM-2 BE.)

Professor Marc Tennant

In this unit students will extend their knowledge of oral health science gained in unit ORH1OHA. Students will cover the anatomy of the vertebral column, neck musculature, oral cavity, pharynx and nasal cavity and sinuses. The innervation of the head, neck and oral cavity will also be covered. This unit will also introduce students to periodontal disease.

Prerequisite: ORH1OHA, HBS1LS1.

Class requirements: Three 1-hour lectures, one 1-hour tutorial and one 2-hour practical class per week.

Assessment: One 3-hour written examination (70%). Hurdle requirement: participation in all components of the assessment and an overall aggregate of 50% in all assessments is required to pass this unit, two 10-minute class tests (20%), one 20-minute take-home assignment (10%)

ORH2CPC CLINICAL PRACTICE C (30 CPs Sem. TE-W07-22 BE.) Ms

Colleen McCarthy

In this unit students will further develop the skills and knowledge necessary for dental therapists and hygienists. By the end of the unit, students will be expected to have achieved competency in the provision of local analgesia. Students will have also developed an understanding of the issues associated with gerodontology and refined their skills in treatment planning, clinical dental hygiene practice as well as the skills associated with dental therapy practice. Some parts of this unit will be undertaken outside of normal university semester.

Prerequisite: ORH1CPB.

Co-requisite: HBS2PAT, HLT1CS.

Class requirements: 70 hours of professional intensive in February. Eight hours a week through semester (one 2-hour lecture and two 3-hour of pre-clinic and clinic per week plus two additional 2-hour lectures.

This unit is not available for 'Study Abroad' students.

Assessment: One 2-hour theory examination (40%), simulated clinical activities (30%), continuous clinical assessment (30%)

Recommended Reading:

ASNZS 4815 *Cleaning Disinfection and Sterilisation of reusable equipment* Malamed, S.F.
Handbook of local anaesthesia 5th edn. St. Louis: Mosby 2004
Department of Health and Ageing *Infection Control Guidelines, Commonwealth of Australia, 2004: available at* www.icg.health.gov.au *This could be downloaded.*
Miller, C and Palenik, M. *Infection Control and the management of hazardous materials for the dental team* 3rd edn. Mosby 2005
ASNZS 3816 *Management of clinical and related waste* Lee, G and Bishop, P.
Microbiology and infection control for health professionals NSW (ISBN 0733973442)

ORH2CPD CLINICAL PRACTICE D (15 CPs Sem. TE-W29-43 BE.) Ms

Colleen McCarthy

In this unit students will further develop the skills and knowledge necessary for dental therapists and hygienists. By the end of the unit, students will be expected to have developed an understanding of the relationship of specialist dental practice (including orthodontics and pedodontics) to their roles. In addition students will develop proficiencies in oral health education as part of this unit.

Prerequisite: ORH2CPC.

Co-requisite: ORH2PPM, HLT4HED.

Class requirements: Week 1 (professional intensive) consists of eight lectures, 10 hours preclinical and 20 hours clinical activity. Rest of semester: two 1-hour lectures a week, one 3-hour pre-clinical and two 3-hour clinical (nine hours a week).

This unit is not available for 'Study Abroad' students.

Assessment: One 1.5-hour theory examination (30%), preclinical assessment as outlined in the unit guide (20%), clinical activity examination (OSCE Assessment type) (10%), clinical assessment as outlined in the unit guide (40%)

ORH2PPM ORAL PATHOLOGY, PHARMACOLOGY AND SPECIAL NEEDS

(15 CPs Sem. TE-SEM-2 BE.) *Coordinator to be advised*

In this unit students will be introduced to the principles of dental management of patient with systemic disorders as well as oral pathology and pharmacology. Students will gain an understanding of treating patients with disorders including cardiovascular disease, respiratory, haematological, neurological, endocrine and neoplastic conditions, as well as, people with intellectual, physical and sensory disability. Students will also be introduced to oral soft and hard tissue pathology and pharmacology.

Prerequisite: HBS2PAT.

Class requirements: One 2-hour lecture, one 2-hour practical and one 3-hour clinical activity per week.

This unit is not available for 'Study Abroad' students.

Assessment: Two 1500-word assignments (40%), one 2-hour written examination (60%)

Prescribed Reading:

Cawson, RA and Odell, EW. *Essentials of Oral Pathology and Medicine* 6th edn. OU Press, 1998
Ibsen, O.A.C and Phelan, J.A *Oral Pathology for the Dental Hygienist* 2nd edn. Saunders, 1996

Recommended Reading:

Little, JW, Fallace DA, Miller CS and Rhodus NL 1997 *Dental Management of the Medically Compromised Patient* 5th edn. Mosby Wray, D, Lowe, GD, Dagg, SH, Felix, DH and Scully C. *Textbook of General and Oral Medicine* Churchill Livingstone

PHE2RHC RESEARCH IN HEALTH CARE (15 CPs Sem. TE-SEM-1 BU, DE, MI,

OS. TE-SEM-2 AW, BE, BU, DE, MI.) AW: Ms Eileen Clark, BU: Mr Stephen Polgar

Not available in 2008

PHE4RMH RESEARCH METHODS IN HEALTH 4 (15. CPs Sem. TE-SEM-1

BE. TE-W07-22 BU.) *Professor Pranee Liamputtong*

In this unit students develop advanced skills in a range of quantitative and qualitative research approaches directly applicable to research

and evaluation in the health sciences, as a preparation for an Honours thesis. Students are introduced to advanced health research and evaluation skills, citation standards, literature review techniques, preparation of ethics applications, preparation and defence of the thesis protocol and skills in thesis writing. Data analysis techniques relevant to the student's thesis are discussed.

Class requirements: 39 hours of lectures and workshops.

Assessment: One 4500-word methodology (100%)

Recommended Reading:

Thomas, S. *How to write health science papers, dissertations and theses*. Edinburgh: Churchill Livingstone, 2000.

Polgar, S and Thomas, S. *Introduction to research in the health sciences*. 4th edition. Edinburgh: Churchill Livingstone, 2000.

Liamputtong, P and Ezzy, D. *Qualitative research methods: a health focus*. Melbourne: Oxford University Press, 2005.

Schwartz, M and Polgar, S. *Statistics for evidence-based health care*. Croydon: Tertiary Press, 2003.

PTY3CCA CORE CLINICAL A IN PHYSIOTHERAPY PRACTICE (20 CPs Sem. TE-W01-05 BE, BU. TE-W30-34 BE, BU. TE-W35-39 BE, BU. TE-W40-44 BE, BU.)

BE: Dr Helen McBurney, BU: Dr Belinda Bilney

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short- and long term goals and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four core clinical practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY3PHE, PTY3CCB.

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) W31-35, or W36-40 or W41-45. Exact weeks may vary depending on placement availability with clinical agencies.

This unit is not available for 'Study Abroad' students.

Assessment: Continuous clinical assessment (80%). 1500-word written assignment (20%). Hurdle requirement: a pass must be achieved in both written and clinical components, in order to pass the unit.

Prescribed Reading:

Unit manuals for PTY3MSP, PTY3NEU, PTY3CPR and PTY3PHE

PTY3CCB CORE CLINICAL B IN PHYSIOTHERAPY PRACTICE (20 CPs Sem. TE-W35-39 BE, BU. TE-W40-44 BE, BU. TE-W45-49 BE, BU.)

BE: Dr Helen McBurney, BU: Ms Felicity Blackstock

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short- and long term goals and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four core clinical practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY3PHE, PTY3CCA.

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) W36-40, W41-45 or W46-50. Exact weeks may vary depending on placement availability with clinical agencies.

This unit is not available for 'Study Abroad' students.

Assessment: Continuous clinical assessment (80%), 1500-word written assignment (20%). Hurdle requirement: a pass must be achieved in both written and clinical components, in order to pass the unit.

Prescribed Reading:

Unit Manuals for PTY3MSP, PTY3NEU, PTY3CRP and PTY3PHE

PTY3CCC CORE CLINICAL C IN PHYSIOTHERAPY PRACTICE (20 CPs Sem. TE-W25-29 BE, BU. TE-W40-44 BE, BU. TE-W45-49 BE, BU.)

BE: Dr Helen McBurney, BU: Ms Marilyn Mackenzie

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short and long term goals and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four Core Clinical Practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY3PHE, PTY3CCA, PTY3CCB.

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) W41-45, W46-50. Exact weeks may vary depending on placement availability with clinical agencies. This unit is not available for 'Study Abroad' students.

Assessment: Continuous clinical assessment (80%), 1500-word written assignment (20%). Hurdle requirement: a pass must be achieved in both written and clinical components, in order to pass the unit.

Prescribed Reading:

Unit Manuals for PTY3MSP, PTY3NEU, PTY3CRP and PTY3PHE.

PTY3CRP CARDIORESPIRATORY PHYSIOTHERAPY – THEORY AND PRACTICE (15 CPs Sem. TE-SEM-1 BE, BU.)

BE: Dr Helen McBurney, BU: Ms Felicity Blackstock

In this unit students are introduced to the aetiology, pathology, clinical features, complications and management of common cardiac and respiratory conditions. Emphasis is on the development of physiotherapy skills to assess and treat patients with these conditions. Evidence-based practice is applied to patient care in the areas of general and specialist surgery, intensive and coronary care, cardiac and pulmonary rehabilitation, respiratory medicine and chest trauma.

Prerequisite: PTY2CLP, HBS2APC, HBS2PPB, PHE2BDA, PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD.

Co-requisite: PTY3PHE, PTY3NEU, PTY3MSP.

Class requirements: Three 1-hour lectures and two 1.5 hour practical classes per week.

Assessment: One 2-hour written examination (50%), one 20-minute practical examination (50%). Hurdle requirement: demonstration of a satisfactory level of safety. To pass this subject, students must obtain a pass in both the written and practical examinations.

Prescribed Reading:

PTY3CRP cardiorespiratory physiotherapy manual Current edition, School of Physiotherapy, La Trobe University.

PTY3HON RESEARCH DESIGN IN PHYSIOTHERAPY (15. CPs Sem. TE-ALL-YR BE, BU.)

Professor Karen Dodd

Applicants are selected on the basis of previous academic performance in 1st and 2nd year.

This unit runs concurrently with the undergraduate course and is offered as the first part of a two year program in third and fourth years, leading to the award of a Honours degree. This unit introduces students to the principles of conducting research which is of relevance to physiotherapy. Each student works closely with a supervisor who guides the development of a research project. In addition, students attend regular lectures, seminars and laboratory sessions in which the theoretical and pragmatic aspects of conducting research are discussed. Topics include writing skills for literature reviews, the use of computers in research and the application of principles of research design as learnt in PHE1RMH and PHE2RMH. Emphasis is placed on encouraging the student to apply principles of critical analysis to the theory and practice of research.

Prerequisite: PTY2CLP, HBS2APC, HBS2PPB, PHE2BDA,

PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD, PHE1RMH.

Co-requisite: PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Class requirements: 28 hours of lectures/seminars and 37 hours of contact with supervisor for individual consultation and independent work.

Assessment: One 3500–4500 word systematic literature review and research proposal essay (100%). Hurdle requirement: 20min verbal research proposal presentation

Prescribed Reading:

American Psychological Association. *Publication manual of the American Psychological Association*, 4 5th edn. Washington, DC: Author, 2001.

Recommended Reading:

Portney, LG and Watkins MP. *Foundations of clinical research: applications to practice* 2nd edn. Appleton and Lange, 2000.

PTY3MSP MUSCULOSKELETAL PHYSIOTHERAPY – THEORY AND PRACTICE (15 Cps Sem. TE-SEM-1 BE, BU.) *Ms Janet McConville*

In this unit students are introduced to cause, pathology, clinical features and management of common musculoskeletal conditions, including fractures, soft tissue injuries and vertebral syndromes. Emphasis is on the development of physiotherapy skills to assess and treat patients with these conditions.

Prerequisite: PTY2CLP, HBS2APC, HBS2PPB, PHE2BDA, PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD.

Co-requisite: PTY3PHE, PTY3CRP, PTY3NEU.

Class requirements: Two 1-hour lectures and two 1.5-hour practical sessions per week.

Assessment: One 2-hour written examination (50%), one 20-minute practical examination (50%). Hurdle requirement: demonstration of a satisfactory level of safety. To pass this subject, students must obtain a pass in both the written and practical examinations.

Prescribed Reading:

PTY3MSP *orthopaedic practical manual* Current edn. School of Physiotherapy, La Trobe University.

PTY3NEU NEUROLOGICAL PHYSIOTHERAPY – THEORY AND PRACTICE (15 Cps Sem. TE-SEM-1 BE, BU.) *Dr Belinda Bilney*

In this unit students are able to learn to assess measure, educate and rehabilitate people with movement disorders and reduced mobility arising from neurological disorders. Students gain an understanding of the aetiology, pathology, clinical presentation and medical and surgical management of common neurological conditions. Skills in movement training are learned by working with expert clinicians, academics, other students and patients and movement analysis and measurement skills are developed to a high standard. Self-learning guides complement lectures and practical classes.

Prerequisite: PTY2CLP, HBS2APC, HBS2PPB, PHE2BDA, PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD.

Co-requisite: PTY3PHE, PTY3CRP, PTY3MSP.

Class requirements: Two 1-hour lectures and two 1.5-hour practicals or tutorials per week, one visit to a spinal unit.

Assessment: One 2-hour written examination (60%), one 20-minute practical examination (40%). Hurdle requirement: demonstration of a satisfactory level of safety. To pass this unit, students must obtain a pass in both the written and practical examinations.

Prescribed Reading:

Carr, J and Shepherd, R. *Stroke Rehabilitation – guidelines for exercise and training to optimise motor skill*. Butterworth Heinemann, 2003.

PTY3PHE INTERPERSONAL PROCESSES AND PROFESSIONAL PRACTICE (5 Cps Sem. TE-ALL-YR BE, BU.) *BE: Dr Helen McBurney, BU: Dr Megan Davidson, BU: Dr Paul O'Halloran*

In this unit students will focus on interpersonal communication skills, analysis of interactions between clinicians and clients and essential knowledge and skills related to physiotherapy professional practice. It encourages the adaptation of clinical reasoning to include case load management, the physiotherapist's role as educator, ethics and quality

issues and the development of professional attitudes related to personal learning. Emphasis is placed on providing preparation and support as the students move into clinical settings.

Prerequisite: PTY2CLP, HBS2APC, HBS2PPB, PHE2BDA, PTY2CDP, PTY2PSC, HBS2NSM, HBS2PPY, PHE2BDB, PHE2RMH, PTY2EPA, PTY2PAE, PTY2PSD.

Co-requisite: PTY3CRP, PTY3MSP, PTY3NEU, PTY3CCA, PTY3CCB.

Class requirements: Module 1 (wk 10 to 17) – One 1.5-hour workshop per week Module 2 (wk 18 to 22)–Three 1.5-hour workshops and two self-directed learning tasks. Block mode – One 8-hour workshop over two days in week 29 prior to commencement of semester two clinic blocks.

Assessment: Attendance and participation in groups (20%), 1200-word workshop journal (30%), 1000-word assignment (50%)

Prescribed Reading:

School of Physiotherapy PTY3PHE – *Interpersonal Processes and Professional Practice Manual* Current edn. La Trobe University. School of Public Health *Readings for interpersonal processes* 3 La Trobe University.

PTY4AMS ADVANCED MUSCULOSKELETAL PHYSIOTHERAPY (5 Cps Sem. TE-SEM-1 BE, BU.) *Ms Janet McConville*

This unit builds on the theoretical knowledge and skills obtained in the third year musculoskeletal physiotherapy subjects, so that graduates are better equipped with the skills necessary for treating musculoskeletal disorders. The unit includes revision and refinement of mobilising and manipulation techniques; and information on hand therapy and the management of people with burns.

Prerequisite: PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY4EBP, PTY4PRG, PTY4PWH, HLT3IPA.

Class requirements: One 1-hour lecture per week and 10 hours of practical sessions per semester.

Assessment: Satisfactory rating by supervisor. Refer to performance criteria in PTY4AMS manual (100%). Hurdle requirement: attendance at all classes. If unable to attend any class, refer to PTY4AMS manual for compulsory requirements.

Recommended Reading:

Maitland GD. *Vertebral manipulation* 6th edn. Butterworths, London, 2001

PTY4CCB CORE CLINICAL B IN PHYSIOTHERAPY PRACTICE (20 Cps Sem. TE-W01-05 BE, BU.) *BE: Dr Helen McBurney, BU: Ms Felicity Blackstock*

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short and long term goals and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four core clinical practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3CRP, PTY3MSP, PTY3NEU.

Incompatible unit: PTY3CCB

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours in W02-06. Exact weeks may vary depending on placement availability with clinical agencies.

This unit is not available for 'Study Abroad' students.

Assessment: Continuous clinical assessment by the supervising therapist against explicit criteria (70%). Hurdle requirement: criteria for clinical assessment are provided to students and supervising therapists prior to commencement of the clinical practicum, 1500-word written assignment (30%). Hurdle requirement: a pass must be achieved in both written and clinical components in order to pass the unit.

Prescribed Reading:

Unit Manuals for PTY3MSP, PTY3NEU, PTY3CRP and PTY3PHE

PTY4CCC CORE CLINICAL C IN PHYSIOTHERAPY PRACTICE (20 CPs Sem. TE-W01-05 BE, BU. TE-W09-13 BE, BU. TE-W14-19 BE, BU. TE-W20-24 BE, BU.) BE: Dr Helen McBurney, BU: Dr Belinda Bilney

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short- and long term goals and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four core clinical practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3PHE, PTY3CCA, PTY3CCB.

Co-requisite: PTY4CCD.

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) W02-06, W10-14, W16-20 or W21-25. Exact weeks may vary depending on placement availability with clinical agencies.

This unit is not available for 'Study Abroad' students.

Assessment: Continuous clinical assessment (80%), 1500-word written assignment (20%). Hurdle requirement: a pass must be achieved in both written and clinical components, in order to pass the unit.

Prescribed Reading:

Unit manuals for PTY3MSP, PTY3NEU, PTY3CRP and PTY3PHE

PTY4CCD CORE CLINICAL D IN PHYSIOTHERAPY PRACTICE (20 CPs Sem. TE-W01-05 BE, BU. TE-W09-13 BE, BU. TE-W14-19 BE, BU. TE-W20-24 BE, BU. TE-W25-29 BE, BU.) BE: Dr Helen McBurney, BU: Dr Nicholas Taylor

In this unit students will develop clinical competencies in the assessment of a patient's problems and needs, the analysis of assessment findings, the formulation of short- and long term goals and the development, implementation and evaluation of an intervention plan. Students will also develop appropriate professional behaviours and learn to operate effectively within the health care system. Students will be supervised by qualified physiotherapists. This unit is one of four core clinical practicum in which students will develop basic clinical competencies required for safe and effective patient management. The four complementary practicum will provide experience in musculoskeletal, cardiorespiratory and neurological conditions in various health care settings, with patients of all ages.

Prerequisite: PTY3PHE, PTY3CCA, PTY3CCB, PTY3CCC.

Co-requisite: PTY4CCC.

Class requirements: Five weeks of full-time clinical experience (32 hours per week, a total of 160 hours) W02-06, W10-14, W16-20 or W21-25 and W26-30. Exact weeks may vary depending on placement availability with clinical agencies.

This unit is not available for 'Study Abroad' students.

Assessment: Continuous clinical assessment (80%), 1.5-hour written exam (20%). Hurdle requirement: a pass must be achieved in both written and clinical components, in order to pass the unit.

Prescribed Reading:

Unit manuals for PTY3MSP, PTY3NEU, PTY3CRP and PTY3PHE

PTY4CEA CLINICAL ELECTIVE A (20 CPs Sem. TE-W30-34 BE, BU. TE-W35-39 BE, BU. TE-W40-44 BE, BU.) BE: Dr Helen McBurney, BU: Dr Megan Davidson, BU: Ms Marilyn Mackenzie

In this unit, final year students are provided with a range of opportunities to develop knowledge and skills in specific and specialist areas of clinical practice. The specific area of practice is selected to complement and build on the student's prior clinical experiences and/or to develop an area of particular interest. Students are required to undertake a clinical project which is negotiated with the hospital/clinic.

Prerequisite: PTY3CCA, PTY3CCB, PTY3CCC OR PTY4CCC, PTY4CCD.

Class requirements: five week full-time clinical placement (160

hours) W31-35, W36-40, W41-45. Exact weeks may vary depending on placement with clinical agencies.

This unit is not available for 'Study Abroad' students.

Assessment: Continuous clinical assessment. (80%), Clinical project equivalent to 1500 words. (20%)

PTY4CEB CLINICAL ELECTIVE B (20 CPs Sem. TE-W35-39 BE, BU. TE-W40-44 BE, BU. TE-W45-49 BE, BU.) BE: Dr Helen McBurney, BU: Dr Megan Davidson, BU: Ms Marilyn Mackenzie

In this unit, final year students are provided with a range of opportunities to develop knowledge and skills in specific and specialist areas of clinical practice. The specific area of practice is selected to complement and build on the student's prior clinical experiences and to develop an area of particular interest. Students are required to undertake a clinical project which is negotiated with the hospital/clinic.

Prerequisite: PTY3CCA, PTY3CCB, PTY3CCC or PTY4CCC, PTY4CCD.

Quota: 115.

Class requirements: five week full-time clinical placement (160 hours), W36-40, W41-45, W46-50. Exact weeks may vary depending on placement with clinical agencies.

This unit is not available for 'Study Abroad' students.

Assessment: Continuous clinical assessment (80%). Clinical project equivalent to 1500 words (20%).

PTY4EBP EVIDENCE-BASED PRACTICE IN PHYSIOTHERAPY (20 CPs Sem. TE-ALL-YR BE, BU.) BE: Dr Helen McBurney, BU: Dr Megan Davidson

In this unit students will develop the basic knowledge and skills required for evidence-based practice in physiotherapy. Students will develop skills in formulating answerable clinical questions, searching for the available evidence, critical appraisal of the literature and making decisions about practice-based on the evidence. The unit is comprised of lectures, tutorials and online modules relating to the location and critical appraisal of systematic reviews randomised controlled trials and other experimental designs, qualitative research and evaluations of diagnostic tests.

Prerequisite: PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Incompatible unit: PTY4HON

Class requirements: Six 1-hour lectures, six 1.5-hour tutorials and 90 hours of web-based self-directed learning tasks and undertaking a critically appraised topic under the guidance of a topic supervisor.

Assessment: Two 1500-word critically appraised papers (40%), one 1-hour exam (20%) and 20-minute verbal presentation (40%)

Prescribed Reading:

Herbert, R et al. *Practical evidence-based physiotherapy* Edinburgh: Elsevier Butterworth Heinemann, 2005.

PTY4HON HONOURS THESIS (45 CPs Sem. TE-ALL-YR BE, BU.) Professor Karen Dodd

In this unit, students complete the second part of a two year program for a Honours degree. Under the supervision of an academic staff member, students will be required to plan, conduct and report on original research.

Prerequisite: PTY3HON, PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY4AMS, PTY4PWH, PTY4PRG, HLT3IPA, PTY4CCC and/or PTY4CCD.

Incompatible unit: PTY4EBP

Class requirements: Students will be required to plan, conduct and report on original research. This involves one full day of presentations and one 1-hour meeting per week with supervisor.

This unit is not available for 'Study Abroad' students.

Assessment: One, 13,500-word thesis (100%). Hurdle requirement: one 30-minute verbal presentation.

PTY4PRG PHYSIOTHERAPY IN REHABILITATION AND GERONTOLOGY (10 CPs Sem. TE-W07-24 BE, BU.) BE: Dr Helen McBurney, BU: Ms Marilyn Mackenzie

In this enquiry-based unit, the topics covered are rehabilitation theory and practical aspects of physiotherapy management in rehabilitation and gerontology. Students gain an understanding of physical and

psycho-social aspects of ageing in health and disease and develop an understanding of the role of physiotherapy in health care teams.

Prerequisite: PTY3PHE, PTY3CRP, PTY3MSP, PTY3NEU.

Co-requisite: PTY4PWH, PTY4AMS, PTY4EBP OR PTY4HON, HLT3IPA, PTY4CCC AND/OR PTY4CCD.

Class requirements: Contact hours are scheduled over three weeks (11/2–31/3) and during a subsequent five week theory block. Students work in small groups to present four case management plans which include interdisciplinary management. Self-learning module on management of circulatory conditions and lymphedema (1.5–2 hours).

Assessment: Group (consisting of 8–10 students) four case management plans of 2500 words each (80%). Contribution to group tasks and attendance at a minimum of 80% of group meetings is a hurdle requirement, peer Assessment (20%).

Recommended Reading:

Clinical Epidemiology and Health Services Evaluation Unit (2004).

Best practice approaches to minimise functional decline in the older person across the acute, sub-acute and residential aged care settings. Melbourne Health

AHMAC Care of Older Australians Working Group (2004). *From hospital to home – improving care outcomes for older people.* Melbourne: Metropolitan Health and Aged Care Services Division.

PTY4PWH INTRODUCTION TO PHYSIOTHERAPY IN WOMEN'S HEALTH

(5 CPs Sem. TE-SEM-1 BE, BU.) *Mrs Diana Spurrutt*

In this unit students are introduced to the fundamental knowledge and skills necessary for working in the field of physiotherapy in women's health and continence. The knowledge component includes specific anatomy, physiology and pathology. Skills acquired are of two kinds: those extrapolated from other areas of physiotherapy practice and those specific to the unit. Group dynamics and adult learning skills are further practised and small group teaching is experienced.

Prerequisite: PHE3PHE, PTY3CRP, PTY3NEU, PTY3MSP.

Co-requisite: PTY4EBP or PTY4HON, PTY4AMS, PTY4PRG, HLT3IPA, PTY4CCC and/or PTY4CCD.

Class requirements: Two 3-hour seminars, five 1.5-hour practical sessions, one 1-hour practical session and four 1.5-hour student presentation sessions per semester.

Assessment: One 15-minute teaching facilitation session with class design peer handout (70%), one 30-minute written examination (30%). Hurdle requirement: students must satisfactorily complete both components to receive an overall pass in the unit.

Prescribed Reading:

Current edn. Resource Manual Introduction to physiotherapy in women's health.

Current edn. Lola, WebCT

SWP1IIP INTRODUCTION TO SOCIAL WORK A (15 CPs Sem. TE-SEM-1

AW, BE, BU. TE-SEM-2 MI.) *Dr Sue Hodgkin, Ms Grace Brown, Dr*

Christine Bigby, Ms Paula Bruce

In this unit students will be orientated to a university mode of study. They will be introduced to the complex and often contested nature of social work and the diverse knowledge base that informs social work practice. Students will gain an understanding of the core values, the history and current orientation of social work. Ideas that social problems are constructed and understood differently across time and in accordance with different value and theoretical perspectives are explored. Using selected examples, the impact of societal organisation on individuals and social problems will be examined.

Class requirements: One 2-hour lecture and one 1.5-hour tutorial per week.

Assessment: One study skills and library assignment equivalent to 1250 words (30%), one 1500-word essay (40%), one group class presentation equivalent to 500 words (10%) and one individual write-up equivalent to 1000 words (20%)

Preliminary Reading:

Hay, I, Bochner, Dungey, C. *Making the grade: a guide to successful communication and study* 3rd edn. Oxford University, 2006.

Recommended Reading:

Mullaly, R. *The new structural social work* Oxford University Press, 2007.

Channock, K. *Getting your head around the BA.* Humanities

Academic Skills Unit, La Trobe

Chenoweth, L and McAuliffe, D. *The road to social work and human service practice. An introductory text*, Thopson, 2005.

SWP1OPW ORGANISATIONAL APPROACHES TO POLICY WORK (10 CPs

Sem. TE-WO6-11 AW, BE, BU.) *AW: Ms Robyn Mortlock, BE: Ms Di Cox, BU: Ms Maureen Long*

In this unit students learn about the policies organisations develop to alleviate poverty in society and the approach they take to implement these policies through their services, research, advocacy and social action. Students explore and analyse the history, mission, values, policies and actions of one Australian organisation involved in poverty alleviation.

Class requirements: Five hours of seminars and 30 hours of self-directed study.

Assessment: One oral presentation equivalent to 1000 words (10%), one 2000-word essay (organisational analysis) (90%)

Recommended Reading:

Australian Senate Communities Affairs Committee *A hand up not a hand out* AGPS, 2004.

McClelland, A and Smyth, P. (Eds) *Social Policy in Australia, Understanding for Action* Oxford University Press, Melbourne, 2005. *Unit Manual*

SWP1PPI POLICY, POVERTY AND INEQUALITY (25 CPs Sem. TE-SEM-2 AW,

BE, BU.) *AW: Ms Robyn Mortlock, BE: Ms Di Cox, BU: Ms Maureen Long*

In this unit students are introduced to various historical, contemporary and comparative understandings of poverty and inequality. Students examine various definitions and ways to measure poverty and explore the impact of poverty and inequality on individuals and society.

Australian social policy approaches to the alleviation of poverty are discussed in relation to various groups at particular risk of poverty. Students learn about the policies organisations develop to alleviate poverty in society and the approach they take to implement these policies through their services, research, advocacy and social action. Students analyse the history, mission, values, policies and actions of one Australian organisation involved in poverty alleviation.

Class requirements: Two 1-hour lectures per week for 13 weeks, seven 1-hour tutorials per semester, five 2-hour tutorials per semester and 30 hours of self-directed study.

Assessment: One 2000-word essay (organisational analysis) (30%), one 2500-word essay (policy analysis) (40%), one 1500-word fact sheet (20%), one presentation equivalent to 1000 words (10%)

Recommended Reading:

Australian Senate Communities Affairs Committee 2004 *A hand up not a hand out* AGPS, 2004.

McClelland, A and Smyth, P. (Eds) *Social Policy in Australia, Understanding for Action* Oxford University Press, Melbourne, 2006 *Students will be provided with a manual for self-directed learning* Saunders, P. *The Poverty Wars* University of NSW Press, Sydney, 2005

SWP1SP SOCIAL POLICY AND PRACTICE A (15 CPs Sem. TE-SEM-2 AW,

BE, BU.) *AW: Ms Robyn Mortlock, BE: Ms Di Cox, BU: Ms Maureen Long*

In this unit students are introduced to various historical, contemporary and comparative understandings of poverty and inequality. Students examine various definitions and ways to measure poverty and explore the impact of poverty and inequality on individuals and society.

Australian social-policy approaches to the alleviation of poverty are explored in relation to various groups at particular risk of poverty.

Class requirements: Two 1-hour lectures for 13 weeks and one 1-hour tutorial per week for 12 weeks.

Assessment: One 1500-word statistical commentary (30%), one 2500-word essay (70%)

Preliminary Reading:

Australian Senate Communities Affairs Committee *A hand up not a hand out* AGPS, 2004.

McClelland, A and Smyth, P. (Eds) *Social Policy in Australia, Understanding for Action* Oxford University Press, Melbourne, 2005. Saunders, P. *The Poverty Wars* University of NSW Press, Sydney,

2005.

SWP2DLC DEVELOPMENT ACROSS THE LIFE COURSE IN SOCIAL CONTEXTS (20 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Dr Judith Gibbs, BE: Dr Jennifer Lehmann, BU: Dr John McCormack

In this unit students will build on first year psychological studies and explore human development within a social context, drawing out implications for social work practice. It focuses on human development across the life course and the key roles played by relationships in influencing development. It considers the challenges to individual and social functioning of non-normative factors such as illness, impairment and disability during the life course. It covers particular implications for social work practice when development becomes problematic as well as in normal development transitions. *Class requirements:* Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 3000-word essay (60%)

Prescribed Reading:

Peterson, C. *Looking forward through the life span* 4th edn. Pearson Education, 2004.

Recommended Reading:

Bowes, JM and Hayes, A. (Eds) *Children, families and communities: contexts and consequences* Oxford University Press, 1999.
Noller, P, Feeney, JA and Peterson, CA. *Personal relationships across the lifespan* Psychology Press, 2003.
Lehmann, J. *The Harvey's and other stories* Innovative Resources, 2003.

SWP2HSO SOCIAL WORK IN HUMAN SERVICE ORGANISATIONS A (10 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: Dr Jennifer Lehmann, BU: Ms Margarita Frederico

In this unit students are introduced to the organisational context of social work practice. In the context of the interface of policy and practice, students will explore the role of human service organisations in the delivery of social services and the practice of social work. Through lectures, seminars and required visits to organisations the student will examine the organisational knowledge and skills necessary to practice effectively in the organisational context of welfare.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week. Three of the tutorial hours will be allocated as time for students to undertake organisational visits.

Assessment: One 2000-word paper on organisational case study (66%), one 1-hour examination (for Albury-Wodonga and Bundoora) (34%). In Bendigo the examination will be substituted by one structured investigative journal of approximately 2000 words

Recommended Reading:

Jones, A and May, J. *Human service organisations: a critical introduction* Longman Cheshire, Melbourne, 1992.
Donovan, F and Jackson, A. *Managing human service organisations* Prentice Hall, Australia, 1991
O'Connor, I, Wilson, J and Setterlund, D. *Social work and welfare practice* 3rd edn. Pearson Education Australia, NSW, 1999.

SWP2ITP INTRODUCTION TO SOCIAL WORK B (20 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: TBA, BU: Dr Helen Cleak

In this unit students will be provided with an understanding of the theoretical foundations and values of social work and social work practice. This unit will examine what social workers need to know, the values and ideology that frame social work and then what they do in practice. This will enable students to develop an overall map of the knowledge and skills required for social work, with a particular emphasis on the systems theory and an approach to practice that is known as the ecosystem perspective. The student will be introduced to the major contexts in which a generalist social worker operates and the different forms and levels of intervention, namely the micro, mezzo and macro levels and the role of social workers in these different settings.

Class requirements: One 2-hour lecturer per week and 14 hours of tutorials over the semester.

Assessment: One 1500-word research essay (40%), one 3500-word essay (60%)

Prescribed Reading:

Payne, M. *Modern social work theory* 3rd edn. Palgrave, 2005.
Chenoweth, L and McAuliffe, D. *The road to social work and human service practice* Thompson Learning, 2005.
Thompson, N. *Understanding social work: preparing for practice* Palgrave Macmillan, 2005.

SWP2OCP ORGANISATIONAL CONTEXTS OF SOCIAL WORK PRACTICE (20 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: Dr Jennifer Lehmann, BU: Ms Margarita Frederico

In this unit students will explore the role of human service organisations in the delivery of social services and the practice of social work. Through lectures and tutorials, or seminars, student will examine organisation theory and the organisational knowledge and skills necessary to practice effectively in the organisational context of social and community services which is characterised by complex developments in policy, practice interventions and accountability. Student will complete an investigatory assessment task of an organisation, as approved by the unit coordinator.

Prerequisite: SWP2PPH.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week for Bundoora and Albury-Wodonga students; one 3-hour seminar per week for Bendigo students; 10 hours of self-directed learning per semester; two hours of tutorial time will be allocated for students to undertake organisational visits.

Assessment: One 2000-word paper on organisational case study (35%), one structured investigative journal of approximately 2000 words (30%), one 2-hour examination (for Albury-Wodonga and Bundoora) (35%). In Bendigo the examination will be substituted by one 2000-word essay).

Recommended Reading:

Jones, A and May, J. *Human service organisations: a critical introduction* Longman Cheshire, 1992
Donovan, F and Jackson, A. *Managing human service organisations* Prentice Hall, 1991
Jackson, A and Donovan F. *Managing to survive: managerial practice is not for profit organisations* Allen and Unwin, 1999
O'Connor, I, Wilson, J and Setterlund, D. *Social work and welfare practice* 4th edn. Pearson Education Australian, 2004

SWP2PPH PROFESSIONAL PRACTICE: HISTORY AND VALUES (30 CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms Virginia Mansel Lees, BE: TBA, BU: Dr Helen Cleak

In this unit students will be provided with an understanding of the theoretical foundations and values of social work and social work practice. This unit will examine what social workers need to know, the values and ideology that frames social work and then what they do in practice. This will enable students to develop an overall map of the knowledge and values required for social work, with a particular emphasis on the systems theory and an approach to practice that is known as the ecosystem perspective. The student will be introduced to the major contexts in which a generalist social worker operates and the different forms and levels of intervention, namely the micro, mezzo and macro levels and the role of social workers in these different settings. Throughout the unit students will be encouraged to explore, articulate and share their experiences and relate them to their ongoing development as social work students.

Class requirements: One 2-hour lecture per week, one 2-hour tutorial per week and 15 hours of self-directed learning.

Assessment: One 3500-word essay (40%), one 4000-word research essay (60%). Hurdle requirement: students must present one 10-minute individual poster presentation.

Prescribed Reading:

Payne, M. *Modern Social Work Theory* 3rd edn. Palgrave, 2005.
Chenoweth, L and McAuliffe, D. *The road to social work and human service practice* Thompson Learning, 2005
Thompson, N. *Understanding social work: preparing for practice* Palgrave Macmillan, 2005.

SWP2RA READINGS IN SOCIAL WORK A (5 CPs Sem. TE-SEM-1 BE.) Ms

Fiona Gardner

Students will explore a chosen issue of social work theory and consider how it can be applied to practice. The specific topic will be developed in consultation with the appropriate academic staff member.

Class requirements: Individual consultation with lecturing staff, to develop topic and appropriate further contact time.

Assessment: One 1250-word essay OR one 2000–3000-word reflective journal, depending on chosen topic (100%).

Preliminary Reading:

Determined by lecturer. *Dependent on topic.* Negotiated in week 1.

SWP2RB READINGS IN SOCIAL WORK B (5 CPs Sem. TE-SEM-2 BE.) Ms

Fiona Gardner

Students will consider a specific social work field and explore relevant theory. The specific topic will be developed in consultation with the appropriate academic staff member.

Class requirements: Individual consultation with lecturing staff, to develop topic and appropriate further contact time.

Assessment: One 1250-word essay OR one 2000–3000-word reflective journal, depending on chosen topic (100%).

Preliminary Reading:

Determined by lecturer. *Dependent on topic.* Negotiated in week 1.

SWP2REC SOCIAL WORK AND REFLECTIVE COMMUNICATION (20 CPs Sem. TE-SEM-1 MI. TE-SEM-2 AW, BE, BU.) AW: Ms Robyn Mortlock, BE:

Dr Jennifer Lehmann, BU: Dr Trish McNamara, MI: Ms Paula Bruce

In this unit students are encouraged to critically examine how their values and beliefs shape emotional and behavioural responses. Students are helped to develop a foundation for effective interpersonal communication based on conscious use of self and critical self-reflection. Students are exposed to human communication issues relevant to social work from the microsystems level to the macro level of society. Students will study different models of communication emphasising the importance of understanding social diversity. Largely experiential seminars will encourage students to become aware of their own interactional style in one-to-one situations and in groups and to become increasingly self-confident communicators.

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 2500–3000-word essay (50%), one group presentation (15 minutes per member) (25%), one 1500-word individual write up of presentation (25%)

Prescribed Reading:

Adler, R and Rodman, G. *Understanding human communication* 9th edn. Oxford University Press, 2006.

SWP2RES RESEARCH FOR SOCIAL WORK PRACTICE A (10 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Dr Suzanne Hodgkin, BE: Ms Pascal Janice,

BU: Dr Martin Ryan

In this unit students will be introduced to core concepts in the research process as it applies to social work practice. There will be an overview of both quantitative and qualitative approaches to research. Students will explore the key concepts involved in planning, designing and implementing a social work research study. This knowledge of these concepts will be developed through the preparation of a literature review and a research proposal.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (60%), one 1000-word essay (40%)

Prescribed Reading:

Bouma, G and Ling, R. *The research process* 5th edn. Oxford University Press, South Melbourne, 2004.

Recommended Reading:

Bryman, A. *Social research methods* 2nd edn. Oxford University Press, 2004.

SWP3COM SOCIAL WORK PRACTICE IN COMMUNITIES (15 CPs Sem.

TE-SEM-1 AW, BE, BU, MI.) AW: Ms Robyn Mortlock, BE: Ms Dianne

Cox, BU: Dr Carmel Laragy, MI: Ms Paula Bruce

In this unit students will focus on social work practice at the community and societal levels. It covers conceptual and theoretical underpinnings of community development including principles, such as active citizenship and participatory democracy. It has a broad focus in that it covers social, economic, political, cultural, environmental and personal development. It will examine community development as a framework to facilitate people, communities and organisations to engage in the change process and to promote social well-being and community building.

Class requirements: Two 1-hour lectures and one 1-hour seminar per week.

Assessment: One 2000-word essay (40%), one group 3000-word essay (40%), one group presentation (five minute per member) (20%)

Prescribed Reading:

Ife, J and Tesoriero, F. *Community development: community-based alternatives in an age of globalisation* 3rd edn. Pearson, 2006.

Kenny, S. *Developing communities for the future: community development in Australia* 3rd edn. Thomson, Australia, 2006.

Kirst-Ashman, K and Hull, G. *Generalist practice with organisations and communities* 3rd edn. Thomson Brooks/Cole, 2006.

SWP3FEA FIELD EDUCATION A (40 CPs Sem. TE-W36-49 AW, BE, BU, MI.

TE-W44-07 AW, BE, BU, MI.) AW: Mr Jerry Sweeting, BE: TBA, BU: Dr

Helen Cleak, MI: Ms Paula Bruce

This unit will offer students the opportunity to integrate different theoretical perspectives and skills by undertaking a supervised fieldwork practicum. Students are placed in a range of human service organisations and are required to become experiential learners who can reflect critically on their practice and who can demonstrate beginning skills in appropriate social work skills. SWP3FEA is the first and SWP4FEB the second of two fieldwork-placements to be undertaken by the students under the supervision of a qualified social worker with the liaison support of an academic staff member. Each placement period is 14 weeks full-time as required by the AASW and is normally taken in second semester (September to December) each year. As part of the practicum, students will be required to attend 10 hours of preparatory seminars (held in both first and second semester) and 10 hours of seminars throughout the practicum to integrate theory with the practicum experience.

Prerequisite: SWP3IFG, SWP3LER.

Class requirements: Field placement of fourteen weeks full-time (70 days) and eight hours of preparatory lectures/seminars.

Assessment: Learning agreement, mid-placement and final placement reports as per BSW Field Education Handbook (100%). Assessed as pass or fail grade.

Recommended Reading:

Cooper, L and Briggs, L. *Fieldwork in the human services*. Allen and Unwin, Sydney, 2000.

Cleak, H and Wilson, J. *Making the most of field placement* Thomson, 2004.

Bogo, M and Vayda, E. *The practice of field instruction in social work*. Columbia University Press, New York, 1998.

SWP3FOA FIELD EDUCATION AND ORGANISATIONAL ANALYSIS (55 CPs Sem. TE-W36-49 AW, BE, BU.) AW: Mr Jerry Sweeting, BE: TBA, BU:

Dr Helen Cleak

In this unit students will have the opportunity to integrate different theoretical perspectives and skills by undertaking a supervised and supported fieldwork practicum. Students are placed in a human service organisation and encouraged to become experiential learners who can reflect critically on their practice and who can demonstrate beginning skills in appropriate social work tasks and roles. Students explore the nature of the placement as a learning experience and the organisational context of field education. Students undertake a 14-week full-time fieldwork-placement under the supervision of a qualified social worker with regular contact and support directly and online from an academic staff member. The unit has additional explicit focus on the organisational context's impact on practice.

Prerequisite: SWP2OCP, SWP3IFG, SWP3LER.

Class requirements: Field placement of 14 weeks full-time (70 days); 10 hours of preparatory lectures/seminars in semester 1 and 2; 18 hours of integrative lectures/seminars and guided reading.

Assessment: One 1500-word essay on reflective preparation for placement (10%), all evaluation documentation as per BSW Field Education Handbook equivalent to 9000 words (70%). Also involves presentations at integrative seminars, one 2000-word essay on an organisational analysis (20%). Unit is assessed as pass or fail grade only

Recommended Reading:

Cooper, L and Briggs, L. *Field work in the human services* Allen and Unwin, 2000.

Cleak, H and Wilson, J. *Making the most of field placement* Thompson, 2004.

Bogo, M and Vayda, E. *The practice of field instruction in social work* Columbia UP, 1998.

SWP3FOP FIELDS OF SOCIAL WORK PRACTICE A (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld, BE: Ms Di Cox, BU: Ms Maureen Long, MI: Ms Paula Bruce

In this unit students are introduced to the practice of social work in diverse fields exploring context, policies, programs and practice in various fields. The content helps to integrate social work knowledge and builds on core social work knowledge and skills, introducing further knowledge and skills specific to the field being studied. Specific fields are selected by the School each year and may include social work practice and mental health; children and families; ageing; grief and loss; disability; protective services, health; addiction studies; child protection; poverty and inequality; and international social work.

Class requirements: Fives hours of seminars/lectures per week for six weeks plus self-directed learning activities equivalent to nine hours of classroom contact across the semester.

Assessment: One 1000-word essay (25%), one 20-minute verbal presentation may be undertaken in lieu of the 1000-word essay, one 3000-word essay (75%)

Recommended Reading:

Teare, RJ and Sheafor, BW. *Practice sensitive social work education: an empirical analysis of social work practice and practitioner* Council of Social Work Education, 1995.

Davies, M. (Ed) *The Blackwell companion to social work* Blackwell Publishing, 2002.

SWP3IFG SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES AND GROUPS A (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) BE: Ms Jan

Pascal, BE: Dr TBA, BU: Mr Mark Furlong, MI: Ms Paula Bruce

In this unit students will be introduced to a basic understanding of theories and models of social work practice with individuals, families and groups integrated with structured opportunities to develop and refine self-knowledge, critical reflection and casework interview skills. Students will also develop skills in undertaking casework assessment and interventions. As such, this unit aims to integrate theoretical models with direct casework practice. Throughout, this unit encourages active participation in role plays, value clarification exercises, exploring social and personal assumptions, as well as developing an awareness of relationship between social and personal issues. The expected outcome for this unit is the achievement of a level of competence in social work practice sufficient for entry into a first supervised fieldwork-placement.

Recommended Prior Studies: SWP2ITP, SWP2REC.

Class requirements: Two 1-hour lectures and one 3-hour seminar per week.

Assessment: One 1000-word personal reflection (15%), one 1000-word case formulation (15%), one 2000-word follow-on case study (50%), simulated casework interviews equivalent to a 20-minute verbal presentation (20%).

Hurdle requirements: students must obtain a pass standard in the simulated casework interviews and attend 80% of seminars/tutorial in order to obtain a pass in this unit.

Recommended Reading:

Trevithick, P. *Social work skills: a practice handbook* 2nd edn. Open University Press, 2005.

Healy, K. *Social work theories in context* Palgrave, 2005.

Fook, J. *Social work: critical theory and practice* Sage, 2002.

SWP3ITP INTRODUCTION TO SOCIAL WORK (10 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Ms Virginia Mansel Lees, BE: Dr Jennifer Lehmann, BU: Mr David Green, MI: Ms Paula Bruce

This unit is available to Bachelor of Social Work (Advanced Standing) students only.

In this unit two year BSW (Advanced Standing) students are provided with opportunities to relate prior learning and experiences to the key values and orientation, the knowledge base and the skills of social work, including its multilevel analytic and interceptive nature. They will cover aspects of the social work profession, the historical and contemporary construction of social problems and the welfare state (with a particular focus on the contemporary restructuring of the welfare state) and key defining issues for contemporary social work practice.

Class requirements: One 1-hour lecture per week for twelve weeks and one 2-hour seminar per fortnight during semester.

Assessment: One 1000-word exploratory learning essay (40%), one 1500-word essay investigating a social work issue (60%)

Recommended Reading:

Ife, J. *Human rights and social work* Cambridge University Press, 2001.

Payne, M. *Modern social work theory* MacMillan, 1997.

Ife, J. *Rethinking social work* Longman, 1997.

Adams, K, Dominelli, L and Payne, M. *Social work: themes issues and current debates* Macmillan, 1998

Thompson, N. *Understanding social work: preparing for practice* MacMillan, 2000.

SWP3LER SOCIAL WORK PRACTICE: LAW ETHICS AND HUMAN RIGHTS (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Dr Guinever

Threlkeld, BE: Ms Grace Brown, BU: Dr Carmel Laragy, MI: Ms Paula Bruce

In this unit students explore the foundations of legal and ethical decision-making, the implications of working within the Australian legal system and address concepts of moral philosophy that underpin the AASW Code of Ethics and AASW Practice Standards. Students examine the human rights regime, its relevance to social work and the role of ethics from various perspectives in social work practice. They explore a process for ethical decision-making. There is an examination of the legal contexts within which social workers function and which they are expected to understand in their practice.

Class requirements: two 1-hour lectures (weeks 1–5), one 1-hour lecture (weeks 6–13), one 1-hour tutorial per week for 12 weeks plus an additional eight hours for two court visits during semester.

Assessment: One 1750-word court report (40%), one 2000-word essay (60%)

Prescribed Reading:

AASW Ltd *AASW practice standards* Australian Association of Social Workers Ltd, 2003.

AASW Ltd *Code of ethics and by-laws on ethics* Australian Association of Social Workers Ltd, 1999.

Kennedy, R and Richards, J. *Integrating Human Service Law and Practice* Oxford University Press, 2004

Chenoweth, L and McAuliffe, D. *The road to social work and human service practice* Thomson, 2005.

Recommended Reading:

Banks, S. *Ethics, accountability and the social professions* Palgrave Macmillan, 2004.

Ife, J. *Human rights and social work* University Press, 2002.

Swain, PA. (Ed) *In the shadow of the law: the legal context of social work practice* 2nd edn. The Federation Press, 2002.

Lundy, C. *Social work and social justice: a structural approach to practice* Broadview Press, 2004.

Reamer, FG. *Social work values and ethics* Columbia University Press, 1999.

SWP3RES RESEARCH FOR SOCIAL WORK PRACTICE B (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld, BE: Ms Grace Brown, BU: Dr John McCormack, MI: Ms Paula Bruce

In this unit students will build on previous research education to provide research skills and knowledge for direct application in social work practice. A range of approaches to social work practice research will be explored including evidence-based research, clinical research

and qualitative methods. There will also be significant input on data analysis, both qualitative and quantitative in the unit.

Recommended Prior Studies: SWP2RES.

Class requirements: Two 2-hour lectures and one 1-hour computer laboratory/seminar per week for 6 weeks plus self-directed learning activities equivalent to three hours of classroom contact across the teaching period.

Assessment: One 2500-word research proposal (65%), one 1500-word data analysis exercise (35%)

Prescribed Reading:

Alston, M and Bowles, W. *Research for social workers: an introduction to methods* 2nd edn. Allen and Unwin, 2003.

Recommended Reading:

Creswell, J. *Qualitative inquiry and research design: choosing among five traditions* Sage, 1998.

Pallant, J. *Survival manual: a step by step guide to data analysis using SPSS for Windows Version 10*, Allen and Unwin, 2005.

SWP4DIV DIVERSITY AND SOCIAL WORK PRACTICE (10 CPs Sem. TE-W29-35 AW, BE, BU, MI.) *AW: Ms Virginia Mansel Lees, BE: Ms Di Cox, BE: Dr Jennifer Lehmann, BU: Mr Mark Furlong, MI: Ms Paula Bruce*

This unit will particularly emphasize social work practice methods in a diverse society. In order to introduce and develop the concept of 'diversity and social work practice' three broad arenas of 'difference' will be featured from among the many forms of social and cultural diversity. These arenas are not exclusive but will in this instance be: indigenous Australians; sexuality; and migration and culture. As social workers are expected to practise within a framework of social and cultural difference, the aim of the unit is to introduce students to and to promote values and skills for, 'difference-competent practice' and 'anti-oppressive practice'.

Class requirements: One 2-hour lecture, one 1-hour lecture and one 1-hour tutorial per week for six weeks across the semester.

Assessment: One 1000-word essay (40%), one, 1500-word essay (60%)

Recommended Reading:

Dominelli, L. *Anti-oppressive social work theory and practice* Palgrave, 2002

Mullaly, B. *Challenging oppression, a critical social work approach* Oxford University Press, 2002

Trompenaars, F and Hampden-Turner, C. *Riding the waves of culture: understanding cultural diversity in business* Nicholas Brearley, 2002.

SWP4FEB FIELD EDUCATION B (40 CPs Sem. TE-W36-49 AW, BE, BU, MI. TE-W44-07 AW, BE, BU, MI.) *AW: Mr Jerry Sweeting, BE: TBA, BU: Dr Helen Cleak, MI: Ms Paula Bruce*

In this unit, students will undertake a supervised fieldwork practicum which will provide opportunities to integrate theoretical knowledge with practice and develop competencies to the standard required by AASW. Students are placed in a range of human service organisations to demonstrate their knowledge and skills and further develop their practice knowledge. SWP3FEA is the first and SWP4FEB the second of two fieldwork-placements to be undertaken by students under the supervision of a qualified social worker with the liaison support of an academic staff member. Each placement period is 14 weeks full-time as required by the AASW and is normally taken at the end of second semester (September to December) each year. As part of the practicum, students will be required to attend six hours of preparatory seminars (held in both first and second semester) and ten hours of seminars throughout the practicum to integrate theory with the practicum experience.

Prerequisite: SWP3COM, SWP3FEA, SWP4IFG, SWP4SPP, SWP4DIV, SWP4FOP.

Class requirements: Field placement of 14 weeks full-time (70 days) and six hours of preparatory lectures/seminars.

Assessment: Learning agreement, mid-placement and final placement reports as per BSW Field Education Handbook (100%). Assessed on pass or fail grade.

Recommended Reading:

Cooper, L and Briggs, L. *Fieldwork in the human services*. Allen and Unwin, Sydney, 2000.

Cleak, H and Wilson, J. *Making the most of field placement* Thomson, 2004.

Doel, M and Shadlow, S. (Eds) *Social work in a changing world: An international perspective on practice learning*. Arena: Brookfield, VT: Ashgate, 1996.

SWP4FOP FIELDS OF SOCIAL WORK PRACTICE B (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.) *AW: Dr Guinever Threlkeld, BE: Ms Di Cox, BU: Ms Maureen Long, MI: Ms Paula Bruce*

In this unit students are introduced to the practice of social work in diverse fields exploring context, policies, programs and practice in various fields. The content helps to integrate social work knowledge and builds on core social work knowledge and skills, introducing further knowledge and skills specific to the field being studied. Specific fields are selected by the School each year and may include social work practice and mental health; children and families; ageing; grief and loss; disability; protective services, health; addiction studies; child protection; poverty and inequality; and international social work.

Prerequisite: SWP3FOP, SWP3FEA.

Class requirements: Five hours of seminars/lectures per week for six weeks plus self-directed learning activities equivalent to nine hours of classroom contact across the semester.

Assessment: One 1000-word essay (25%); one 20-minute verbal presentation may be undertaken in lieu of the 1000-word essay; one 3000-word essay (75%)

Recommended Reading:

Teare, RJ and Sheafor, BW. *Practice sensitive social work education: an empirical analysis of social work practice and practitioner* Council of Social Work Education, 1995.

Davies, M. (Ed) *The Blackwell companion to social work* Blackwell Publishing, 2002.

SWP4FPP FIELD EDUCATION AND PROGRAM PLANNING (55 CPs Sem. TE-W37-50 AW, BE, BU.) *AW: Mr Jerry Sweeting, BE: TBA, BU: Dr Helen Cleak*

In this unit students will have the opportunity to integrate different theoretical perspectives and skills by undertaking a supervised and supported field work-placement. Students are placed in a human service organisation and are required to be experiential learners who can reflect critically on their practice and can demonstrate graduate level skills in a range of social work roles and tasks. In first semester students focus on program design and evaluation. In second semester students commence a 14-week placement under the supervision of a qualified social worker with regular contact and support directly and online from an academic staff member. They also complete a program plan or program evaluation.

Prerequisite: SWP3COM, SWP3FOA, SWP4IFG, SWP4SPP, HLT3IPA, SWP4FOP, SWP4DIV.

Class requirements: Six hours of pre-placement seminars; 15 hours of integrative seminars; field placement of 14 weeks full-time (70 days); and participation in online forum throughout placement.

Assessment: One 3000-word essay on integration of theory and practice and critical reflections (30%). All assessment is calculated as pass or fail grade only. Students must submit all documentation to pass the unit, all evaluation documentation as per BSW Field Education Handbook equivalent to 9000 words (70%). This assessment includes participation in online discussion throughout the placement

Recommended Reading:

Cooper, L and Briggs, L. *Field Work in Human Services* Allen and Unwin, 2000.

Cleak, H and Wilson, J. *Making the Most of Field Placement* Thomson, 2004.

Bogo, M and Vayda, E. *The Practice of Field Instruction in Social Work* Columbia UP, 1998.

SWP4HOA SOCIAL WORK HONOURS A (20 CPs Sem. TE-SEM-1 AW, BE, BU.) *AW: Dr Guinever Threlkeld, BE: Dr Jennifer Lehmann, BU: Professor Allan Borowski*

Available only to BSW Honours students. Successful completion of year-3 of the BSW degree and a high level of academic performance. In addition, Honours students must enrol in all BSW year-4 units except Diversity in Social Work Practice and Fields of Practice B.

This unit represents one semester of a year-long program and must be taken in conjunction with SWP4HOB.

In this unit the major tasks for Honours students are: (1) the satisfactory completion of a research proposal and (2) a seminar presentation of their research topic. Please note that this unit is to be undertaken with SWP4HOB.

Prerequisite: SWP3COM, SWP3IFG, SWP3LER, SWP3FOP, SWP3RES, SWP3FEA

Class requirements: One 2-hour seminar per week in semester one and attendance at regular thesis supervision sessions as required by the supervisor.

This unit is not available for 'Study Abroad' students.

Assessment: One 30-minute seminar presentation of research proposal (20%). Assessed as pass/fail grade only. Students must pass both components to pass unit. One 3000-word (approximately) research proposal (80%)

Recommended Reading:

Bryman, A. *Social Research Methods* 2nd edn. Oxford University Press, 2004.

Grinnell, R.M. *Social work research and evaluation* 6th edn. F.E. Peacock, 2001.

SWP4HOB SOCIAL WORK HONOURS B (20 CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Dr Guinever Threlkeld, BE: Dr Jennifer Lehmann, BU:

Professor Allan Borowski

Available only to BSW Honours students. Successful completion of year-3 of the BSW degree and a high level of academic performance. In addition, Honours students must enrol in all BSW year-4 units except Diversity in Social Work Practice and Fields of Practice B. This unit represents one semester of a year-long program and must be taken in conjunction with SWP4HOA.

In this unit the major tasks for Honours students is the completion, under supervision, of an Honours research thesis of 10,000–12,000 words that addresses a meaningful research question. Please note that this unit is to be undertaken with SWP4HOA.

Prerequisite: SWP4HOA.

Class requirements: Four 2-hour seminars in semester 2 and attendance at regular thesis supervision sessions as required by the supervisor.

This unit is not available for 'Study Abroad' students.

Assessment: One 10,000–12,000-word thesis (100%). This assessment is taken in conjunction with that of SWP4HOA

Recommended Reading:

Bryman, A. *Social research methods* 2nd edn. Oxford University Press, 2004.

Grinnell, R.M. *Social work research and evaluation* 7th edn. Oxford University Press, 2005.

SWP4IFG SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES AND GROUPS B (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Ms Virginia

Mansel Lees, BE: Dr TBA, BU: Dr Noel Renouf, MI: Ms Paula Bruce

In this unit the aim is to build on the content of SWP3IFG and to develop for students a more advanced level of knowledge, values and skill in relation to social work practice with individuals, families and groups. In addition there will be coverage of key areas of contemporary practice such as case management, multi-cultural service users and the tension between structural and post-structural perspectives. Throughout, this unit encourages active participation in skills training using role plays, value clarification exercises, exploring social and personal assumptions, as well as developing an awareness of the relationship between social and personal issues. The expected outcome for this unit is the achievement of a level of competence in social work practice sufficient for entry into the final supervised fieldwork-placement.

Prerequisite: SWP3IFG, SWP3FEA.

Class requirements: Two 1-hour lectures and one 3-hour seminar per week.

Assessment: One 1000-word essay (20%), one major 2000-word critical reflection (35%), one 1500-word follow-on case study (25%), simulated casework interviews equivalent to a 20-minute verbal presentation (20%).

Hurdle requirement: students must obtain a pass standard in the simulated casework interviews and attend 80% of seminars/tutorials in order to obtain a pass in the unit.

Recommended Reading:

Alla, J, Pease, B and Briskman, L. (Eds) *Critical social work: an introduction to theories and practices* Allen and Unwin, 2003.

Fook, J. *Critical theory and practice* Sage, 2002.

Payne, M. *Modern social work theory* 3rd edn. Palgrave Macmillan, 2005.

Trevithick, P. *Social work skills: a practice handbook* 2nd edn. Open University Press, 2005.

Healy, K. *Social work theories in context* Palgrave, 2005.

SWP4SPP SOCIAL POLICY AND PRACTICE B (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld, BE: Ms Di Cox, BU:

Professor Allan Borowski, MI: Ms Paula Bruce

In this unit students are enabled to be policy practitioners through the development of skills and knowledge about how the social policy contexts affects social work practice and how to intervene effectively in the policy process. It introduces students to the meaning of social policy and its concepts and frameworks for understanding and developing policies. This unit covers material about the welfare state, how it operates in Australia and in other countries and how it is changing.

Class requirements: Three 1-hour lectures per week for 13 weeks and one 1-hour tutorial per week for 10 weeks.

Assessment: One 2500-word essay (40%), one 3500-word essay (60%)

Prescribed Reading:

McClelland, A and Smyth, P. *Social policy in Australia: understanding for action* Oxford University Press, 2006.

Recommended Reading:

Bridgman, P and Davis, G. *The Australian policy handbook* 3rd edn. Allen and Unwin, 2004.

Pierson, C and Castles, F. (Eds) *The welfare state reader* Polity Press, 2000.

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Single degrees

Bachelor of Arts – Bendigo (RBA)

The Bachelor of Arts is an undergraduate course designed to meet the needs of students in a rapidly changing and uncertain environment. As occupations change, disappear, or are absorbed into new multi-skilled ones, it is vital that the education students receive now promotes responsiveness and creativity and develops skills that can be easily transferred into a range of new activities and occupations at a later stage when and if needed. Fostering multi-skilling and flexibility is the goal of the Bachelor of Arts at Bendigo.

The Bachelor of Arts at Bendigo offers students a wide choice of units. Hence students (subject to regulations and timetabling) are able to tailor their studies to their own specific needs.

The Bachelor of Arts recognises the following departmental disciplines and area studies as accredited majors:

- History, Indonesian
- Literature, film and art
- Philosophy and religious studies
- Sociology and politics
- Women's studies

Subject to regulations, quotas and timetable, a limited number of units from other Schools and Departments may be taken, including:

- Accounting
- Applied statistics
- Art and visual culture
- AUSLAN
- Biology
- Business law
- Computing
- Economics
- Environmental science
- Human resource management
- Information technology
- Marketing

- Mathematics
- Multimedia
- Photojournalism
- Psychology
- Public health

Admission requirements

Students should satisfy the normal university entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Degree requirements

To qualify for the degree of Bachelor of Arts, students must satisfactorily complete a minimum of 360 credit points, with at least 120 credit points at third year level and include in their course either a single major or a double major as follows.

Single major

A major consists of 130 credit points, including at least 60 credit points at third year level, in a discipline (or area of study) offered by the Faculty of Humanities and Social Sciences, noting that majors in some disciplines must include specific units or combinations of units.

First year

TE-SEM-1	Major	Elective	Elective	Elective
TE-SEM-2	Major	Elective	Elective	Elective

Second year

TE-SEM-1	Major	Elective	Elective
TE-SEM-2	Major	Elective	Elective

Third year

TE-SEM-1	Major	Major	Elective
TE-SEM-2	Major	Elective	Elective

Double major

A double major consists of 130 credit points in each of two different disciplines. This consists of 30 credit points at first year level, 40 credit points at second year level and 60 credit points at third year level in each discipline.

First year

TE-SEM-1	Major 1	Major 2	Elective	Elective
TE-SEM-2	Major 1	Major 2	Elective	Elective

Second year

TE-SEM-1	Major 1	Major 2	Elective
TE-SEM-2	Major 1	Major 2	Elective

Third year

TE-SEM-1	Major 1	Major 1	Major 2
TE-SEM-2	Major 1	Major 2	Major 2

Course regulations

A full-time study load for each year level is 120 credit points (60 credit points in each semester). Students require permission from the faculty to overload by taking more than 60 credit points in any teaching period. Permission is normally based on a student's previous academic record.

First year units

Students must take a minimum of 90 credit points at first year level from units offered by the faculty. A minimum of 120 credit points and a maximum of 135 credit points of first year units may normally be included in the degree.

Units from other La Trobe faculties and other universities

Students may take two semester units at each year level from other La Trobe faculties or other universities. Students may, with permission, study units from another tertiary institution in a discipline that is not available at La Trobe University. Applicants for cross-institutional study in a discipline that is available at La Trobe University require written approval from the head of that School or Department. This should be submitted to the Faculty Enquiries Office.

Links to postgraduate study

The Bachelor of Arts can also provide a pathway to specialisation at

postgraduate levels in a range of different programs: graduate diplomas, Masters degrees by coursework and research and PhD studies at Bendigo – and programs at other universities. For many careers, specialised skills developed at postgraduate levels are essential: librarianship, urban and regional planning, teaching, journalism, computing, management, recreation and leisure and counselling. A Graduate Diploma in Arts also exists for graduates wishing to pursue an undergraduate major not previously studied. All the disciplines and area studies of the Bachelor of Arts are available for study within a Graduate Diploma in Arts.

Honours

Students are strongly encouraged to consider a fourth year of study in Honours. Honours involves a specialisation, which if successfully completed, enables a pathway to higher degrees and opens up new career opportunities.

Units

The following list of disciplines and areas of study from which students may construct their courses identifies units by year level. Normally, 30 credit points of first year units in the relevant discipline are required as the prerequisite for second year units and 40 credit points of second year units in the relevant discipline are required as the prerequisite for third year units. Otherwise, students may seek approval to enrol in a unit from the unit coordinator. Units listed will be available dependent upon staff availability and/or student demand.

History

First year level (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Modern Europe A: from monarchies to nations	HIS1MEA
	Revolutionary Europe ¹	HIS1REV
TE-SEM-2	Globalisation: the rise of the modern world	HIS1DEV

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	The European Union	HIS2EUU/HIS3EUU
TE-SEM-1	Nationalism and Identity	HIS2NI/HIS3NI
TE-SEM-2	Australian Labour and the State	HIS2ALS/HIS3ALS
TE-SEM-2	Gender Relations in Australian History	HIS2GRH/HIS3GRH
TE-SEM-2	Landscape and the Human World	SOC2LL/SOC3LL
TE-SEM-2	Riots and Rebellions	HIS2RAR/HIS3RAR
	Biblical World ¹	HUM2BW/HUM3BW
	Blood, Guts and Medicine: a social history of medicine in Australia 1850 to 1970 ¹	HIS2BM/HIS3BM
	British History ¹	HIS2BH/HIS3BH
	Buddhist Thought ¹	HUM2BT/HUM3BT
	Dangerous Attractions ¹	HIS2DA/HIS3DA
	Development and Change ¹	HIS2DC/HIS3DC
	Enlightenment and Romantic Studies ¹	HUM2ER/HUM3ER
	History of USA 1607–1877 ¹	HIS2USA/HIS3USA
	Islam and the West ¹	HUM2IW/HUM3IW
	Out West and Down Under ¹	HIS2OWD/HIS3OWD
	Sex, Crime and Scandal: A History of Sexuality ¹	HIS2SCS/HIS3SCS

Third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-2	Heritage Studies	HIS3HS
	American Reformers ¹	HUM3AR

Key: ¹ Not available in 2008.

Indonesian language

First year level (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Indonesian A	INM1IA
TE-SEM-2	Indonesian B	INM1IB

Second year level (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Indonesian C	INM2IC
TE-SEM-2	Indonesian D	INM2ID

Third year level (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Indonesian E	INM3IE
TE-SEM-2	Indonesian F	INM3IF

Fourth year level (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Indonesian G	INM4IG
TE-SEM-1	Indonesian I: reading course	INM4RCI
TE-SEM-2	Indonesian H	INM4IH
TE-SEM-2	Indonesian J: reading course	INM4RCJ

Literature, film and art*First year level (15 credit points)*

Teaching period	Unit title	Unit code
TE-SEM-1	Classical Literature	HUM1CL
TE-SEM-2	Modern Myth in Literature and Film	HUM1MM

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Classical Greek A	HUM2CGA/HUM3CGA
TE-SEM-1	The Idea of the Classic	HUM2IC/HUM3IC
TE-SEM-1	Romantic Movement	HUM2RM/HUM3RM
TE-SEM-2	Classical Greek B	HUM2CGB/HUM3CGB
TE-SEM-2	Modern Literature	HUM2ML/HUM3ML
TE-SEM-2	Writing Songs of Protest	ENG2WS/ENG3WS
TE-SEM-2	American Cinema ¹	HUM2AC/HUM3AC
TE-SEM-2	American Literature ¹	HUM2AL/HUM3AL
TE-SEM-2	Australian and Contemporary Literature ¹	HUM2ACL/HUM3ACL
TE-SEM-2	Classical Latin A ¹	HUM2LTA/HUM3LTA
TE-SEM-2	Classical Latin B ¹	HUM2LTB/HUM3LTB
TE-SEM-2	English Language Studies ¹	HUM2ELS/HUM3ELS
TE-SEM-2	Gendered Cinema ¹	HUM2GC/HUM3GC
TE-SEM-2	Illness in Literature ¹	HUM2IL/HUM3IL
TE-SEM-2	Philosophy of Work and Art ¹	HUM2PWA/HUM3PWA
TE-SEM-2	Renaissance Art ¹	HUM2RA/HUM3RA
TE-SEM-2	Women in Classical Greece and Rome ¹	HUM2WGR/HUM3WGR
TE-SEM-2	World Cinema ¹	HUM2WC/HUM3WC

Third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	The Body in Literature ¹	HUM3BOL

Key: ¹ Not available in 2008.**Philosophy and religious studies***First year level (15 credit points)*

Teaching period	Unit title	Unit code
TE-SEM-1	Introducing Religious Studies	HUM1IRS
TE-SEM-2	Greek Mythology	HUM1GM

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Classical Greek A	HUM2CGA/HUM3CGA
TE-SEM-1	Eastern Religion and Philosophy	HUM2ERP/HUM3ERP
TE-SEM-1	Traditional Cosmologies	HUM2TC/HUM3TC
TE-SEM-2	Classical Greek B	HUM2CGB/HUM3CGB
TE-SEM-2	Greek Philosophy	HUM2GP/HUM3GP
TE-SEM-2	Medieval Studies	HUM2MS/HUM3MS
TE-SEM-2	Biblical World ¹	HUM2BW/HUM3BW
TE-SEM-2	Buddhist Thought ¹	HUM2BT/HUM3BT
TE-SEM-2	Classical Latin A ¹	HUM2LTA/HUM3LTA
TE-SEM-2	Classical Latin B ¹	HUM2LTB/HUM3LTB
TE-SEM-2	Enlightenment and Romantic Studies ¹	HUM2ER/HUM3ER
TE-SEM-2	The Modern Era ¹	HUM2ME/HUM3ME
TE-SEM-2	Philosophy of Religion ¹	HUM2PR/HUM3PR
TE-SEM-2	Philosophy of Work and Art ¹	HUM2PWA/HUM3PWA
TE-SEM-2	Political Ideologies ¹	POL2PI/POL3PI
TE-SEM-2	Renaissance Art ¹	HUM2RA/HUM3RA

Third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	American Reformers ¹	HUM3AR

Key: ¹ Not available in 2008.**Sociology and Politics***First year level (15 credit points)*

Teaching period	Unit title	Unit code
TE-SEM-1	Introduction to Sociology, Politics and Culture 101	SOC1SP1
TE-SEM-2	Introduction to Sociology, Politics and Culture 102	SOC1SP2

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Macro-Sociology	SOC2MS/SOC3MS
TE-SEM-1	Political Interests in Australia	POL2PIA/POL3PIA
TE-SEM-1	Social Research	SOC2SR/SOC3SR
TE-SEM-2	Landscape and the Human World	SOC2LL/SOC3LL
TE-SEM-2	Politics and Public Policy in Victoria	POL2PIV/POL3PIV
TE-SEM-2	Sociology of Health and Illness	SOC2SH/SOC3SH
TE-SEM-2	Australian Political Institutions ¹	POL2API/POL3API
TE-SEM-2	Australian Welfare State ¹	POL2AWS/POL3AWS
TE-SEM-2	Contemporary Social Issues ¹	SOC2CSI/SOC3CSI
TE-SEM-2	Political Ideologies ¹	POL2PI/POL3PI
TE-SEM-2	Researching Social Life ¹	SOC2RSL/SOC3RSL
TE-SEM-2	Rural Sociological Issues ¹	SOC2RSI/SOC3RSI
TE-SEM-2	Unions and Labour Relations ¹	POL2ULR/POL3ULR

Key: ¹ Not available in 2008.**Women's studies***First year level (15 credit points)*

Teaching period	Unit title	Unit code
TE-SEM-1	Any first year arts unit	
TE-SEM-2	Any first year arts unit	

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-2	Gender Relations in Australian History	HIS2GRH/HIS3GRH
TE-SEM-2	Writing Songs of Protest ¹	ENG2WS/ENG3WS
TE-SEM-2	Dangerous Attractions ¹	HIS2DA/HIS3DA
TE-SEM-2	Gendered Cinema ¹	HUM2GC/HUM3GC
TE-SEM-2	Sex, Crime and Scandal ¹	HIS2SCS/HIS3SCS
TE-SEM-2	Women in Classical Greece and Rome ¹	HUM2WGR/HUM3WGR

Third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	The Body in Literature ¹	HUM3BOL

Key: ¹ Not available in 2008.**Bachelor of Arts (Honours) – Bendigo (RHA)**

The Honours degree is designed for students who have achieved a high academic standard in a Bachelor of Arts. It is designed to equip students to undertake research at higher levels of study. Students undertake coursework study in a discipline or disciplines in which they have majored and a year-long thesis. The normal duration of the Honours program is one year full-time or two years part-time. Part-time students are required to demonstrate that they have the time to pursue study, are able to meet the due dates for submission of written work and can attend scheduled classes (most of which are held during the day).

Admission requirements

Applicants should have achieved at least a B grade average in their pass degree course, preferably with several A grades within their intended Honours discipline or area of study. They should have achieved at least an average B grade level at the third year level of the pass degree. Students who expect to meet these entry criteria and who wish to be admitted into the Honours program should consult with the Honours coordinator and staff in their academic area about the possibilities for coursework study, a potential supervisor for their thesis and any other pre-conditions that disciplines or area studies may have.

Course structure

This course is valued at 120 credit points. The thesis is a year-long activity and research must begin in the first semester of enrolment. Overall assessment is based on the results of coursework assessment and the thesis. The relative weightings will be 50% for coursework and 50% for the thesis (12,000–15,000 words). Students must not fail any component of the degree. Combinations of units from different disciplines may be possible, providing students possess the necessary prerequisites.

Bachelor of Urban, Rural and Environmental Planning – Bendigo (ABURE)

The Bachelor of Urban, Rural and Environmental Planning is comprised of two major disciplines: Planning and Environment Studies and Society, People, Economic and Management Studies. The course includes extensive practical studies for students as well as project management, organisational behaviour and negotiation, mediation and community development. Professional work experience is a requirement in semester one of the third year and semester two of the fourth year, which provides students with the opportunity to develop their skills in the workplace.

Admission requirements

Students should satisfy the normal university entrance requirements, including a study score of at least 20 in Units 3 and 4 of English.

Course structure

The course comprises 480 credit points, of which 120 credit points must be taken at each year level. It may be undertaken full-time over four years or on a part-time basis. Students take the units as listed below for each year level.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Reading Australian Landscapes	OED1RAL
TE-SEM-1	Introduction to Planning and Design	PLA1IPD
TE-SEM-1	Introduction to Sociology, Politics and Culture 101	SOC1SP1
TE-SEM-2	Introduction to Statutory Planning	PLA1ISP
TE-SEM-1	Principles of Sustainable Development	PLA1PSD
TE-SEM-2	Introduction to Sociology, Politics and Culture 102	SOC1SP2
TE-SEM-2	Society People and Place	GEG1SPP
TE-SEM-2	World Views and the Environment	OED1WE

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Human Resource Management	MGT2HRM
TE-SEM-1	Organisational Behaviour	MGT2OBE
TE-SEM-1	Planning Practice A	PLA2PPA
TE-SEM-1	Regional Catchment Studies	OED2RCS
TE-SEM-2	Elective	
TE-SEM-2	Environmental Law	LST2EL
TE-SEM-2	Rural and Regional Planning	PLA2RRP

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Tourism and the Environment	THS3TEN
TE-SEM-1	Planning Practice B	PLA3PPB
TE-SEM-1	Elective	
TE-SEM-2	Politics of Land Management	OED3PLM
TE-SEM-2	Project in Community Planning and Development	PLA3CPD
TE-SEM-2	Project Management	MGT3PM

Fourth year

Teaching period	Unit title	Unit code
TE-SEM-1	Assessment of Environmental, Economic and Social Impacts	PLA4ESI
TE-SEM-1	Local Government Administration	PLA4LGA
TE-SEM-1	Statutory Planning	PLA4SP

TE-SEM-2	Negotiation, Mediation and Community Development	PLA4NMC
TE-SEM-2	Principles of Strategic Planning	PLA4PSP
TE-SEM-2	Professional Practice	PLA4PP

Bachelor of Visual Arts – Bendigo (RBVA)

In this course students are encouraged to specialise or to diversify in line with contemporary practice in the visual arts. The strong lecture and studio sequence of Theory and Methodologies in the Studio Practice units is structured to accelerate development in the range and depth of students' creative concepts. Theoretical and visual cultural studies contribute to studio production of folios in their major medium, selected from an offering of ceramics, painting and drawing, photography, printmaking or multimedia. Visual Arts Media Workshops in these major media expand students' technical expertise through challenging applied assignments. Comparative Studies in Visual Media provide opportunities to explore new means of combining and hybridising media from another discipline in conjunction with the major and this unit itself can become a major study. Additional disciplines of illustration and photojournalism provide further options in this unit. The first year in the degree is supported by a vigorous Art and Visual Culture program. Professional Studies is a compulsory unit in the final two semesters of the course and guides students in the vocational outcomes of their study.

For students who successfully complete all requirements of the course and whose academic transcript indicates that more than 50% of their studies are devoted to one medium, this specialisation will be reflected in the title of their degree.

Students should note that this course is available at the Mildura Campus, but the range of disciplines may be restricted.

Admission requirements

Applicants must satisfy the University's normal entrance requirements, including a study score of at least 20 in Units 3 and 4 of English, or equivalent. It is desirable for all applicants to have undertaken Studio Arts and/or Art. Successful completion of the first year of the TAFE Certificate in Art and Design is also acceptable. A Diploma of Visual Arts, Advanced Diploma of Visual Arts or equivalent approved qualification will qualify individuals for entry to the degree course at a level determined by a selection committee. Mature-age students will be considered for admission by the selection committee based on recognition of prior learning or professional standing.

Folio requirements

All applicants must apply through the Victorian Tertiary Admissions Centre (VTAC). Applicants must attend an interview in late November and submit a folio to an interview panel. A statutory declaration confirming that the work is that of the applicant must accompany the folio. The folio should demonstrate the applicant's aptitude, creativity, sense of design and abilities in a range of media or in a specialist area. It should contain material relevant to the applicant's proposed course of study, including finished pieces and preparatory studies. Where possible, students should bring the original artwork but, where size is a constraint, photographs will be considered.

Course requirements

The Bachelor of Visual Arts involves three years of full-time study. The course may be undertaken on a part-time basis.

Recognition

The course is primarily designed to produce professional artists, although graduates may also have the opportunity to work as art administrators, gallery curators and directors, dealers and commercial gallery staff, art critics, historians, photojournalists, professional photographers, illustrators, secondary art teachers or art lecturers with relevant further study.

Academic performance

The applicant's performance throughout secondary school is considered (present academic records and references where possible). Other factors such as the ENTER score may be taken into consideration.

Contact hours

Contact hours refers to the minimum time students are required to attend studio study and develop their work within this practical environment. During staff-student engagement time, teaching will occur in the form of lectures, workshops, technical demonstrations, tutorials, individual staff-student consultation and studio practice as directed by the student's approved, individual research proposal. When staff are not present outside formal engagement times, studio technical support staff may be available for technical demonstrations, information and assistance. From the second year onwards, studies are built upon specific studio units and developed through sustained studio practice and independent research.

Course structure

The course is undertaken by full-time study over three years. It may also be undertaken by part-time study after consultation with the Visual Art Selection Committee. All compulsory units must be successfully completed. This course is valued at 120 credit points per year.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Art and Visual Culture A	VPA1VCA
TE-SEM-1	Theory and Methodologies in Studio Practice	AVPA1TMA
TE-SEM-1	Visual Arts Media Workshop A	VPA1MWA
TE-SEM-1	Comparative Studies in Visual Media A	VPA1CVA
TE-SEM-2	Art and Visual Culture B	VPA1VCB
TE-SEM-2	Theory and Methodologies in Studio Practice	BVPA1TMB
TE-SEM-2	Visual Arts Media Workshop B	VPA1MWB
TE-SEM-2	Comparative Studies in Visual Media B	VPA1CVB

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Theory and Methodologies in Studio Practice C	VPA2TMC
TE-SEM-1	Visual Arts Media Workshop C	VPA2MWC
TE-SEM-1	Comparative Studies in Visual Media C	VPA2CVC
TE-SEM-2	Theory and Methodologies in Studio Practice D	VPA2TMD
TE-SEM-2	Visual Arts Media Workshop D	VPA2MWD
TE-SEM-2	Comparative Studies in Visual Media D	VPA2CVD

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Theory and Methodologies in Studio Practice	EVPA3TME
TE-SEM-1	Professional Studies A	VPA3PSA
TE-SEM-1 or	Visual Arts Media Workshop E	VPA3MWE
TE-SEM-1	Comparative Studies in Visual Media E	VPA3CVE
TE-SEM-2	Theory and Methodologies in Studio Practice	FVPA3TMF
TE-SEM-2	Professional Studies B	VPA3PSB
TE-SEM-2 or	Visual Arts Media Workshop F	VPA3MWF
TE-SEM-2	Comparative Studies in Visual Media F	VPA3CVF

Studio major

Sequential studies in any one given medium offered in Theory and Methodologies in Studio Practice units constitute a major area of study. Students are encouraged to expand their technical knowledge in their chosen media by undertaking parallel studies in Visual Arts Media Workshop units. The aesthetic and technical base is further expanded through the studio-based Comparative Studies in Visual Media units in another medium.

Facilities available

Quality facilities include industry-standard multimedia computing and digital imaging facilities, photographic studios with separate darkrooms for black and white and colour production, extensive painting and drawing studios and intaglio and relief printmaking studios. There is a ceramics centre with clay preparation plant; wheels; and electric, natural gas, LPG and wood-fired kilns. Students have access to studios during weekday evenings and at weekends, under the regulations as prescribed by the Head of School of Visual Arts and Design. A large gallery is maintained with a continuing program of exhibitions.

Regulations

While it is permissible to take longer than three years to complete the course, any unit failed must be passed on the second attempt in the consecutive semester or year. Any formal written examination will be moderated. Reconsideration is not possible for the studio-based units Theory and Methodologies in Studio Practice, Visual Arts Media Workshops and Comparative Studies in Visual Media, where the whole folio is assessed by a panel of examiners.

Special assessment details

Visual Arts Media Workshop and Comparative Studies in Visual Media units will be progressively assessed on three assignments per semester. Theory and Methodologies in Studio Practice units are based on folio assessments, which will be assessed by a panel of staff responsible for studio units. The examination panel for the Theory and Methodologies in Studio Practice F assessment includes outside moderators selected for their high standing in visual arts.

Visual Arts electives for non-Bachelor of Visual Arts/Bachelor of Visual Arts (Graphic Design) students.

Teaching period	Unit title	Unit code
TE-SEM-1	Visual Arts Practice A	VPA1APA
TE-SEM-1	Visual Arts Practice C	VPA2APC
TE-SEM-1	Visual Arts Practice E	VPA3APE
TE-SEM-1	Visual Arts Media Workshop A	VPA1MWA
TE-SEM-1	Visual Arts Media Workshop C	VPA2MWC
TE-SEM-1	Visual Arts Media Workshop E	VPA3MWE
TE-SEM-2	Visual Arts Practice B	VPA1APB
TE-SEM-2	Visual Arts Practice D	VPA2APD
TE-SEM-2	Visual Arts Practice F	VPA3APF
TE-SEM-2	Visual Arts Media Workshop B	VPA1MWB
TE-SEM-2	Visual Arts Media Workshop D	VPA2MWD
TE-SEM-2	Visual Arts Media Workshop F	VPA3MWF

Bachelor of Graphic Design – Bendigo (RBVAGD)

This course aims to equip students with the creative and technical skills necessary for employment as a graphic designer in a variety of professional situations. The Bachelor of Visual Arts (Graphic Design) involves three years of full-time study. This course is also available at the Mildura Campus – please refer to the Mildura Campus entry in this *Handbook* for the course structure.

Admission requirements

As for Bachelor of Visual Arts.

Folio requirements

As for Bachelor of Visual Arts.

Course structure

The course is undertaken by full-time study over three years. It may also be undertaken by part-time study after consultation with the Graphic Design Selection Committee. Prospective students should check course details with the course coordinator prior to enrolment. All units are compulsory. This course is valued at 120 credit points per year.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Applied Design 1	VPA1AD1
TE-SEM-1	Art and Visual Culture A	VPA1VCA
TE-SEM-1	Design Studies 1	VPA1DS1
TE-SEM-1	Visual Arts Media Workshop A	VPA1MWA
TE-SEM-2	Applied Design 2	VPA1AD2
TE-SEM-2	Art and Visual Culture B	VPA1VCB
TE-SEM-2	Design Studies 2	VPA1DS2
TE-SEM-2	Visual Arts Media Workshop B	VPA1MWB

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Applied Design 3	VPA2AD3

TE-SEM-1	Design Studies 3	VPA2DS3
TE-SEM-1	Visual Arts Media Workshop C	VPA2MWC
TE-SEM-2	Applied Design 4	VPA2AD4
TE-SEM-2	Design Studies 4	VPA2DS4
TE-SEM-2	Visual Arts Media Workshop D	VPA2MWD

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Applied Design 5	VPA3AD5
TE-SEM-1	Design Studies 5	VPA3DS5
TE-SEM-1	Graphic Design Professional Practice A	VPA3GPA
TE-SEM-2	Applied Design 6	VPA3AD6
TE-SEM-2	Design Studies 6	VPA3DS6
TE-SEM-2	Graphic Design Professional Practice B	VPA3GPB

During staff–student engagement time, teaching will occur in the form of lectures, workshops, technical demonstrations, tutorials, individual consultation and studio practice as dictated by the student's approved research proposal. When staff are not present outside of formal engagement times, studio technical support staff will be available for technical demonstrations, information and assistance. From semester two of the second year onwards, studies are built upon specific studio components and developed through sustained studio practice and independent research.

Studio major

As for Bachelor of Visual Arts.

Facilities available

Facilities for graphic design include large design studios, colour and monochrome dark rooms and photography studios equipped with electronic flash and access to industry standard image formats. A computer graphics and digital design laboratory is furnished with 32 high-end Macintosh computers, CD burners, scanners and a Final Cut Pro digital video-editing suite.

Regulations

As for Bachelor of Visual Arts.

Special assessment details

As for Bachelor of Visual Arts.

Visual Arts electives for non-Bachelor of Visual Arts/Bachelor of Graphic Design students are available. Units include options in:

Ceramics
Multimedia
Illustration
Photography
Photojournalism
Printmaking
Painting/Drawing
Visual Arts Practice are tailored to the Educational degrees.

Teaching period	Unit title	Unit code
TE-SEM-1	Visual Arts Practice A	VPA1APA
TE-SEM-1	Visual Arts Practice C	VPA2APC
TE-SEM-1	Visual Arts Practice E	VPA3APE
TE-SEM-1	Visual Arts Media Workshop A	VPA1MWA
TE-SEM-1	Visual Arts Media Workshop C	VPA2MWC
TE-SEM-1	Visual Arts Media Workshop E	VPA3MWE
TE-SEM-2	Visual Arts Practice B	VPA1APB
TE-SEM-2	Visual Arts Practice D	VPA2APD
TE-SEM-2	Visual Arts Practice F	VPA3APF
TE-SEM-2	Visual Arts Media Workshop B	VPA1MWB
TE-SEM-2	Visual Arts Media Workshop D	VPA2MWD
TE-SEM-2	Visual Arts Media Workshop F	VPA3MWF

Bachelor of Visual Arts (Honours) – Bendigo (RHVA)

The Bachelor of Visual Arts (Honours) is intended to foster a spirit of excellence and a strong sense of independent artistic inquiry. It is designed to meet the needs of visual artists who seek a higher intellectual and artistic achievement than is practical at undergraduate level. It addresses these needs at a professional level in practice (studio) and visual art theory

and research. The inspiration for the high level of artistic achievement is pursued through an individual program of study at greater depth in either a technical, theoretical or conceptual component, thus forming the core of students' artistic exploration.

Admission requirements

Upon successful completion of a three year Bachelor of Visual Arts degree or equivalent, a candidate may apply to the Honours coordinator, Visual Arts, to undertake the Honours program. On receipt of a favourable recommendation from the Honours Selection Panel, the applicants will be admitted to the Honours degree, provided that (1) they have achieved an average B grade (70% or higher) in the third year of their pass degree, preferably with an A-grade average (80% or higher) within the applicant's chosen discipline(s) or major area(s) of studio study, or equivalent.

All applicants must provide their study proposal with their application. The Bachelor of Visual Arts (Honours) consists of one academic year of full-time study. The program is predominantly studio based and is therefore not available for external study.

Course structure

This is an advanced studio program based upon the candidate's study proposal. This course is valued at 120 credit points. The course comprises two compulsory and related segments.

Teaching period	Unit title	Unit code
TE-ALLYR	Studio Practice ¹	VPA4SP
TE-ALLYR	Research – Visual Art ²	VPA4RVA

Key: ¹ Comprising 20 hours per week for 26 weeks, 90 credit points.

² Three hours per week for 26 weeks, 30 credit points.

Studio major

Studio majors available are: ceramics, multimedia, painting and drawing, photography and printmaking.

Bachelor of Graphic Design (Honours) – Bendigo (RHVAGD)

The Bachelor of Graphic Design (Honours) is intended to foster a spirit of excellence and a strong sense of independent artistic inquiry. It is designed to meet the needs of designers who seek a higher intellectual and professional achievement than is practical at an undergraduate level. It addresses these needs in graphic design practice (studio), theory and research. Consistent with the rationale of fostering a sense of independent artistic inquiry, the program provides an opportunity for graduates to explore a specific genre within graphic design (designated by themselves in an approved study program), in a manner not possible with the more generalised requirements of an undergraduate program.

Areas of specialisation may include illustration, advertising or editorial design, web design, corporate branding, photojournalism or others as specified in a proposal on application.

Admission requirements

As for Bachelor of Visual Arts (Honours).

Course structure

As for Bachelor of Visual Arts (Honours).

ENG2WS WRITING SONGS OF PROTEST (20 CPs Sem. TE-SEM-2 BE.) Dr Sue Gillett

This unit is offered at third year level also.

In this unit we will begin with an analysis of early spirituals and blues songs of African-Americans and then consider popular and political lyric compositions of the 20th and 21st centuries. The emphasis will be on folk and blues traditions, songs of protest and social justice, particularly in the following contexts: the American Civil Rights movement; the anti-nuclear and anti-war movements; feminist politics; Aboriginal land-rights, stolen generations and reconciliation politics. We will consider: what are the qualities and conditions that turn a conscience-song into an activist anthem? how important are the literary qualities of a protest song to its success? what relationships exist between the popularity of a song and its political effectiveness? There will be a practical emphasis on the craft of writing song lyrics. The composition of exemplary songs of social justice will be

examined and students will be required to write their own song lyrics on specified themes.

Prerequisite: 30 cps of first year English or HUM1CL AND HUM1MM or coordinator's approval.

Class requirements: One 3-hour lecture/tutorial per week.

Assessment: One 1500-word essay (30%), one original lyrics workbook (2000 words equivalent) (40%), one 1500-word essay (30%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Davis, A. *Blues legacies and black feminism: Gertrude 'Ma' Rainey, Bessie Smith and Billie Holiday* Pantheon Books, 1998

Pratt, R. *Rhythm and resistance: explorations in the political uses of popular music* Praeger, 1990

Margolick, D *Strange fruit: the biography of a song* Ecco Press, 2001

ENG3WS WRITING SONGS OF PROTEST (20 CPs Sem. TE-SEM-2 BE.) *Dr Sue Gillett*

See ENG2WS for full unit description.

GEG1SP SOCIETY, PEOPLE AND PLACE (15 CPs Sem. TE-SEM-2 BE.) *Mr*

Andrew Butt

In this unit students will focus on Society, People and Place. We deal specifically with the structure of Australian society, examining issues related to the changing demographic and socio-economic status of populations and the way in, which space and social structures in society interact to shape the quality of life and a sense of place for Australian people. Students will be introduced to a range of debates and social policies related to current issues such as an ageing population, population size, internal migration, immigration and a declining workforce base. Comparisons of the issues and the implication of major demographic and socio-economic trends will be made between metropolitan, regional and rural Australia and other countries. Students will also be introduced to the theoretical foundations of community development and the link between community development practice and the understanding of the broader population characteristics and debates outlined above.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 500-word poster assignment including a five minute oral presentation (30%), one 1250-word essay (25%), one 2-hour examination (45%)

Recommended Reading:

Forster, C. *Australian cities: continuity and change*, 2nd edn. Oxford University Press 1998

Kenny, S. *Developing communities for the future*, 2nd edn. Nelson Thomas Learning 1999

Rogers, M.F and Collins, Y.M.J. *The future of Australia's country towns*, Centre for Sustainable Regional Communities, La Trobe University 2001

Burnley, I.H. *The impact of immigration on Australia*, Oxford University Press 2001

HIS1DEV GLOBALISATION: THE RISE OF THE MODERN WORLD (15 CPs Sem. TE-SEM-2 BE, BU, SH.) *Dr Robbie Robertson*

Multi-campus unit involving some delivery by video conferencing
Globalisation is a process, much in the news, by which distant regions are increasingly linked, shaping our lives and impacting on the fate of nations. In this unit students will explore world history by examining the process by which the wealthy countries expanded into and influenced the rest of the world. Today we think primarily in terms of industry, trade and technology; in addition in this unit we take a broader view of globalisation, including the expansion of European customs, laws and attitudes as well as technology.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Weekly quiz (20%), one 1000-word bibliographic essay (30%), one 2000-word essay (50%)

HIS1MEA MODERN EUROPE A: FROM MONARCHIES TO NATIONS (15.

CPs Sem. TE-SEM-1 BE, BU, SH.) *BU: Dr Philip Bull, BU: Dr Adrian*

Jones, BU: Dr Jennifer Ridden

In this unit, students study how the old monarchical and paternalist orders of society in Europe were transformed by ideas of liberty, democracy and nationalism. Initially the focus is upon the values and traditions of the Old Regimes. Students will then trace how these were undermined by the French and Industrial Revolutions. The impact of new ideas of rights, citizenship, nationality, democracy and equality are the focus of studies of key and contrasting episodes in the history of European nations in the nineteenth century. In these developments can be seen the roots of the political and social crises of the twentieth century.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Essay/exercises (2000 words equivalent) (60%), one 2-hour examination (40%). Alternatively, students may choose to reverse the percentage weightings of the two assessment components.

Preliminary Reading:

Woloch, I. *Eighteenth-century Europe: tradition and progress 1715-1789* Norton, 1982.

Huften, O. *Europe: privilege and protest, 1730-1789* Harvester, 1980.

Recommended Reading:

Thomson, D. *Europe since Napoleon* Penguin, 1966.

HIS1REV REVOLUTIONARY EUROPE (15. CPs Sem. TE-SEM-1 BE, SH.) *BE:*

Dr Yolande Collins, SH: Dr Al Gabay

Not available in 2008

HIS2ALS AUSTRALIAN LABOUR AND THE STATE (20. CPs Sem. TE-SEM-2 BE, SH.) *Dr Charles Fahey*

This unit is offered at third year level also.

In this unit students examine the rise of the labour movement and the Australian Labour Party, taking account of factors such as the growth of industry, the great strikes of the 1890s and the 1890s depression. Students examine the growth of state regulation in the labour movement through the introduction of wages boards and federal arbitration and the response of conservative political parties to the growth of labour. How the experiments of the 1890s and 1900s developed over the course of the century – through booms, depressions and wars – is also examined.

Prerequisite: 30 credit points of first year history or sociology, or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: 1000-word work-shop presentation (20%), 2000-word research essay (40%), one 2-hour take-home examination (40%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

HIS2BH BRITISH HISTORY (20 CPs Sem. TE-SEM-2 BE.) *Dr Yola Collins*

This unit is offered at third year level also.

Not available in 2008

HIS2BM BLOOD, GUTS AND MEDICINE: A SOCIAL HISTORY OF MEDICINE IN AUSTRALIA 1850 TO 1970 (20 CPs Sem. TE-SEM-2 BE, SH.)

Dr Yolande Collins

This unit is offered at third year level also.

Not available in 2008

HIS2DA DANGEROUS ATTRACTIONS: RACE, SEX AND GENDER (20 CPs Sem. TE-SEM-2 BE.) *Dr Ruth Ford*

This unit is offered at third year level also.

Not available in 2008

HIS2DC DEVELOPMENT AND CHANGE (20. CPs Sem. TE-SEM-1 BE, SH.)

Dr Robbie Robertson

This unit is offered at third year level also.

Not available in 2008

HIS2EUU THE EUROPEAN UNION (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.)

BU: Dr Stefan Auer, BU: Dr Philip Bull, BU: Dr Anthony Jarvis

This unit is offered at third year level also.

Within the history of the integration process and with a particular focus on the European Union (EU), students will evaluate the extent to which integration has changed the lives of citizens and relations

between nation-states in Europe; critique EU policies and processes; analyse the EU's role as an international actor; and apply insights derived from integration theory. The lecture program for the unit will capitalise on the availability in Australia of many experts associated with the EU and its institutions, as well as providing more general contextual lectures on its history, functioning and place in the contemporary world. Tutorials will be focused on ensuring that students develop an adequate understanding of how the EU functions, its relationships with member nations and the ways in which it is important to the rest of the world, including Australia.

Prerequisite: Any first year history or politics subject.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One seminar presentation (equivalent 500 words) (10%), two WebCT quizzes (10%), one 2000-word research essay (40%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Cini, M. (Ed) *European Union politics*, 2nd edn. OUP, 2003

HIS2GRH GENDER RELATIONS IN AUSTRALIAN HISTORY (20 CPs Sem. TE-SEM-2 BE.) *Dr Ruth Ford*

This unit is offered at third year level also.

Why were Aboriginal children removed while white women were urged to have babies? Why were convict women seen as depraved and disorderly? What political rights did women struggle for? In this unit students examine changing relationships between women and men in nineteenth and twentieth century Australia. We explore the experience of indigenous women, female convicts, settlers and migrants. We consider gender and work, masculinity and national identity, political movements for equal rights, romance, family and sexuality. Students will conduct a research project/essay (individual or group) based on an oral history interview or historical documents, gaining valuable research and interviewing skills.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 10-minute seminar presentation (10%), one 1500-word essay (30%), one 2000-word research essay (40%), one 1000-word journal (100 words/wk for 10 weeks) (20%). Hurdle requirement: 75% tutorial attendance. Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Grimshaw, P et al. *Creating a nation 1788–1990* McPhee Gribble, 1994

Prescribed Reading:

Saunders, K and Evans, R. (Eds) *Gender relations in Australia: domination and negotiation* Harcourt Brace Jovanovich, 1992

Recommended Reading:

Lake, M. *Getting equal: the history of Australian feminism* Allen and Unwin, 1999

HIS2NI NATIONALISM AND IDENTITY (20 CPs Sem. TE-SEM-1 BE, SH.) *Dr Robbie Robertson*

Robbie Robertson

This unit is offered at third year level also.

In this unit we examine the many ways that nationalism has shaped identities and why it continues to do so. We will also look at the impact that development and globalisation have on identities and in particular on the role both play in enabling new identities to emerge and challenge older identities (including nationalisms) that have for a long time been considered the natural order of things. Issues covered include: indigenism, cultural imperialism, globalisation, republicanism and clashes of civilisations. Although we draw heavily on the wider Pacific region, including Australia and New Zealand, our focus is global.

Prerequisite: 30 credit points of first year History or coordinator's approval.

Class requirements: One 2-hour presentation and one 1-hour seminar per week.

Assessment: one 1000-word book review (20%), one 500-word research proposal (10%), one 2500-word research essay (50%), one seminar presentation (1000 words equivalent) (20%). Third year

students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Said, E. *Culture and imperialism*, Chatto and Windus, 1993

HIS2OWD OUT WEST AND DOWN UNDER (20. CPs Sem. TE-SEM-2 BE.)

Dr Charles Fahey

This unit is offered at third year level also.

Not available in 2008

HIS2RAR RIOTS AND REBELLIONS (20 CPs Sem. TE-SEM-2 BE, BU.) *Dr Jennifer Ridden*

Jennifer Ridden

This unit is offered at third year level also.

Students will be introduced to the study of riots and rebellions and will explore what these movements can tell us about the transformation of pre-modern societies in the eighteenth century into modern societies in the nineteenth century. Examples include the 1798 Irish rebellion, the Scottish Jacobites, the Welsh Rebecca riots and English machine-breaking protests, as well as the American War of Independence and the 1857 Indian rebellion. We will examine their changing aims and methods, their impacts on socio-economic and cultural relations, on political structures within domestic Britain and on the development of a 'British world' overseas. Students will critically consider three common assumptions: that Britain's status as a pre-eminent industrial world power was unchallenged; that domestic Britain was both peaceful and secure; and the development of a 'British world' involved the reproduction of a relatively settled and homogeneous society 'at home'.

Prerequisite: 30 credit points of first year history.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word essay (25%), ten 100-word written discussion notes on WebCT (25%), one 3000-word essay (50%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Archer, J.E. *Social unrest and popular protest in England 1780-1840* Cambridge University Press, 2000

Recommended Reading:

Black, J and MacRaild, D. *Nineteenth-Century Britain* Palgrave 2003

HIS2RTP REMEMBERING THE PAST: ORAL HISTORY AND MEMORY (20

CPs Sem. TE-SEM-2 BE.) *Dr Ruth Ford*

This unit is offered at third year level also.

Not available in 2008

HIS2SCS SEX, CRIME AND SCANDAL: A HISTORY OF SEXUALITY (20 CPs

Sem. TE-SEM-2 BE.) *Dr Ruth Ford*

This unit is offered at third year level also.

Not available in 2008

HIS2USA HISTORY OF THE UNITED STATES 1607-1877 (20 CPs Sem. TE-

SEM-1 BE.) *Coordinator to be advised*

This unit is offered at third year level also.

Not available in 2008

HIS3HS HERITAGE STUDIES (20. CPs. TE-SEM-2 BE, SH.) *Dr Yola Collins*

Students are taught to develop skills in the evaluation and identification of heritage places and environments, assess and document sites for conservation and gain a basic understanding of Victorian and (some) international heritage legislation. These theoretical and practical skills are then used to address issues concerning the North Central Victorian region.

Class requirements: One 1-hr lecture and one 2-hr seminar per week (includes some excursions).

Assessment: One 2,500-word essay (50%), one 2.5-hour exam (50%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Pearson, M and Sullivan, S. *Looking after heritage places*, MUP 1995
Aplin, G. *Heritage, identification, conservation and management*, OUP 2002

HIS3ALS AUSTRALIAN LABOUR AND THE STATE (20. CPs Sem. TE-SEM-2BE, SH.) *Dr Charles Fahey**See HIS2ALS for full unit description.***HIS3BH BRITISH HISTORY** (20 CPs Sem. TE-SEM-2 BE.) *Dr Yola Collins**See HIS2BH for full unit description.**Not available in 2008***HIS3BM BLOOD, GUTS AND MEDICINE: A SOCIAL HISTORY OF MEDICINE IN AUSTRALIA 1850 TO 1970** (20 CPs Sem. TE-SEM-2 BE, SH.)*Dr Yolande Collins**See HIS2BM for full unit description.**Not available in 2008***HIS3DA DANGEROUS ATTRACTIONS: RACE, SEX AND GENDER** (20 CPsSem. TE-SEM-2 BE.) *Dr Ruth Ford**See HIS2DA for full unit description.**Not available in 2008***HIS3DC DEVELOPMENT AND CHANGE** (20. CPs Sem. TE-SEM-1 BE, SH.)*Dr Robbie Robertson**See HIS2DC for full unit description.**Not available in 2008***HIS3EUU THE EUROPEAN UNION** (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.)*BU: Dr Stefan Auer, BU: Dr Philip Bull, BU: Dr Anthony Jarvis**See HIS2EUU for full unit description.***HIS3GRH GENDER RELATIONS IN AUSTRALIAN HISTORY** (20 CPs Sem.TE-SEM-2 BE.) *Dr Ruth Ford**See HIS2GRH for full unit description.***HIS3NI NATIONALISM AND IDENTITY** (20 CPs Sem. TE-SEM-1 BE, SH.) *Dr**Robbie Robertson**See HIS2NI for full unit description.***HIS3OWD OUT WEST AND DOWN UNDER** (20. CPs Sem. TE-SEM-2 BE.)*Dr Charles Fahey**See HIS2OWD for full unit description.**Not available in 2008***HIS3RAR RIOTS AND REBELLIONS** (20 CPs Sem. TE-SEM-2 BE, BU.) *Dr**Jennifer Ridden**See HIS2RAR for full unit description.***HIS3RTP REMEMBERING THE PAST: ORAL HISTORY AND MEMORY** (20CPs Sem. TE-SEM-2 BE.) *Dr Ruth Ford**See HIS2RTP for full unit description.**Not available in 2008***HIS3SCS SEX, CRIME AND SCANDAL: A HISTORY OF SEXUALITY** (20 CPsSem. TE-SEM-2 BE.) *Dr Ruth Ford**See HIS2SCS for full unit description.**Not available in 2008***HIS3USA HISTORY OF THE UNITED STATES 1607-1877** (20 CPs Sem. TE-SEM-1 BE.) *Dr Al Gabay**See HIS2USA for full unit description.**Not available in 2008***HUM1CL CLASSICAL LITERATURE** (15. CPs Sem. TE-SEM-1 BE, SH.) *Mr**John Penwill*

In this unit we introduce Western literature at its birth, both for the intrinsic value of the works themselves and as a foundation for understanding the seminal role of classical literature in Western consciousness. We examine issues such as the transition from non-literate song to literary epic, narrative technique, the function of myth in literature, the use and re-use of material drawn from the same myth cycle, the concept of the hero, the difference between epic and tragedy, literature and life, women in classical literature, the relationship between Greek and Roman literature, the classical sensibility and the concept of the canon.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (25%), one 1-hour class test (25%), one 2-hour examination (50%)

Prescribed Reading:

Euripides *Hecuba and Trojan women in the Trojan women and other plays*, trans J. Morwood OUP World's Classics

Virgil *The Aeneid*, Tr. Day Lewis, C. OUP World's Classics

Homer *The Iliad*, Tr. Hammond, Martin, Penguin

Seneca *Thyestes*, in *Four Tragedies and Octavia*, Tr. Watling, E. F. Penguin

HUM1GM GREEK MYTHOLOGY (15. CPs Sem. TE-SEM-2 BE.) *Dr Roger**Sworder*

Greek myths exercised an influence on almost all the departments of Greek civilisation – on their sense of history, on their philosophic systems, on all the branches of their arts and on their religious cults. Study of Greek myths allows a ready approach to the totality of the classical Greek experience. In lectures students are introduced to some of the major myths and myth cycles and to interpretations of them. In tutorials we evaluate the arguments for these interpretations and consider ways in which these myths have functioned as formative elements in the western cultural tradition.

Class requirements: Three 1-hour lectures and 1-hour tutorial per week.

Assessment: One 2000-word essay (50%), one 2000-word essay (50%)

Prescribed Reading:

Homer *The Odyssey*, Tr. E. V. Rieu 2nd edn. Rev. D. C. H. Rieu. Penguin

Plato *The last days of Socrates*, Tr. H Tredennick. Penguin

HUM1IRS INTRODUCING RELIGIOUS STUDIES (15. CPs Sem. TE-SEM-1BE.) *Dr Harry Oldmeadow*

This is an introduction to the academic and comparative study of religion, religions and religious phenomena. The unit starts with a consideration of some general theoretical and methodological issues and then proceeds through three modules focusing on the study of primal, mythological religions, the understanding of sacred texts and an introduction to Buddhism. Students are introduced to some of the themes and concerns which are studied in greater depth later in the Philosophy and Religious Studies sequence. Illustrative material and case studies will be drawn from primal cultures such as those of the Australian Aborigines and the Plains Indians of North America and from the great historical religious traditions of both East and West.

Class requirements: One 2-hour lecture, one 1-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word research essay (40%), one 1-hour class test (20%) and one 1.5-hour examination (40%)

Prescribed Reading:

Anthology Reading Bookshop, La Trobe University, Bendigo

HUM1MM MODERN MYTH IN LITERATURE AND FILM (15. CPs Sem. TE-SEM-2 BE, SH.) *Dr Sue Gillett*

The culture of post-Renaissance Europe is examined via some of the most famous stories and heroic figures of the 17th and 19th centuries. Stories and figures of such fundamental importance to human nature that, having once been invented, they continually seek to re-invent themselves in art and thought. Study proceeds in two directions. In one direction, these stories disclose the fundamental nature of certain trends in European society over the past four centuries, while in another, they disclose their kinship with, or derivation from, ancient stories, mythical figures and modes of thought.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word essay (25%), one 1-hour class test (25%), one 2-hour examination (50%)

Prescribed Reading:

Marlowe, C. *Doctor Faustus* (OUP) World's Classics.

Stevenson, R. L. *Dr Jekyll and Mr Hyde*, in *Dr Jekyll and Mr Hyde and Weir of Hermiston* (OUP) World's Classics.

Shelley, M. *Frankenstein* (OUP) World's Classics.

Shakespeare *The Tempest* Tartar, M (edn.)

The classic fairytales Norton.

HUM2AC AMERICAN CINEMA (20. CPs Sem. TE-SEM-2 BE.) *Dr Harry**Oldmeadow*

This unit is offered at third year level also.

Not available in 2008

HUM2ACL AUSTRALIAN AND CONTEMPORARY LITERATURE (20. CPsSem. TE-SEM-1 BE, SH.) *Dr Sue Gillett**This unit is offered at third year level also.**Not available in 2008***HUM2AL AMERICAN LITERATURE** (20. CPs Sem. TE-SEM-2 BE, SH.) *This**unit is offered at third year level also.**Not available in 2008***HUM2BT BUDDHIST THOUGHT** (20 CPs Sem. TE-SEM-2 BE.) *Dr Al Gabay**This unit is offered at third year level also.**Not available in 2008***HUM2BW BIBLICAL WORLD** (20. CPs Sem. TE-SEM-1 BE.) *Dr Rod**Blackhirst**This unit is offered at third year level also.**Not available in 2008***HUM2CGA CLASSICAL GREEK A** (20 CPs Sem. TE-SEM-1 BE.) *Mr John**Penwill**This unit is offered at third year level also.*

This unit represents the first semester of study for an all-year unit. Students undertake a thorough study of elementary Greek grammar, which is taught as far as possible through reading. Students study grammar that covers the various verb forms, the case-endings of nouns, pronouns and adjectives, the use of adverbs, conjunctions and prepositions and the way in which Greek sentences are put together. The reading is carefully graded so as to correspond to the level of grammatical competence reached at each stage and is supported with full running vocabulary.

Class requirements: Two 2-hour lectures per week.

Assessment: Weekly translation assignments (2000 words equivalent) (40%), one 3-hour examination (60%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

HUM2CGB CLASSICAL GREEK B (20 CPs Sem. TE-SEM-2 BE.) *Mr John**Penwill**This unit is offered at third year level also.*

This unit represents the second semester of study for an all-year unit. Students undertake a thorough study of elementary Greek grammar, which is taught as far as possible through reading. Students study grammar that covers the various verb forms, the case-endings of nouns, pronouns and adjectives, the use of adverbs, conjunctions and prepositions and the way in which Greek sentences are put together. The reading is carefully graded so as to correspond to the level of grammatical competence reached at each stage and is supported with full running vocabulary.

Class requirements: Two 2-hour lectures per week.

This unit is not available for 'Study Abroad' students.

Assessment: Weekly translation assignments (2000 words equivalent) (40%), one 3-hour examination (60%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

HUM2ELS ENGLISH LANGUAGE STUDIES (20 CPs Sem. TE-SEM-2 BE.) *Mr**John Penwill**This unit is offered at third year level also.**Not available in 2008***HUM2ER ENLIGHTENMENT AND ROMANTIC STUDIES** (20. CPs Sem. TE-SEM-2 BE.) *Dr Roger**Sworder**This unit is offered at third year level also.**Not available in 2008***HUM2ERP EASTERN RELIGION AND PHILOSOPHY** (20 CPs Sem. TE-SEM-1 BE.) *Dr Harry**Oldmeadow**This unit is offered at third year level also.*

An introduction to some of the central religious and philosophical ideas and principles of the Eastern traditions, with a particular focus on Hinduism and Buddhism; sacred scriptures; religious and social institutions; art and iconography. In this unit we focus primarily on India but some attention will also be given to Tibet, China and Japan.

Prerequisite: 30 credit points of first year philosophy or religious studies, or coordinator's approval.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 1000-word book review (20%), one 2-hour examination (40%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Smith, H. *The world's religions: our great wisdom traditions* Harper 1992

HUM2GC GENDERED CINEMA (20 CPs Sem. TE-SEM-2 BE.) *Dr Sue Gillett**This unit is offered at third year level also.**Not available in 2008***HUM2GP GREEK PHILOSOPHY** (20 CPs Sem. TE-SEM-2 BE.) *Dr Roger**Sworder**This unit is offered at third year level also.*

A study of classical Greek philosophy, commencing with Hesiod and moving through the pre-Socrats, Plato and Aristotle to Epicurus. Hesiod's *Theogony*, *works and days* set the scene for particular ways of thinking about both the physical and the moral world. Students then explore the principal strands of pre-Socratic thought, with special attention to Heraclitus, Parmenides, Empedocles and Democritus. Socrates and Plato enter via *The Republic*. Here discussion encompasses all the issues – moral, aesthetic, epistemological, political, metaphysical – that *The Republic* ties together. The unit concludes with a consideration of Aristotle's ethical theory and Epicurus' formula for spiritual well-being.

Prerequisite: 30 credit points of first year Philosophy and Religious Studies, or coordinator's approval.

Class requirements: Three 1-hour lectures per week.

Assessment: One 2000-word assignment (40%), one 1-hour class test (20%), one 2-hour examination or two 1000-word assignments (40%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Inwood, B and Gerson, L.P. *The Epicurus reader*, Hackett 1994

Aristotle tr. Ross, D. *The Nicomachean ethics*, OUP 1980

Plato tr. Lee, HDP. *The Republic*, Penguin 1974

Hesiod tr. West, M.L. *Theogony, works and days*, OUP 1988

HUM2IC THE IDEA OF THE CLASSIC (20. CPs Sem. TE-SEM-1 BE.) *Mr John**Penwill**This unit is offered at third year level also.*

The study of classicism as a permanent ideal in western culture; its first manifestation in the art of ancient Greece, in particular the representation of the human body in sculpture and painting and the architecture of temple and theatre. The changes that the ideal proves capable of and the ideologies it comes to serve: Hellenistic innovation, Roman classicism, 18th century classical revivalism, French neo-classicism, 20th century fascism.

Prerequisite: 30 credit points of first year English, or coordinator's approval.

Class requirements: One 3-hour lecture per week.

Assessment: One 1500-word assignment (30%), one 2-hour class test (40%), one 1500-word assignment (30%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Boardman, J. *The Oxford history of classical art*, Oxford University Press 1997

HUM2IL ILLNESS IN LITERATURE (20. CPs Sem. TE-SEM-2 BE.) *Mr Maurie**Nestor**This unit is offered at third year level also.**Not available in 2008***HUM2IW ISLAM AND THE WEST** (20. CPs Sem. TE-SEM-2 BE.) *Dr Rod**Blackhirst**This unit is offered at third year level also.**Not available in 2008*

HUM2LTA CLASSICAL LATIN A (20. CPs Sem. TE-SEM-1 BE.) *Mr John Penwill*
This unit is offered at third year level also.
Not available in 2008

HUM2LTB CLASSICAL LATIN B (20. CPs Sem. TE-SEM-2 BE.) *Mr John Penwill*
This unit is offered at third year level also.
Not available in 2008

HUM2ME THE MODERN ERA (20. CPs Sem. TE-SEM-2 BE.) *Dr Harry Oldmeadow*
This unit is offered at third year level also.
Not available in 2008

HUM2ML MODERN LITERATURE (20. CPs Sem. TE-SEM-2 BE.) *Mr Maurie Nestor*

This unit is offered at third year level also.

An endeavour to confront our changed relation to the past through a study of key books written during the first 20 or 30 years of this century by authors such as Yeats, Eliot, Pound and Rilke, Conrad, Lawrence, Joyce and Woolf. Their dis-ease and dismay at loss of the Past and loss of meaning. The validity of their various attempts to find, or to forge, value out of a present that can no longer admit of old assurances. The difficult relation of all these things to a contrary heightening of consciousness and to a quickening of experiment in form and language that equally mark the movement.

Prerequisite: 30 credit points of first year English or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word assignment (30%), one 1-hour class test (20%), one 2.5-hour examination (50%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Conrad, J. 'Heart of darkness' in *Heart of darkness and the secret sharer*, Signet

Remarque, E. M. *All quiet on the western front*, Pan

Kafka, F. *Metamorphosis and other stories*, Minerva

Yeats, W. B. *Poems of W. B. Yeats*, Everyman's Poetry Series

Eliot, T. S. *Selected poems*, Faber

Woolf, V. *To the lighthouse*, Oxford UP World Classics

HUM2MS MEDIEVAL STUDIES (20 CPs Sem. TE-SEM-2 BE.) *Dr Rodney Blackhirst*

This unit is offered at third year level also.

In this unit students are introduced to some cultural and intellectual aspects of medieval Europe. Depending on the availability of staff, topics studied will include the monastic ideal, European pagan mythologies, the role and meaning of the Arthurian legend in medieval England, the Crusades and courtly culture, perceptions of landscape and animals, the symbolism of the hunt, the symbolism of the gothic cathedral and the perceptions and culture of death. Students will have a wide range of topics to choose from so that they can follow their own interests in their major research essay.

Prerequisite: 30 credit points of first year History or Philosophy and Religious Studies, or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2500-word essay (50%), two class tests (2500 words equivalent) (50%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

HUM2PR PHILOSOPHY OF RELIGION (20. CPs Sem. TE-SEM-2 BE.) *Dr Harry Oldmeadow*

This unit is offered at third year level also.

Not available in 2008

HUM2PWA PHILOSOPHY OF WORK AND ART (20. CPs Sem. TE-SEM-1 BE.) *Dr Roger Swarder*

This unit is offered at third year level also.

Not available in 2008

HUM2RA RENAISSANCE ART (20. CPs Sem. TE-SEM-2 BE.) *This unit is offered at third year level also.*
Not available in 2008

HUM2RM ROMANTIC MOVEMENT (20. CPs Sem. TE-SEM-1 BE, SH.) *Dr Roger Swarder*

This unit is offered at third year level also.

In this unit we explore the origins of such modern ideas as revolution, creativity, sexual liberation, nature, history. We concentrate on the high Romantic poets – Blake, Wordsworth, Coleridge, Keats; but some attention may also be given to Romantic painting and music. Additional texts provide an introduction to Romantic theories of the imagination, Romantic Satanism and the death of Romanticism. The theme of our study is an examination of the success or failure of Romantic art and idealism as answers to present problems.

Prerequisite: 30 credit points of first year English, or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 1.5-hour class test (30%), one 2-hour written examination (40%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Flaubert, G. *Madame Bovary*, Penguin

Williams, O. (edn.) *The Mentor book of major British poets*, For the

poems of Blake, Wordsworth, Coleridge and Keats – Mentor

Bronte, E. *Wuthering Heights*, Signet

HUM2TC TRADITIONAL COSMOLOGIES (20 CPs Sem. TE-SEM-1 BE.) *Dr Rodney Blackhirst*

This unit is offered at third year level also.

Students will study an introduction to ancient and medieval world-views and traditional cosmological sciences considered on their own terms, not as proto-science or obsolete superstitions. Topics include creation myths, astrology, alchemy, sacred geometry, the four element theory, traditional medicine, the human body as microcosm. The focus of the unit is Plato's major cosmological dialogue, *Timaeus*.

Class requirements: One 3-hour lecture per week.

Assessment: One 3000-word essay (60%), one 2-hour exam (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Plato *Timaeus and Critias* Penguin, 1986

HUM2WC WORLD CINEMA (20 CPs Sem. TE-SEM-1 BE.) *Dr Harry Oldmeadow*

This unit is offered at third year level also.

Not available in 2008

HUM2WGR WOMEN IN CLASSICAL GREECE AND ROME (20 CPs Sem. TE-SEM-1 BE.) *Mr John Penwill*

This unit is offered at third year level also.

Not available in 2008

HUM3AR AMERICAN REFORMERS 1780–1860 (20. CPs Sem. TE-SEM-2 BE.) *Dr Al Gabay*

Not available in 2008

HUM3BOL THE BODY IN LITERATURE (20 CPs Sem. TE-SEM-2 BE.) *Dr Sue Gillett*

Not available in 2008

HUM3AC AMERICAN CINEMA (20. CPs Sem. TE-SEM-2 BE.) *Dr Harry Oldmeadow*

See HUM2AC for full unit description.

Not available in 2008

HUM3ACL AUSTRALIAN AND CONTEMPORARY LITERATURE (20. CPs Sem. TE-SEM-1 BE, SH.) *Dr Sue Gillett*

See HUM2ACL for full unit description.

Not available in 2008

HUM3AL AMERICAN LITERATURE (20. CPs Sem. TE-SEM-2 BE, SH.) *See HUM2AL for full unit description.*
Not available in 2008

HUM3BT BUDDHIST THOUGHT (20 CPs Sem. TE-SEM-2 BE.) *Dr Al Gabay*
See HUM2BT for full unit description. Not available in 2008

HUM3BW BIBLICAL WORLD (20. CPs Sem. TE-SEM-1 BE.) *Dr Rod Blackhirst*
See HUM2BW for full unit description.
Not available in 2008

HUM3CGA CLASSICAL GREEK A (20 CPs Sem. TE-SEM-1 BE.) *Mr John Penwill*
See HUM2CGA for full unit description.

HUM3CGB CLASSICAL GREEK B (20 CPs Sem. TE-SEM-2 BE.) *Mr John Penwill*
See HUM2CGB for full unit description.

HUM3ELS ENGLISH LANGUAGE STUDIES (20 CPs Sem. TE-SEM-2 BE.) *Mr John Penwill*
See HUM2ELS for full unit description.
Not available in 2008

HUM3ER ENLIGHTENMENT AND ROMANTIC STUDIES (20. CPs Sem. TE-SEM-2 BE.) *Dr Roger Swarder*
See HUM2ER for full unit description.
Not available in 2008

HUM3ERP EASTERN RELIGION AND PHILOSOPHY (20 CPs Sem. TE-SEM-1 BE.) *Dr Harry Oldmeadow*
See HUM2ERP for full unit description.

HUM3GC GENDERED CINEMA (20 CPs Sem. TE-SEM-2 BE.) *Dr Sue Gillett*
See HUM2GC for full unit description.
Not available in 2008

HUM3GP GREEK PHILOSOPHY (20 CPs Sem. TE-SEM-2 BE.) *Dr Roger Swarder*
See HUM2GP for full unit description.

HUM3IC THE IDEA OF THE CLASSIC (20. CPs Sem. TE-SEM-1 BE.) *Mr John Penwill*
See HUM2IC for full unit description.

HUM3IL ILLNESS IN LITERATURE (20. CPs Sem. TE-SEM-2 BE.) *Mr Maurie Nestor*
See HUM2IL for full unit description.
Not available in 2008

HUM3IW ISLAM AND THE WEST (20. CPs Sem. TE-SEM-2 BE.) *Dr Rod Blackhirst*
See HUM2IW for full unit description.
Not available in 2008

HUM3LTA CLASSICAL LATIN A (20. CPs Sem. TE-SEM-1 BE.) *Mr John Penwill*
See HUM2LTA for full unit description.
Not available in 2008

HUM3LTB CLASSICAL LATIN B (20. CPs Sem. TE-SEM-2 BE.) *Mr John Penwill*
See HUM2LTB for full unit description.
Not available in 2008

HUM3ME THE MODERN ERA (20. CPs Sem. TE-SEM-2 BE.) *Dr Harry Oldmeadow*
See HUM2ME for full unit description.
Not available in 2008

HUM3ML MODERN LITERATURE (20. CPs Sem. TE-SEM-2 BE.) *Mr Maurie Nestor*
See HUM2ML for full unit description.

HUM3MS MEDIEVAL STUDIES (20 CPs Sem. TE-SEM-2 BE.) *Dr Rodney Blackhirst*
See HUM2MS for full unit description.
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HUM3PR PHILOSOPHY OF RELIGION (20. CPs Sem. TE-SEM-2 BE.) *Dr Harry Oldmeadow*
See HUM2PR for full unit description.
Not available in 2008

HUM3PWA PHILOSOPHY OF WORK AND ART (20. CPs Sem. TE-SEM-1 BE.) *Dr Roger Swarder*
See HUM2PWA for full unit description.
Not available in 2008

HUM3RA RENAISSANCE ART (20. CPs Sem. TE-SEM-2 BE.) *See HUM2RA for full unit description.*
Not available in 2008

HUM3RM ROMANTIC MOVEMENT (20. CPs Sem. TE-SEM-1 BE, SH.) *Dr Roger Swarder*
See HUM2RM for full unit description.

HUM3TC TRADITIONAL COSMOLOGIES (20 CPs Sem. TE-SEM-1 BE.) *Dr Rodney Blackhirst*
See HUM2TC for full unit description.

HUM3WC WORLD CINEMA (20 CPs Sem. TE-SEM-1 BE.) *Dr Harry Oldmeadow*
See HUM2WC for full unit description.
Not available in 2008

HUM3WGR WOMEN IN CLASSICAL GREECE AND ROME (20 CPs Sem. TE-SEM-1 BE.) *Mr John Penwill*
See HUM2WGR for full unit description.
Not available in 2008

INM1IA INDONESIAN 1A (15. CPs Sem. TE-SEM-1 BE.) *Ms Nita Rahayu*
In this introductory subject, students will study a series of dialogues and readings. The students will develop the skills to communicate predictable personal information on familiar topics within the theme daily life. The students will also acquire an understanding of the cultural differences and similarities between Indonesian and Australian contexts.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week

Assessment: One five minute class presentation (10%), five minute bi-weekly written or spoken exercises (30%), one 1-hour mid-semester test (10%), one 1-hour written examination (20%), one 10-minute oral examination (30%).

Prescribed Reading:

Marshall, B *Kehidupan Seharian-hari A*, La Trobe University, Bendigo 2003

Recommended Reading:

Sahanaya, W and Tan, A. *The Oxford Study Indonesian Dictionary* Oxford University Press, 2001

INM1IB INDONESIAN 1B (15. CPs Sem. TE-SEM-1 BE.) *Ms Nita Rahayu*
Through the study of a series of dialogues and readings and the completion of a range of consolidating and communicative tasks, this unit provides the opportunity for the development of listening, speaking, reading and writing skills to the basic transactional level. The theme is daily life, but increasingly in the Indonesian context. Students will acquire an understanding of key linguistic features in Indonesian and form a comparison with English.

Perequisites: INM1IA

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

Assessment: One five minute class presentation (10%), five minute bi-weekly written or spoken exercises (30%), one 1-hour mid-semester test (10%), one 1-hour 20-minute written examination (20%), one 10 minutes oral examination (30%).

Prescribed Reading:

Marshall, B. *Kehidupan Seharian-hari B (Daily Life B)* La Trobe University, Bendigo 2003

Sahanaya, W and Tan, A. *The Oxford study Indonesian dictionary* Oxford University Press, 2001

INM2IC INDONESIAN 2C (15. CPs Sem. TE-SEM-1 BE.) *Ms Nita Rahayu*

In this unit, students will learn to hold conversations and write a range of discourse forms on various topics within the theme society and environment. Through a variety of activities, both consolidating and communicative, students will develop their proficiency in listening, speaking, reading and writing and expand their knowledge of Indonesian culture.

Prerequisite: INM1IB.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

Assessment: Two 600-word written assignments (30%), one 7-minute oral and presentation (20%), one 15-minute oral examination (20%), one 1.5-hour written examination (30%)

Prescribed Reading:

Lowry, D and Rahayu, N. *Masyarakat dan Lingkungan Indonesia (Indonesian Society and Environment)*, La Trobe University, Bendigo 2003

Sahanaya, W and Tan, A. *The Oxford study Indonesian dictionary*, OUP 2001

INM2ID INDONESIAN 2D (15. CPs Sem. TE-SEM-2 BE.) *Ms Nita Rahayu*

This unit extends the ability of students to hold conversations and write a range of discourse forms on topics such as the environment, famous people and relationships, within the theme society and environment. Through a variety of activities, both consolidating and communicative, students will develop their proficiency in listening, speaking, reading and writing and expand their knowledge of Indonesian culture and society, especially as it compares with Australian culture and society.

Prerequisite: INM2IC.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

Assessment: Two 600-word written assignments (30%), one 7-minute oral task and presentation (20%), one 15-minute oral examination (20%), one 1.5-hour written examination (30%)

Prescribed Reading:

Lowry, D and Rahayu, N. *Masyarakat dan Lingkungan Indonesia (Indonesian Society and Environment)*, La Trobe University, Bendigo 2003

Sahanaya, W and Tan, A. *The Oxford study Indonesian dictionary*, OUP 2001

INM3IE INDONESIAN 3E (15. CPs Sem. TE-SEM-1 BE.) *Mrs Nita Rahayu*

Through a close study of extended dialogues and readings on Javanese and Makassar society, the students will develop an understanding of the diversity of Indonesia. The students will enhance their productive language skills by writing and reports procedural texts and giving an oral presentation in which they will show some degree of mastery of specialised language and a range of increasingly sophisticated linguistic features.

Prerequisite: INM2ID.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

Assessment: One 7-minute oral presentation (20%), two 300-word written assignments (20%), one 15-minute oral examination (25%), one 1.5-hour written examination (35%)

Prescribed Reading:

Marshall, B and Rahayu, N. *Pahlawan Indonesia*, La Trobe University, Bendigo 2003

INM3IF INDONESIAN 3F (15. CPs Sem. TE-SEM-2 BE.) *Mrs Nita Rahayu*

In this unit, students examine the major historical influences on the development of Indonesia. The students will develop their Indonesian language skills by responding to readings and other resources such as film extracts to develop an understanding the major themes.

Prerequisite: INM3IE.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

Assessment: One 7-minute oral presentation (20%), two 300-word written assignments (20%), two 15-minute oral examinations (25%), one 1-hour 30-minute written examination (35%)

Prescribed Reading:

Marshall, B and Rahayu, N. *Masyarakat Indonesia Kontemporer*, La Trobe University, Bendigo 2003

INM4IG INDONESIAN G (15. CPs Sem. TE-SEM-1 BE.) *Ms Nita Rahayu*

In this unit, students extend their study of diversity in Indonesia by examining the cultural background of a number of important Indonesian communities. Extended reading is required, as are regular responses to the material, both orally and in writing. Students will demonstrate increasing mastery of a range of linguistic features, particularly those required for writing, such as affixation.

Prerequisite: INM3IF.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

Assessment: one 10-minute oral presentation (20%), one 750-word written assignment (20%), one 750-word grammar journal (10%), one 15-minute oral examination (20%), one 1-hour 30-minute written examination (30%)

Prescribed Reading:

Mintz, M. *Readings in Indonesian culture*, Indonesian/Malay Texts and Resources 2002

INM4IH INDONESIAN H (15. CPs Sem. TE-SEM-2 BE.) *Ms Nita Rahayu*

In this unit, students will study examples of Indonesian literature, including short stories and poetry, for appreciation of the content, but also to develop an understanding of the vocabulary, structures and writing styles found in literature. They will respond to their reading in various ways, for example, by turning a narrative into a newspaper style article or by dramatising a short story.

Prerequisite: INM4IG.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

Assessment: One 750-word summary (10%), one 10-minute oral presentation (20%), one 750-word article (20%), one 15-minute oral examination (20%), one 1.5-hour written examination (30%)

Prescribed Reading:

Mintz, M. *Readings in Indonesian culture*, Indonesian/Malay Texts and Resources 2002

INM4RCI INDONESIAN READING COURSE I (15 CPs Sem. TE-SEM-1 BE.)

Miss Nita Rahayu

This unit requires research and extensive reading, largely in Indonesian, in order for students to develop knowledge of a particular area of Indonesia literature, culture or history. A suitable topic of interest is decided in consultation with the supervisor.

Prerequisite: INM4IH.

Class requirements: One 1-hour weekly meeting with supervisor.

Assessment: Six sustained weekly discussions in Indonesian with supervisor, each of 10-minute duration (20%), one 500-word translation from Indonesian text into English (10%), one 700-word summary of materials read (30%), one 1000-word analytical essay in Indonesian (40%)

Recommended Reading:

Mintz, M. *Advanced writing for students of Malay Indonesian*, EFB Publishers 1993

INM4RCJ INDONESIAN READING COURSE J (15 CPs Sem. TE-SEM-2 BE.)

Ms Nita Rahayu

This unit requires research and extensive reading, largely in Indonesian, in order to develop knowledge of a particular area of Indonesia literature, culture or history. A suitable topic of interest is decided in consultation with the supervisor. The students are encouraged to negotiate topic or area for investigation. The topics could relate to cultural literature, current affairs, etc.

Prerequisite: INM4RCI.

Class requirements: One 1-hour weekly meeting with supervisor.

Assessment: six sustained weekly discussion in Indonesian with supervisor each of ten minutes duration (20%), one 500-word translation from Indonesian into English (10%), one 700-word summary of materials read (30%), one 1000-word analytical essay in Indonesian (40%)

Recommended Reading:

Mintz, M. *Advanced writing for students of Malay Indonesian*, EFB Publishers 1993

PLA1IPD INTRODUCTION TO PLANNING AND DESIGN (15 CPs Sem. TE-SEM-1 BE.) *Mr Trevor Budge*

This unit is an introduction to the theory, concepts and practice of planning and design as an historical development and as practised in contemporary Australia. These developments are studied in the context of progressive architectural movements such as the city beautiful and garden suburb movements and the rise of new urbanism as a design form in reaction to post-WWII suburbs. The urbanisation and suburbanisation of Australia and the role of housing as a social expression of Australia will be explored together with the form and character of regional centres and small towns. The role and function of community-based movements on planning and design will be assessed against the development of legislation and government policy seeking to promote good design. Using case studies, fieldwork and practical work students will develop skills in the assessment of cultural heritage significance and the preparation of a design.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week plus two half-day field trips and two half-day practical design workshops.

Assessment: One 1500-word essay (30%), practical design workshop exercise (equivalent to 1000 words) (30%), one 1.5-hour examination (40%)

Recommended Reading:

Troy, P. (edn.) *A history of European housing in Australia*, Cambridge University Press 2000

Pearson, M and Sullivan, S. *Looking after heritage places*, Melbourne University Press 1995

Hamnett, S and Freestone, A. (Eds) *The Australian metropolis: a planning history*, Allen and Unwin 2000

Frost, L. *The new urban frontier: urbanization and city building in Australasia and the American West*, NSW University Press, 1991

PLA1ISP INTRODUCTION TO STATUTORY PLANNING (15 CPs Sem. TE-SEM-2 BE.) *Mr Trevor Budge*

In this unit students examine the statutory bases of Victorian land use and development control, in particular the Planning and Environment Act 1987 and related legislation. Topics covered include: planning as a process and the limitations of land use and development controls; the principles of judicial review of administrative action; scheme amendment; permit applications and applications for review; enforcement; compensation for land acquisition; and the impact of planning decisions. We focus on the formulation and implementation of planning policies and development controls on land.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (20%), one 1500-word assignment (30%), one 2-hour examination (50%)

Prescribed Reading:

Eccles, D and Bryant, T. *Statutory planning in Victoria*, 2nd edn. Federation Press 1999

PLA1PSD PRINCIPLES OF SUSTAINABLE DEVELOPMENT (15 CPs Sem. TE-SEM-1 BE.) *Mr Andrew Butt*

In this unit we explore the meaning and emerging opportunities of sustainable development – drawing together the inextricable links between the development of human and social capital, the maintenance of natural capital and sustainable wealth creation. Development opportunities are emerging through innovative sustainable technologies and shifts in focus toward ‘growing people’ rather than only ‘growing the economy’. Areas of study will cover issues of social well-being and the measurement of progress; links between economic, social and ecological systems; the value of nature to economic and social well-being; practical examples of sustainability innovations and planning frameworks for sustainable development based on the triple bottom line audit concept. Students will complete the unit understanding the multidisciplinary nature of sustainable development, enabling them to think critically as they undertake subjects within the different disciplines.

Class requirements: Two 1-hour lectures and one 1-hour workshop per week, plus one 1-day field trip.

Assessment: One 1500-word essay (40%), one 2000-word essay (50%), workshop presentation (10 minutes) (10%)

Recommended Reading:

Elkington, J. *Cannibals with forks: the triple bottom line of 21st century business*, Capstone 1997

Hawken, P, Lovins, A and Lovins, L. *Natural capitalism: the next industrial revolution*, Earthscan 1999

Yencken, D and Wilkinson, D. *Resetting the compass: Australia's journey toward sustainability*, CSIRO 2000

PLA2PPA PLANNING PRACTICE 2A (20 CPs Sem. TE-SEM-1 BE.) *Mr Trevor Budge*

In this unit students are introduced to planning in the work-place through assessments based on visits to workplaces and field work. The focus is on problem-solving using projects involving statutory and strategic planning, natural resource management and environmental protection. We introduce the concept of GIS as a tool to assist in research and problem-solving. Attention is given to the preparation and presentation of project material including practical designs, plans and proposals to resolve problems associated with the physical constraints of sites and the economic and social agenda associated with land use change and development. Concepts such as working with relevant agencies and authorities, liaising with other departments within organisations, consulting with the community, resolving disputes and managing a planning process are introduced. Students are required to bring theory and knowledge together and to apply it to resolve situations from the work-place.

Prerequisite: PLA1ISP.

Class requirements: Students undertake 30 days of work experience prior to the start of semester 1. Weeks 1 to 3 of semester: one 1-hour lecture and one 2-hour workshop per week, weeks 4 to 12 of semester: 2 hours of classes and two days of work experience per week.

This unit is not available for ‘Study Abroad’ students.

Assessment: One 1500-word essay (30%), one group presentation (1500 words equivalent) (30%), one 2000-word practical assignment (40%)

Prescribed Reading:

Randolph, J. *Environmental land use planning and management*, Island Press 2004

Daniels, T, Keller, J and Lapping, M. *Small town planning handbook*, APA Planners Press 1995

PLA2RRP RURAL AND REGIONAL PLANNING (20 CPs Sem. TE-SEM-2 BE.)

Mr Andrew Butt

In this unit students will examine the theory, concepts and practice of local, rural and regional planning. The changing settlement structure and demographic characteristics of rural and regional Australia will be examined. A review of the historical development of regional studies and planning will provide a context for current policies and practices. The statutory and institutional planning hierarchy including the roles and responsibilities of agencies at Local, State and Federal Government will be analysed as a basis for understanding their strategies, policies and programs in respect to rural and regional planning and development. On completion of this unit students should have acquired a basic understanding of the preparation, implementation and evaluation of rural and regional planning techniques and practices.

Prerequisite: 30 credit points of first year Community Planning and Development or coordinator's approval.

Class requirements: Two 1-hour lectures and one 2-hour tutorial/practical per week. Postgraduate students may elect the following alternative mode of delivery: 50% of the delivery consisting of six modules of learning materials (paper or electronic), each taking three hours of student time to complete and supplemented by electronic communication with the lecturer and other students. 50% consisting of a three-day intensive workshop.

Assessment: One 3000-word project report (60%), two practical exercises (equivalent to 1000 words each) (40%)

Recommended Reading:

Lockie, S and Bourke, L. (Eds) *Reality bites: the social and environmental transformation of rural Australia*, Pluto Press 2001

Yencken, D and Wilkinson, D. *Resetting the compass: Australia's journey towards sustainability*, CSIRO 2000

Rogers, MF and Collins, YMJ. *The future of Australia's country towns*, CSRC, La Trobe University, Bendigo 2001

PLA3CD COMMUNITY DEVELOPMENT (20 CPs Sem. TE-SEM-1 BE.) Mr

Trevor Budge

Not available in 2008

PLA3CPD PROJECT IN COMMUNITY PLANNING AND DEVELOPMENT

(20 CPs Sem. TE-SEM-2 BE.) Coordinator to be advised

Not available in 2008

PLA3PPB PLANNING PRACTICE 3B (20 CPs Sem. TE-SEM-1 BE.) Mr Trevor

Budge

Not available in 2008

PLA4ESI ASSESSMENT OF ENVIRONMENTAL, ECONOMIC AND SOCIAL IMPACTS (20 CPs Sem. TE-SEM-2 BE. TE-W44-07 BE.) Mr Trevor Budge

Modern planning legislation, including the Victorian Planning and Environment Act 1987, requires that the environmental, economic and social impacts of proposed development are considered in decision-making processes, particularly for major developments. Students will not be provided with the knowledge and skills necessary to undertake such assessment but rather to equip them with knowledge and skills to enable them as practising planners to more adequately supervise the work of consultants and/or to critique studies undertaken by other agencies and/or consultants.

Class requirements: 50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete and supplemented by electronic communication with the lecturer and other students. 50% consists of a three-day intensive workshop.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word assignment (40%), one 3000-word assignment (60%)

Prescribed Reading:

Thomas, I. *Environmental impact assessment in Australia: theory and practice* Federation Press 1996

Smith, LG. *Impact assessment and sustainable resource management*, John Wiley, Longman, Burnt Mill 1993

PLA4LGA LOCAL GOVERNMENT ADMINISTRATION (20 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE. TE-W44-07 BE.) Coordinator to be advised

In this unit students examine the major changes faced by local government in an environment of technological change, roles and responsibilities in respect to Federal and State Governments, administrative restructures, globalisation and international competitiveness. These changes are considered in the context of competing theories of public administration and the changing role of local government bodies, including the adoption of private sector management principles. We aim to provide an understanding of how different types of local government structures are evolving and the relationship between strategic, tactical and operational functions within local government administration.

Class requirements: 50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete and supplemented by electronic communication with the lecturer and other students. 50% consists of a three-day intensive workshop.

Assessment: Two 1500-word assignments (50%), one 2-hour examination (50%)

Prescribed Reading:

Dollery, B and Marshall, N. (Eds) *Australian Local Government: reform and renewal*, Macmillan Education 1997

Kelly, A. *Local Government*, Franklin Watts 1999

PLA4NMC NEGOTIATION, MEDIATION AND COMMUNITY DEVELOPMENT (20 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE. TE-W44-07 BE.) Dr

Michael Faulkner

In this unit we aim to (i) develop skills in and a critical understanding of, the practical aspects of dispute resolution via negotiation, mediation and conciliation; and (ii) provide insights and skills in fostering community participation processes as a means of enhancing community development. Approximately half the unit is devoted to

negotiation, mediation and dispute resolution of conflicts, which arise in relation to development proposals. The issues that emerge from examining disputes and concerns that arise from development proposals are examined in order to provide a more advanced understanding of techniques for managing community conflicts and for fostering public participation in decision-making.

Class requirements: 50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete and supplemented by electronic communication with the lecturer and other students. 50% consists of a three-day intensive workshop.

This unit is not available for 'Study Abroad' students.

Assessment: Two 1500-word assignments (50%), one 2-hour examination (50%)

Prescribed Reading:

Kenny, S. *Developing communities for the future: community development in Australia*, Nelson Australia 1994

Cornelius, H and Faire, S. *Everyone can win: how to resolve conflict*, Simon and Schuster 1991

Wolsenholme, R. *Understanding small rural communities and the consultation process*, Rural Development Centre UNE 1995

PLA4PP PROFESSIONAL PRACTICE (20 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE. TE-W44-07 BE.) Mr Trevor Budge

In this unit students will critique notions of 'profession' and 'professionalism' and examines the extent to which planning may be called a profession. Students will critically examine: the application of ideas such as equity, fairness and rights to planning practice and the assumptions underlying the rationales used by 'professional planners'. As part of these explorations, client and professional relationships are examined, as are the design and management of briefs, contract administration and the supervision and management of consultants and contractors.

Class requirements: 50% of the delivery consists of weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete and supplemented by electronic communication with the lecturer and other students. 50% consists of a three-day intensive workshop.

This unit is not available for 'Study Abroad' students.

Assessment: One 2000-word assignment (40%), one 3000-word assignment (60%)

Prescribed Reading:

Hendler, S. (edn.) *Planning ethics: a reader in planning theory, practice and education*, Centre for Urban Policy Research 1995

PLA4PSP PRINCIPLES OF STRATEGIC PLANNING (20 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE. TE-W44-07 BE.) Mr Trevor Budge

In this unit the major principles in the development and application of strategic planning are examined. The practice of strategic management, strategic planning and decision-making particularly as it applies to private organisations, State and Local Governments and its application to land use and development is reviewed and analysed. Techniques and means used to apply strategic planning to address a range of corporate, management, community, land use and resource management issues in a context of globalisation, technological change, community expectations and government policy is assessed. These changes are evaluated against the principles and theories of strategic planning and the management of processes to implement strategic plans. An understanding of how the public and private sectors have developed strategic approaches to a range of urban, rural and regional problems is provided.

Class requirements: 13 weekly learning material modules and one three-day intensive workshop.

This unit is not available for 'Study Abroad' students.

Assessment: One 1000-word report (20%), one 2000-word assignment (40%), one 2000-word assignment (40%)

Prescribed Reading:

Gleeson, B and Low, N. *Australian urban planning: new challenges, new agendas*, Allen and Unwin 2000

McLoughlin, J. *Shaping Melbourne's future: town planning, the State and civil society*, Cambridge University Press 1992

Thompson, A and Strickland, A. *Strategic management concepts and cases*, 13th edn. McGraw-Hill Irwin 2003

PLA4SP STATUTORY PLANNING (20 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE. TE-W44-07 BE.) *Mr Trevor Budge*

In this unit students examine the statutory bases of planning land use and development control, in particular relevant Acts and related legislation. Topics covered include: planning as a process and the limitations of land use and development controls; the principles of judicial review of administrative action; scheme amendment; permit applications and applications for review; enforcement; and compensation for land acquisition and the impact of planning decisions. In this unit the focus is on the formulation and implementation of planning policies and development controls on land.

Class requirements: 50% of the delivery consists of seven weekly modules of learning materials (paper or electronic), each taking three hours of student time to complete and supplemented by electronic communication with the lecturer and other students. 50% consists of a three-day intensive workshop.

This unit is not available for 'Study Abroad' students.

Assessment: Two 1500-word assignments (50%), one 2-hour examination (50%)

Prescribed Reading:

Eccles, D and Bryant, T. *Statutory planning in Victoria*, 2nd edn. Federation Press 1999

POL2API AUSTRALIAN POLITICAL INSTITUTIONS (20 CPs Sem. TE-SEM-2 BE.) *Dr Ardel Shamsullah*

This unit is offered at third year level also.

Not available in 2008

POL2AWS AUSTRALIAN WELFARE STATE (20 CPs Sem. TE-SEM-1 BE.) *Dr*

Ardel Shamsullah

This unit is offered at third year level also.

Not available in 2008

POL2PI POLITICAL IDEOLOGIES AND POLITICAL IDEALS IN MODERN POLITICS (20. CPs Sem. TE-SEM-1 BE.) *Mr Ian Tulloch*

This unit is offered at third year level also.

Not available in 2008

POL2PIA POLITICAL INTERESTS IN AUSTRALIA (20. CPs Sem. TE-SEM-1 BE.) *Mr Ian Tulloch*

This unit is offered at third year level also.

Some of the significant interest groups in the Australian political system are examined in terms of the issues which mobilise them and evaluated for their influence on the decision-making process. Groups studied may include business, labour, women, aborigines, the media, rural interest groups, political extremes, migrants and environmental organisations.

Prerequisite: 30 credit points of first year politics or sociology, or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

Assessment: One 2000-word essay (40%), one 1000-seminar paper (20%), one 2000-word essay (40%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

POL2PIV POLITICS AND PUBLIC POLICY IN VICTORIA (20 CPs Sem. TE-SEM-2 BE.) *Dr Ardel Shamsullah*

This unit is offered at third year level also.

In this unit students will examine the Victorian political system, exploring the state's institutional political arrangements and reviewing the policy reforms introduced in the 1990s, which reshaped the Victorian public sector. The dramatic fluctuations witnessed in the fortunes of State Governments, from Cain and Kirner to Kennett and Bracks will be assessed. Topics will include: the significance of the States, the role of State parliament, government accountability, the political parties, elections, the media, the premier, privatisation, metropolitan regional issues and policy changes in a range of fields.

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: One 2500-word essay (40%), one 2-hour examination (40%), one 1000-word tutorial paper (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Preliminary Reading:

Henningham, J. (edn.) *Institutions in Australian society*, Oxford UP 1999

Prescribed Reading:

Costar, B and Economou, N. (Eds), *The Kennett Revolution: Victorian politics in the 1990's*, UNSW Press 1999

POL2ULR UNIONS AND LABOUR RELATIONS (20. CPs Sem. TE-SEM-2 BE.)

Mr Ian Tulloch

This unit is offered at third year level also.

Not available in 2008

POL3API AUSTRALIAN POLITICAL INSTITUTIONS (20 CPs Sem. TE-SEM-2 BE.) *Dr Ardel Shamsullah*

See POL2API for full unit description.

Not available in 2008

POL3AWS AUSTRALIAN WELFARE STATE (20 CPs Sem. TE-SEM-1 BE.) *Dr*

Ardel Shamsullah

See POL2AWS for full unit description.

Not available in 2008

POL3PI POLITICAL IDEOLOGIES AND POLITICAL IDEALS IN MODERN POLITICS (20. CPs Sem. TE-SEM-1 BE.) *Mr Ian Tulloch*

See POL2PI for full unit description.

Not available in 2008

POL3PIA POLITICAL INTERESTS IN AUSTRALIA (20. CPs Sem. TE-SEM-1 BE.) *Mr Ian Tulloch*

See POL2PIA for full unit description.

POL3PIV POLITICS AND PUBLIC POLICY IN VICTORIA (20 CPs Sem. TE-SEM-2 BE.) *Dr Ardel Shamsullah*

See POL2PIV for full unit description.

POL3ULR UNIONS AND LABOUR RELATIONS (20. CPs Sem. TE-SEM-2 BE.)

Mr Ian Tulloch

See POL2ULR for full unit description.

Not available in 2008

SOC1SP1 INTRODUCTION TO SOCIOLOGY POLITICS AND CULTURE 101 (15. CPs Sem. TE-SEM-1 BE, SH.) *Mr Ian Tulloch*

In this unit students are introduced to a range of concepts, issues and perspectives for the study of society, politics and culture. The unit begins with a general overview of the processes of socialisation and social reproduction in Australian society. Key dimensions of Australian social, political and cultural life are then considered in detail. Topics covered will include class, gender, work, politics, the state and political culture.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 750-word essay (10%), one 1000-word essay (25%), one 2000-word essay (45%), tutorial exercises (20%)

Prescribed Reading:

Van Krieken, R et al. *Sociology: themes and perspectives*, 3rd edn. Pearson Education 2006

SOC1SP2 INTRODUCTION TO SOCIOLOGY POLITICS AND CULTURE 102 (15. CPs Sem. TE-SEM-2 BE, SH.) *Mr Ian Tulloch*

In this unit students are introduced to an advanced range of concepts, issues and perspectives for the study of society, politics and culture. The unit begins with a general overview of the processes of socialisation and social reproduction in Australian society. Key dimensions of Australian social, political and cultural life are then considered in detail. Topics covered will include class, gender, work, politics, the state and political culture.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 750-word essay (10%), one 1000-word essay (25%), one 2000-word essay (45%), tutorial exercises (20%)

Prescribed Reading:

Van Krieken, R et al. *Sociology: themes and perspectives*, 3rd edn. Pearson Education 2006

SOC2ACR AUSTRALIAN CITIES AND REGIONS (20 CPs Sem. TE-SEM-1 BE, BU.) BE: Mr Trevor Budge, BE: Mr Andrew Butt, BU: Dr Trevor Hogan

This unit is offered at third year level also.

Not available in 2008

SOC2APC ASIAN-PACIFIC CITIES (20 CPs Sem. TE-SEM-2 BE, BU.) BE: Mr Trevor Budge, BE: Mr Andrew Butt, BU: Dr Trevor Hogan

This unit is offered at third year level also.

In this unit students are helped to think about urban challenges and innovation in contemporary cities of the Asia-Pacific. For the first time in world history the majority of humankind now lives in cities and in cities that are bigger and more complex than any previous historical epoch. The twenty-first century is the Asia-Pacific era and the cities of the region are the urban imaginaries and techno-industrial engines of the world. Our deepest nightmares and our most utopian hopes for cities can be found in the cities of this region. Australian cities are closely modelled on North American cities, especially of the Pacific Rim and most of our trade and cultural traffic is with Asian and North American cities. A critical understanding of these cities, from LA to Vancouver, Tokyo to Shanghai, Hong Kong to Singapore, Bangkok to Manila, will help us to think about the spatial, built form, technological and cultural challenges of our own cities for long term sustainability.

Prerequisite: Bendigo students: 30 credit points of first year sociology and politics or unit coordinator's approval

Bundoora students: 30 credit points of first year sociology, anthropology or AST1IJI or AST1ICI or unit coordinator's approval.

Class requirements: One 2-hour seminar and one hour on WebCT per week.

Assessment: One 1000-word presentation and essay (25%), one 2500-word research essay (45%), one group class presentation (1500 words equivalent) (30%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Davis, M. *Cities of slums* Verso 2006

Hall, P. *Cities of tomorrow: an intellectual history of urban planning and design in the twentieth century* Blackwell 2002

Davis, M. *City of quartz, excavating the future in Los Angeles* Vintage 1992

Seabrook, J. *In the cities of the south: scenes from a developing world* Verso 2000

Frost, L. *The new urban frontier: urbanisation and city building in Australasia and the American West* UNSW Press 1991

Calthorpe, P. *The next American metropolis: ecology, community and the American Dream* Princeton Architectural Press 1995

Hall, P and Pfeiffer, U. *Urban future 21* Spoon Press 2000

SOC2CSI CONTEMPORARY SOCIAL ISSUES (20. CPs Sem. TE-SEM-1 BE, SH.) Mr Gerry Gill

This unit is offered at third year level also.

Not available in 2008

SOC2LL LANDSCAPE AND THE HUMAN WORLD (20. CPs Sem. TE-SEM-2 BE, BU, SH.) Mr Gerry Gill

This unit is offered at third year level also.

In this unit our studies are based on the areas of central Victoria, which were the estates of the Jaara and Daung Wurrung clans. Students will examine: the contrasting indigenous and European modes of imagining and shaping this landscape; the violence and clash of values on the frontier; the transformations of the landscape by successive generations of Europeans and the traces of their failed dreams and abandoned traditions. We will focus on specific stories and places, but also undertake aesthetic, ecological and theoretical reflection on the relationship of the human world to the Earth. Students will be introduced to the specific skills of interpreting physical landscapes, totemic landscapes, rituals, archival documents and maps. In addition to academic texts, a range of landscape-inspired art, music, film and poetry will be studied.

Prerequisite: 30 credit points of first year Humanities and Social Science or coordinator's approval.

Class requirements: Bendigo: one 2-hour lecture and one 1-hour tutorial for nine weeks and two 6-hour field trips.

Bundoora and Shepparton: equivalent of fifteen hours of lectures in the form of PowerPoint presentations accessible on the web supported by a DVD of readings, short films, music and images. Two 2-day blocks with six hours of lectures and seminars on day one and a six-hour field trip on the following day.

Assessment: One 2000-word essay (40%), one field-trip note-book and skills exercises (1000 words equivalent) (20%), one 2-hour examination (40%). Third year students will be expected to display a higher level of discipline-specific skills than second year students.

SOC2MS MACRO-SOCIOLOGY (20. CPs Sem. TE-SEM-1 BE.) Mr Gerry Gill

This unit is offered at third year level also.

In this unit students will study the sociological theories, which have attempted to account for the big picture of social change in human history and to orient humankind to the future. The classical theories of social evolution of Marx, Durkheim, Weber, Parsons and Levi-Strauss will be studied before moving on to consider the more recent theories of writers such as Habermas, Sanderson, Mann, Giddens and Trigger.

Prerequisite: 30 credit points of first year sociology or coordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: Two 1000-word exercises (40%), one 2500-word essay (50%), one 500-word tutorial paper (10%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Sanderson, S. *Macro sociology*, Longman 1998

Trigger, B. *Sociocultural evolution*, Blackwells 1998

Mann, M. *The sources of social power*, Vols 1 and 2, CUP 1993

Habermas, J. *The theory of communicative action*, Vols 1 and 2, Polity Press 1987

SOC2RSI RURAL SOCIOLOGICAL ISSUES (20. CPs Sem. TE-SEM-1 BE.) Dr

Yolande Collins

This unit is offered at third year level also.

Not available in 2008

SOC2RSL RESEARCHING SOCIAL LIFE (20 CPs Sem. TE-SEM-2 BE.) Dr

Shari Sieglhoff

This unit is offered at third year level also.

Not available in 2008

SOC2SH SOCIOLOGY OF HEALTH AND ILLNESS (20. CPs Sem. TE-SEM-2 BE.) Dr Shari Sieglhoff

This unit is offered at third year level also.

In this unit we undertake a study of the changes in the scope and organisation of health care associated with the changing conceptualisation of health and illness. Both organisational changes to health care and changes to concepts of health and illness will be analysed as changing social relationships, i.e., between the state and providers of health care, between those providing and those receiving health care and between the providers themselves. The organisation of health care is approached through studies of professionalisation, medical bureaucracies and medical technology. Concepts of disease and illness are examined with particular focus on 'mental illness' and on rural health.

Prerequisite: 30 credit points of first year Social Research, Planning and Development or Sociology, Politics and Culture, or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word tutorial paper and presentation (20%), one 2000-word essay (40%), one 2-hour examination (40%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

SOC2SR SOCIAL RESEARCH (20. CPs Sem. TE-SEM-1 BE.) *Dr Shari Sieglhoff*
This unit is offered at third year level also.

Students are introduced to social research principles and methods for studying the social world. Compared to other ways of knowing about the social world, social research is shown to be distinguished by a scientific approach. The series of steps involved in the social research process are considered in detail. We will then review the range of methods social researchers use to analyse media content, conduct a survey, run a social experiment, find and use information from the Australian Bureau of Statistics, participate in and observe social groups in natural settings and conduct interviews with individuals and groups.

Prerequisite: 30 credit points of first year sociology, or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2500-word research project (50%), one 1000-word practical research exercise (20%) and one 1.5-hour examination (30%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Sarantakos, S. *Social research*, 3rd edn. Palgrave MacMillan 2005

SOC3ACR AUSTRALIAN CITIES AND REGIONS (20 CPs Sem. TE-SEM-1 BE, BU.) *BE: Mr Trevor Budge, BE: Mr Andrew Butt, BU: Dr Trevor Hogan*

See SOC2ACR for full unit description.

Not available in 2008

SOC3APC ASIAN-PACIFIC CITIES (20 CPs Sem. TE-SEM-2 BE, BU.) *BE: Mr Trevor Budge, BE: Mr Andrew Butt, BU: Dr Trevor Hogan*
See SOC2APC for full unit description.

SOC3CSI CONTEMPORARY SOCIAL ISSUES (20. CPs Sem. TE-SEM-1 BE, SH.) *Mr Gerry Gill*

See SOC2CSI for full unit description.

Not available in 2008

SOC3LL LANDSCAPE AND THE HUMAN WORLD (20. CPs Sem. TE-SEM-2 BE, BU, SH.) *Mr Gerry Gill*
See SOC2LL for full unit description.

SOC3MS MACRO-SOCIOLOGY (20. CPs Sem. TE-SEM-1 BE.) *Mr Gerry Gill*
See SOC2MS for full unit description.

SOC3RSI RURAL SOCIOLOGICAL ISSUES (20. CPs Sem. TE-SEM-1 BE.) *Dr Yolande Collins*

See SOC2RSI for full unit description.

Not available in 2008

SOC3RSL RESEARCHING SOCIAL LIFE (20 CPs Sem. TE-SEM-2 BE.) *Dr Shari Sieglhoff*

See SOC2RSL for full unit description. Not available in 2008

SOC3SH SOCIOLOGY OF HEALTH AND ILLNESS (20. CPs Sem. TE-SEM-2 BE.) *Dr Shari Sieglhoff*

See SOC2SH for full unit description.

SOC3SR SOCIAL RESEARCH (20. CPs Sem. TE-SEM-1 BE.) *Dr Shari Sieglhoff*
See SOC2SR for full unit description.

VPA1AD1 APPLIED DESIGN 1 (15. CPs Sem. TE-SEM-1 BE, MI.) *BE: Ms Claire Smith, MI: Mr Neil Fetting*

Digital and print studies are offered to alternative groups each semester

The application of techniques for visual communication is at the core of this unit. Through applied projects such essential skills as construction techniques, layout visualisation and presentation, applied drawing, photo mechanical and reproductive techniques, photographic and typographic application are developed.

Class requirements: One 1-hour lecture and 2 hours of practical classes per week.

Assessment: Five 2-week projects (100%)

Recommended Reading:

Craig, J. *Basic typography: a design manual*, Watson-Guptill 1990
 Craig, J. *Production for the graphic designer*, Watson-Guptill 1974
 Spiekerman, E and Ginger, E. M. *Stop stealing sheep and find out how type really works*, Adobe Press 1993

VPA1AD2 APPLIED DESIGN 2 (15. CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr Paul Morris, MI: Mr Neil Fetting*

Digital and print studies are offered to alternative groups each semester

The creation of integrated design solutions to both two dimensional and 3 dimensional applied projects is the focus of this unit. Creative design solutions are a major element in effective communication and emphasis is placed on the creative interplay between words, text, images, ideas and typography. Package design is investigated through model making, packaging and three-dimensional construction activities and copywriting skills, combining words and images are developed.

Class requirements: One 1-hour lecture one 2 hours practical classes per week.

Assessment: Five 2-week projects (100%)

Recommended Reading:

Glaser, M. *Graphic design*, Overlook Press 1973
 Morgan, C. L. *Packaging design*, Rob Vision SA 1997
 Booth-Clibborn, E and Baroni, D. *The language of graphics*, Thames and Hudson 1980

VPA1APA VISUAL ARTS PRACTICE A (15 CPs Sem. TE-SEM-1 BE.) *Ms Julia McCormick*

Not available to students enrolled in the Bachelor of Visual Arts

In this unit we emphasise the development of the student's appreciation of three-dimensional form, generating an individual response to clay as a creative medium. Through set projects the student is expected to: (a) become proficient in the fundamentals of fabrication techniques, (b) research and experiment with a range of decorative techniques and (c) achieve a sound working knowledge in the use of low firing processes.

Lectures and practical demonstration are accompanied by fully supervised studio instruction. Assessment is based on two practical projects, one written assignment and presentation of a design journal.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 2-hour workshop per week.

Assessment: Two set ceramic projects of three pieces each (80%), one 1500-word written assignment (10%), one design journal (10%)

Prescribed Reading:

Berensohn, P. *Finding one's way with clay*, Simon and Schuster 1972
 Consentino, P. *Pottery techniques*, New Burlington Books 1990

VPA1APB VISUAL ARTS PRACTICE B (15 CPs Sem. TE-SEM-2 BE.) *Ms Julia McCormick*

Not available to students enrolled in the Bachelor of Visual Arts

In this unit we allow progressive development of the student's power of observation, perception and analysis of form. Through correct observation and visual perception (i.e. being able to look at an object, analyse the relationship of size, shape, value and texture), students will increase their ability to draw realistically. Exploration of a variety of linear and tonal techniques will assist students in being able to translate, directly from observation, three-dimensional information into marks on a two-dimensional surface. Assessment is based on the submission of a portfolio of set projects designed to develop student's conceptual and technical skills in drawing.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 2-hour workshop per week.

Assessment: two finished drawings (10%), five organisational line drawings (10%), five drawings (15%), ten gesture drawings (15%), one page developmental drawings and one tonal drawing (15%), developmental and finished drawing (15%), developmental and finished drawing (20%)

Prescribed Reading:

Medelowitz, D. *A guide to drawing*, 4th edn. Holt, Rinehart and Winston Inc. 1988
 Betti, C. *Drawing: a contemporary approach*, 3rd edn. Holt, Rinehart and Winston Inc. 1992

VPA1CVA COMPARATIVE STUDIES IN VISUAL MEDIA A (15 CPs Sem. TE-SEM-1 BE, MI. TE-W25-30 MI.) *Mr Cameron Rose*

In this unit students are introduced to interdisciplinary studies through a foundation in alternative media. They select an alternative study; either electronic (digital imaging), or 'manual' media (painting, drawing, ceramics, chemical-based photography or illustration), to augment their major discipline study in the other. The emphasis of assignments is on process, through which the student brings images from a familiar medium into the studio of the alternative medium to be developed. Through assessment and feedback sessions students are provided with the critical skills to evaluate outcomes. Lectures provide a theoretical and technical background in the principles of design from examples of processes of developing a concept across media.

Class requirements: One 1-hour lecture, one 1-hour tutorial-workshop and one 1-hour workshop per week.

Assessment: Five 2-week assignments (each 600 words equivalent) (100%)

VPA1CVB COMPARATIVE STUDIES IN VISUAL MEDIA B (15 CPs Sem. TE-SEM-2 BE, MI.) *Mr Stephen Turpie*

In this unit students extend concerns investigated in the medium of their major studio discipline in an alternative visual art discipline or studio. Students bring ideas or concepts from their familiar major medium into the studio of the alternative medium. The emphasis of assignments is on process and an assessable journal is used to record process, development and outcomes. In the lectures we provide an overview of historical practice in combined media or multi-media, examining practitioners including Marcel Duchamp, Meret Oppenheim, Lazlo Moholy-Nagy, Joseph Cornell and Mary Kelly. Assessment and feedback sessions provide students with the critical skills to evaluate the outcomes.

Prerequisite: VPA1CVA.

Class requirements: One 1-hour lecture, one 1-hour tutorial-workshop and one 1-hour workshop per week.

Assessment: Five 2-week assignments (each 600 words equivalent) (100%)

VPA1DS1 DESIGN STUDIES 1 (15. CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr Geoff Hocking, MI: Mr Neil Fetting*

An introduction to the realisation of visual concepts through theoretical consideration of design elements – Composition, Spatial Layout, Scale, Placement, Structure – through the application of basic design elements – colour, texture form and image. Conceptual development is encouraged as links between visual image, text and idea are established through applied projects.

Class requirements: One 1-hour lecture and 2 hours of practical classes per week.

Assessment: Introduction to computer programs (20%), conceptual poster assignment (20%), 3d construction, typographic and pictorial form (20%), conceptual packaging (20%), page layout, type and illustration (20%)

Recommended Reading:

Pentagram Design *Ideas on design*, Faber and Faber 1968
Itten, J. *The art of colour: the subjective experience and objective rationale of colour*, Reinhold Pub. Corp. 1961
Hinrichs, K. *Type Wise*, North Light Books 1990

VPA1DS2 DESIGN STUDIES 2 (15. CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr Geoff Hocking, MI: Mr Neil Fetting*

In Design 2 students develop an understanding of basic design applications through applied projects. The relationship of design elements – symbol and image, symbol and text, typography and image, photo and text – and their application to both two and three dimensional design projects through the expression of creative communicative projects is investigated. Computers as a production tool are introduced at this level – the basics of hardware, software, computer conventions and basic typesetting for applied projects are considered. Subject matter is introduced through formal briefing and theoretical discussion and developed by critique and assessment of outcomes.

Class requirements: One 1-hour lecture and 2 hours of practical classes per week.

Assessment: Corporate style assignment (20%), product packing assignment (20%), text and image (Poster) design assignment (20%), magazine cover design assignment (20%), event promotion assignment (20%)

Recommended Reading:

Popper, F. *Art of the electronic age*, Thames and Hudson 1993
Elam, K. *Expressive typography: the word as image*, Van Nostrand Reinhold 1990

VPA1MWA VISUAL ARTS MEDIA WORKSHOP A (15 CPs Sem. TE-SEM-1 BE, MI.) *Ms Julie Milowick*

In this unit we offer self-contained fully supervised workshops which introduce students to specialisation in the media of ceramics, painting/drawing, photography, printmaking, or multimedia, linked to their major discipline study. Provided over four-week blocks simultaneously in each of the media, workshops contain a lecture/demonstration and lecturer supervision of student investigations and production of assigned work appropriate to each medium, with some time for self-directed study. Investigation within these workshops will include: introduction to specific media; health and safety within the workshop environment; investigation of materials, tools, techniques; and historic/contemporary precedents. Assessment is based on three set sequential assignments and a technical journal.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: three assignments (100%), multimedia: three thematically based assignments (100%), Painting and drawing: three relevant assignment works (produced on site in drawing workshops) (100%), ceramics: three projects (100%), printmaking: three projects nominated by unit coordinator (100%). Students submit assessment in only one of the streams

VPA1MWB VISUAL ARTS MEDIA WORKSHOP B (15 CPs Sem. TE-SEM-2 BE, MI.) *Mr Anthony Conway*

In this unit students consolidate their initial investigations of their chosen media of ceramics, painting/drawing, photography, printmaking, or multimedia. The objectives of these workshops are: to develop more advanced concepts and explorations of students' application to the solution of set problems; to introduce them to concepts of independent workshop research and enquiry; and to relate visual outcomes to their major study. Self-contained fully supervised workshops, provided over four week blocks in each of the media, contain a lecture/demonstration and lecturer supervision of student investigations and production, with some time for self-directed study. Assessment is based on three set sequential assignments and a technical journal.

Prerequisite: VPA1MWA.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: three assignments (100%), multimedia: three thematically based assignments (100%), painting and drawing: three relevant assignment works (produced on site in drawing workshops) (100%), ceramics: three projects (100%), printmaking: three projects nominated by unit coordinator (100%). Students submit assessment in only one of the streams

VPA1TMA THEORY AND METHODOLOGIES IN STUDIO PRACTICE A (15 CPs Sem. TE-SEM-1 BE, MI.) *Mr Anthony Conway*

Art and Time: Design, Construction, Process.

In this unit we examine studio methods used in constructing artwork, from the Modernist principles of design as introduced in the Bauhaus, through to more recent concepts of Process Art. In the seminars we compare the differing notions of creativity as process and reorganisation and as representation. Scheduled time for practical studio production provides students with the opportunity to explore a range of solutions and responses to the critical analysis and discussion.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Multimedia: folio of 10 images (or equivalent) and annotated visual journal (1000 words equivalent) (100%), photography: 12 prints, 10 proof sheets (100%), painting and

drawing: four major pieces plus working journal (1000 words equivalent) (100%), ceramics: three projects (100%), printmaking: 12 prints or equivalent (100%). Students submit assessment in only one of the streams

VPA1TMB THEORY AND METHODOLOGIES IN STUDIO PRACTICE B

(15 CPs Sem. TE-SEM-2 BE, MI.) *Mr Stephen Turpie*

Representation and the Readymade.

In this unit students consider the principle of representation in art, comparing realism and the tradition of working from the object, with the Modernist concept of the objet trouve and the post modern concept of suture. The interdependent roles of craft and concept are thus highlighted in discussions of contemporary and historic artworks. Students are required to identify these issues in their own cultural practice, employing a critical vocabulary to develop a reflective approach towards their practice in the development of a folio of work in their chosen disciplines.

Prerequisite: VPA1TMA.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Multimedia: 3- to five minute video and annotated visual journal (1000 words equivalent) (100%), photography: 12 prints, 10 proof sheets (100%), painting and drawing: 4 major pieces plus working journal (1000 words equivalent) (100%), ceramics: 3 projects (100%), printmaking: 12 prints or equivalent (100%). Students submit assessment in only one of the streams.

VPA1VCA ART AND VISUAL CULTURE A (15. CPs Sem. TE-SEM-1 BE, MI.)

Dr Lisa Beaven

In this unit students are provided with a broad introduction to the study of art and visual culture. We take the widest definition of the subject to include art, design, cinema, video and electronic media and consider art chronology from the Renaissance to the present. Students are introduced to a range of theoretical positions and a variety of methodologies for viewing and interpreting art with the aim of encouraging the development of skills in visual analysis. There is a strong emphasis on excursions and on-site learning in galleries and museums.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (50%), two 1000-word assignments (50%)

Prescribed Reading:

Rose, G *Visual methodologies: an introduction to the interpretation of visual materials* Sage 2001

VPA1VCB ART AND VISUAL CULTURE B (15. CPs Sem. TE-SEM-2 BE, MI.)

Dr Lisa Beaven

In this unit students explore the central ideas and concepts that motivated the Modern Movement in art and design in Europe from the 1890s through the first half of the 20th century. Students examine the concept of the avant-garde as played out in individual movements – Cubism, Futurism, Dada, De Stijl and Surrealism – while placing these in the broader context of the rapidly changing technological, social and political conditions of the first decades of the century. Students gain a detailed overview of art and art movements in the first half of the twentieth century and develop further their ability to critically analyse works of art and critical writings about art.

Prerequisite: VPA1VCA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (50%), one 500-word bibliographic exercise (10%), one 1-hour slide test (30%), one 500-word online assignment (10%)

Recommended Reading:

Golding, J. *Paths to the absolute* Thames and Hudson 2000
Harrison, C. *Primitivism, cubism, abstraction: the early twentieth century* Yale UP 1993
Wood, P. (edn.) *The challenge of the avant-garde* Yale UP 1999

VPA2AD3 APPLIED DESIGN 3 (20. CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr*

Paul Morris, MI: Mr Neil Fetting

Digital and print studies are offered to alternative groups each semester

Through assigned projects, students will develop a wide range of essential skills in the area of digital technology. All projects will be taken to laser printing, some projects will be taken to film output in preparation for print. Scanning, re-screening, image manipulation, layers, clipping paths, file management and proofing are essential skills to be mastered in this unit.

Class requirements: One 1-hour lecture and one 2-hour practical class per week.

Assessment: Five 2-week projects (80%), one 1000-word rationale report (20%)

Recommended Reading:

Hayden, *Advanced Adobe Photoshop for Macintosh*, Adobe Press 1994

Evans, P. *Fresh ideas in Photoshop*, F and W 1998

Blatner, D and Taub, *Quark XPress book*, 4th edn. Peachpit Press 1994

VPA2AD4 APPLIED DESIGN 4 (20. CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr*

Paul Morris, MI: Mr Neil Fetting

Digital and print studies are offered to alternative groups each semester

Through assigned projects, students will be able to develop a wide range of essential skills in the area of digital technology. All projects will be taken to laser printing, some projects will be taken to film output in preparation for print. Scanning, re-screening, image manipulation, layers, clipping paths, file management and proofing are essential skills to be mastered in this unit.

Class requirements: One 1-hour lecture and one 2-hour practical class per week.

Assessment: Five 2-week projects (80%), one 1000-word rationale report (20%)

Recommended Reading:

Hayden, *Advanced Adobe Photoshop for Macintosh* Adobe Press Adobe Systems Staff 1994

Evans, P. *Fresh ideas in Photoshop* F and W Publishing 1998

Blatner, D and Taub, *QuarkXPress book*, 4th edn. Peachpit Press 1994

VPA2APC VISUAL ARTS PRACTICE C (15 CPs Sem. TE-SEM-1 BE.) *Ms Julia*

McCormick

Not available to students enrolled in the Bachelor of Visual Arts

In this unit students are introduced to the basics of tonal painting and drawing, such as scale, volume, space, tonal values. Aspects of paint application, methods and materials are discussed along with all the formal elements that make up the picture-making process. Students will gain an understanding of fundamental techniques and processes, along with a foundational knowledge of modernist styles and theories. Assessment includes three practical projects per semester.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 2-hour workshop per week.

Assessment: Developmental works including 30 drawings and preparatory studies towards eight finished paintings (80%), one design journal (20%)

Prescribed Reading:

Godfrey, T. *Drawing today*, Phaidon 1990

Green, C. *Peripheral vision: Australian contemporary art*, Craftsman House 1995

Hughes, R. *The shock of the new*, Thames and Hudson 1991

VPA2APD VISUAL ARTS PRACTICE D (15 CPs Sem. TE-SEM-2 BE.) *Ms Julia*

McCormick

Not available to students enrolled in the Bachelor of Visual Arts

In this unit students will develop a degree of specialisation and competence in basic printmaking techniques and procedures. Students will be encouraged to explore the expressive possibilities and limitations of each of the techniques. Mono printing, relief printing and collagraph printing will form the basis of the semesters work. Emphasis will be placed on correct use of materials and equipment. Of importance will be identification and curatorial concerns and also Health and safety issues. Assessment is based on set projects and technical journal.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 2-hour workshop per week.

Assessment: Folio of ten mono prints, celluloid etchings, linocuts (80%), one design journal (20%)

Prescribed Reading:

Woods, L. *Practical printmaking*, The Free Press 1996

Rothenstein, M. *Relief printmaking*, Watson, Guptill Publications 1970

Ross, J and Romano, C. *The complete printmaker*, Quintet Publishing Ltd. 1972

VPA2CVC COMPARATIVE STUDIES IN VISUAL MEDIA C (20 CPs Sem. TE-SEM-1 BE, MI.) *Dr James McArdle*

In this unit each student works collaboratively with a student from another discipline major to present a combined work or works. In the lectures we explore the history and contemporary practice of collaboration in the visual arts, with reference also to collective production in theatre, architecture and film. A journal is used to record the collaborative process and its development. Workshop lecturers in consultation supervise the collaboration. In assessment and feedback sessions students are provided with the critical skills to evaluate these outcomes.

Prerequisite: VPA1CVB.

Class requirements: One 1-hour lecture, one 1-hour tutorial-workshop and one 1-hour workshop per week.

Assessment: Five 2-week assignments (each 800-word equivalents) (80%), one 500-word proposal (10%), one 500-word evaluation (10%).

VPA2CVD COMPARATIVE STUDIES IN VISUAL MEDIA D (20 CPs Sem. TE-SEM-2 BE, MI.) *Ms Claire Smith*

In this unit students combine two media to produce a hybrid form of their own devising. Hybridisation requires experimentation and innovation and alternative works will be trialled, tested and recorded before a single solution is selected. After progressive iterations and assessments, outcomes will be presented in a group exhibition and evaluated with regard to the extent that differences between the selected convergent media are resolved. In lectures that provide the critical background, we will consider the variety of art forms that become possible when the distinctions between traditional media become blurred or transgressed. Reference will be made to contemporary practitioners and examples of hybrid media.

Prerequisite: VPA2CVC.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Five 2-week assignments (each 800-word equivalents) (80%), one 500-word proposal (10%), one 500-word evaluation (10%).

VPA2DS3 DESIGN STUDIES 3 (20. CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr Geoff Hocking, MI: Mr Neil Fetting*

In this unit we explore a variety of different design practices e.g., advertising, publishing, editorial and information design. Various projects covering a basic understanding of these applications are taken to 'presentation visual' standard; this can be achieved either manually or digitally. Specific attention is paid to typographic detail, copy and text, creation and application of visual imagery, photographic application, illustration and marketing concepts. Subject matter is introduced through formal briefing and theoretical discussion and developed by critique and assessment of outcomes.

Class requirements: One 1-hour lecture and 2 hours of practical classes per week.

Assessment: Studio assignment (16%), editorial/publishing assignment (16%), advertising assignment (16%), photographic assignment (16%), typographic assignment (16%), one 1000-word research project (20%).

Recommended Reading:

White, J. *Graphic idea notebook: inventive techniques for designing printed pages*, Watson-Guption 1980

Hillman, D, Peccinotti, H and Gibbs, D. *Nova 1965-1975*, Pavilion 1993

Grazier, B and Yelland, J. *Typo survival kit for all type emergencies*, Press for Success 1993

VPA2DS4 DESIGN STUDIES 4 (20. CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr Geoff Hocking, MI: Mr Neil Fetting*

In this unit we investigate a broad range of design applications with specific attention to page/grid layout, corporate style, promotional design (through visual merchandising, display and packaging), photographic realisation and print concepts. Typographic detail is an essential consideration of this unit as function and communication become more acutely detailed. Subject matter is introduced through formal briefing and theoretical discussion and developed by critique and assessment of outcomes.

Class requirements: One 1-hour lecture and two hours of practical classes per week.

Assessment: Product concept assignment (16%), magazine/press advertising assignment (16%), point of sale design assignment (16%), catalogue design assignment (16%), direct mail assignment (8%), television assignment (8%), one 1000-word research project (20%).

Recommended Reading:

Morgan, C. *Packaging design*, Roto Vision SA 1997

Grattaroti, R. *Restaurant graphics: from matchbooks to menus*.

Rockport Publishers 1993

Shopping bags and wrapping paper: shopping bag, Graphic-sha 1988

Ballinger, L and Ballinger, R. *Sign, symbol and form*, Van Nostrand Reinhold 1972

VPA2MWC VISUAL ARTS MEDIA WORKSHOP C (20 CPs Sem. TE-SEM-1 BE, MI.) *Mr Anthony Conway*

In this unit emphasis is placed on developing technical competence informal or image-making skills from advancing individual outcomes contributing to the technical component of their major study. In self-contained, fully supervised workshops students advance their understanding of the media of ceramics, painting/drawing, photography, printmaking, or multimedia. Provided over four week blocks simultaneously in each of the media, workshops include a lecture/demonstration and lecturer supervision of student investigations and production, with some time for self-directed study. Assessment is based on three set sequential assignments and a technical journal.

Prerequisite: VPA1MWB.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: three assignments with individual assessment criteria and one 1000-word exhibition review (100%); multimedia: three thematically based assignments and one 1000-word exhibition review (100%); painting and drawing: three works (produced in drawing workshops) and one 1000-word exhibition review (100%); ceramics: three projects and one 1000-word exhibition review (100%); printmaking: three projects nominated by unit coordinator and one 1000-word exhibition review (100%). Students submit assessment in only one of the streams.

VPA2MWD VISUAL ARTS MEDIA WORKSHOP D (20 CPs Sem. TE-SEM-2 BE, MI.) *Ms Claire Smith*

In this unit students develop their own specific use of media, to achieve clearly demonstrable technical command of appropriate processes and to develop sound problem-solving skills in their selected media. In self-contained, fully supervised workshops, students will advance their command of the media of ceramics, painting/drawing, photography, printmaking, or multimedia. Provided over four-week blocks in each of the media, workshops contain a lecture/demonstration and lecturer supervision of student investigations and production, with some time for self-directed study. Assessment is based on three set sequential assignments and a technical journal.

Prerequisite: VPA2MWC.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: 3 assignments with individual assessment criteria and one 1000-word exhibition review (100%); multimedia: 3 thematically based assignments and one 1000-word exhibition review (100%); painting and drawing: 3 works (produced in drawing workshops) and one 1000-word exhibition review (100%); ceramics: 3 projects and one 1000-word exhibition review (100%); printmaking: 3 projects nominated by unit coordinator and one 1000-word

exhibition review (100%). Students submit assessment in only one of the streams.

VPA2TMC THEORY AND METHODOLOGIES IN STUDIO PRACTICE C (20 CPs Sem. TE-SEM-1 BE, MI.) *Ms Julie Millowick*

'Talking' Pictures: art and narrative, art and text.

In this unit students will examine and create narrative and story-telling in images. Starting with the students' own personal snapshots and memorabilia, the significance of life story and psyche in the study of artists and the production of art will be evaluated. In seminars and lectures we critique the notion of autobiography, the self, the soul, the body and its image, its uses in social critique or personal confession, or in the construction of fictional selves. Investigations of the narrative image genre will follow. Students will be encouraged to put into practice critical self-awareness in extending their own studio practice.

Prerequisite: VPA1TMB.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: One practical assignment (20%), presentation of a class paper (1000-word equivalent) (20%), one 1000-word essay (20%), folio (40%).

VPA2TMD THEORY AND METHODOLOGIES IN STUDIO PRACTICE D (20 CPs Sem. TE-SEM-2 BE, MI.) *Mr Stephen Turpie*

Recombinant Object: montage, bricolage, decoupage, deconstruction. In this unit students investigate and produce 'recombinant' art, which exploits as its raw ingredients pre-existing cultural artefacts. Current and recent hybrid art will be set in an historical and critical philosophical context. Concepts like creativity, originality and authorship raise legal, ethical, political, cultural and philosophical issues, which will provide the critical platform for discussions of such practices and aesthetics and inform the production of the students' individual folios.

Prerequisite: VPA2TMC.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: One practical assignment (20%), presentation of a class paper (1000-word equivalent) (20%), one 1000-word essay (20%), folio (40%).

VPA3AD5 APPLIED DESIGN 5 (20. CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr Cameron Rose, MI: Mr Neil Fetting*

Digital and print studies are offered to alternative groups each semester

This unit attempts to approximate the working environment through its industrial application. A series of professional briefs is actively sought and students are expected to complete a minimum of five submissions to clients in response to these briefs.

Prerequisite: VPA2AD4.

Class requirements: One 1-hour lecture one 2 hours of practical classes per week.

Assessment: Five 2-week projects (80%), one 1000-word rationale report (20%)

Recommended Reading:

Salles, Poyssick and Behoriam, *Adobe Photoshop creative techniques*, Hayden 1995

Baldwin, H. *Director 6 for Macintosh (Visual Quick start Guide)*, Peachpit Press 1997

Fahey, M. *Web publishers design guide for Macintosh*, Coriolis G 1997

VPA3AD6 APPLIED DESIGN 6 (20. CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr Cameron Rose, MI: Mr Neil Fetting*

Digital and print studies are offered to alternative groups each semester

Presentation of design artwork for print reproduction is the focus of this unit. Two compulsory assignments and a minimum of five professional briefs (selected from a larger offering) are essential to complete a final folio presentation. The production of a Corporate Style Manual, with documented research and project design proposals, is an integral component of project submission. Combined digital art for a full-colour personal business card is also a

compulsory assignment. Some work including the business card will be taken to print. Aspects of billing, client liaison and production management are investigated.

Class requirements: One 1-hour lecture and one 2-hour practical class per week.

Assessment: Five 2-week projects (80%), one 1000-word rationale report (20%)

Recommended Reading:

Olins, W. *Corporate identity: making business study visible through design*, Harvard Business School Press 1990

Heller S and Chwast, S. *Graphic style: from Victorian to Post-modern*, Thames and Hudson 1998

Carson, D and Blackwell, L. *The end of print: the graphic design of David Carson*, Laurence King 1995

VPA3APE VISUAL ARTS PRACTICE E (15 CPs Sem. TE-SEM-1 BE.) *Ms Julia McCormick*

Not available to students enrolled in the Bachelor of Visual Arts

In this unit students will cover the following elements: (1) extending their powers of observation, perception and analysis of form, (2) an introduction to the principles of composition, through the selection and organisation of the art elements and principles of design to produce a more unified and meaningful drawing and (3) increasing their working knowledge of the various drawing tools, methods and techniques through practical application and art appreciation. Assessment is based on the submission of a portfolio of drawings designed to develop student's conceptual and technical skills.

Prerequisite: VPA1APB.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 2-hour workshop per week.

Assessment: Six finished drawings (30%), research for projects (10%), four finished drawings with developmental studies (30%), eight gesture drawings (30%)

Prescribed Reading:

Edwards, B. *Drawing on the right side of the brain*, Fontana Collins 1979

Smith, S. *How to draw and paint*, Ebury Press 1981

Laidman, H. *The complete book of drawing and painting*, Thomas Nelson and Sons Ltd. 1973

VPA3APF VISUAL ARTS PRACTICE F (15 CPs Sem. TE-SEM-2 BE.) *Ms Julia McCormick*

Not available to students enrolled in the Bachelor of Visual Arts

In this unit students are provided with the opportunity to extend their skills and understanding of ceramic processes acquired in VPA1APA. Through set project students are encouraged to develop a more investigative approach to the development of design and aesthetic concepts and to further explore the potential of ceramic materials, decorative techniques and firing processes. Assessment is based on submission of a folio and a design journal, which consists of design drawings and technical information pertaining to folio work.

Prerequisite: VPA1APA.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 2-hour workshop per week.

Assessment: Two set ceramic projects of three pieces each (80%), one design journal (20%)

Prescribed Reading:

Speight, C.F. *Hands in clay: an introduction to ceramics*, Mayfield Publishing 1988

Gibson, J. *Pottery decoration: contemporary approaches*, A and C Black 1987

Tyler, C and Hirsch, R. *Raku: techniques for contemporary potters*, Watson Guptill 1975

VPA3CVE COMPARATIVE STUDIES IN VISUAL MEDIA E (20 CPs Sem. TE-SEM-1 BE, MI.) *Mr Anthony Conway*

In this unit students may choose to follow a particular direction in the production of convergent media, including collaborative projects, community-based projects and the combination of two or more media to produce hybrid forms of their own devising. They should provide evidence of a sound grasp of the comparative process. Experimentation and progressive iterations are significant assessable outcomes. Assessments will be presented in group reviews and

evaluated with regard to the extent that characteristics of the selected convergent media are exploited for aesthetic purpose. In lectures students will be provided with the critical background to consider the variety of art forms, other than 'high art', that may be derived from historical and contemporary cultural exchange. Reference will be made to contemporary practitioners and examples.

Prerequisite: VPA2CVD.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Five 2-week assignments (each 800 words equivalents) (80%), one 500-word proposal (10%), one 500-word evaluation (10%).

VPA3CVF COMPARATIVE STUDIES IN VISUAL MEDIA F (20 CPs Sem. TE-SEM-2 BE, MI.) *Ms Claire Smith*

In this unit, which is a continuation of VPA3CVE, students may choose to follow a particular direction in the production of interdisciplinary studies in convergent media, including collaborative projects, community-based projects, or the combination of two or more media to produce hybrid forms of their own devising. Students should demonstrate a sound grasp of the comparative process and the links that their production has with their Studio Theory, as well as the capacity to resolve outcomes. Experimentation and progressive iterations are significant assessable outcomes. Assessments will be presented in group reviews and evaluated with regard to the extent that characteristics of the selected convergent media are exploited for aesthetic purpose. In lectures we will provide the critical background, with reference to contemporary practitioners and examples.

Prerequisite: VPA3CVE.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Five 2-week assignments (each 1000 words equivalent) (100%)

VPA3DS5 DESIGN STUDIES 5 (20. CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr Geoff Hocking, MI: Mr Neil Fetting*

This unit is a studio-based program that attempts to approximate the professional studio environment. The design industry is viewed as comprising five separate working environments – studio, advertising, publishing, information/education and electronic media. Projects are devised to allow students to gain experience, working at an advanced level, in each of these conceptually different areas of the communication industry. Subject matter is introduced through formal briefing and theoretical discussion and developed by critique and assessment of outcomes. Professional work may be introduced into this unit allowing for students to benefit from 'real time' industrial experience.

Prerequisite: VPA2DS4.

Class requirements: One 1-hour lecture and 2 hours of practical classes per week.

Assessment: Editorial design assignment (16%), packaging (16%), advertising assignment (16%), corporate assignment (16%), mass communication assignment (16%), one 1000-word research project (20%).

Recommended Reading:

Herring, J. *Annual report design: A guide to the annual report process for graphic designers and corporate communicators*, Watson-Guptill 1990

Cato, K. *Design in progress: what happens behind the scenes?* Nippan Publications 1992

Velthoven, W. Boer, L. and Strenghtolt, G. *Website graphics: the best of global site design*, Thames and Hudson 1997

VPA3DS6 DESIGN STUDIES 6 (20. CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr Geoff Hocking, MI: Mr Neil Fetting*

Students are encouraged to select an area of specialisation based on their experience gained in Design Studies 5. The final folio will be built on this individual interest or direction and may include – advertising, publishing, editorial, illustration, photography, studio design, electronic media etc. A choice of programmes is prepared for students in consultation with the unit coordinator. Individually selected projects must be compatible with the requirements of the course at an advanced level and with the preference of the individual student. Subject matter is introduced through formal briefing and

theoretical discussion and developed by critique and assessment of outcomes.

Class requirements: One 1-hour lecture and 2 hours of practical classes per week.

Assessment: One 16-page booklet/publication design (15%), production of a business card, an exhibition banner and an exhibition catalogue page (10%), one assignment comprising: pitch design 10%, product 15%, marketing 15%, report 15% (50%), one 1000-word research project (20%).

Recommended Reading:

Lewis, R. *Annual reports: conception and design of annual reports*, Graphis 1971

Quon, M. *Corporate graphics*, Saint Martins Press Inc. 1997

VPA3GPA GRAPHIC DESIGN PROFESSIONAL PRACTICE A (20 CPs Sem. TE-SEM-1 BE, MI.) *Mr Geoff Hocking*

In this unit we examine professional practice in the advertising industry. Students conduct market research, examine research data and make proposals for change through the development of a marketing strategy for a consumer product. Students prepare packaging, product re-branding, develop promotional material, corporate style and track responses to their proposed strategy through 'mock board-room' presentations and external research. Assessment is based upon presentation of the material in digital 'power-point' style to the class (market group) and hard-copy 'folio' presentation of advertising/packaging material. Lectures include video presentations of case studies, discussions of copyright issues, sexual politics in marketing and branding, social demographic tracking and human psychological responses to marketing stimuli.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: One PowerPoint advertising campaign project comprising ten parts (80%), one 1000-word class paper (20%).

VPA3GPB GRAPHIC DESIGN PROFESSIONAL PRACTICE B (20 CPs Sem. TE-SEM-2 BE, MI.) *Mr Geoff Hocking*

In this unit students investigate the discipline of corporate style management. Students prepare designs for re-direction of Corporate Style for a selected public organisation, charity or professional business activity. Research data is collected and examined, proposals for change tested and applied to a corporate style management proposal 'document'. The document includes logo development, stationery applications, delivery systems, corporate livery, applications to vehicles and physical structures, external signage and website face page design.

Prerequisite: VPA3GPA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One corporate style manual project comprising ten parts (80%), one 1000-word class paper (20%).

VPA3MWE VISUAL ARTS MEDIA WORKSHOP E (20 CPs Sem. TE-SEM-1 BE, MI.) *Ms Robyn Burgess*

In this unit we advance previous knowledge and experience of chosen media, enabling students to achieve a higher level of proficiency and confidence in realising contemporary concepts. In self-contained, fully supervised workshops we will augment students' expertise in the specialised media of ceramics, painting/drawing, photography, printmaking, or multimedia. Provided over four week blocks in each of the media, workshops contain a lecture/demonstration and lecturer supervision of student investigations and production. Self-directed assignments will be developed in tandem with the students' major studies in consultation with lecturers. Assessment is based on three discrete, sequential tasks self-assigned with the assistance of the lecturer and a technical journal.

Prerequisite: VPA2MWD.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: three self-assigned briefs relevant to folio and one 1000-word exhibition review (100%); multimedia: three self-assigned briefs relevant to folio and on 1000-word exhibition review (100%); painting and drawing: three relevant assignment works and one 1000-word exhibition review (100%); ceramics: three projects

and one 1000-word exhibition review (100%); printmaking: three projects nominated by unit coordinator and one 1000-word exhibition review (100%). Students submit assessment in only one stream.

VPA3MWF VISUAL ARTS MEDIA WORKSHOP F (20 CPs Sem. TE-SEM-2 BE, MI.) *Dr James McArdle*

In this unit we develop the students' own self-direction, organisation, selection and professional utilisation of materials, processes and media; and increase students' ability to invent visual solutions to the challenges of contemporary practice in ceramics, painting/drawing, photography, printmaking, or multimedia. Provided over four-week blocks in each of the media, workshops include a lecture/demonstration and lecturer supervision of student investigations and production, with time for self-directed study. Three individual self-directed assignments, documented in a technical journal, will be developed in tandem with the students' major studies and in consultation with lecturers.

Prerequisite: VPA3MWE.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: three self-assigned briefs relevant to folio and one 1000-word exhibition review (100%); multimedia: three self-assigned briefs relevant to folio and on 1000-word exhibition review (100%); painting and drawing: three relevant assignment works and one 1000-word exhibition review (100%); ceramics: three projects and one 1000-word exhibition review (100%); printmaking: three projects nominated by unit coordinator and one 1000-word exhibition review (100%). Students submit assessment in only one stream.

VPA3PSA PROFESSIONAL STUDIES A (20 CPs Sem. TE-SEM-1 BE, MI.) *Ms Julie Millowick*

In this unit students develop critical analysis and research skills, with an emphasis on articulating individual arts practice at a professional level as well as investigating a broad range of career options. The diversity of these options, career paths and supporting bodies are presented in a two-day seminar, speakers at the conference representing a broad cross-section of visual arts organisations relevant to practising artists. Topics include formulating an artist's statement, curriculum vitae, investigating gallery systems, exhibition protocol, audience demographics, ethics procedures, commercial studios and small business practice. Grant applications and funding bodies are investigated via local, state, regional and national networks.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week plus one 2-day seminar.

Assessment: One prescribed assignment (artist's statement, CV plus images) (20%), one research assignment (2000-word equivalent) (40%), one 1-hour examination (20%), one 20-minute tutorial presentation (20%).

VPA3PSB PROFESSIONAL STUDIES B (20 CPs Sem. TE-SEM-2 BE, MI.) *Ms Julie Millowick*

Students are required to undertake an individual research topic as a 'contractual proposal', investigating in depth an area of research closely associated with their specific discipline, where possible creating the opportunity to expand their knowledge outside of the university confines. Areas of research may include a summary of an interactive industry-based learning program, curating a substantial exhibition, publication of a significant article, which can be either a review of an exhibition, report on a workshop/conference attended, interview of a significant artist, or technical paper on significant research within your area of study.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week, plus research investigation.

This unit is not available for 'Study Abroad' students.

Assessment: One research assignment (2000-word equivalent) (40%), one prescribed assignment (1000-word equivalent) (20%), one visual written journal industry-based research (1000-word equivalent) (20%), one 20-minute tutorial presentation (20%).

VPA3TME THEORY AND METHODOLOGIES IN STUDIO PRACTICE E (20 CPs Sem. TE-SEM-1 BE, MI.) *Dr James McArdle*

Artificial/Sublime Space.

The value of beauty is considered in the theories and histories of art and is here considered alongside the notions of artifice and 'nature'.

Australian art of the environment, ranging across traditional and new technologies, across micro/macro scales and dimensions, provides a reference for further exploration of spatio-temporal reality and imaginative and creative spaces. The Central Goldfields landscape serves as a test case for a study of what constitutes the artificial (cultivated/exploited), the Arcadian (natural/unspoiled) and the utopian/dystopia and serves as a laboratory for sustained individual response and production of imagery and objects.

Prerequisite: VPA2TMD.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: One practical assignment (20%), presentation of a class paper (1000-word equivalent) (20%), one 1000-word essay (20%), folio (40%).

VPA3TMF THEORY AND METHODOLOGIES IN STUDIO PRACTICE F (20 CPs Sem. TE-SEM-2 BE, MI.) *Dr James McArdle*

Visual Research Methodologies.

In this unit students conduct Visual Arts research to interpret images of ideas, including their own, to draw conclusions about the production and exchange of meanings. Vision and visuality, the sites of meaning, visual pleasure and disruption, intentionality (auteur theory), modalities in technologies and other issues are examined through established methodologies from sciences, social sciences and humanities. Comparisons provide the student artist/researcher with means of evaluating the available methodologies' usefulness, application and adaptation to their own visual research and resultant production.

Prerequisite: VPA3TME.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: One practical assignment (20%), presentation of a class paper (1000-word equivalent) (20%), one 1000-word essay (20%), folio (40%).

VPA4RVA RESEARCH METHODS – VISUAL ARTS (30 CPs Sem. TE-ALL-YR BE.) *Ms Robyn Burgess*

The theory/research component is mandatory, providing a basis for critical dialogue and theoretical analysis.

Prerequisite: Successful completion of a visual arts undergraduate degree.

Class requirements: Three hours per week for 26 weeks.

Assessment: One 4000–5000-word research essay based on an aspect of studio practice/study (50%), two 1500–2000-word seminar papers (50%)

Recommended Reading:

Berger, W. *Advertising today*, Phaidon 2000
Harrison, C and Wood, P. (Eds) *Art in theory, 1900-1990: an anthology of changing ideas*, Blackwell 1993
Staniszewski, M.A. *Believing is seeing: creating the culture of art*, Penguin 1995

VPA4SP STUDIO PRACTICE (90 CPs Sem. TE-ALL-YR BE.) *Ms Robyn Burgess*

The course requires substantial study of theoretical topics, providing a foundation for studio praxis.

Prerequisite: Successful completion of a visual arts undergraduate degree.

Class requirements: Comprising 20 hours per week for 26 weeks.

Assessment: Displayed works (80%), journal (20%). Monthly and mid year reviews will be conducted. Continual assessment based upon candidate's ability to present concepts/ideas in an accurate, inventive and professional manner.

Recommended Reading:

Gill, M. *The image of the body: aspects of the nude*, Doubleday 1989
Rush, M. *The media in the 20th-century art*, Thames and Hudson 1999
Foster, H. (edn.) *Vision and visuality*, New Press 1999

FACULTY OF LAW AND MANAGEMENT

Single degrees

Bachelor of Business – Bendigo (RBB)

The Bachelor of Business is offered at five Victorian campuses of La Trobe University: Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura and Shepparton. This course is also offered in association with partner organisations at other sites in Australia and overseas. In Australia, the Bachelor of Business is offered by the Australian Campus Network in Sydney. The Bachelor of Business is also offered in Malaysia, Vietnam and France.

The structure of the 24-unit degree program is identical at the five university campuses and at associated tertiary institutions in Australia and overseas. This structure enables students to complete a core of seven first year foundation units, followed by one or two eight-unit majors in subsequent years. The units that comprise the first year core and majors may vary slightly across sites; these minor variations reflect differences in specialised interests and expertise and the particular needs of students at different sites. Details of the specific units offered at the five Victorian campuses are listed in this *Handbook* under the respective campus entries. Details of programs offered at associated tertiary colleges are published separately by each institution.

Majors offered by campus

La Trobe University Campus					
Majors	BU	BE	AW	SH	MI
Accounting	BCom	BCom	BCom	BCom	BCom
Business law		✓			
Economics/business economics	✓	✓			

La Trobe University Campus					
Majors	BU	BE	AW	SH	MI
Electronic commerce			✓		
Financial management	✓				
General management					✓
Human resource management	✓	✓		✓	
Management	✓		✓	✓	
Marketing	✓	✓	✓	✓	
Information technology		✓			
International business	BlntBus	✓			

External providers					
Majors	ACN	HANU	KKM	NILAI	ESC
Accounting	✓		✓	✓	
Financial Management	✓			✓	
Human Resource management	✓			✓	
Management	✓		✓	✓	
Marketing	✓			✓	
Information Technology			✓		
International Business	BlntBus				✓

External programs are offered at the following campuses: Australian Campus Network, Sydney (ACN); Hanoi University of Foreign Studies, Vietnam (HANU); Kolej Komuniti Mertajam, Malaysia (KKM); Nilai College, Malaysia (NILAI); and École Supérieure de Commerce, Montpellier, France (ESC).

Note that accounting at the Melbourne (Bundoora), Albury-Wodonga, Bendigo, Mildura and Shepparton campuses is offered as a separate degree: the Bachelor of Commerce. International Business is offered at Melbourne (Bundoora) as a separate degree: the Bachelor of International Business. See the relevant course descriptions in the respective campus entries for further details.

Bachelor of Business students may specialise in business law, economics, human resource management, international business information technology and marketing. If they plan carefully and choose the required units early in their course, students may be able to undertake two majors. Professional body requirements and unit sequences may also affect completion of a second major.

Credit transfers and exemptions

Students who have studied previously at post-secondary level and are enrolled in the Bachelor of Business course may apply to the course coordinator for credit of specific units towards the course. Applications for credit must be supported by original documentary evidence or certified copies. Original documents will be returned after being sighted.

Admission requirements

Admission requirements are completion of VCE units 3 and 4 of English (any) with a minimum study score of 20 and completion of units 1 and 2 of General Mathematics or Mathematical Methods. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Course structure

Students must complete a course of units accumulating a minimum total of 360 credit points, of which at least 255 must be units offered in the School of Business. The course is designed to be completed within three years of full-time study, although part-time study is possible. The maximum course duration is ten years.

Students should undertake 120 credit points at each year level and must undertake at least 120 credit points at third year level, including 90 credit points at third year level from the School of Business.

Variations to this structure are subject to approval by a School of Business course adviser.

The degree is designed to allow completion of two majors or one major and elective units. At least one major must be in a business discipline. A business major will consist of eight units.

First year

Students in all majors must enrol in the following units.

Teaching period	Unit title	Unit code
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Business Law	LST1BSL
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	First unit of chosen major	

Students must ensure that their choice takes into account the particular requirements of the major in which they intend to specialise (including prerequisites) and the requirements of any professional body to which they may wish to apply for admission after completion of their course.

Major in economics

This major aims to produce graduates who are well versed in economic theory, in the collection and use of economic data and who have a practical, objective approach to economic problems. Additionally, it is intended to acquaint students with a variety of economic concepts relevant to their future vocational requirements within the business management decision-making process. Students are encouraged to consider units with a regional emphasis.

Course structure

Students must satisfactorily complete 24 semester units. Eight economics units must be successfully completed, including Microeconomics and Macroeconomics at first year level, three second year economics units and five third year economics units.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Business Law	LST1BSL
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Elective unit	

Second and third years

Students complete the following units, having regard to prerequisites.

Unit title	Unit code
Intermediate Microeconomics	ECO2IM
Government and the Economy	ECO2GE
Globalisation and the Regional Business	MGT2GRB
Asian-Australian Trade Issues	ECO3ATI
Comparative Economic Systems	ECO3CES
Money and Banking	ECO3MB
International Economics	ECO3IE
Industrial Relations	ECO3IRE

Major in human resource management

The objective of this major is to develop students' knowledge and skills in areas of human resource management and employee relations, in addition to a range of general management disciplines.

Professional recognition

Successful completion of this course will prepare graduates for admission to the Australian Human Resources Institute (AHRI) depending on electives and work experience.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Business Law	LST1BSL
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	One elective unit	

Second and third years

Students must complete the following eight units, having regard to the levels of units and prerequisites.

Unit title	Unit code
Organisational Behaviour	MGT2OBE
Human Resource Management	MGT2HRM
Industrial Relations	ECO3IRE
Human Resource Development	MGT2HRD
Human Resource Information Systems	MGT3HRI
Interpersonal Skills and Conflict Management	MGT2ISC
International Human Resource Management	MGT3IHR
Organisational Change and Development	MGT3OCD

Major in marketing

Marketing reinforces the importance of communication skills in business. The increasingly competitive nature of business makes it evident that a marketing approach taken by graduates provides them with a competitive advantage in the workplace. This major in the Bachelor of Business course has been designed to produce graduates who can perform as managers in marketing, sales, market research, advertising, promotional management, marketing planning and marketing strategy.

Professional recognition

Graduates are eligible to join the Australian Marketing Institute as associate members or the Market Research Society of Australia, initially with associate membership status.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Business Law	LST1BSL
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-2	Marketing Principles and Practices	MKT2MPP
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Macroeconomics	ECO1IMA

Second and third years

Students must complete the following seven units, having regard to the levels of units and prerequisites.

Unit title	Unit code
Consumer Behaviour	MKT2CBE
Marketing Communication	MKT3MCO
Marketing Law	LST2MAL
Marketing Research	MKT3MRE
Selling and Sales Management	MKT3SSM
Services Marketing	MKT2SMA
Strategic Marketing A	MKT3SMA

Major in international business

A strong international theme is essential in any contemporary business degree. This is particularly true because of the impact of global events on Australia. This major in international business will provide a high quality academic program drawing on a range of well-established disciplines, which will be especially attractive to students seeking to add an international perspective to their studies in other areas.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Business Law	LST1BSL
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	Marketing Principles and Practices	MKT2MPP

Second and third years

Students must complete the following eight units, having regard to the levels of units and prerequisites.

Unit title	Unit code
Strategic Management	MGT3SMG
Globalisation and the Regional Business	MGT2GRB
Asian-Australian Trade Issues	ECO3ATI
International Economics	ECO3IE
International Marketing	MKT3IMK
Supply Chain Management	MGT2SCM
International Business Law	LAW2IBL
International Human Resource Management	MGT3IHR

Major in business law

This major provides a high quality academic program of study in business law units at the undergraduate level that will complement major studies in other areas of the degree. In undertaking a major in business law, students will develop an understanding of the critical connections between the law and business practice in a range of areas; enhance their skills in legal research and reasoning; appreciate the connections between law and ethical behaviours in business; and develop awareness of major compliance issues in business and the roles of legal professionals in business operations

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Business Law	LST1BSL
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	Elective unit	

Second and third years

Students must complete eight of the following units, having regard to the levels of units and prerequisites.

Unit title	Unit code
Environmental Law	LST2EL
Employee Relations Law	LST3ERL
Marketing Law	LST2MAL
Intellectual Property Law	LST3IPL
Property Law	LST3PL

International Business Law	LAW2IBL
Tourism and Hospitality Law	LST2THL
Professional Liability	LST3PLI

Note that not all law units are available every year and the semester on offer may change.

Major in information technology

The objective of this major is to provide a comprehensive grounding in the basic discipline of computing around which approved minors may be developed. The emphasis in the computing area is on applications.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Business Law	LST1BSL
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	Information Systems	CSE1IS

Second and third years

Students must complete eight of the following units, having regard to prerequisites.

Unit title	Unit code
IS Development	CSE2ISD
Business Programming Concepts	CSE2BPC
Business Computer Networks	CSE3BCN
Business Data Structures	CSE3BDS
Database	CSE3DB
Programming Environment	CSE1PE
Web Development	CSE2WD
Web Services	CSE3WS

The sequence of units will depend upon the information technology units available and chosen by students.

Bachelor of Business – Montpellier (RBBMO)

This course is available only to offshore students. Students will be eligible to enrol in this course when they have passed a minimum La Trobe University equivalent of 240 credit points in the Bachelor of Business Administration (Honours) or the Bachelor of Science in Marketing at École Supérieure de Commerce, Montpellier, France. They will then study 120 credit points of La Trobe University units and, on successful completion of both programs, students will graduate with both Montpellier's Bachelor of Business Administration or Bachelor of Science in Marketing and La Trobe's Bachelor of Business with an international business major.

Course structure

The La Trobe University component of this twinning-degree program is one year in duration and students undertake this during the final year of their Montpellier Bachelor of Business Administration or Bachelor of Science in marketing program. The La Trobe University units studied at École Supérieure de Commerce Montpellier are as follows.

Unit title	Unit code
International Economics	ECO3IE
Strategic Management	MGT3SMG
Asian-Australian Trade Issues	ECO3ATI
Globalisation and Regional Business	MGT2GRB
International Marketing	MKT3IMK
International Human Resource Management	MGT3IHR
Asian Business Project (Part 1)	MGT3BPA
Asian Business Project (Part 2)	MGT3BPB

All La Trobe units are worth 15 credit points each. All units are delivered in online block mode. Further information on the offshore programs may be obtained from the Offshore Course Administrators.

Bachelor of Business (Tourism and Hospitality) – Bendigo (RBBTH)

This course aims to equip students with the skills and knowledge required for future leaders in the tourism and hospitality industries. The course combines practical, professional hospitality training and studies in business and tourism. Its broad nature allows students to obtain a firm foundation for careers in areas other than tourism and hospitality.

Admission requirements

Applicants must satisfy the University's normal entrance requirements, including a study score of at least 20 in units 3 and 4 VCE English.

Degree requirements

Students must complete a course of units accumulating a minimum of 360 credit points (24 units) including eight level 3 units. All core units are worth 15 credit points each. The course is designed to be completed in three years of full-time study, although part-time study is possible.

Course structure

The course consists of the units shown in the following grid.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Introduction to Leisure Industry Studies	THS1ILS
TE-SEM-1	Management Communications	THS1MCO
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Food and Beverage Services	THS1FBS
TE-SEM-2	Accommodation Operations	THS1AOS
TE-SEM-2	Management Information Systems	BUS1MIS
TE-SEM-2	Introduction to Marketing: Tourism and Hospitality	THS2IMT
TE-SEM-2	Accounting and Management for Entrepreneurs	ACC1AME

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Microeconomics for Tourism and Hospitality	THS2MIC
TE-SEM-1	Organisational Behaviour	MGT2OBE
TE-SEM-1	Consumer Behaviour	MKT2CBE
TE-SEM-1	Hospitality Operations Management	THS2HOM
TE-SEM-2	Macroeconomics for Tourism and Hospitality	THS2MAC
TE-SEM-2	Tourism and Hospitality Law 2	LST2THL
TE-SEM-2	Human Resource Management	MGT2HRM
TE-SEM-2	Introductory Statistics for Business	ECO1ISB

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Rural Tourism	THS3RT
TE-SEM-1	Festival and Event Tourism	THS3FET
TE-SEM-1	Tourism Enterprise Management	THS3EM
TE-SEM-1	Tourism and the Environment	THS3TEN
TE-SEM-2	Community Tourism	THS3CT
TE-SEM-2	Destination Marketing and Management	THS3DMM
TE-SEM-2	Third year elective	
TE-SEM-2	Third year elective	

Study of some units offered at other campuses is possible, but such study must be approved by the Director of Programs (Bendigo), School of Sport, Tourism and Hospitality Management.

Bachelor of Commerce – Bendigo (LBCB)

This course enables students to obtain a professional accounting qualification. It is designed to equip students with competence and expertise in areas such as financial accounting, management accounting, auditing, finance, business law, taxation, business communication and information systems.

Admission requirements

Admission requirements are VCE units 3 and 4 of English (any) and mathematics (any) with a minimum study score of at least 20 in each. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under special entry schemes.

Professional recognition

This course is structured to meet the accreditation requirements of CPA Australia and the Institute of Chartered Accountants in Australia (ICAA). In order to meet the accreditation requirements of the ICAA, Taxation and Auditing must be completed.

Degree requirements

Students must complete a course of units accumulating a minimum of 360 credit points, at least 285 of which must be units offered by the School of Business. The course is designed to be completed within three years of full-time study, although part-time study is possible.

Students must undertake 120 credit points at first year level and 120 credit points at third year level, including at least 90 credit points at third year level from the School of Business. Variations to this structure are subject to approval by the course coordinator.

Course structure

Students completing the course structure listed below graduate with a major in accounting. All units are worth 15 credit points.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Business Law	LST1BSL
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Introductory Financial Accounting	ACC1IFA

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Introductory Management Accounting	ACC2IMA
TE-SEM-1	Corporate Reporting	ACC2CRE
TE-SEM-1	Elective	
TE-SEM-1	Elective	
TE-SEM-2	Intermediate Management Accounting	ACC2IMB
TE-SEM-2	Law of Business Association	LST2LBA
TE-SEM-2	Elective	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Auditing	ACC3AUD
TE-SEM-1	Taxation	ACC3TAX
TE-SEM-1	Elective	
TE-SEM-1	Elective	
TE-SEM-2	Advanced Financial Accounting	ACC3AFA
TE-SEM-2	Business Finance	ACC3BF
TE-SEM-2	Elective	
TE-SEM-2	Elective	

Double degrees

Bachelor of Business/Bachelor of Information Technology (RZBC)

Details of this course can be found under the entry in the *Handbook* for the Faculty of Science, Technology and Engineering, Bendigo Campus.

Bachelor of Information Technology/Bachelor of Commerce (SZITCB)

Details of this course can be found under the entry in the *Handbook* for the Faculty of Science, Technology and Engineering, Bendigo Campus.

Bachelor of Civil Engineering/Bachelor of Business (RZBE)

Details of this course can be found under the entry in the *Handbook* for the Faculty of Science, Technology and Engineering, Bendigo Campus.

Bachelor of Laws/Bachelor of Arts – Bendigo Campus (LZLAB)

The Bachelor of Laws/Bachelor of Arts is a five year combined degree providing an accredited professional qualification in law as well as a degree in arts. Students undertake their first two years of study at the Bendigo campus and then transfer to the equivalent combined degree program at the Melbourne (Bundoora) campus (LZLA), where they complete the remainder of their course. Students initially select a major or a double major in arts from the disciplines offered by the Faculty of Humanities and Social Sciences at Bendigo. As there may be some arts disciplines on offer at Bendigo that are not available within the Faculty of Humanities and Social Sciences at Melbourne (Bundoora), students must choose an arts major or double major at first year that can be continued at Melbourne (Bundoora). In addition, students cannot normally undertake any units offered by Schools or Faculties other than the Faculty of Humanities and Social Sciences at Bendigo.

At Melbourne (Bundoora), students complete the remainder of the Council of Legal Education core law units and undertake law electives as well as completing their arts major or double major. The eight law units undertaken at Bendigo will normally be taught by means of video-conferencing from the School of Law at Melbourne (Bundoora), in conjunction with tutorials and seminars offered on campus at Bendigo.

Admission requirements

Admission requirements are VCE units 3 and 4 of English (any), with a study score of at least 30.

Degree structure

Students complete eight core law units and seven arts units over their two years at Bendigo. Students will receive full advanced standing for these units at Melbourne (Bundoora). The degree structure is identical to that of the Bachelor of Laws/Bachelor of Arts (undergraduate entry) (LZLA) offered at the Melbourne (Bundoora) campus, except that the arts units offered at Bendigo, which can then be taken as majors at Melbourne (Bundoora), are more restricted. Disciplines available as majors at Bendigo are set out below. Students should note that the number of units required for a major in the Bachelor of Laws/Bachelor of Arts at Melbourne (Bundoora) differs from the requirements of the Bachelor of Arts at Bendigo.

Degree requirements

Students must:

- complete a total of at least five years of full-time study or equivalent
- complete in sequence the compulsory law units
- complete a total of 645 credit points (375 credit points in law and a minimum of 270 credit points in arts)
- complete a total of 22 units in law (15 compulsory units and 7 electives)
- satisfy the requirements of the Bachelor of Arts by completing:
 - either one major study of 130 credit points in one arts discipline, consisting of two electives at first year, two electives at second year and three electives at third year level, of *or* a double major of 260 credit points in two separate arts disciplines, each consisting of two electives at first year, two electives at second year and three electives at third year level

- complete a minimum of 60 and a maximum of 90 credit points at first year level in arts, with no more than 45 credit points in one discipline
- complete a minimum of 80 credit points at third year level in arts (with a minimum of 60 credit points in a major arts discipline)
- complete no more than 180 credit points at first year overall.

Course structure

First year (Bendigo)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1	Two first year arts units		30
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-2	Two first year arts units ¹		30

Second year (Bendigo)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1	One first or second year arts unit ²		15–20
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-2	One first or second year arts unit ²		15–20
TE-SEM-2	One second year arts unit		20

Third to fifth years

See years three to five of the degree structure for the entry for the Bachelor of Laws/Bachelor of Arts degree (LZLA) at Melbourne (Bundoora) in this *Handbook*.

Key: ¹ The range of arts units available to students in the combined Bachelor of Laws/Bachelor of Arts degree at Bendigo is restricted. Students are normally only permitted to take units in disciplines that are also offered by the Faculty of Humanities and Social Sciences at Melbourne (Bundoora), so that they can receive advanced standing for their Bendigo studies towards their major upon transfer and satisfy prerequisites for Melbourne (Bundoora) units. Arts units at Bendigo may be chosen from English, history, religious studies, Indonesian language, politics, sociology and women's studies (referred to as gender, sexuality and diversity studies at Melbourne (Bundoora)). But students must choose units from the lists below. At both Bendigo and Melbourne (Bundoora), students in the Bachelor of Laws/Bachelor of Arts degree are not permitted to take units offered outside the Faculty of Humanities and Social Sciences. Chinese Language has been available to students at Bendigo in the past but is no longer available. Students may, with the permission of the Registrar of the Faculty of Humanities and Social Sciences, Melbourne (Bundoora), take some units from an arts discipline at Bendigo not listed above, but may not be able to complete a major at Melbourne (Bundoora) in this discipline. For example, students may be permitted to enrol in some philosophy, cinema studies or art history units. For possible units, see Miscellaneous Units below. It may also be possible to commence a major at Melbourne (Bundoora) not listed above, provided that the student completes no more than 60 credit points of arts at Bendigo at first year level. Students with concerns about advanced standing at Melbourne (Bundoora) for their choice of arts units at Bendigo should discuss the matter with an adviser from the Faculty of Humanities and Social Sciences at Melbourne (Bundoora).

² Students wishing to take a double major should take these units at a second year level.

For further information on arts units at Bendigo, please contact the Faculty of Humanities and Social Sciences (Bendigo). For information on units available as arts electives at Bundoora, please refer to the Bachelor of Arts entry in the Faculty of Humanities and Social Sciences section of this *Handbook*. For general information about the remainder of the law program, please consult the Bachelor of Laws (Graduate Entry) (LBLE) degree at Melbourne (Bundoora) in this *Handbook*.

Disciplines available at first year and second year level in arts at Bendigo within Bachelor of Laws/Bachelor of Arts

The School of Arts at Bendigo is now part of the Faculty of Humanities and Social Sciences at Melbourne (Bundoora). But the School of Arts currently recognises a number of different departmental disciplines and area studies as accredited majors within

the Bachelor of Arts at Bendigo. As some of these are not available as majors at the Melbourne (Bundoora) campus, students must take only units at Bendigo from the disciplines listed below if they wish to receive full advanced standing for their major studies upon transfer to the Bachelor of Laws/Bachelor of Arts at Melbourne (Bundoora). For further information on the list of offerings within these disciplines, students are referred to the Bendigo campus chapter for the Bachelor of Arts in this *Handbook*.

English

First year level (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Classical Literature	HUM1CL
TE-SEM-2	Modern Myth in Literature and Film	HUM1MM

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Australian and Contemporary Literature ¹	HUM2ACL/HUM3ACL
TE-SEM-1	Romantic Movement	HUM2RM/HUM3RM
TE-SEM-1	The Idea of the Classic	HUM2C/HUM3IC
TE-SEM-2	American Literature ¹	HUM2AL/HUM3AL
TE-SEM-2	English Language Studies ¹	HUM2ELS
TE-SEM-2	Illness in Literature ¹	HUM2IL/HUM3IL
TE-SEM-2	Modern Literature	HUM2ML/HUM3ML
TE-SEM-2	Writing Songs of Protest	ENG2WS/ENG3WS

Key: ¹ Not offered in 2008.

History

First year level (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Modern Europe A: from Monarchies to Nations	HIS1MEA
TE-SEM-1	Revolutionary Europe ¹	HIS1REV
TE-SEM-2	Australian History: Nation ¹	HIS1AHN
TE-SEM-2	Globalisation: The Rise of the Modern World	HIS1DEV

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Biblical World ¹	HUM2BW/HUM3BW
TE-SEM-1	Development and Change ¹	HIS2DC/HIS3DC
TE-SEM-2	Gender Relations in Australian History	HIS2GRH/HIS3GRH
TE-SEM-1	Nationalism and Identity	HIS2NIHIS3NI
TE-SEM-1	The European Union	HIS2EUU/HIS3EUU
TE-SEM-1	Tourism and Heritage Management ¹	HIS3THM (only available at third year)
TE-SEM-2	Australian Labour and the State	HIS2ALS/HIS3ALS
TE-SEM-2	British History ²	HIS2BH/HIS3BH
TE-SEM-2	Dangerous Attractions ¹	HIS2DA/HIS3DA
TE-SEM-2	Heritage Studies	HIS2HS (2 nd year only)
TE-SEM-2	Out West and Down Under ¹	HIS2OWD/HIS3OWD
TE-SEM-2	Remembering the Past	HIS2RTP/HIS3RTP
TE-SEM-2	Sex, Crime and Scandal ¹	HIS2SCS/HIS3SCS
TE-SEM-2	Riots and Rebellions:	HIS2RAR/HIS3RAR

Key: ¹ Not offered in 2008.

Politics

First year level (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Introduction to Sociology, Politics and Culture 101	SOC1SP1
TE-SEM-2	Introduction to Sociology, Politics and Culture 102	SOC1SP2

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Australian Welfare State ¹	POL2AWS/POL3AWS
TE-SEM-1	Political Ideologies ¹	POL2PI/POL3PI
TE-SEM-1	Political Interests in Australia	POL2PIA/POL3PIA
TE-SEM-2	Australian Political Institutions ¹	POL2API/POL3API
TE-SEM-2	Politics and Public Policy in Victoria	POL2PIV/POL3PIV
TE-SEM-2	Unions and Labour Relations ¹	POL2ULR/POL3ULR

Key: ¹ Not offered in 2007.

Religious studies**First year level (15 credit points)**

Teaching period	Unit title	Unit code
TE-SEM-1	Introducing Religious Studies	HUM1IRS
TE-SEM-2	Greek Mythology	HUM1GM

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Biblical World ¹	HUM2BW/HUM3BW
TE-SEM-1	Eastern Religion and Philosophy	HUM2ERP/HUM3PWA
TE-SEM-2	Medieval Studies	HUM2MS/HUM3MS
TE-SEM-2	Buddhist Thought ¹	HUM2BT/HUM3BT
TE-SEM-2	Greek Philosophy	HUM2GP/HUM3GP
TE-SEM-2	Philosophy of Religion ¹	HUM2PR/HUM3PR
TE-SEM-2	Traditional Cosmologies	HUM2TC/HUM3TC

Key: ¹ Not offered in 2008.

Sociology**First year level (15 credit points)**

Teaching period	Unit title	Unit code
TE-SEM-1	Introduction to Sociology, Politics and Culture 101	SOC1SP1
TE-SEM-2	Introduction to Sociology, Politics and Culture 102	SOC1SP2

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Contemporary Social Issues ¹	SOC2CSI/SOC3CSI
TE-SEM-1	Macro-Sociology	SOC2MS/SOC3MS
TE-SEM-1	Social Research	SOC2SR/SOC3SR
TE-SEM-2	Landscape and the Human World	SOC2LL/SOC3LL
TE-SEM-2	Researching Social Life ¹	SOC2RSL/SOC3RSL
TE-SEM-2	Sociology of Health and Illness	SOC2SH/SOC3SH

Key: ¹ Not offered in 2007.

Women's Studies**First year level (15 credit points)**

Teaching period	Unit title	Unit code
TE-SEM-1	Any first year arts unit ²	SOC1SP1, HIS1MEA, HUM1CL, HUM1IRS
TE-SEM-2	Any first year arts unit ²	SOC1SP2, HIS1DEV, HUM1MM, HUM1GM

Second/third year level (20 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Gender Relations in Australian History	HIS2GRH/HIS3GRH
TE-SEM-1	The Body in Literature ¹	HUM3BOL (only available at third year)
TE-SEM-1	Women in Classical Greece and Rome ¹	HUM2WGR/HUM3WGR
TE-SEM-1	Women in Classical Literature ¹	HUM2WCL/HUM3WCL
TE-SEM-2	Dangerous Attractions ¹	HIS2DA/HIS3DA
TE-SEM-2	Gendered Cinema ¹	HUM2GC/HUM3GC
TE-SEM-2	Remembering the Past	HIS2RTP/HIS3RTP
TE-SEM-2	Writing Songs of Protest	ENG2WS/ENG3WS

Key: ¹ Not offered in 2008.

² Students wishing to major in women's studies should consider doing no more than 60 credit points at first year level in arts so that they can enrol in two first year gender and diversity units at Melbourne (Bundoora).

Indonesian language**First year level (15 credit points)**

Teaching period	Unit title	Unit code
TE-SEM-1	Indonesian A ¹	INM1IA
TE-SEM-2	Indonesian B	INM1IB

Key: ¹ Students with VCE Indonesian should enrol in second year Indonesian. For information on Indonesian language courses, please contact the Faculty of Humanities and Social Sciences, Bendigo. Students who complete IND2IC and IND2ID will receive specified advanced standing for the Melbourne (Bundoora) units INM1ADA and INM1ADB. These are the units undertaken by students with VCE Indonesian. Students who complete IND3IE and IND3IF will receive specified advanced standing for the Melbourne (Bundoora) units INM2ADA and INM2ADB. These are the second year units undertaken by students who have completed INM1ADA and INM1ADB. Students who transfer into this

program with advanced standing for Indonesian at second or third year must seek advice on what is required to complete a major due to the difference in credit points between Bendigo and Melbourne (Bundoora) units. For further information on Indonesian language units at Melbourne (Bundoora), please contact the Faculty of Humanities and Social Sciences, Melbourne (Bundoora).

Second year level (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Indonesian C	INM2IC
TE-SEM-2	Indonesian D	INM2ID

Third year level (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Indonesian E	INM3IE
TE-SEM-2	Indonesian F	INM3IF

Miscellaneous units

With the permission of the Registrar of the Faculty of Humanities and Social Sciences, Melbourne (Bundoora), students may be able to undertake some other units, but may not be able to continue with these disciplines at Melbourne (Bundoora). Students must also ensure that they can continue with at least one approved discipline from the majors listed above at Melbourne (Bundoora).

Legal studies in Bachelor of Laws/Bachelor of Arts

Students at Bendigo are not permitted to enrol in legal studies units as part of their combined Bachelor of Laws/Bachelor of Arts degree, because they are all business law units that cannot be taken at Melbourne (Bundoora) as part of the Bachelor of Arts. Upon transfer to Melbourne (Bundoora), students are permitted to take some non-business law legal studies units at second or third year level, such as criminology units, but are not permitted to enrol in Criminal Law and Society (LST2CLS/LST3CLS) because it overlaps with Criminal Law (LAW2CRM). Students are also not permitted to enrol in Business Law (LST1BSL), Law of Business Associations (LST2LBA/LST3LBA), Marketing Law (LST2MAL/LST3MAL) or Tourism and Hospitality Law (LST2THL) because these units are not offered by the Faculty of Humanities and Social Sciences.

Honours

Students may be permitted to undertake Honours in the law program in the final year of their law studies. Normally an average grade of B over two full-time years of law study is required. Honours comprises a research component and a compulsory research seminar. Students must complete a 10,000-word thesis (which takes the place of two law electives) on a topic to be approved by the Honours Research and Graduate Studies Committee. The compulsory research seminar is conducted throughout the year. Students must attend at least six of the sessions and are required to present a paper on their individual research project.

Students invited to enrol in Honours in arts must complete a further full-time year of study. For further information, please see the Bachelor of Arts entry in the Faculty of Humanities and Social Sciences section of this *Handbook*.

Professional recognition

The law degree includes those units approved by the Victorian Council of Legal Education, which must be successfully completed as a prerequisite for entry into legal practice. See Bachelor of Laws (Graduate Entry) at Melbourne (Bundoora) for specific units and further information.

Unit availability and descriptions

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the unit database at www.latrobe.edu.au/udb_public.

Bachelor of Laws/Bachelor of Business – Bendigo Campus (LZLBB)

The Bachelor of Laws/Bachelor of Business is a five year combined degree providing an accredited professional qualification in law as well as a degree in business. Students undertake their first two years of study at Bendigo campus and then transfer into the equivalent

combined degree program at Melbourne (Bundoora) campus, where they complete the remainder of their course. As some business majors on offer at Bendigo are not available at Melbourne (Bundoora), students normally choose a major at first year that can be continued at Melbourne (Bundoora). Approved majors at Bendigo for this degree are: business economics, human resource management, marketing and international business. Bendigo students can also major in management or financial management, but in such cases must postpone the commencement of their major until they transfer to Melbourne (Bendigo). In such cases, they take six core business units and two business electives at Bendigo. Students are not permitted to take a business major in business law or information technology. Whilst at Bendigo, students in most cases complete eight core law units, six core business units and two units towards their business major or business electives. Students will receive full advanced standing for these units at Melbourne (Bundoora).

At Melbourne (Bundoora), students complete the remainder of the Council of Legal Education core law units and undertake law electives as well as completing or commencing their business major. Most students will transfer into the Bachelor of Laws/Bachelor of Business, but students majoring in international business will have to transfer into the Bachelor of Laws and the Bachelor of International Business concurrently. For further general information about the business component of this degree, please consult the information for the Bendigo Bachelor of Business (RBB) in this *Handbook*, but note that the specific degree requirements for this combined degree are more restrictive. The eight law units undertaken at Bendigo will normally be taught by means of video-conferencing from the School of Law at Melbourne (Bundoora), in conjunction with tutorials and seminars offered on campus at Bendigo.

Admission requirements

Admission requirements are VCE units 1 and 2 of one of general mathematics or mathematical methods and VCE units 3 and 4 of English, with a study score of at least 30.

Degree structure

The overall degree structure for each student will depend upon the particular business major selected. Most students will remain in the Bachelor of Laws/Bachelor of Business program. Students majoring in international business will enrol in the undergraduate Bachelor of Laws (LBL) and Bachelor of International Business (LBIB) concurrently, but will be granted a reduction in the overall credit points for these two degrees to bring them into line with the credit points in a five year combined degree. All students complete 645 credit points overall: 375 credit points in law (22 law units: 15 core and 7 electives) and 270 credit points in business or international business (18 units, including 8 units in their major). Most students will complete eight law units and eight business units at Bendigo. The business units include six core units and two units towards the selected major or business electives.

Degree requirements

Students must:

- complete a total of at least five years of full-time study or equivalent
- complete in sequence the compulsory law units
- complete in sequence the compulsory business units
- complete a total of 645 credit points (375 credit points in law and 270 credit points in business)
- complete a total of 22 units in law (15 compulsory units and 7 electives)
- complete a total of 18 units in business (6 core units, 8 units from a permissible business major and 4 School of Business electives)
- complete 90 credit points at first year in core School of Business units
- complete 120 credit points in a permissible business major, comprising 0–15 credit points at first year, 45–60 credit points at second year and 60 credit points at third year (depending on the major chosen)
- complete 60 credit points in School of Business electives, with a maximum of 15 credit points at first year level and a minimum of 30 credit points at third year level
- complete a minimum of 90 credit points at third year in School of Business units

- complete no more than 180 credit points at first year level overall;
- if commencing at Bendigo, complete the first two years of study in law at Bendigo prior to transfer to Melbourne (Bundoora)

In lieu of 30 credit points of School of Business electives, students may complete up to 30 credit points in other free electives with the permission of the Director of Undergraduate Studies in the School of Law at Melbourne (Bundoora) in consultation with the Head of the School of Business at Melbourne (Bundoora).

Course approval

All Bendigo students must have their enrolments, including unit variations, approved by a course adviser in order to ensure that they receive full advanced standing for their studies following transfer to Melbourne (Bundoora).

Course structure

First year

Teaching period	Unit title	Unit code	Credit Points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1	Microeconomics	ECO1IMI	15
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-2	Foundations of Management ¹	MGT1FOM	15
TE-SEM-2	Macroeconomics	ECO1IMA	15

Second year

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS	15
TE-SEM-1	One second year business major unit ²		15
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB	15
TE-SEM-2	One first-or second year business major unit (depending on the business major) ³		15

Key: ¹ Students wishing to major in business economics should enrol in Introductory Statistics for Business (ECO1ISB) in place of Foundations of Management (MGT1FOM) and should enrol in Foundations of Management in teaching period 2, second year. This will enable them to access more second year economics units in second year. Students wishing to major in marketing should take their first business major unit here, Marketing Principles and Practice (MKT2MPP), in place of Foundations of Management and should defer Foundations of Management until teaching period 2, second year. They should also enrol in Consumer Behaviour (MKT2CBE) in second year.

² Students wishing to major in financial management, international business or business economics may not be able to undertake some or all of their major units until they transfer to Melbourne (Bundoora). If this is the case, they should however take a second year business elective in lieu of this major unit.

³ Some majors require first year core units: for example, business economics and financial management majors must complete ECO1IQA at Melbourne (Bundoora). Bendigo students wishing to major in financial management, international business or business economics should take a second year business elective in lieu of this major unit, if no major unit is available at Bendigo.

Third to fifth years

For students who transfer into the Bachelor of Laws/Bachelor of Business at Melbourne (Bundoora), please consult the Bachelor of Laws/Bachelor of Business (LZLB) entry in the Faculty of Law and Management section in this *Handbook* for information about this major. For general information about business majors, please consult the Bachelor of Business (LBB) degree information.

For students who transfer into the Bachelor of International Business at Melbourne (Bundoora) concurrently with the Bachelor of Laws, please consult the Bachelor of International Business (LBIB) entry and the Bachelor of Laws (LBL) entry in the Faculty of Law and Management section in this *Handbook*.

Students will generally complete 10 business units at Melbourne (Bundoora) from offerings in the School of Business, including any

core units for their major not already completed at Bendigo. Students may have to tailor their courses slightly differently depending upon the number and nature of the units undertaken at Bendigo. Students will receive proper course advice upon transfer to enable them to complete their studies within five years.

Legal studies in Bachelor of Business

Students are not permitted to take legal studies or business law units as business electives within this degree, unless they have the prior permission of the Director of Undergraduate Studies, School of Law, Melbourne (Bundoora) on (03) 94792284.

Business majors not available at Bendigo for students transferring to Melbourne (Bundoora)

Students are not permitted to take a business major in business law or information technology as part of this combined degree at Bendigo or Melbourne (Bundoora), even though these may be available as majors within the Bachelor of Business (RBB) at Bendigo.

Honours

Students may be permitted to undertake Honours in the law program in the final year of their law studies. Normally an average grade of B over two full-time years of law study is required. Honours comprises a research component and a compulsory research seminar. Students must complete a 10,000-word thesis (which takes the place of two law electives) on a topic to be approved by the Honours Research and Graduate Studies Committee. The compulsory research seminar is conducted throughout the year. Students must attend at least six of the sessions and are required to present a paper on their individual research project.

Students invited to enrol in Honours in business, international business or commerce must complete a further full-time year of study. For further information, please consult the relevant entries for the Bachelor of Business, Bachelor of International Business and Bachelor of Commerce.

Professional recognition

The law degree includes those units approved by the Victorian Council of Legal Education, which must be successfully completed as a prerequisite for entry into legal practice. See the Bachelor of Laws (Graduate Entry) (LBLG) at Melbourne (Bundoora) for specific units and further information.

For information on professional recognition for business units completed within this combined degree, please consult the relevant entries for the Bachelor of Business (LBB) and the Bachelor of International Business (LBIB) in the Faculty of Law and Management section in this *Handbook*.

Unit availability and descriptions

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this section. For the most recent descriptions of units students should access the unit database at www.latrobe.edu.au/udb_public.

Bachelor of Laws/Bachelor of Science – Bendigo Campus (LZLSB)

The Bachelor of Laws/Bachelor of Science is a five year combined degree providing an accredited professional qualification in law as well as a degree in science. Students undertake their first two years of study at the Bendigo campus and then transfer to the equivalent combined degree program at the Melbourne (Bundoora) campus, where they complete the remainder of their course. Students complete eight core law units and seven science units over their two years at Bendigo. Students will receive full advanced standing for their law units, but some reduction in advanced standing may be necessary in the case of science units to take into account the different content of and credit points for, science units at Bendigo and Melbourne (Bundoora). As there may be some science majors on offer at Bendigo that are not available at Melbourne (Bundoora), students must ordinarily choose a major at first year that can be continued at Melbourne (Bundoora). Subject to the approval of the Faculty of Science, Technology and Engineering at Melbourne (Bundoora), if a desired major discipline is not available at Bendigo, it may still be possible to commence that major after transfer to Melbourne

(Bundoora), but to complete other science units in the interim. At Melbourne (Bundoora), students complete the remainder of the Council of Legal Education core law units and undertake law electives as well as completing their science units.

The eight law units undertaken at Bendigo will normally be taught by means of video-conferencing from the School of Law at Melbourne (Bundoora), in conjunction with tutorials and seminars offered on campus at Bendigo.

Admission requirements

Admission requirements are VCE units 3 and 4 of English (any) and mathematical methods or specialist mathematics, with a study score of at least 30 in English and a study score of at least 20 in mathematical methods or specialist mathematics.

Degree structure

Students must:

- complete a total of at least five years of full-time study or its equivalent
- complete in sequence the compulsory law units
- satisfy the requirements of the Bachelor of Science
- complete a total of 630 credit points (375 credit points in law and 255 credit points in science)
- complete a total of 22 units in law (15 compulsory units and 7 electives)
- complete a minimum of 60 and a maximum of 90 credit points at first year level, a minimum of 80 credit points at second year level and a minimum of 90 credit points at third year level in science;
- complete no more than 180 credit points at first year level overall. Students will usually be enrolled in between 120 and 135 credit points each year, but may enrol in up to 145 credit points without special approval.

Course structure

First year

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Dispute Resolution	LAW1DR	15
TE-SEM-1	Legal Institutions and Methods	LAW1LIM	15
TE-SEM-1	Two first year science electives		30
TE-SEM-2	Criminal Law	LAW2CRM	20
TE-SEM-2	Principles of Public Law	LAW2PPL	15
TE-SEM-2	Two first year science electives		30

Second year

Teaching period	Unit name	Unit code	Credit Points
TE-SEM-1	Law of Contracts	LAW2CNT	20
TE-SEM-1	Law of Torts	LAW2TOR	20
TE-SEM-1	First or second year science elective		15
TE-SEM-2	Commercial and Consumer Contracts	LAW2CCC	15
TE-SEM-2	Constitutional Law	LAW2CNL	20
TE-SEM-2	First or second year science elective(s) ¹		15–20
TE-SEM-2	First or second year science elective(s) ¹		15–20 ²

Key: ¹ As second and third year electives at Bendigo are all worth 15 credit points, students who elect to complete second year units at Bendigo may have to complete an additional unit at second year level to what is noted on the grid in order to complete the minimum 80 credit points required at second year level by the end of the degree. This can be taken at Bendigo or Melbourne (Bundoora).

² Subject to a maximum of 90 first year credit points.

Third to fifth years

See years 3–5 in the entry for the Bachelor of Laws/Bachelor of Science (LZLSB) degree in the Faculty of Science and Technology at Melbourne (Bundoora) in this *Handbook*. Some adjustments will be necessary to take into account the fact that students will not have completed a law elective in their second year at Bendigo, but will have completed one second year science unit in lieu.

For general information about the law program, please consult the entry for the Bachelor of Laws (Graduate Entry) (LBLG) in the Faculty of Law and Management at Melbourne (Bundoora) in this *Handbook*. For advice on science units at Melbourne (Bundoora), please consult a course adviser in the Faculty of Science, Technology and Engineering, Melbourne (Bundoora).

Science majors

The following majors are available to students at Bendigo following transfer to Melbourne (Bundoora): biological sciences, chemistry, computer science, mathematics, physics, psychological sciences and statistics. In order to obtain entry into second year Melbourne (Bundoora) units, leading to a major study of one of these disciplines at third year level, the following Bendigo units must normally be included in the first-and second year enrolments at Bendigo. Second year level Bendigo units have been included when their content overlaps with core first year level Melbourne (Bundoora) units.

Discipline	Unit Name	Unit Code	Teaching period	Credit Points
Biological sciences ¹	Biology of the Cell and Organism	BIO1CO	TE-SEM-1	15
	Organs and Organ Systems	BIO1OOS	TE-SEM-2	15
Chemistry	Chemistry 1A	CHE1C1A	TE-SEM-1	15
	Chemistry 1B	CHE1C1B	TE-SEM-2	15
Computer science	Programming Environment	INT1PE	TE-SEM-1	
			or	
			TE-SEM-2	15
	Programming Concepts	INT1PC	TE-SEM-1	
			or	
			TE-SEM-2	15
Mathematics	Object-Oriented Programs	INT2OOP	TE-SEM-1	15
	Data Structures	INT2DS	TE-SEM-1	
			or	
			TE-SEM-2	15
	Discrete Mathematics (also highly recommended)	MAT1DIS	TE-SEM-2	15
	Calculus A	MAT1CA	TE-SEM-1	15
Physics	Calculus B	MAT1CB	TE-SEM-2	15
	Linear Algebra	MAT2LIN	TE-SEM-1	15
	Discrete Mathematics (also highly recommended)	MAT1DIS	TE-SEM-2	15
	Physics A	PHY1PA	1	15
Psychological sciences	Physics B	PHY1PB	2	15
	Psychology A	PSY1PYA	1	15
	Psychology B	PSY1PYB	2	15
	Introduction to Behavioural Neuroscience A	PSY1BNA	1	15
Statistics	Introduction to Behavioural Neuroscience B	PSY1BNB	2	15
	Statistical Methods	STA1STM	TE-SEM-1/ TE-SEM-2	15

Key: ¹ Students may be permitted to take two units, Life Sciences 1 (HBS1LS1) and Life Sciences 2 (HBS1LS2), in lieu of Biology of the Cell and Organism (BIO1CO) and Organs and Organ Systems (BIO1OOS). Refer to Faculty of Science, Technology and Engineering section in this *Handbook* for full unit details.

Subject to the approval of the Faculty of Science, Technology and Engineering at Melbourne (Bundoora), if a desired major discipline is not available at Bendigo, it may still be possible to commence that major after transfer to Melbourne (Bundoora), but to complete some of the above science units in the interim. Students in this position would have to leave some of the maximum 90 credit points at first year level free so that they could undertake the first year units of their major at Melbourne (Bundoora).

Honours

Students may be permitted to undertake Honours in the law program in the final year of their law studies. Normally a grade of B average over two full-time years of law study is required. Honours comprises a research component and a compulsory research seminar. Students must complete a 10,000-word thesis (which takes the place of two law electives) on a topic to be approved by the Honours Research and Graduate Studies Committee. The compulsory research seminar is conducted throughout the year. Students must attend at least six of the sessions and are required to present a paper on their individual research project.

Students invited to enrol in Honours in science must complete a further full-time year of study. For further information, please see the

Bachelor of Science entry in the Faculty of Science, Technology and Engineering section of this *Handbook*.

Professional recognition

The law degree includes those units approved by the Victorian Council of Legal Education that must be successfully completed as a prerequisite for entry into legal practice. See Bachelor of Laws (Graduate Entry) at Melbourne (Bundoora) for specific units and further information.

Bachelor of Science/Bachelor of Commerce (SZSCB)

Details of this course can be found under the entry in the *Handbook* for the Faculty of Science, Technology and Engineering, Bendigo Campus.

Honours degrees

Bachelor of Business (Honours) – Bendigo (RHB)

This course is designed for high-achieving students who wish to undertake further studies in human resource management or marketing. It provides a fourth year of theoretical and practical studies with a strong research focus so as to provide a basis for further study at the Masters and Doctoral levels and the opportunity for advanced professional employment.

Admission requirements

To qualify for entry to the Bachelor of Business (Honours), candidates should normally have completed a Bachelor of Business degree with a major in human resource management or marketing and a B (70% or greater) average result in six second and third year core units from the designated major. Students must complete all requirements of their undergraduate degree before taking up Honours.

Course structure

The course can be undertaken by full-time study for one year or part-time study for two years. Students are required to complete four coursework units and a thesis of 20,000 words. The thesis will be completed under the direct supervision of an academic staff member. Approval of a research topic is subject to the availability of a supervisor in the designated discipline area. The major the student is studying will dictate the core units required.

Major in human resource management

Teaching period	Unit title	Unit code
TE-SEM-1	Research Methods	MGT4RMA
TE-SEM-1	Issues in Human Resource Management	MGT4IHM
TE-SEM-1	Directed Readings Unit	BUS4DRE
Plus one other approved fourth or fifth year level unit		
TE-SEM-2	20,000-Word Thesis	BUS4HTC

Major in marketing

Teaching period	Unit title	Unit code
TE-SEM-1	Research Methods	MGT4RMA
TE-SEM-1	Issues in Marketing	MKT4IIM
TE-SEM-1	Directed Readings Unit	BUS4DRE
Plus one other approved fourth or fifth year level unit		
TE-SEM-2	20,000-Word Thesis	BUS4HTC

Note: Availability of units is dependent on demand.

Bachelor of Commerce (Honours) – Bendigo (LHCB)

This course is designed for high-achieving students who wish to undertake further studies in accounting. It provides a fourth year of theoretical and practical studies with a strong research focus so as to provide a basis for further study at the Masters and Doctoral levels and the opportunity for advanced professional employment.

Admission requirements

The entry requirements are successful completion of a Bachelor's degree majoring in accounting and a B (70% or greater) average result in six second and third year core units in accounting. Students must complete all requirements of their undergraduate degree before taking up Honours.

Course structure

The course can be undertaken by full-time study for one year or part-time study for two years. Students will be required to complete either: four coursework units and a thesis of 20,000 words or five coursework units and a thesis of 15,000 words. Students are required to complete the thesis in an accounting topic under the direct supervision of an academic staff member. Approval of a research topic is subject to the availability of a supervisor in the designated discipline area.

Teaching period	Unit title	Unit code
TE-SEM-1	Research Methods	MGT4RMA
TE-SEM-1	Issues in Accounting	ACC4IIA
TE-SEM-1	Directed Readings Unit	BUS4DRE
Plus one or two other approved fourth or fifth year level units		
TE-SEM-2, or	15,000-Word Thesis	ACC4HTB
TE-SEM-2	20,000-Word Thesis	ACC4HTC

Note: Availability of units is dependent on demand.

UNIT DESCRIPTIONS

ACC1AMD ACCOUNTING FOR MANAGEMENT DECISIONS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BU. TE-SEM-S BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Mrs Selina Lim, Ms Kathie Stirling, Mr Petrus Usmanij, Mrs Susan Nalder*

This unit is designed to introduce undergraduate students from all disciplines to the nature of accounting and its role in business. Topics covered provide an overview of key financial and managerial accounting concepts and include: the recording of business transactions; the calculation and measurement of profit; the preparation of financial statements; the analysis and interpretation of financial statement data; cost accounting and reporting systems; and cost analysis for planning, control and decision-making.

Class requirements: Two 1-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial assessment (10%), mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, major assignment (30%). AW: comprising practical problem and report – 1000-word (equivalent), one 3-hour final examination (70%). AW: Hurdle requirement. Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass this unit.

Prescribed Reading:

Greg Boland AW: *Accounting – Study Guide* Birt Chambers;
AW: *Accounting Business Reporting for decision-making*

ACC1AME ACCOUNTING AND MANAGEMENT FOR ENTREPRENEURS (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BE, BU.) *BE: Ms Diane Harvey, BU: Ms Sarah Yang Spencer*

Not available to students in the Bachelor of Commerce.

This unit is designed to give students a solid understanding of the important basics of starting and managing business ventures, especially the accounting theory and practice relating to entrepreneurs in managing a small business. The aim is to provide students with a guide to the fundamentals of good management in running their future business and to give students the ability to apply financial information and generate financial reports, which will enable them to control small business operations, make business decisions and apply problem-solving techniques. Attention will be directed to both short term and long term decision-making including cost and financial control, pricing and current asset management.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One business planning project (30%) equivalent to 1500 words, one 3-hour final examination (70%)

Prescribed Reading:

BE: Jopling, R, Lucas, P and Norton, G. *Accounting for business – a non-accountant's guide* McGraw-Hill 2nd edn.

BE: Schaper, M and Thiery, V. *Entrepreneurship and small business – a Pacific Rim perspective (special print)* Wiley

ACC1IFA INTRODUCTORY FINANCIAL ACCOUNTING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BU. TE-SEM-2 BE, BU, MI, SH. TE-W13-26 NI. TE-W31-46 NI.) *Mr Greg Ellis, Mr Glenn Hill, Ms Sue Nalder*

This unit introduces students to accounting information systems, which record financial events and provide information to management. The unit begins with the accounting equation, accounting cycle, accrual accounting concepts and the preparation of financial statements. Attention is then given to application of generally accepted accounting principles and selected accounting standards to specific financial elements and transactions.

Prerequisite: ACC1AMD.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One computerised practice set (10%), one manual practice set (20%), one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. One 1/2-hour take-home examination (10%). AW: based on assignment tutorial questions, one 1-hour mid-semester test (20%). AW: one 3-hour final examination (70%). AW: Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Hornen, C, Harrison, Bamber, Best and Fraser, Willett AW:
Financial Accounting Pearson Education 5th edn. 2006

ACC2CRE CORPORATE REPORTING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-SEM-2 AW, BU, MI. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Mr Greg Ellis, Dr Xu-Dong Ji*

This unit covers corporate financial accounting and reporting at an intermediate level. It provides students with an understanding of the corporate reporting environment in Australia and the economic implications of accounting numbers. The unit incorporates evaluation and application of selected accounting standards, as well as the preparation of corporate group financial reports, which satisfy professional and regulatory requirements.

Prerequisite: ACC1IFA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: One 500-word assignment (15%), one 1-hour mid-semester test (15%), one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. One 30-minute mid-semester test (30%). AW and SH: one 3-hour final examination (70%). AW and SH: Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit

Prescribed Reading:

Deegan, C. *Australian financial accounting* 5th edn. McGraw-Hill/Irwin, 2007

ACC2IMA INTRODUCTORY MANAGEMENT ACCOUNTING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BU. TE-W13-26 NI.) *Mr Sunil Dahanayake, Mr Greg Ellis, Ms Dianne Harvey, Dr Prem Yapa*

This unit is offered in another teaching period

Managerial accounting provides organisations with internal financial and non-financial information required for the three functions of planning, controlling and decision-making. This unit enables students to develop an understanding of the elements of management

accounting and the way in which cost information is used in undertaking these functions within the context of a modern business concern. The unit examines the nature and behaviour of product cost information and students should be able to apply their understanding of this to decision-making situations using both a quantitative and a qualitative approach.

Prerequisite: ACC1AMD.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One tutorial presentation (10%) equivalent to 1000 words, one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. One 45-minute mid-semester test (20%)

Prescribed Reading:

Langfield-Smith, Thorne and Hilton AW: *Management Accounting* McGraw Hill

ACC2IMB INTERMEDIATE MANAGEMENT ACCOUNTING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BU. TE-SEM-2 AW, BE, BU, MI, SH. TE-W31-46 NI.) *Mr Sunil Dahanayake, Ms Katherine Stirling, Ms Suzanne Salmon, Mr Petrus Usmanij*

Intermediate Management Accounting further develops the concepts of management accounting and provides analytical methods for both short term and long term managerial decisions. Topics include budgeting standard costing and variance analysis, capital budgeting, inventory management, performance measurement and contemporary developments in management accounting.

Prerequisite: ACC2IMA/ACC21IMA/ACC22IMA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 45-minute mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 10-minute class presentation (10%)

Prescribed Reading:

Langfield-Smith, K, Thorne, H and Hilton, R. W. *Management accounting: an Australian perspective*. 4th edn. McGraw-Hill, 2006

ACC3AFA ADVANCED FINANCIAL ACCOUNTING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BU. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr Liz Duncan, Dr Jane Hamilton, Dr Kamran Ahmed*

This unit aims to promote an understanding of some of the major contemporary issues associated with the measurement and reporting of the operating results and financial position of modern reporting entities. Topics on foreign currency transaction and translation, superannuation, financial instruments, construction contracts and other topical issues will be covered within the context of recent recommendations of the Australian accounting profession. The role of theory in accounting will also be covered.

Prerequisite: ACC2CRE.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 45-minute mid-semester test (30%), one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: and SH one 3-hour final exam (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit. AW: and SH: One major practical problem (30%) involving accounting for superannuation.

Prescribed Reading:

CPA Australia *Accounting Handbook 2008* Pearson, Education Australia
Deegan, C. *Australian financial accounting* 5th edn.

ACC3AUD AUDITING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-SEM-2 AW, BU. TE-SEM-5 MI. TE-W13-26 NI.) *Ms Jane Hamilton, Ms Biserka Siladi, Mr Larry O'Connor*

This unit covers auditing theory and practice and is designed to meet the preliminary requirements of the Institute of Chartered Accountants

in Australia and CPA Australia. Auditing is designed to give students an understanding of the concepts involved in the auditing process.

The unit aims to integrate these concepts with practical application including reference to appropriate accounting and auditing standards.

Prerequisite: ACC2CRE.

Class requirements: One 2-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall 50% for the unit. One 1-hour mid-semester test (20%), tutorial exercises/assignment, equivalent to 500 words (10%)

Prescribed Reading:

Gay, G, Simmet, R. AW: *Auditing and assurance services in Australia* Rev, McGraw-Hill Irwin

ICAA or CPA *Auditing and assurance handbook* John Wiley and Sons or Pearson Education, current edn.

Leung BE: *Auditing and assurance services* 3rd edn. John Wiley and Sons

ACC3BF BUSINESS FINANCE (15. CPs Sem. TE-SEM-2 BE.) *Ms Dianne Harvey*

Students are acquainted with the financial environment in which business operates and introduced to certain principles associated with financial management decisions. The unit is primarily concerned with decisions confronting senior financial executives with respect to the investment, financing and dividend policies of a firm. Students study the fundamentals of financial management, including the valuation of the firm, principles relating to capital investment, capital structured dividend policy and the cost and sources of business finance. Specific topics include the principles of investment and portfolio theory and the introduction of risk analysis in capital budgeting decisions, the cost of capital, current asset management, capital structure, dividend decisions and interest rates.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the examination, as well as an overall total of at least 50% to pass the Unit, One 1500-word assignment (30%)

Prescribed Reading:

Peirson, G, Brown, R, Easton, S, Howard, P and Pinder, S. *Business finance* McGraw-Hill Irwin, 9th edn (2006)

ACC3TAX TAXATION (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, MI. TE-SEM-2 AW, BU, SH. TE-W13-26 NI. TE-W31-46 NI.) *Ms Dianne Harvey, Mr Les Nethercote*

This unit develops an understanding of Commonwealth income tax legislation and the implications of income tax on the individual and business enterprise. A practical approach is taken to the unit matter and topics include objectives of taxation, the general concepts of assessable income and allowable deductions, determination of taxable income and tax payable, special classes of taxpayers, returns and assessments, objections and appeals, collection and recovery of taxation, substantiation provisions and an introduction to capital gains and fringe benefits tax.

Prerequisite: ACC1IFA and LST2LBA.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial participation (5%), one 1500-word assignment (25%), one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Australian Tax Law Current edn. C.C.H. Australia Ltd.

Nethercott, Richardson and Devos *Australian Taxation Study Manual* Current edn. C.C.H. Australia Ltd.

Barkoczy *Core Tax Legislation and Study Guide* Current edn. C.C.H. Australia Ltd.

Recommended Reading:

Barkoczy *Australian Tax Casebook* Current edn. C.C.H. Australia Ltd.

ACC3TTX TOPICS IN TAXATION (15. CPs Sem. TE-SEM-2 BE.) *Ms Di**Harvey**Not available in 2008***ACC4HTB COMMERCE HONOURS THESIS OPTION B** (45. CPs Sem. TE-SEM-2 BE.) *Dr Jane Hamilton*

Students undertake this unit as part of their Bachelor of Commerce (Honours). The research component of the program consists of 45 credit points. Students are required to complete a 15,000-word thesis in an accounting topic under the direct supervision of an academic staff member. Topics outside of accounting must be approved by Head of School in consultation with the Professor of Discipline.

Class requirements: There are no formal class requirements. Students are required to consult with their supervisor on a regular basis.

Assessment: One 15,000-word thesis (100%)

ACC4HTC COMMERCE HONOURS THESIS OPTION C (60. CPs Sem. TE-SEM-1 BU, TE-SEM-2 BE, BU.) *BE: Dr Jane Hamilton, BU: Professor Zahirul Hoque*

Students undertake this unit as part of their Bachelor of Commerce (Honours). The research component of the program consists of 60 credit points. Students are required to complete a 20,000-word thesis in an accounting topic under the direct supervision of an academic staff member. Topics outside of accounting must be approved by Head of School in consultation with the Professor of Discipline.

Class requirements: There are no formal class requirements. Students are required to consult with their supervisor on a regular basis.

This unit is not available for 'Study Abroad' students.

Assessment: One 20,000-word thesis (100%)

ACC4IFA ISSUES IN FINANCIAL ACCOUNTING (15. CPs Sem. TE-SEM-1 BE.) *Dr Jane Hamilton*

This unit is part of the accounting Honours program and provides students with a framework within which to examine the choices in financial reporting methods and to study the issues involved in the measurement of the elements of financial statements. Topics covered include: the nature of accounting theory – nature, construction and verification of accounting theory, descriptive and prescriptive theories, empirical research in accounting; current issues in financial accounting selected from the conceptual framework and accounting standard-setting process; measurement theory and the valuation of assets and liabilities; accounting for government and not-for-profit entities; social accounting and related issues; ethical considerations in accounting.

Prerequisite: Entry to the Bachelor of Commerce (Honours).

Class requirements: 3-hour seminar for one semester.

This unit is not available for 'Study Abroad' students.

Assessment: 20-minute seminar presentation (20%), 2000-word essay (50%), 90-minute examination (30%)

ACC4IFR ISSUES IN FINANCIAL REPORTING (15. CPs Sem. TE-SEM-1 BE, BU.) *Professor Kamran Ahmed*

The purpose of this unit is to examine financial reporting from a theoretical perspective and examines the role of accounting numbers in contractual and organisational arrangements for efficient operations of our economy. Several empirical and theoretical papers dealing with perspectives of financial reporting, usefulness of accounting numbers and disclosures, corporate governance and international harmonization are examined.

Class requirements: One two-hour seminar per week and self-directed learning activities equivalent to 1-hour classroom contact per week.

This unit is not available for 'Study Abroad' students.

Assessment: Two 10-minute individual class presentations and one 500-word written summary (15%), one 20-minute individual 1000-word class presentation (15%), one 3000-word take-home final examination (70%)

Recommended Reading:

Journal Articles

ACC4IIF ISSUES IN FINANCE (15. CPs Sem. TE-SEM-1 BE.) *Mr Earl**Jobling*

This unit is part of the accounting Honours program and provides students with the opportunity of an in-depth study of aspects of

financial management and contemporary financial issues. Topics include: the nature and methodology of finance and portfolio theory research; efficient market hypothesis and the CAPM; extensions of the CAPM, arbitrage pricing model; option, futures and hybrid securities – pricing models, security valuation; mergers and takeovers, financial strategy; international finance and FOREX.

Prerequisite: Entry to the Bachelor of Commerce (Honours).

Class requirements: Three-hour seminar for one semester.

This unit is not available for 'Study Abroad' students.

Assessment: 20-minute seminar presentation (20%), 2000-word essay (50%), 90-minute examination (30%)

ACC4IMA ISSUES IN MANAGEMENT ACCOUNTING (15. CPs Sem. TE-SEM-1 BE, BU.) *Professor Zahirul Hoque*

The aim of this unit is to provide the student with an understanding of research in management accounting. This paper draws particularly on the research interests and publications of the teaching staff. Particular emphasis is placed on the social institutional and organisational context of management accounting. Students will be challenged to think about the nature and influence of management accounting.

Class requirements: One 2-hour seminar per week.

This unit is not available for 'Study Abroad' students.

Assessment: Two 2250-word essays (100%)

BUS1MIS MANAGEMENT INFORMATION SYSTEMS (15. CPs Sem. TA-ACNSEM1 SY, TA-ACNSEM2 SY, TA-ACNSEMS SY, TE-SEM-1 AW, BE, BU, MI, SH, TE-SEM-2 BE, BU, TE-W13-26 NI, TE-W31-46 NI.) *Dr Liz Duncan, Dr John**McCullagh, Mr Liam Lenten, Mrs Selena Lim*

This unit introduces students to some basic information systems (IS) ideas and concepts as IS are the key to business functions today. It will provide students with an overview of the entire IS discipline as well as a solid preparation for further study in information systems units. In addition, students will also gain an appreciation for business-related packages. This will give them a competitive edge in the job marketplace.

Incompatible unit: CSE111S

Class requirements: Two 1-hour lectures and one 2-hour computer laboratory session/tutorial per week.

Assessment: BU: SH: NI: lab exercises (15%) equal to 500 words, online quizzes (15%) equivalent to 1000 words over the semester, one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit. A/W: presentation and report (15%). equivalent to 500 words, one Excel spreadsheet assignment (15%). equal to 500 words, one 3-hour final exam (70%). Hurdle requirement: students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit. BE: online quizzes (15%) equivalent to 1000 words over the semester, one practical assignment (15%) equivalent to 500 words, one 3-hour final exam (70%). Hurdle requirement: students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit

Prescribed Reading:

Haag, S, Baltzan, P and Phillips, A (2008) *BE: Business driven technology* McGraw-Hill/Irwin, New York, USA. 2nd edn.

BUS4DRE DIRECTED READINGS (15. CPs Sem. TE-SEM-1 BE, BU, TE-SEM-2 BE, BU.) *BE: Dr Jane Hamilton, BU: Dr Outi Niinen*

An individual reading project. This unit will be available as necessary and at the discretion of the Head of School.

Class requirements: Students are required to discuss their reading project individually with their supervisors at weekly intervals.

Assessment: Two essays/research reports equivalent in total to 4500 words (100%) as arranged for each individual student

BUS4HIB INTERNATIONAL BUSINESS HONOURS THESIS B (30. CPs Sem. TE-SEM-1 BE, BU, TE-SEM-2 BE, BU.) *Dr Heidi Ryoo*

Students undertake this unit as part of a Bachelor of International Business (Honours). Students are required to complete a 15,000-word thesis under direct supervision of an academic staff member. Topics outside International Business must be approved by the Head of Department.

Prerequisite: BUS41HIA or BUS42HIA.

Class requirements: There are no formal class requirements. Students

are required to consult with their supervisor on a regular basis.
This unit is not available for 'Study Abroad' students.

Assessment: One 15,000-word thesis (100%)

BUS4HTC BUSINESS HONOURS THESIS OPTION C (60. CPs Sem. TE-SEM-1 BU, TE-SEM-2 BE, BU.) *Dr Outi Niininen*

Students undertake this unit as part of their Bachelor of Business (Honours) majoring in either human resource management, management or marketing. The research component of the program consists of 60 credit points. Students are required to complete a 20,000-word thesis under the direct supervision of an academic staff member. Approval of research topic is subject to availability of a supervisor in the designated discipline area.

Class requirements: There are no formal class requirements. Students are required to consult with their supervisor on a regular basis.

This unit is not available for 'Study Abroad' students.

Assessment: One 20,000-word thesis (100%)

ECO1IMA MACROECONOMICS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, MI. TE-SEM-2 AW, BE, BU, SH. TE-W31-46 NI.) *Dr Jayanath Ananda, Mr David Reimers, Dr Jan Libich, Dr Jayanth Ananda*

Introduces students to the study of the economy as a whole and to the economic way of thinking. Topics include national income accounting, consumption and investment demand, government spending, exports and imports, aggregate demand and supply, money and banking, fiscal and monetary policy, alternative macroeconomic theories, the balance of payments, national and foreign debt, inflation, unemployment, productivity and economic growth.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU; SH; NI; MI; ACN; weekly problem sets/assignment (maximum 1000 words) (15%), BU; SH; NI; MI; ACN; one 1-hour mid-semester test (15%), BU; SH; NI; MI; ACN; one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: in-term tests, assignments, tutorial performance (40%), BE: one 3-hour final examination (60%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: in-term tests, assignments, tutorial performance (40%), AW: one 2-hour final examination (60%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Jackson and McIver AW: *Macroeconomics* McGraw-Hill 8th Edition 2007

BE: Coombes, T and Reimers, D. *Contemporary Australian macroeconomics* Pearson.

ECO1IMI MICROECONOMICS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, SH. TE-SEM-2 BU, MI. TE-W01-08 NI. TE-W13-26 NI.) *Dr Lin Crase, Mr Earl Jobling, Professor Gary Magee*

Microeconomics implies a focus on the individual elements and components of an economy rather than on its aggregate nature. Students are introduced to the economic way of thinking in this context and to the broad subject matter of microeconomics. Topics include; consumer behaviour and demand, firm behaviour, costs and supply, price determination and the operation of markets, including imperfect markets. Analysis extends to the elementary theory of factor markets and distribution, the nature of the market system and of microeconomic policy.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU; ACN; Nilai: in-term tests, assignments, tutorial performance (30%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 3-hour final examination (60%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit. BE: in-term tests, assignments, tutorial performance (40%), AW: SH: one 2-hour final

examination (60%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit. AW: SH: weekly tutorial papers (10%), AW: SH: two 40-minute tests (30%)

Prescribed Reading:

Jackson, S and McIver AW: *Microeconomics* McGraw Hill 8th edn. Gans, J, King, S and Mankiw, N. (2005) *Principles of microeconomics* 3rd edn. Thomson

ECO1ISB INTRODUCTORY STATISTICS FOR BUSINESS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU, MI, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Warren Paul, Dr Christopher Lenard, Dr Suzanne Sommer*

In this unit students consider how to communicate and interpret commercial and economic information in terms of statistical measures. The probability approach is introduced, with applications to inferential statistics and hypothesis testing using sampling distributions in the realms of economics and commerce. Simple linear regression and testing for various hypotheses in business, economics and finance is also covered.

Incompatible unit: ECO11BS/ECO12IBS

Class requirements: Two 1-hour lectures, one 1-hour workshop and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: Assignments and project (15%), tutorial participation (5%), one mid-semester test (10%), one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, Ten 100-word tutorials (15%). Albury-Wodonga

Submitted weekly, one 2-hour examination (55%). Albury-Wodonga: Open Book exam

Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit. Two 750-word assignments (30%). Albury-Wodonga: SPSS based

Assignment 1 – Descriptive Statistics

Assignment 2 – Inferential Statistics

Prescribed Reading:

Selvanathan, A et al. *Australian Business Statistics* 3rd edn. Nelson, 2004

ECO2GE GOVERNMENT AND THE ECONOMY (15. CPs Sem. TE-SEM-2 BE.)

Mr David Reimers

In this unit, students are introduced to the broad analytical tools of economics and apply them to the area of government taxation and expenditure. In particular, the efficacy of government intervention is examined in relation to taxation regimes, the environment (an introduction to environmental economics), the re-distribution of income and related welfare issues, health outcomes and education.

Prerequisite: ECO1IMI.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 45-minute tests (20% each) (40%), one 3-hour final examination (60%)

Prescribed Reading:

Rosen, H and Gayer, T. *Public finance* 8th edn. McGraw-Hill, New York, 2008

ECO2IET INTERMEDIATE ECONOMIC THEORY 2 (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr David Reimers*

Not available in 2008

ECO2IM INTERMEDIATE MICROECONOMICS (15. CPs Sem. TE-SEM-1 BE.)

Mr David Reimers

Following on from the principles developed in basic microeconomics, this unit introduces additional analytical techniques, which students can use to describe economic behaviour and address resource-use issues. Students are encouraged to examine the decision-making process as it applies to everyday life situations as well as to business. Key areas of study include decision-making with respect to consumer behaviour, conditions of imperfect knowledge and the labour/capital mix in the production process, the wage/status connection, cost/benefit analysis in business investment and the behaviour of

firms under various conditions of imperfect competition. Of particular interest is an introduction to games theory as it applies to human behaviour and its effect on business strategies in the market place.

Prerequisite: ECO1IMI.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: Two 45-minute tests (each 20%) (40%), one 3-hour examination (60%)

Prescribed Reading:

Frank, R.H. (2006) *Microeconomics and behaviour* 6th edn. McGraw Hill

ECO2MC MACROECONOMIC CONTROVERSIES 2 (15. CPs Sem. TE-SEM-2 BE.) *Mr Andrzej Solecki*

Not available in 2008

ECO3AEA APPLIED ECONOMIC ANALYSIS 3 (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Andrzej Solecki*

Not available in 2008

ECO3AMA APPLIED MICROECONOMIC ANALYSIS 3 (15. CPs Sem. TE-SEM-2 BE.) *Dr Andrzej Solecki*

Not available in 2008

ECO3ATI ASIAN-AUSTRALIAN TRADE ISSUES (15. CPs Sem. TE-SEM-1 BE, CH. TE-W01-15 FR. TE-W48-09 FR.) *Dr Li Zhang*

In this unit students will examine: the origins of international trade and of Australia's trade in particular; the growth of Australia's trade and business relationships with the Asia-Pacific region; the recent economic development and trade patterns of Australia's principal trading partners in the region, especially Japan, China, Taiwan, South Korea, Hong Kong and Singapore; some of the practical issues encountered in the process of doing business in the Asia-Pacific region; the organisation of trade in the region through multilateral bodies and Australia's role in promoting regional trade institutions.

Prerequisite: ECO1IMA.

Class requirements: Onshore students: two hours lectures and one-hour tutorial per week.

Offshore students: France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff; China – This unit is offered as a five-month program of study in conjunction with Jiangsu University of Science and Technology. Lecture support by staff from the Bendigo campus covers 30 hours of this period.

Assessment: One 1500-word essay (30%), one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Lasserre, P and Schutte, H. (2006) *Strategies for Asia Pacific* Macmillan, Melbourne

ECO3CEH COMPARATIVE ECONOMIC HISTORY (15. CPs Sem. TE-SEM-2 BE.) *Dr Andrzej Solecki*

Not available in 2008

ECO3CEP CONTEMPORARY ECONOMIC PROBLEMS (15. CPs Sem. TE-SEM-2 BE.) *Dr Andrzej Solecki*

Not available in 2008

ECO3CES COMPARATIVE ECONOMIC SYSTEMS 3 (15. CPs Sem. TE-SEM-2 BE.) *Dr Andrzej Solecki*

This is a comparative study of different systems of economic organisations including laissez faire, market-directed, plan-directed, mixed and traditional economies. Contemporary economic systems are analysed in terms of their goals, values, structure, function and performance. Practical illustrations are drawn from a number of countries, though the main concentration is on the Australian, the European Union, Japanese and the USA economies.

Prerequisite: ECO1IMI, ECO1IMA.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1-hour test (20%), one 1500-word assignment (30%), one 2-hour examination (50%)

Prescribed Reading:

Kennett, D. (2004) *A new view of comparative economics* South Western

ECO3IE INTERNATIONAL ECONOMICS (15. CPs Sem. TE-SEM-2 BE. TE-W11-22 FR. TE-W37-50 FR.) *Dr Andrzej Solecki*

In this unit students explore the basic theoretical principles governing international trade and apply these principles to the problems of balance-of-payments disequilibrium and adjustments, especially in relation to recent Australian experience. Attention is paid to certain international economic issues and in light of these issues, an attempt is made to formulate appropriate trade policies for Australia. Major topics include theories of international trade, trade and commercial policies, foreign exchange and the adjustment process and specialised topics on key international issues.

Prerequisite: ECO1IMI, ECO1IMA.

Class requirements: Onshore students: two 1-hour lectures and one 1-hour tutorial per week

Offshore students: France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: One 1-hour test (20%), one 1500-word essay (30%), one 2-hour examination (50%)

Prescribed Reading:

Carbaugh, R.J. (2007) *International economics* South western

ECO3IRE INDUSTRIAL RELATIONS (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, SH. TE-W13-26 NI.) *Mr John Griffiths, Dr Apollo Nsubuga-Kyobe*

Three inter-related areas are covered. The first is economic aspects of wages and industrial relations, the second is the sociological study of workers and managers and the third is the major institutions of Australian industrial relations, including trade unions, employers' organisations, industrial tribunals and enterprise bargaining. Further topics include the evolution of wages policy, women at work and current controversies over the reform of the industrial relations system together with comparative insights into other countries' industrial relations systems.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BU: ACN: tutorial assessment (15%), one 50-minute essay written in tutorial time (15%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. SH: tutorial assessment (10%), one 2500-word report (20%) and one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. BE: Nilai: one 2-hour examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. One 1500-word assignment (30%)

Prescribed Reading:

TBA

ECO3MB MONEY AND BANKING (15. CPs Sem. TE-SEM-1 BE.) *Dr Andrzej Solecki*

Students gain an understanding of the economic theory related to the financial sector and explore the interrelationships between this sector and the total economy. The unit examines the international monetary system and in particular, its impact upon Australia. Students develop the ability to analyse monetary policies and evaluate them in relation to specified objectives. Key topics include money and money economy, financial institutions and markets, the central bank – its targets and policies, the process of financial intermediation and its impact upon economic activity, inflation and unemployment from a monetary standpoint, international finance and Australian monetary problems.

Prerequisite: ECO1IMI, ECO1IMA.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1-hour test (20%), one 1500-word essay (20%), one 2-hour examination (60%)

Prescribed Reading:

Miller, RL and Van Hoose, D. (2001) *Money and banking financial markets* South Western
Mishkin, FS. (2006) *The economics of money, banking and financial markets* Harper-Collins

LAW1DR DISPUTE RESOLUTION (15. CPs Sem. TE-SEM-1 BE, BU.) *BE: Ms Frances Gibson, BU: Ms Judy Gutman, BU: Ms Mary Anne Noone*

A significant aspect of lawyers work is helping people resolve disputes. In this unit, students will be provided with a general introduction to the theoretical and practical aspects of dispute resolution. The processes of arbitration, conciliation, mediation and negotiation are described and evaluated. A range of issues, including power imbalances between disputants, rights vs interest-based approaches, bargaining in the shadow of the law and lawyers as mediators, are analysed. Skills-based training in negotiation and mediation is a major and compulsory component of the unit.

Prerequisite: Only available to LLB students and BLS students commencing prior to 2006 who may undertake this unit with permission from Director of Undergraduate Studies.

Incompatible unit: LST3DRE, LAW2/3DRE

Class requirements: One 2-hour lecture per week and six 2-hour skills seminars.

This unit is not available for 'Study Abroad' students.

Assessment: One 2-hour examination (70%), skills assessment (30%)

Recommended Reading:

Sourdin, T. *Alternative Dispute Resolution* 2nd edn. Lawbook Co 2005
Spenser D, Altobelli T, *Dispute Resolution in Australia: Cases, Commentary and Materials* Lawbook Co, 2005.
Fisher, R and Ury, W. *Getting to Yes: negotiating agreements without giving in* 2nd edn. Random Century 1991
Boulle, L. *Mediation: Skills and Technique* 3rd edn. Butterworths 2005

LAW1LM LEGAL INSTITUTIONS AND METHODS (15. CPs Sem. TE-SEM-1 BE, BU.) *BE: Ms Frances Gibson, BU: Ms Judy Gutman, BU: Dr Emma Henderson, BU: Mr Keith Kendall*

Current enrolment in Bachelor of Laws or permission of the Head of Undergraduate Studies

Basic legal concepts and skills are examined. The institutions of law – the court and parliament structures – are examined, along with introductions to concepts such as international law, corporate law and access to justice. The main skills examined are the conduct of legal research, the use of primary sources of law and the employment of legal modes of analysis, especially problem-solving. The tasks which students are assigned include finding primary and secondary sources in the library, analysing and assessing cases, examining court structures through a court visit exercise, preparing case briefs, interpreting legislation and legal writing. Ethical aspects of legal advising are also examined.

Incompatible unit: LAW1LSC

Class requirements: One 1-hour lecture and one 2-hour seminar per week.

Assessment: 1500-word court report (30%), one 2-hour examination (50%), compulsory library practical research skills exercises (online) (5%), case brief and presentation (group exercise) (15%)

Preliminary Reading:

Corkery, J. (Ed) *A career in law* 2nd edn. Federation Press 2002.
Miller, J. *Getting into Law* Butterworths 2002

Prescribed Reading:

Australian Guide to Legal Citation Current edn. Melbourne University Law Review
Butterworths concise Australian legal dictionary Butterworths, current edition.
Cook, C et al. *Laying Down the Law* Butterworths, current edn. *Supplementary Materials*, 2008

LAW2CCC COMMERCIAL AND CONSUMER CONTRACTS (15. CPs Sem. TE-SEM-2 BE, BU.) *BE: Dr Francine Rochford, BU: Dr Gonzalo Villalta Puig*

Current enrolment in Bachelor of Law

In Law of Contracts (LAW2CNT), students examined voluntarily assumed obligations at common law and in equity, including formation, breach and construction and termination of contract.

In this unit, students will resume their examination of voluntarily assumed obligations subject to the statutory distinction between commercial contracts and consumer contracts. Thus, they will examine the doctrine of privity of contract, exclusion clauses, statutory implied terms, remedies for breach of contract and vitiating factors involving selected types of unfair conduct in conjunction with the statutory remedies available for such conduct.

In combination with Law of Contracts (LAW2CNT), the unit has been endorsed by the Council of Legal Education as providing understanding of and competence in the area of contracts under the Legal Practice (Admission) Rules 1999 (Vic). Successful completion of both units is required for admission to legal practice in Victoria.

Prerequisite: LAW21TOR and LAW21/22CNT.

Incompatible unit: LAW2CCL

Class requirements: One 2-hour lecture per week and one 2-hour seminar per fortnight.

Assessment: One 2-hour examination (50%) 40% hurdle (i.e., minimum of 20 marks out of 50), one 2500-word essay (50%)

Prescribed Reading:

Paterson, J, Robertson, A and Heffey, P. *Principles of Contract Law* Thomson Lawbook Co, 2nd edn. 2005
Villalta Puig, G. *Principles of Personal Property Securities and the Law of Sale* Pearson, 2nd edn. 2007

LAW2CNL CONSTITUTIONAL LAW (20. CPs Sem. TE-SEM-2 BE, BU.) *BE:*

Ms Frances Gibson, BU: Dr Spencer Zifcak

Current enrolment in Bachelor of Laws. Undergraduate students should not attempt this subject until the second year of the law program.

An exposition of the Australian Constitution through its historical development and present character is undertaken in this unit. Attention is paid to the nature of constitutional doctrine and an effort is made to locate the Constitution in its functioning political and administrative context. Federalism, for example, is treated as both legal doctrine and a system for sharing political power. Topics include federalism, grants and taxation, freedom of interstate trade, the corporations' power, the external affairs power and express and implied constitutional rights. This unit in conjunction with Principles of Public Law meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Federal and State Constitutional Law.

Prerequisite: Completion of LAW1LSC or LAW1LIM, LAW11/12CRM and completion of or concurrent enrolment in LAW12CNM or LAW12PPL permission of Director of Law Program.

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 3-hour examination, (70%), one take-home examination (30%)

Prescribed Reading:

Blackshield, A and Williams, G. *Australian Constitutional Law and Theory; Commentaries and Materials* 3rd edn. Federation Press 2002.

LAW2CNT LAW OF CONTRACTS (20. CPs Sem. TE-SEM-1 BE, BU.) *BE: Dr*

Francine Rochford, BU: Ms Alison King, BU: Mr Anthony O'Donnell, BU: Mr Terry Reid

Current enrolment in Bachelor of Laws

In this unit students examine the law of contract, but within the broader framework of the law of obligations. The focus is the principles for the recognition of obligations in contracts and the award of remedies in the event of their breach. An important theme is the shift from freedom of contract towards a model demanding heightened standards of fair dealing in contractual relationships. Topics include the requirements for contract formation and enforceability, the sources and construction of contract terms, provision for alteration of contracts, including bona fide settlements of disputes, grounds for terminating contracts, excuses for non-performance and common law rights and remedies for breach including restitutionary actions and enforcement of debts following termination. This unit, in combination with Commercial and

Consumer Contracts (LAW2CCC), meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Law of Contracts.

Prerequisite: Completion of LAW11/1LIM and LAW22/32/2/3PPL and LAW22/32/2/3CRM.

Co-requisite: LAW2TOR.

Incompatible unit: LAW21/22CNT

Class requirements: Two 2-hour lectures in alternate weeks, one 2-hour lecture and one 2-hour seminar every other week.

Assessment: 2-hour mid-semester test (34%), 3-hour examination (66%)

Prescribed Reading:

Ellinghaus, M. P. *Australian Cases on Contract* Code Press, 2008 Edition

Paterson, M, Robertson, A and Heffey, P. *Principles of Contract Law* Law Book Co 2nd edn. 2005

LAW2CRM CRIMINAL LAW (20. CPs Sem. TE-SEM-2 BE, BU.) **BE:** Ms

Frances Gibson, **BU:** Ms Judy Gutman, **BU:** Dr Emma Henderson,

BU: Ms Marilyn McMahon, **BU:** Mr John Willis

This unit is offered at third unit level also.

Current enrolment in Bachelor of Laws

Key aspects of the substantive criminal law are examined in this unit. The initial focus is on an analysis of basic concepts and principles in the criminal law, such as the onus and standard of proof, evidentiary and persuasive burdens, objective and subjective tests and principles of offence classification. Substantive topics dealt with are homicide, non-fatal offences against the person, sexual offences, offences against property and complicity. This unit, in conjunction with Criminal Procedure and Evidence, meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Criminal Law and Procedure.

Prerequisite: Completion of LAW11LIM.

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 2-hour class test (30%), one 3-hour end of semester exam (70%)

Preliminary Reading:

McSherry, B and Naylor, B. *Australian Criminal Laws: Critical Perspectives* OUP, 2nd edn. 2005

Prescribed Reading:

Bronitt S and McSherry B, *Principles of Criminal Law* LBC Information Services, 2005 (2nd Ed)

LAW2IBL INTERNATIONAL BUSINESS LAW (15. CPs Sem. TE-SEM-1 BE, TE-SEM-2 CH.) **Ms Jill Broaden, Dr Jianfu Chen**

This unit is no longer available with a Legal Studies code but is still available to Legal Studies students from any Faculty with a LAW code. Alternatively current enrolment in Bachelor of Laws

Students will be introduced to public and private law aspects of international business. With its focus upon contemporary legal and policy issues, the following topics are covered: international organisations and institutions concerning trade and investment (i.e., WTO, IMF, World Bank), international sale of goods, international carriage of goods, foreign investment and international dispute settlement

Prerequisite: LLB students: completion of LAW2CNT. Non-LLB students: completion of LST1LCC or LST1IBL.

Incompatible unit: LST20IBL, LAWIBL

Class requirements: One 2-hour seminar and one 1-hour lecture per week.

Assessment: 2000-word assignment (50%), take-home examination (50%)

Prescribed Reading:

Pryles, Waincymer and Davis *International Trade Law* Law Book Co, 2nd edition or latest edition is available, 2004

Recommended Reading:

Chen and Walker, (Eds) *Balancing Act: Law, Policy and Politics – Globalisation and Global Trade* Federation Press, 2004

Pryles, M, Waincymer, J and Davies, M (Eds) *International Trade Law: Commentary and Materials* Lawbook Co, 2004

LAW2PPL PRINCIPLES OF PUBLIC LAW (15 CPs Sem. TE-SEM-2 BE, BU.)

BE: Ms Frances Gibson, **BU:** Dr Oliver Mendelsohn, **BU:** Dr Steven Tudor

This unit is offered at third unit level also.

Current enrolment in Bachelor of Laws

Students explore the principles of Australian public law. It provides a general foundation for particular units in public law as well as private law. The main topics are rights, the rule of law, separation of powers and checks and balances, federalism, parliamentary supremacy, representative government, responsible government and governmental conventions, accountability of the executive to the law, republicanism and the Victorian Constitution. These are studied against the background of English and Australian constitutional history and other legal systems. This unit, in conjunction with Constitutional Law, meets the requirements of the Council of Legal Education in the area of Federal and State Constitutional Law.

Prerequisite: Completion of LAW11LIM or permission of the Director of the Law program.

Incompatible unit: LAWCONM, LAW10CNM, LAW12CNM

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: One 2.5-hour examination (60%), Tutorial workbook (40%)

Prescribed Reading:

Blackshield, T and Williams, G. *Australian constitutional law and theory – commentary and materials* Federation Press, 4th edn. 2002

Recommended Reading:

Gleeson, M. *2000 Boyer Lectures: the rule of law and the Constitution* ABC Books, 2000

Saunders, C. *It's your Constitution: governing Australia today* Federation Press, 2nd edn. 2003

Waugh, J. *The rules: an introduction to the Australian constitutions* Melbourne University Press, 1996

LAW2RRJ RURAL AND REGIONAL ISSUES IN JUSTICE (15 CPs Sem. TE-SEM-2 BE.) **Ms Frances Gibson**

Students in this unit will be placed in a legal practice-based in rural and regional Australia. Students will work in organisations assisting disadvantaged clients based in the Loddon–Campaspe region for one day a week during semester. Students are given responsibility for assisting in casework, community legal education and law reform projects under the supervision of staff lawyers. Students will be involved in taking instructions from clients and assisting volunteer lawyers who provide legal advice to clients. Students also attend a series of seminars on relevant areas of law, practical skills and socio legal policy.

Prerequisite: LAW11LIM, LAW22/32CRM.

Class requirements: Six 2-hour seminars; one day per week 9.00am to 5.00pm at assigned placement venue, attend at least four evening advice shifts at the Loddon Campaspe Community Legal Centre.

Assessment: Either one 2500-word essay (choice of topics) (50%) and 2-hour final examination (50%), plus satisfactory performance as assessed by placement supervisor, or

One 4000-word research essay (100%), plus satisfactory performance as assessed by placement supervisor

Prescribed Reading:

Case Study: R v Dietrich – Lawyers Practice Manual – Client Interviewing Legal Aid Act 1978

Supplementary materials supplied by the university

LAW2TOR LAW OF TORTS (20. CPs Sem. TE-SEM-1 BE, BU.) **BE:** Dr

Francine Rochford, **BU:** Mr Kenneth Warner

Current enrolment in Bachelor of Laws

In this unit, students will be concerned primarily with the civil action in negligence through which the law provides for compensation in respect of injuries suffered of a physical and an economic nature. The working operations of the torts of nuisance, strict liability, trespass and defamation as well as the social interests affected by them are also examined. This unit meets the requirements of the Council of Legal Education for admission to practice in Victoria in the area of Torts.

Prerequisite: Completion of LAW11/22/32CRM and LAW12CNM or LAW12/22/32PPL or permission of the Director of Law Program.

Co-requisite: LAW21CNT.

Incompatible unit: LAW20TOR

Class requirements: Three hours of lectures and one 1-hour tutorial per week.

Assessment: One 1.5-hour take-home examination (25%), one 3-hour final examination (75%)

Prescribed Reading:

Anderson, R, Leo, S, McDonald, B and Swanston, J. *Cases on Torts* Federation Press, 3rd edn. 2007

LST1BSL BUSINESS LAW (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, MI, SH. TE-SEM-2 AW, BU, CH. TE-W31-46 NI.)

Dr Chris Chadien, Professor Vivien Goldwasser, Mr Keith Kendall, Mr Terry Reid

This unit is not available to Bachelor of Laws students as a law elective or to students who have completed LAW21/22CNT.

This unit is offered in another semester.

Bachelor of Business Students should enrol in this subject.

In this unit students examine legal institutions and practices such as law making and interpretation of laws. The law of contract and its place in commercial law, notably the law of the sale of goods, comprise the body of the unit. Other kinds of civil liability such as fault liability are compared. Students examine the economic and political factors, which have influenced the development of this law and assess the impact of the law on business and industrial activity.

Incompatible unit: LAW21/22CNT, LST11/12LCC, LST11/12IBL

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 3-hour examination (70%). Students must achieve at least a mark of 40% for the final examination.

Prescribed Reading:

Casebook TBA Ciro, T and Goldwasser, VR.

Law and Business OUP, 2nd edition (2006)

LST2EL ENVIRONMENTAL LAW (15. CPs Sem. TE-SEM-2 BE.) *Dr Francine Rochford*

This unit provides an overview of the legal environmental framework within Australia and studies how these frameworks affect the activities of organisations that deal with environmentally sensitive situations. It examines how statutory frameworks assess the impact of environmental developments.

Prerequisite: Available to second and third year students.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2-hour examination (50%), one 2000–2500-word essay (50%). To pass students are required to obtain at least 40% in each assessment as well as at least 50%.

Prescribed Reading:

Bates, GM. *Environmental law in Australia*. 6th edn. Butterworths, Sydney.

LST2LBA LAW OF BUSINESS ASSOCIATION (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr*

Chris Chadien, Mr David Wishart

This unit is offered at third unit level also.

Not available to Bachelor of Laws students as a law elective

In this unit students deal with the key features of the legislation and cases which govern the formation and regulation of business associations (particularly corporations) and the operation of securities markets in Australia. There is an explanation of how these laws operate on the economy and society and on persons and institutions within society, along with how persons and institutions may best utilise these laws. Students completing the unit should be able to apply rules and principles extracted from the legislation and cases to resolve disputes arising from the operations and functioning of business associations and the workings of securities markets.

Prerequisite: Completion of LST11/12LCC or LST11/12IBL or LST11/12BSL.

Incompatible unit: LST12LBA, LAW41COR

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: 1000-word assignment (20%), 3-hour open book examination (70%), tutor's assessment (10%). AW: 500-word assignment

Prescribed Reading:

Butterworths or CCH *Australian corporations legislation* LBC, Butterworths, or CCH, current edition

Woodward, S, Bird, H and Sievers, S. *Corporations law in principle* LBC, current edn.

Government Acts *Partnership act reprint* Victorian Government Printing Office (2006)

LST2MAL MARKETING LAW (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 BE, BU, OS.) *BE: Dr Francine Rochford, BU: Ms Michelle Harper*
This unit is offered at third unit level also.

Not available to Bachelor of Laws students as a law elective.

Bachelors of Business students are encouraged to enrol in this unit at third year.

The ways in which the law affects marketing activities are examined. A number of specific legal issues relevant to the marketing of goods and services are identified such as various selling techniques, intellectual property, restrictive trade practices, privacy, electronic commerce and anti-spam laws. The unit is designed to raise students' awareness of the issues and develop their skills to achieve compliance with the law.

Prerequisite: Completion of LST11/12LCC or LST11/12IBL or LST11/12BSL or LST2THL or LAW21/22CNT. Completion of LST12/22/32LBA or another first or second year legal studies subject is highly recommended.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BE: one 2500-word essay (55%) and one 2000-word essay (45%) (100%), BU: one 1500-word assignment (25%) and one 2-hour final examination (75%) OR one 3-hour final exam (100%). Bundoora students may choose between the two assessment options: (a) is 25% and 75% and (b) is 100%. ACN: one 1500-word assignment (30%) and one 2-hour final examination (70%) (100%)

Preliminary Reading:

Clarke, B and Sweeney, B. *BU: Marketing and the Law* Butterworths, Sydney, 3rd edn. 2006, Chapters 1 and 7

Prescribed Reading:

Clarke, B and Sweeney, B. *BE: Marketing and the law* Butterworths, Sydney, 3rd edn. (2006)

LST2THL TOURISM AND HOSPITALITY LAW (15. CPs Sem. TE-SEM-2 BE, BU, SH.) *BE: Dr Chris Chadien, BU: Ms Michelle Harper*

Not available to Bachelor of Laws students as a law elective

Students will be introduced to the legal process and the institutions of Australia's legal system. There will be an emphasis on those aspects of law most relevant to small business in the Tourism and Hospitality industries. Topics include the law of contract, bailment, agency, business organisations, insurance, employment, torts, food, liquor and gaming. In addition, students will examine recent case law on the responsible service of alcohol and gaming

Incompatible unit: LST11/12LCC or LST11/12IBL or LST1BSL

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: (a) a 1500-word assignment (25%) and a 2-hour examination (75%) or (b) a 3-hour examination (100%) (100%). Students may choose between the two assessment options: (a) is 25% and 75% and (b) is 100%

Prescribed Reading:

Latimer, P. *Australian Business Law* CCH Australia Ltd, 26th edn. 2007

Recommended Reading:

Clive Turner *Australian Commercial Law* Law Book Co, 26th edn. 2007

LST3ATL ADVANCED TAXATION LAW (15. CPs Sem. TE-SEM-2 BE.) *Ms*

Dianne Harvey

Not available in 2008

LST3ERL EMPLOYEE RELATIONS LAW (15. CPs Sem. TE-SEM-1 BE. TE-SEM-S MI.) *Ms Jill Broaden*

The nature of the legal implications between employer and employee under common law is examined in this unit. Areas of study include the contract of employment, including the rights and obligations of the parties, affirmative action, equal opportunity, occupational health and safety and industrial torts.

Prerequisite: LST11LCC, LST12BLB, LST12BL2, or LST12LCC.

Class requirements: Onshore students: one 3-hour seminar

Offshore students: This unit is offered as a 3-month distance education program. Students are provided with text and study guide and are supported by email, telephone and web. In addition, lecture support is provided as follows:

Hong Kong – 20 hours of lectures in block mode and 18 hours of tutorials spread either during the teaching period or in block mode.

Assessment: One 2-hour examination (50%), one 2500-word essay (50%). To pass the subject students are required to obtain at least 40% in each assessment as well as at least 50%.

Prescribed Reading:

Price, Rohan *Employment law in principle* Law Book, latest edn.

LST3IPL INTELLECTUAL PROPERTY LAW (15 CPs Sem. TE-SEM-2 BE.) *Mrs Francine Rochford*

LST3ML MARKETING LAW (15. CPs Sem. TE-SEM-2 BE.) *Ms Francine Rochford*
Not available in 2008

LST3PL PROPERTY LAW (15. CPs Sem. TE-SEM-2 BE.) *Dr Francine Rochford*
Not available in 2008

LST3PLI PROFESSIONAL CONDUCT: ETHICS AND LIABILITY (15 CPs Sem. TE-SEM-1 BE.) *Dr Francine Rochford*

In this unit, students will reflect on the nature of professional obligations, both as individual responsibilities and as creating obligations in an organisational context. The nature of obligations arising in ethics, professional standards, codes of conduct and law and the consequence of the Professional Standards Act 2003 (Vic) and the Professional Standards Agreement 2005 will be addressed. The compliance and risk management issues arising from these obligations will be addressed in particular. The consequences of breach of rules, particularly legal rules, both in terms of civil and criminal liability and in terms of loss of reputation assets will also be considered.

Prerequisite: LST11LCC, LST11BL, or LST1BSL.

Class requirements: Two 1-hour lectures, one 1-hour tutorial per week.

Assessment: Written case studies (2500 words) (55%), One major assignment (2000 words) (45%)

MGT1FOM FOUNDATIONS OF MANAGEMENT (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, SH. TE-SEM-2 AW, BE, BU, MI. TE-W01-08 NI. TE-W13-26 NI.) *Dr Sue O'Keefe, Dr John Pacher, Ms Nicola McNeil, Mr Jeremy Seward*

This unit introduces the management of organisations and aims to provide an understanding of the fundamental concepts and relevant issues relating to management in the modern business environment, with a particular emphasis placed upon Australia and the Asia-Pacific region. The relationship between management practices and organisational performance will be explored within the context of both individual and organisational outcomes.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 30-minute class test (10%), one 1200-word literature review (20%) and one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: one 30-minute test (10%), AW: one 1200-word literature review (20%), AW: tutorial exercises (10%), AW: one 2-hour final examination (60%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Samson, D and Daft, R. AW: *Fundamentals of Management* Thomson Second Pacific Rim Edn. 2005

Samson and Daft *Fundamentals of management: second Pacific Rim edn.* Thomson, 2nd edn.

MGT2GRB GLOBALISATION AND REGIONAL BUSINESS (15 CPs Sem. TE-SEM-1 BE. TE-W11-22 FR. TE-W37-50 FR.) *Mr John Griffiths*

In this unit, students will place their studies in context through an examination of the global pressures for globalisation and international business operations. Part of that study will include the influences on those operations of treaties, trade blocs and regional economic integration. The unit will deal with market and investment opportunities for regional businesses and the particular opportunities for global E-commerce. The strategic and operational implications of organising and managing regional SMEs will receive close attention.

Prerequisite: ECO1IMI, ECO1IMA, MGT1FOM.

Class requirements: Onshore students: Two 1-hour lectures and one 1-hour tutorial per week.

Offshore students: France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: One 1500-word essay (30%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Ramburuth, P and Welch, C. *Casebooks in international business* Pearson, 2005

MGT2HRD HUMAN RESOURCE DEVELOPMENT (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, SH. TE-W13-26 NI.) *Ms Cindy Taylor, Dr Tim Bartram, Dr Apollo Nsubuga-Kyobe*

This unit available at Shepparton campus in 2007

The unit introduces students to the theory and practice of human resource development of people in the workplace and assists students in developing some basic skills which practising professionals use in their craft. Topics include behaviourist and cognitive theories of learning, with particular emphasis regarding the learning of adults (a systems approach to training incorporating training needs analysis, development of learning outcomes, design, delivery and evaluation of training), the key issues and approaches to management development, organisational learning and unstructured learning in the work-place, the vocational training system with particular reference to the implementation of the National Training System, plus other current issues impacting on human resource development.

Prerequisite: MGT2HRM.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (30%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an over all total of 50% to pass the subject

Prescribed Reading:

BE: Noe, RA, (2008) *Employee training and development* 4th edn. McGraw-Hill Irwin.

Delahaye, BL *Human resource development: adult learning and knowledge management.* 2005.

MGT2HRM HUMAN RESOURCE MANAGEMENT (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU. TE-SEM-2 BU, MI, SH, VI. TE-W31-46 NI.) *Dr Sue O'Keefe, Dr John Pacher, Dr Darcy McCormack, Dr Apollo Nsubuga-Kyobe*

The unit explores the operational and strategic issues of managing staff in the workplace. It examines the challenges facing human resource managers in contemporary Australian organisations and seeks to develop an understanding of human resource management practices in our continually changing social, economic, industrial relations and organisational environments.

Prerequisite: MGT1FOM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: This unit is offered as a three or four-month distance education program. Students are provided with text and study guide and are supported by email, telephone and web.

Assessment: Tutorial participation (5%), one 20-minute individual presentation (10%), one 1,200-word essay (15%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 2000-word assignment (30%), BE: one 2.5-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit

Prescribed Reading:

De Ceiri and Kramer AW: *Human Resource Management in Australia* McGraw Hill 2005

BE: Dessler *Human resource management* 2nd edn. Pearson Education

MGT2ISC INTERPERSONAL SKILLS AND CONFLICT MANAGEMENT (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 BE, BU, SH. TE-SEM-S BU. TE-W31-46 NI.)

Dr John Pacher, Dr Lynne Leveson

This unit integrates material from the disciplines of communication and organisational behaviour. It brings together theoretical models, empirical research and practice on various aspects of interpersonal communication (such as, nonverbal behaviour, assertion, listening skills and conflict resolution) and their relationship to conflict – personally and in context of the workplace. In tutorials, the emphasis is placed on group and experiential work. At an individual level, students will be encouraged to develop self-awareness of their own interpersonal styles and the skills necessary to develop effective working relationships.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 15-minute presentation (10%), one 1500-word assignment (20%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: 2000-word assignment (30%). BE: one 2.5-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit

Prescribed Reading:

De Janasz, K, Dowd, S and Schneider, B. *Interpersonal skills in organisations* McGraw-Hill, N.Y. 2006

BE: De Vito, J.A., 2007 *The interpersonal communication book* 11th edn. Pearson

MGT20BE ORGANISATIONAL BEHAVIOUR (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI. TE-SEM-2 BU, SH. TE-W13-26 NI.) *Dr Sue O'Keefe, Mr Max Mollard, Dr Nick Djurkovic, Dr George Sansbury, Dr Apollo Nsubuga-Kyobe*

Organisational behaviour aims at understanding the management of people at work in order to improve an organisation's effectiveness. It is a multidisciplinary examination of what people do in organisations and has four levels of analysis: individual, group, organisation and culture. This unit explores all four levels of analysis and emphasises the psychological aspects of organisational behaviour.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (20%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. One class presentation (10%), equivalent to 1000 words, BE: one 2000-word essay (30%), BE: one 2-hour final examination (60%), submission of sample examination answers (equivalent to 200 words) (10%), AW: one 1500-word essay (25%), AW: one 2-hour final examination (60%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit. AW: weekly tutorial exercises (15%)

Prescribed Reading:

Graetz, Rimmer, Lawrence and Smith AW: *Managing Organisational Change* Wiley, 2002

Robbins BE: *Organisation behaviour Aust/NZ* Pearson Ed, 4th edn.

MGT2PM PROJECT MANAGEMENT (15. CPs Sem. TE-SEM-1 BE.) *Dr R.*

Findlay Johnston

This unit is offered at third unit level also.

Project management may be regarded as a powerful tool to assist in the management of very large projects. The aim of the project manager is to bring the project in on time, within budget and to the satisfaction of the client. Topics studied include the role of the project manager in initiating, organising, implementing, controlling and terminating the project. Thus, on successful completion of the unit, students should understand the processes involved in setting up, managing and successfully concluding major projects of a one-off high budget type. The fields of study will embrace industrial and commercial project ventures and the course should be suitable for students in business studies and information technology as well as engineering

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week. For online delivery, a study schedule is provided detailing week-by-week topic studies.

Assessment: One 1500-word assignment (30%). Students enrolled at third year level will be expected to demonstrate a greater degree of subject understanding and discipline-specific skills than students taking second year level, one 3000-word equivalent major assignment using Microsoft Project (or a similar computer package) (70%). To pass the subject students must achieve at least 50% for this assignment.

Prescribed Reading:

Mantel, Meredith, Schafer and Sutton *Core concepts: project management in practice* 2nd edn. ISBN 0-471-22965-2pbk

MGT2SCM SUPPLY CHAIN MANAGEMENT (15 CPs Sem. TE-SEM-2 BE.) *Dr*

Marthin Nanere

In a globalised and highly competitive economy, there is a vital need to secure regular, reliable supplies of raw materials, information and services that are both cost and quality effective. Businesses need to minimise inventories and maximise the value of production processes through the development of effective supply chain strategies. In this unit, students are introduced to topics dealing with inventory control, operational purchasing, strategic sourcing, supply chain tools and techniques, supply chain management and distribution systems. Emphasis is placed upon supply chain management within the context of regional businesses operating within global sourcing both as consumer and as supplier.

Prerequisite: MGT1FOM.

Class requirements: Two 2-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 2.5-hour examination (70%)

Prescribed Reading:

Wisner, JD, Leong, GK and KC Tan. *Principles of supply chain management: a balanced approach*, Thomson, South Western, 2005.

MGT3BP BUSINESS PROJECT (15. CPs Sem. TE-SEM-1 BE, MI. TE-SEM-2 BE, MI.) *Dr Findlay Johnston*

In this unit, students will complete a business-related project that offers practical exposure to aspects of business. They will explore typical situations confronting commercial enterprises, from some specialist perspectives, which may for example include marketing, finance, manufacturing, human resources, statistical analysis and general management. Through their experience of the project, students have the opportunity to increase their understanding of the factors affecting business outcomes.

Prerequisite: Final year students only. This unit also depends on staff availability for project supervision and the course coordinator should be consulted prior to enrolment.

Quota: 5.

Class requirements: Students are required to consult with the project supervisor up to three hours per week.

Assessment: Cumulative assessment (100%). Students are assessed on completion of a final report and appropriate assignments (to be outlined at unit commencement). The total word length of all assessment will be 4500 words.

MGT3HRI HUMAN RESOURCE INFORMATION SYSTEMS (15. CPs Sem. TE-SEM-2 BE, BU, SH. TE-W31-46 NI.) *Professor David Brown*

The unit introduces students to the theory and practice of human resource information systems. Human resource information is central to the strategic planning and running of organisations and the collection and use of human resource information is seen to be a potential source of benefit to the organisation. This unit focuses on organisational human resource (HR) functions and how human resource information systems (HRIS) can be developed to support HR activities. While the unit content views the relationship between HR and HRIS using models from socio-technical theory, the primary emphasis is on the collection of HR information, data interpretation and communication of this information to management.

Prerequisite: MGT2HRM.

Class requirements: One 2-hour lecture per week and one 2-hour lab class per fortnight.

Assessment: Two written reports totalling 2500 words (30%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Preliminary Reading:

Ceriello, VR and Freeman, C. *Human resource management systems: strategies, tactics and techniques* 1998

Prescribed Reading:

BE: Rampton, G. (2007). *HR managers guide to human resource management* 3rd edn. Scarborough, Ont, Carswell

MGT3HRR HUMAN RESOURCE RECORD AND INFORMATION SYSTEMS

(15. CPs Sem. TE-SEM-1 HK, SI. TE-SEM-2 BE, HK, SI. TE-SEM-S HK, SI.) *Ms*

Cindy Taylor

Not available in 2008

MGT3IHR INTERNATIONAL HUMAN RESOURCE MANAGEMENT (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 FR. TE-SEM-2 BE, BU, FR, SH. TE-W31-46 NI.) *Dr Timothy Bartram, Dr Apollo Nsubuga-Kyobe*

In this unit, students' understanding of the theories of human resource management will be extended to incorporate the international dimension. This perspective underlies each of the topics to be examined. These will include the organisational context, international recruitment and selection, performance management, training and development, compensation, repatriation and labour relations. Underlying themes will be drawn and likely future challenges predicted.

Prerequisite: MGT2HRM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: One 10-minute seminar presentation (10%), one 2000-word essay (20%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Dowling, PJ and Welch, DE. *International human resource management* 4th edn. Thomson

MGT30CD ORGANISATIONAL CHANGE AND DEVELOPMENT (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 VI. TE-SEM-2 BE, BU, MI, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Rosaria Burchielli, Dr Apollo Nsubuga-Kyobe*

For the past decade or so, organisations have been subjected to enormous change. One of the major challenges facing managers (and consultants) in this climate is how to achieve greater organisational effectiveness, including increased financial performance as well as improved quality of work life. This unit attempts to address this question by examining the process (contracting, diagnoses, intervention strategies and change management) and practice (strategic, technological, structural and human resources) of organisation development.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture per week and one 2-hour tutorial per fortnight.

Assessment: One five minute class presentation (10%) based on analysis of specific readings, one 1500-word assignment (20%) and one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Graetz, F, Rimmer, M, Lawrence, A and Smith, A. *Managing organisational change*. 2006 John Wiley and Sons, Australia Ltd.

MGT3SMG STRATEGIC MANAGEMENT (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 BU, CH, MI, SH. TE-SEM-2 BE. TE-W01-15 FR. TE-W13-26 NI. TE-W48-09 FR.) *Dr Findlay Johnston, Dr Rosaria Burchielli*

Strategic management focuses on the underlying determinants of business success. It dwells on the techniques applied by top management to gain competitive advantage and the patterns of decisions and actions taken to guide the firm in competitive environments. Key topics in strategic management include industry and competitor analysis, generic strategies, core competency, manufacturing competitiveness, diversification and integration, international business strategy, organisational structure and controls and re-engineering. Students of strategic management will apply concepts in strategic management to the solution of the problems presented in case studies involving real firms.

Prerequisite: MGT1FOM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: China – This unit is offered as a five-month program of study in conjunction with Jiangsu University of Science and Technology. Lecture support by staff from the Bendigo campus covers 30 hours of this period. France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: One five minute class presentation (10%) based on analysis of specific readings, one 1500-word assignment (20%) and one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Dallas Hanson et al. *Strategic management: competitiveness and globalisation* Pacific Rim edn. South Melbourne Nelson/Thomson Learning, c2005

MGT4RMA RESEARCH METHODOLOGY (15. CPs Sem. TE-SEM-1 BE, BU.)

Ms Nicola McNeil

The goal of this unit is to equip fourth year students with the skills to successfully undertake a piece of independent research. The unit includes lectures on the selection and definition of a research problem, the preparation and evaluation of a research plan, sampling and measurement, data analysis and qualitative research methods.

Class requirements: One 2-hour seminar per week.

This unit is not available for 'Study Abroad' students.

Assessment: Progressive assessment (40%) equivalent to 2000 words, one 3000-word research proposal (60%)

MKT2CBE CONSUMER BEHAVIOUR (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, SH, VI. TE-SEM-2 AW. TE-W13-26 NI. TE-W16-29 SI.) *Dr Lin Crase, Dr Wenbin Guo, Dr Clare D'Souza*

This unit provides an understanding of the role of consumer behaviour in development of the total marketing mix. The contribution of psychological and social knowledge relevant to both consumer and organisational marketing is evaluated, with an emphasis on practical skills of analysis and the writing of effective positioning statements.

Prerequisite: MKT2MPP or THS2IMT.

Incompatible unit: MKT32CBC

Class requirements: Onshore students: two 1-hour lectures and one 1-hour tutorial

Offshore students: This unit is offered as a three or four-month distance education program. Students are provided with text and study guide and are supported by email, telephone and web.

Assessment: One 1-hour mid-semester multiple choice test (15%), one 2000-word assignment (15%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Blackwell, D'Souza et al. *Consumer Behaviour* Thompson Learning, Melbourne 2007

MKT2MPP MARKETING PRINCIPLES AND PRACTICE (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BU, MI. TE-SEM-2 BE, BU, SH. TE-W31-46 NI.) *Mr Peter Lamb, Dr Marthin Nanere, Dr Outi Niininen, Ms Elaine Plant*

This is an introductory unit to marketing principles and practice as applied to mainly fast moving consumer goods. The unit is designed to give you a broad understanding of the formal discipline of marketing and of the key marketing activities in business. Topics cover the marketing concept, the marketing environment, buying behaviour in consumer and organisational markets, customer segmentation, targeting and positioning, developing the marketing mix (product, price, promotion and distribution) and the implementation and control of marketing programs. As a pre-requisite to further study in marketing, it is intended to provide a sound foundation upon which more advanced skills and applications can be built.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BU: ACN: one team oral presentation (05%), one individual assignment/test (10%) equivalent to a 1000-word assignment, one group assignment (15%). 1500 words per student, one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. WO: tutorial exercises and case studies totalling 500 words (10%), one group assignment (40%). 1500 words per student, one 2-hour final examination (50%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 3-hour examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. BE: one 1500-word case assignment (30%)

Prescribed Reading:

Summers, Gardiner, Lamb, Hair and McDaniel AW: *Essentials of Marketing* Thomson, 2nd Edn.

BE: Quester, McGuigan, Perrault and McCarthy *Marketing creating and delivering value* 5th edn. McGraw Hill Book Australia, 2007

BU: ACN, NILIA: Kother, Adam, Brown and Armstrong *Principles of Marketing* 3rd Edn.

MKT2SMA SERVICES MARKETING (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 VI. TE-SEM-2 BE, BU, SH. TE-W28-41 OS.) *Professor Rhett Walker, Dr Sandra Gountas*

Service industries are rapidly emerging as the most dominant force in most world economies, including Australia. In developed economies up to 70% of the labour force, 75% of the GNP and 45% of an average family's budget are accounted for by services. Services (both commercial and not-for-profit) possess several unique characteristics that require a distinctive approach to marketing strategy, both in its development and in execution. This unit expands upon and adapts the marketing management concepts covered in the unit Marketing Principles and Practice. Topics include how to improve service quality, increase and maintain customer satisfaction levels, generate customer loyalty and create a healthy service culture within the firm.

Prerequisite: MKT2MPP or THS2IMT.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BE: one 1500-word major assignment (30%), BE: one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit. Tutorial test (20%), one 6000-word team research project (20%). 1500 words per student

Students will be working in groups of four, one 2-hour final examination (60%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Fisk, R, Gountas, S, Hume, M, and Gountas, J. *Services Marketing* Wiley Australia, 2007

BE: Lovelock, C. *Services marketing – Australia and New Zealand* 4th edn. Prentice Hall.

BE: Lovelock, C, Patterson, P, and Walker, RH *Services marketing – an Asia-Pacific perspective* Pearson Australia, 2007

MKT3IMK INTERNATIONAL MARKETING (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 FR, SH. TE-SEM-2 AW, BE, BU, FR. TE-SEM-S AW. TE-W31-46 NI.) *Mr Peter Lamb, Dr Wenbing Guo, Dr Clare D'Souza*

This unit focuses on the nature of the international marketplace and the problems and decisions facing managers of international marketing. It is comprehensive and practical covering marketing goods and services across national boundaries, as well as within different national markets. Major topic areas covered are the international marketing imperative, analysis of foreign environments, development of international marketing strategies and the implementation of marketing programs across different nations and within nations.

Prerequisite: MKT2MPP, THS2THM, OR THS2IMT.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: Class participation (10%) AW: one 20-minute seminar presentation (10%). AW: one 1-hour mid-semester test (10%), one 2000-word individual assignment (20%), one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. One group assignment (30%). AW: 1000 words per student, one 2-hour final examination (50%). AW: Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass this unit.

Prescribed Reading:

Cateora, P, Taghian, M, Mort, G, Weerawardena, J, D'Souza, C and John Graham *International Marketing: an Asia-Pacific approach* McGraw-Hill, Melbourne 2008

MKT3MC MARKETING COMMUNICATION (15. CPs Sem. TE-SEM-1 BE, HK, MI, NI, SI. TE-SEM-2 HK, SI. TE-SEM-S HK, SI.) *Professor Rhett Walker* Not available in 2008

MKT3MCO MARKETING COMMUNICATION (15. CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-W13-26 NI.) *Professor Rhett Walker, Mr Roman Peretiatko, Ms Elaine Plant*

An understanding of the role of integrated marketing communications in the total marketing mix is provided, with the particular roles of advertising, public relations, personal selling, sales promotion, direct marketing and Internet marketing being explored and evaluated. Emphasis is placed on the practical skills of writing advertising briefs and marketing communications plans, as well as understanding the key strategic issues involved in their development.

Prerequisite: MKT2MPP or THS2IMT, MKT2CBE.

Class requirements: BU: one 2-hour lecture and one 1-hour tutorial BE: two 1-hour lectures and one 1-hour tutorial

Offshore students: This unit is offered as a 3-month distance education program. Students are provided with text and study guide and are supported by email, telephone and web.

Assessment: BU: one 1-hour mid-semester test (10%), BU: one 4000-word group project and presentation (20%). approximately 1000 words per student, BU: one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 2-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit. BE: one 1-hour mid-semester multiple-choice test (10%). BE: one 2500-word assignment (20%)

Prescribed Reading:

G.E. Belch and M.A. Belch *Advertising and promotion: an integrated marketing communication perspective*. McGraw Hill Irwin, 7th edn. 2007

MKT3MRE MARKETING RESEARCH (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BE. TE-SEM-2 AW, BU, SH, VI. TE-W13-26 NI.) *Dr Marthin Nanere, Professor Geoffrey Crouch*

Business managers request, assess, purchase and use marketing research to make a wide number of informed decisions. To be able to do this competently, they need to know what marketing research can provide, what research methods are appropriate for different types of problems and how results should be interpreted. The aim of this unit is to give you the knowledge and skills, as either a future business manager or a marketing research practitioner, to make intelligent decisions in your specification, evaluation and application of marketing research.

Prerequisite: MKT2MPP or THS2IMT and either ECO1HSB or ECO1IBS (or equivalent first year statistics unit)

Incompatible unit: MKT2MRB

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word major case study assignment (30%), one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall 50% to pass the subject

Prescribed Reading:

Burns, Alvin C and Bush, Ronald F *Marketing research* Rev. 5th edn. Prentice Hall, 2006

MKT3SMA STRATEGIC MARKETING A (15 CPs Sem. TE-SEM-1 BE, CH.) *Dr Wen Bin Guo*

In this unit, students will concentrate on the concept and process of strategic marketing planning, the analysis that informs this process and the concept and derivation of competitive advantage.

Prerequisite: MKT2MPP or THS2IMT.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Case study analysis equivalent to 2000 words (30%), one 3-hour examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

BE: Walker, O.C. *Marketing strategy: a decision-focussed approach* 5th edn. McGraw Hill, 2006

Aaker, D.A. *Strategic marketing management* 7th edn. NY, Wiley, 2004.

MKT3SSM SELLING AND SALES MANAGEMENT (15 CPs Sem. TE-SEM-2 BE, MI. TE-W31-46 NI.) *Professor Rhett Walker*

Students are provided with an understanding of both the nature and role of personal selling and the varied responsibilities and tasks of sales management. As well as involving students in the theory and practice of effective personal selling, topics including recruitment, selection and training and directing the sales force are covered. Legal and ethical issues of selling are addressed in the context of relationship selling and other approaches.

Prerequisite: MKT2MPP or THS2IMT.

Class requirements: Onshore students: two 1-hour lectures and one 1-hour tutorial per week.

Offshore students: This unit is offered as a 3-month distance education program. Students are provided with text and study guide and are supported by email, telephone and web.

Assessment: One 1500-word assignment (30%), one 3-hour final examination (70%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

BE: CH: Johnson, MW and Marshall, GW (2008) *Relationship selling* 2nd edn. NY, McGraw-Hill

Recommended Reading:

MI: NI: Charles M Futrell (2003) *ABCs of relationship selling* 7th edn. International edn. McGraw-Hill

MI: NI: Churchill, GA et al. *Sales force management* 7th edn. New York: McGraw-Hill, 2003

THS1AOS ACCOMMODATION OPERATIONS MANAGEMENT (15 CPs Sem. TE-SEM-2 BE.) *Dr Garry Price*

This unit builds on the professional skills required for the hospitality industry that were introduced in THS1FBS. It provides students with an introduction to the skills and knowledge required to manage and maintain an accommodation department. Students gain an understanding of front office and accommodation reservation systems. This includes an introduction to a computerised reservation system. There is a strong emphasis on acquiring practical skills through exposure to simulated situations.

Prerequisite: THS1FBS.

Incompatible unit: THS1IAM

Class requirements: One 1-hour lecture and one 2-hour practical per week.

Assessment: One 2-hour examination (50%), one 1500-word essay (20%), practicum consisting of a skills competence assessment exercise (30%)

THS1FBS FOOD AND BEVERAGE SERVICE (15 CPs Sem. TE-SEM-1 BE, BU.)

BE: Dr Garry Price, BU: Mr Paul Strickland

Students are required to wear clothing as directed to all practical classes.

This unit introduces students to all areas of restaurant and 'front of house' operations, ensuring that the students have the knowledge and skills needed to identify and provide high quality service to clients. The unit introduces students to relevant industry issues including product promotions, hygiene, health and safety, responsible service of alcohol, current product knowledge and customer relations. Students are required to obtain a reasonable competence in food service techniques, along with the ability to operate a food and beverage outlet.

Prerequisite: None.

Class requirements: One 2-hour lecture, one 4-hour tutorial and practical per week. Minimum of 30 hours work experience at set locations.

Assessment: One 1800-word assignment (20%), one 3-hour practical skill assessment exercise (30%), one 2-hour final examination (50%)

Recommended Reading:

Payne-Palacio, J and Theis, M. *Introduction to Food Service*, 10th edn. Pearson Prentice Hall, NJ, USA 2005

BE: Ellis, G. *The Australian Bar Attendant's Handbook*, 2nd edn. Hospitality Press, Melbourne 1997.

BU: Brown, G and Hepner K. *The Waiter's Handbook* Hospitality Press, Melbourne, 2000.

THS1ILS INTRODUCTION TO LEISURE INDUSTRY STUDIES (15 CPs Sem. TE-SEM-1 BE, BU.) *BE: Dr Clare Lade, BU: Ms Sonia Francis, BU: Dr Elspeth Frew*

In this unit students develop a comprehensive overview of the leisure, tourism and hospitality industries in Australia. The primary objective is to create an awareness of the breadth and diversity of the industry and the social, cultural, political and economic interests and activities it encompasses. The course is designed to ensure that students can analyse the various components, which form the leisure industry; appreciate the inter-linkage of the major sector, locate and utilise leisure industry resources; examine the organisation, management and structure of the industry and assess and understand the various impacts, which result from leisure, tourism and hospitality.

Prerequisite: None.

Co-requisite: None.

Incompatible unit: THS10ITH

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: One 10-minute class presentation (15%), one 1500-word report (20%), assessment exercises (15%), one 2-hour examination (50%)

Prescribed Reading:

School of Sport, Tourism and Hospitality Management *THS1ILS, Introduction to Leisure Industry Studies Readings*, 2008 La Trobe University

THS1MCO MANAGEMENT COMMUNICATIONS (15. CPs Sem. TE-SEM-1 BE, BU.) *BE: Dr Garry Price, BU: Dr Caroline Winter*

This unit is offered at another campus and in another semester.

This unit provides students with a foundation in communication theory and its application to business and management contexts. On completion of this unit students should be able to: understand the principles of effective communication both written and oral and to apply those principles in a range of contexts; reflect on their own communication skills and the underlying values which shape them; understand the importance of sensitivity and awareness in intercultural communication; demonstrate a capacity to make a professional presentation; demonstrate the ability to write fluently and in a style appropriate to the purpose of the writing and the intended audience and understand and demonstrate the ability to work in teams.

Incompatible unit: MGT21MCW, MGT21/22BCO

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU: one 2-hour examination (50%), BU: one group activity (10%), BU: one 1500-word research report (20%), BU: one 1000-word essay (10%), BU: tutorial performance (10%), BE: one 2-hour examination (50%), BE: one group activity (15%), BE: one 1000-word research report (15%), BE: one 1000-word team task report (15%), BE: tutorial performance (5%)

Prescribed Reading:

Dwyer, J. (2005). *Communication in Business: Strategies and Skills* 3rd edn. Prentice-Hall, Frenchs Forest, NSW

THS2HOM HOSPITALITY OPERATIONS MANAGEMENT (15. CPs Sem. TE-SEM-1 BE.) *Dr Garry Price*

In this unit, students build on the breadth of their operational and management skills developed in the first year program. Students are given an understanding of practical organisational management applied to the specialist areas of Hospitality and Tourism. Topics include staff organisation, communication, leadership and specific applications in management computing.

Prerequisite: THS1FBS, THS1AOS.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: One 1.5-hour examination (30%), five tutorial assignments (50%), total of 2000 words, one 1000-word research project (20%)

THS2IMT INTRODUCTION TO MARKETING: TOURISM AND HOSPITALITY (15 CPs Sem. TE-SEM-2 BE.) *Dr Clare Lade*

Students are introduced to the role of marketing principles and practices as they apply to the tourism and hospitality industries. Strategic guidelines to problem-solving and decision-making in a marketing environment are introduced. The content encompasses such topics as marketing in the broader economy and particularly in the tourism and hospitality fields, the role of management and marketing strategy, the consumer, buyer behaviour, marketing research, product development and policy, distribution strategy, price strategy, promotion techniques, recognition of destination and public sensitivities as by elements of individual marketing strategies in the tourism and hospitality industries.

Incompatible unit: MKT2MPP

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week for one semester.

Assessment: One major group assignment (1500 words per group member) (30%), one 2-hour examination (45%), one 45-minute mid-semester test (15%), tutorial contribution (10%)

Prescribed Reading:

BE: Pride, Elliot, Rundle-Thiele et al. (2006) *Marketing: core concepts and applications* Wiley and Sons, Milton, Qld.

THS2MAC MACROECONOMICS FOR TOURISM AND HOSPITALITY (15. CPs Sem. TE-SEM-2 BE.) *Mr David Reimers*

This unit provides students with an understanding of basic macroeconomic concepts and methodology necessary for understanding and analysing the macroeconomic environment in

which the tourism and hospitality industries operate. The unit also provides an awareness of the various schools of economic thought as they are applied to interpretations of appropriate policy formulations. The unit considers the practical implications of the foregoing theoretical concepts as they apply to Australian stabilisation policy. Topics include introduction to macroeconomic theory and policy, measuring national production and income, bank behaviour since financial deregulation, the money market, the foreign exchange market, inflation and unemployment, the theory of income determination, current schools of economic thought, fiscal policy, monetary policy and the international economy.

Incompatible unit: ECO1IMA

Class requirements: Three 1-hour lectures, one 1-hour tutorial/seminar per week.

Assessment: Three 1-hour tests (25% each) (75%), one 1000-word assignment (25%)

Prescribed Reading:

Coomes, T and Reimers, D. *Contemporary Australian Macroeconomics* McGraw-Hill, 2006

THS2MIC MICROECONOMICS FOR TOURISM AND HOSPITALITY (15. CPs Sem. TE-SEM-1 BE.) *Mr Earl Jobling*

This unit provides students with an understanding of basic microeconomic concepts and methodology necessary for analysing issues specific to different sub-sectors of the wider tourism and hospitality industries. The unit provides a basic understanding of the economic theory of price determination under the market structures of perfect competition, monopolistic competition, oligopoly and monopoly. By applying these theories, students develop knowledge and an appreciation of the structure of a variety of markets in the Australian economy, particularly those relating to the tourism and hospitality industries. Students are expected to critically evaluate the reasons governments may intervene in the market place and to gain a basic understanding of the main forms this intervention takes in the Australian economy. Main topics include price determination, the theory of the firm and the pricing of productive factors.

Incompatible unit: ECO1IMI

Class requirements: Three 1-hour lectures, one 1-hour tutorial/seminar per week.

Assessment: Two 40-minute tests (40%), one 3-hour final examination (60%). Hurdle requirement: students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Taylor, J and Frost, L. *Microeconomics* Wiley, 3rd edn. (2005)

THS2TL2 TOURISM AND HOSPITALITY LAW 2 (15. CPs Sem. TE-SEM-2 BE.)

Ms Jill Breden

Not available in 2008

THS3BMB NEW TOURISM BUSINESS MARKETING (15 CPs Sem. TE-SEM-2 BE.) *Ms Sue Beeton*

Not available in 2008

THS3CT COMMUNITY TOURISM (15 CPs Sem. TE-SEM-2 BE.) *Dr Garry Price*

This unit provides students with an understanding of how communities respond to and live with, tourism. An examination is made of tourism impacts on communities as well as the role communities can play in the planning and development of their tourism products. Concepts such as community driven tourism, social representation and community-tourism relationships are explored. Case studies are used to highlight these concepts.

Prerequisite: THS1ILS.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One major 2500-word research project (40%), tutorial exercises (10%), one 2-hour examination (50%)

Prescribed Reading:

BE: Beeton, S. (2006) *Community development through tourism* Landlinks Press, Collingwood, Vic.

THS3DMM DESTINATION MARKETING AND MANAGEMENT (15 CPs Sem. TE-SEM-2 BE, BU, OS.) *BE: Dr Clare Lade, BU: Dr Sue Beeton*

This unit examines the marketing of tourism destinations at supra-national, national, state, regional and local/city levels. It will cover a variety of topics such as destination image, destination choice, promotion, destination competitiveness, the role of destination marketing organisations (DMOs), the role of partnerships and alliances to sell the destination, target marketing and destination positioning, delivering the destination experience, sustainable tourism destination development, among others. The unit will emphasise the link between destination marketing and strategic planning for development.

Prerequisite: THS21THM OR THS12LTM or THS2IMT.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One two-hour examination (30%), tutorial contribution (10%), one 1000-word (groups of 2) project research report (20%), one 6000-word (groups of 3 or 4) group project final report (40%)

Recommended Reading:

Ritchie, B and Crouch, G. (2003) *The Competitive Destination: A Sustainable Tourism Perspective*. CABI Publishing.

THS3DRT DIRECTED READINGS ON TOURISM, HOSPITALITY AND SPORT (15 CPs Sem. TE-SEM-1 BE, BU, TE-SEM-2 BE, BU.) *BE: Dr Garry Price, BU: Dr Hans Westerbeek*

This unit is offered in another semester. Unit attempt requires Head of School approval

In this unit, students undertake a reading project in a specific topic of tourism or hospitality. This unit is available as necessary at the discretion of the Head of School.

Quota: 5.

Class requirements: As directed by the Head of School, students will be required to discuss their reading project with a supervisor on a weekly basis.

This unit is not available for 'Study Abroad' students.

Assessment: (100%) 5000-word research assignment or equivalent as directed by Head of School.

THS3EM TOURISM ENTERPRISE MANAGEMENT (15 CPs Sem. TE-SEM-1 BE.) *Dr Garry Price*

The principles of entrepreneurship are applied to a small business setting. In conjunction with developing the necessary knowledge and skills in starting and operating a small tourism business, particular emphasis will be given to the entrepreneurial skills of exploiting opportunity and using creativity and innovation to provide a competitive advantage.

Prerequisite: THS1ILS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for 'Study Abroad' students.

Assessment: Major project – minimum 2500 words (60%), one 2-hour examination (40%)

Recommended Reading:

Extensive use of journal articles especially The Annals of Tourism, research and case studies Weaver, D and Oppermann, M. (2000) *Tourism management* Wiley

THS3FET FESTIVAL AND EVENT TOURISM (15 CPs Sem. TE-SEM-1 BE.) *Dr Garry Price*

Students develop an in-depth understanding of the vital role festivals and events can play in rural areas, particularly as a means of developing community pride and well-being and delivering associated economic benefits through related tourism. An understanding and recognition of the needs of the various tourist markets (local, regional, national and international) interested in a range of festivals and events will be gained. Aspects covered include planning for a local event, sporting events, cultural festivals, agricultural and farming festivals as well as regional conferences and conventions.

Prerequisite: THS1ILS.

Class requirements: One 2-hour lecture and one 1-hour tutorial or fieldwork per week.

Assessment: One 2-hour examination (50%), one 1500-word essay (20%), one 2000-word group project and formal presentation (20%). Students work in pairs. Tutorial attendance and contribution (10%)

Prescribed Reading:

McDonnell, I, Allen, J and O'Toole, W. *Festival and special event management* John Wiley and Sons, 3rd edn.

THS3ITO INDIGENOUS TOURISM (15 CPs Sem. TE-SEM-1 BE.)

Coordinator to be advised

Not available in 2008

THS3RT RURAL TOURISM (15 CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE.) *Dr Clare Lade*

Students develop an overall understanding of rural tourism and its various components with an emphasis on rural industries (including farming and processing) and local heritage, incorporating a tourism focus. Issues surrounding the practical application of rural tourism such as planning, skills needs analysis, authenticity and methods of interpretation will be considered by students undertaking relevant research projects on existing rural tourism enterprises. It will be demonstrated how this form of tourism can contribute to existing economic activities of an area and assist in sustaining a traditional way of life.

Prerequisite: THS1ILS.

Class requirements: One 2-hour lecture and two 1-hour tutorials or fieldwork per week.

Assessment: One 2000-word research project (40%), tutorial assignments and preparation (10%), one 2-hour final examination (50%). Hurdle requirement: students must submit all assessable requirements to be eligible to pass the unit.

Recommended Reading:

Weaver, D and Oppermann, M. (2000) *Tourism management* Wiley

THS3TEN TOURISM AND THE ENVIRONMENT (15 CPs Sem. TE-SEM-1 BU, TE-SEM-2 BE.) *Dr Garry Price, Dr Caroline Winter*

In this unit, the nexus between tourism and the environment, both physical and socio-cultural, is examined from economic, ecological, historical, philosophical and socio-cultural perspectives. The relationship between environmentally responsible tourism and sustainable development, in theory and practice, is critically examined. Both Australian and international case studies are used.

Prerequisite: None.

Co-requisite: None.

Class requirements: One 2-hour lecture/seminar per week and one 1-hour tutorial per week.

Assessment: BE: tutorial performance (10%), tutorial performance (10%), one 3000-word written assignment (40%), one 2-hour final examination (50%), BE: one 2,050-word written assignment (40%), BE: one 2-hour final examination (50%)

Prescribed Reading:

BU: Newsome, R, Moore, S and Dowling, R. (2002) *Natural Area Tourism: Ecology, Impacts and Management* Channel View, Clevedon UK.

Recommended Reading:

BU: BE: Weaver, D. (2001) *Ecotourism* John Wiley and Sons, Milton, Qld.

BU: Wearing, S and Neil, J. *Ecotourism: Impacts, Potentials and Possibilities* Butterworth-Heinemann, Oxford (1999)

BE: Newsome, R, Moore, S and Dowling, R. (2002) *Natural area tourism: ecology, impacts and management channel view* Clevedon, U.K.

BU: BE: Weaver, D and Lawton, L. (2002) *Tourism management* John Wiley and Sons, Milton, Qld.

LAW3CRM CRIMINAL LAW (20 CPs Sem. TE-SEM-2 BE, BU.) *BE: Ms*

Frances Gibson, BU: Ms Judy Gutman, BU: Dr Emma Henderson, BU: Ms Marilyn McMahon, BU: Mr John Willis
See LAW2CRM for full unit description.

LAW3PPL PRINCIPLES OF PUBLIC LAW (15 CPs Sem. TE-SEM-2 BE, BU.)

BE: Ms Frances Gibson, BU: Dr Oliver Mendelsohn, BU: Dr Steven Tudor
See LAW2PPL for full unit description.

LST3LBA LAW OF BUSINESS ASSOCIATION (15. CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr Chris Chadien, Mr David Wishart*
See *LST2LBA* for full unit description.

LST3MAL MARKETING LAW (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 BE, BU, OS.) *BE: Dr Francine Rochford, BU: Ms Michelle Harper*
See *LST2MAL* for full unit description.

MGT3PM PROJECT MANAGEMENT (15. CPs Sem. TE-SEM-1 BE.) *Dr R. Findlay Johnston*
See *MGT2PM* for full unit description.

FACULTY OF SCIENCE, TECHNOLOGY AND ENGINEERING

Single degrees

Bachelor of Science (SBSB) – Bendigo

The Bachelor of Science is a general degree program that provides students with flexibility to combine studies in their chosen areas of science (subject to satisfying the relevant prerequisites). Areas of study available at the Bendigo campus are:

- biochemistry
- biomedical sciences
- biotechnology
- chemistry
- information Technology
- physics (first year only)
- psychology¹
- mathematics and Statistics

Key: ¹ Enrolment in psychology is subject to students achieving the minimum ENTER requirement for entry into the Bachelor of Psychology degree.

After a broad first year of study, students may take major studies in any of these areas through to third year. Students who qualify for entry are eligible to proceed to an Honours year in their relevant area of science.

Course structure

To qualify for the Bachelor of Science, students must complete units to the value of 360 credit points, normally 120 credit points at each of first, second and third year levels. Up to a total of 130 credit points may be taken outside the Faculty. Specific requirements for each year level are given below. Students must establish at least one major area of study in science by taking a sequence of at least 30 credit points at first year level, at least 40 credit points at second year level and 60 credit points at third year level. Within these requirements, unit selection is limited only by timetable clashes, prerequisite and co-requisite needs, quotas and specific exclusions relating to incompatible units.

First year

Students choose units to the value of 90 credit points from science units with the remaining 30 credit points selected from first year units offered by the Faculty of Science, Technology and Engineering, or by other Faculties of the University. Students must choose units at first year level that will lead to the completion of a major area of study in science at third year level (60 credit points).

Second year

Students must choose 90 credit points from units offered by the Faculty of Science, Technology and Engineering, which must include at least 45 credit points from a single scientific discipline as listed below. The remaining 30 credit points are selected from second year units offered by this or other Faculties.

Third year

Students choose units to the value of 60 credit points in one of the areas of study, with the remaining 60 credit points selected from third year units offered by this or other Faculties.

First year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
Biochemistry Major			
TE-SEM-1	Biology of the Cell and Organism	BIO1CO	15
TE-SEM-1	Chemistry 1A	CHE1C1A	15
Biotechnology Major			
TE-SEM-1	Biology of the Cell and Organism	BIO1CO	15
TE-SEM-1	Chemistry 1A	CHE1C1A	15
Biomedical Science Major			
TE-SEM-1	Biology of the Cell and Organism	BIO1CO	15
TE-SEM-1	Chemistry 1A	CHE1C1A	15
TE-SEM-2	Organs and Organ Systems	BIO1OOS	15
Chemistry Major			
TE-SEM-1	Chemistry 1A	CHE1C1A	15
TE-SEM-2	Chemistry 1B	CHE1C1B	15
IT Major			
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-2	Discrete Mathematics	MAT1DIS	15
Physics Minor only			
TE-SEM-1	Physics A	PHY1PA	15
TE-SEM-1	Calculus A	MAT1CA	15
TE-SEM-2	Physics B	PHY1PB	15
Psychology Major			
TE-SEM-1	Psychology A	PSY1PYA	15
TE-SEM-2	Psychology B	PSY1PYB	15
TE-SEM-2	Statistics for Psychology	STA1PSY	15
Mathematics/Statistics Major			
TE-SEM-1	Calculus A	MAT1CA	15
TE-SEM-2	Calculus B	MAT1CB	15
TE-SEM-1 or TE-SEM-2	Statistical Methods	STA1STM	15

Second year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
Biochemistry Major			
TE-SEM-1	Biomolecules	BIO2BMO	15
TE-SEM-1	Intermediary Metabolism	BIO2IMM	15
Choose one from:			
	Introduction to Microbiology	BIO2IMB	15
	Excitable Cells and Endocrine Systems	BIO2CES	15
	Organs and Organ Systems	BIO2OOS	15
	Microbial Ecology and Systematics	BIO2MES	15
	Pharmaceutical Chemistry	CHE2PHC	15
Biotechnology Major			
TE-SEM-1	Introduction to Microbiology	BIO2IMB	15
TE-SEM-1	Biomolecules	BIO2BMO	15
TE-SEM-2	Microbial Ecology and Systematics	BIO2MES	15
TE-SEM-2	Intermediary Metabolism	BIO2IMM	15
Biomedical Science Major			
TE-SEM-1	Introduction to Microbiology	BIO2IMB	15
TE-SEM-1	Excitable Cells and Endocrine Systems	BIO2CES	15
TE-SEM-1	Biomolecules	BIO2BMO	15
Chemistry Major			
TE-SEM-1	Pharmaceutical Chemistry	CHE2PHC	15
TE-SEM-2	Aquatic Chemistry	CHE2AQC	15
TE-SEM-2	Chemical Analysis	CHE2ENA	15
Choose one from:			
	Biomolecules	BIO2BMO	15
	Medicinal Chemistry A	CHE2MCA	15
IT Major			
TE-SEM-1	Computer Networks	CSE2CN	15
TE-SEM-1 or TE-SEM-2	Object Oriented Application Development	CSE3OAD	15
TE-SEM-1 or TE-SEM2	Algorithms and Data Structures	CSE2ALG	15
Physics Minor only			
TE-SEM-1 or TE-SEM2	Electronics	PHY2ELE	15
Psychology Major			
TE-SEM-1	Psychology A	PSY2PYA	20
TE-SEM-1	Excitable Cells and Endocrine Systems	BIO2CES	15

TE-SEM-2	Psychology B	PSY2PYB	20
TE-SEM-2	Brain Mind and Behaviour	BIO3BMB	15
<i>Mathematics/Statistics Major</i>			
TE-SEM-1	Calculus C	MAT2CC	15
TE-SEM-2	Linear Algebra	MAT2LIN	15
Third year (120 credit points)			
Teaching period	Unit title	Unit code	Credit points
<i>Biochemistry Major</i>			
TE-SEM-1	Clinical Biochemistry	BIO3CBC	15
TE-SEM-1	Molecular Biotechnology	BIO3MBT	15
Choose two from:			
	Chemical Analysis	CHE3ENA	15
	Project	SCI3PRJ	15
	Clinical Haematology and Immunology	BIO3CHI	15
	Oxygenation and Exercise	BIO3OAE	15
	Applications of Biotechnology	BIO3ABT	15
<i>Biotechnology Major</i>			
TE-SEM-1	Molecular Biotechnology	BIO3MBT	15
TE-SEM-2	Applications of Biotechnology	BIO3ABT	15
Choose two from:			
	Chemical Analysis	CHE3ENA	15
	Project	SCI3PRJ	15
	Molecular Biotechnology	BIO3MBT	15
	Electron Microscopy	PHY3EM	15
<i>Biomedical Science Major</i>			
Choose four from:			
	Oxygenation and Exercise	BIO3OAE	15
	Project	SCI3PRJ	15
	Clinical Haematology and Immunology	BIO3CHI	15
	Brain Mind and Behaviour	BIO3BMB	15
	Molecular Biotechnology	BIO3MBT	15
<i>Chemistry Major</i>			
TE-SEM-1	Environmental Chemistry	CHE2ENV	15
TE-SEM-1	Chemical Dynamics	CHE3CD	15
TE-SEM-1	Colloids and Polymers	CHE3CP	15
Choose four from:			
	Medicinal Chemistry B	CHE2MCB	15
	Clinical Biochemistry	BIO3CBC	15
	Organic Synthesis	CHE3OS	15
	Project	SCI3PRJ	15
<i>IT Major</i>			
Choose four from:			
	Database	CSE3DB	15
	Web Engineering	CSE3WE	15
	Computational Intelligence	CSE3CI	15
	Data Communications	CSE3DC	15
	Encryption and Network Security	CSE3ENS	15
	Web Services	CSE3WS	15
	Software Engineering	CSE3SE	15
	Internetworking	CSE3INW	15
<i>Physics Minor only</i>			
TE-SEM-2	Electron Microscopy	PHY3EM	15
<i>Psychology Major</i>			
TE-SEM-1	Psychology A	PSY3PYA	20
TE-SEM-1	Research Project A	PSY3RSA	20
TE-SEM-2	Psychology B	PSY3PYB	20
TE-SEM-2	Research Project B	PSY3RSB	20
<i>Mathematics/Statistics Major</i>			
TE-SEM-1	Numerical Mathematics	MAT3NM	15
TE-SEM-1	Networks and Graphs	MAT3NAG	15
TE-SEM-1	Multivariate Analysis	STA3MA	15
TE-SEM-2	Probability	STA3PRB	15

Honours

Honours degree students are selected on the basis of their performance in the final year of the pass degree course. Students must obtain a minimum average of 60% across all of their third year units and obtain at least 65% in units germane to the Honours discipline to the value of 60 credit points. An Honours year may be taken in any of the departments contributing to the pass degree course for which they have the appropriate prerequisites. The Bachelor of Science (Honours) degree will be available at the Bendigo campus in 2009; until then, the Bachelor of Applied Science (Honours) degree is available. See the relevant entry in this section of the *Handbook*.

Bachelor of Applied Science (RBAS) – Bendigo

This degree is being phased out. No new enrolments will be permitted. Please refer to the Bachelor of Science entry.

Course aims

The Bachelor of Applied Science course will provide opportunities for students to:

- meet a range of scientific disciplines and integrate knowledge across scientific disciplines
- develop skills and knowledge about scientific process, including critical thinking, analytical and problem-solving skills
- develop well-developed communication, reporting and information technology skills and express ethical positions
- have the confidence and competence to work in a team environment
- use the above skills to identify and contribute objectively to public debate on topical and significant issues and assess the scientific knowledge being presented
- explore relationships between structure and function from molecules to ecosystems
- possess in-depth knowledge and understanding in a major area of scientific study
- be aware of broader issues outside their discipline
- have confidence and competency in laboratory and field situations through hands-on experience
- prepare for employment in commerce, industry, administration, government or the education sector and meet entry requirements for graduate programs including those leading to and supported by local research groups
- maintain and share a curiosity and excitement about science.

Professional recognition

Major study sequences have been designed to meet specific professional requirements where these exist. The course provides the basis for the entry of graduates into higher degree programs and is a suitable base qualification for a teaching career in science. With the appropriate selection of units, the Directorate of School Education requirements can be met for specialist teaching in biology, chemistry, environmental studies, mathematics, or science. Applied science graduates of high standing may proceed to a Bachelor of Applied Science (Honours) and thence to Masters or Doctoral research.

Advanced standing

Applications for advanced standing are considered on an individual basis. Full credit is given for tertiary studies in relevant disciplines unless particular units to be undertaken in this course have special entry requirements that have not been met by those studies.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. Students complete units to the value of 120 credit points at each year level.

First year

- Satisfactory completion of the five compulsory units outlined.
- Satisfactory completion of three approved elective units.

Major and minor sequences

- At least one approved major sequence (not less than 90 credit points at second and third year level) must be satisfactorily completed.
- At least one approved minor sequence (not less than 60 credit points at second and third year level) must be completed.
- No unit may be counted towards both the major and minor sequence.

Modern Analytical Techniques (SCI2/3MI)

All students must complete this unit in either the second or third year of their course.

Major study areas

- Biomedical science
- Biotechnology
- Medicinal chemistry
- Environmental chemistry
- Environmental science

The choice of major study area may prescribe particular electives in first year in order to satisfy prerequisite requirements for later units. Additional elective units may be required for students who wish to obtain professional accreditation of their programs. Appropriate information will be available from the course coordinator or the head of discipline.

Students of this program are usually those wishing to obtain a broad scientific background to prepare themselves for such careers as science teaching. The course coordinator may substitute a maximum of 30 credit points from second level units to support this.

First year (120 credit points)

Core units (75 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Group Research 1A: Science and Society	SCI1G1A	15
TE-SEM-1	Biology of the Cell and Organism	BIO1CO	15
TE-SEM-1	Chemistry 1A or General Chemistry	CHE1C1A/CHE1GE2	15
TE-SEM-2	Group Research 1B: Communication of Science	SCI1G1B	15
TE-SEM-2	Measurement and Observation	PHY1MO	15

Electives (45 credit points)

The remaining 45 credit points must be chosen from the list below.

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Calculus A	MAT1CA	15
TE-SEM-1	Australian Environments	BIO1AE	15
TE-SEM-1	Earth Science	GEO1ES	15
TE-SEM-1 or TE-SEM-2	Statistical Methods	STA1STM	15
TE-SEM-1 or TE-SEM-2	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-2	Materials Geology	GEO1MG	15
TE-SEM-2	Chemistry 1B	CHE1C1B	15
TE-SEM-2	Environmental Science	SCI1ES	15

Second year (120 credit points)

Biomedical science

Choose four from:

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Biomolecules	BIO2BMO	15
TE-SEM-1	Introduction to Microbiology	BIO2IMB	15
TE-SEM-1	Excitable Cells and Endocrine Systems	BIO2CES	15
TE-SEM-2	Intermediary Metabolism	BIO2IMM	15
TE-SEM-2	Microbial Ecology and Systematics	BIO2MES	15
TE-SEM-2	Organs and Organ Systems	BIO2OOS	15

Biotechnology

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Biomolecules	BIO2BMO	15
TE-SEM-2	Intermediary Metabolism	BIO2IMM	15
TE-SEM-1	Introduction to Microbiology	BIO2IMB	15
TE-SEM-2	Microbial Ecology and Systematics	BIO2MES	15

Medicinal chemistry

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Pharmaceutical Chemistry	CHE2PHC	15
TE-SEM-2	Aquatic Chemistry	CHE2AQC	15
TE-SEM-2	Medicinal Chemistry A	CHE2MCA	15

Environmental chemistry

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Aquatic Chemistry	CHE2AQC	15
TE-SEM-1	Environmental Chemistry	CHE2ENV	15
TE-SEM-2	Chemical Analysis	CHE2ENA	15

Environmental science

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Ecology	BIO2ECO	15
TE-SEM-1	Environmental Chemistry	CHE2ENV	15
TE-SEM-2	Plant Ecology	BIO2PE	15

Third year (120 credit points)

Biomedical science

Choose two from:

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Clinical Biochemistry	BIO3CBC	15
TE-SEM-1	Pharmaceutical Microbiology	PHA4PM	15
TE-SEM-1	Oxygenation and Exercise	BIO3OAE	15
TE-SEM-2	Brain, Mind and Behaviour	BIO3BMB	15
TE-SEM-2	Clinical Haematology and Immunology	BIO3CHI	15

Biotechnology

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Molecular Biotechnology	BIO3MBT	15
TE-SEM-2	Applications of Biotechnology	BIO3ABT	15

Medicinal chemistry

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Medicinal Chemistry B	CHE3MCB	15
TE-SEM-1	Colloids and Polymers	CHE3CP	15
TE-SEM-1 or TE-SEM-2	Project	SCI3PRJ	15

Environmental chemistry

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Pollution and Waste Management	CHE3PW	15
TE-SEM-1	Chemical Dynamics	CHE3CD	15
TE-SEM-1	Colloids and Polymers	CHE3CP	15

Environmental science

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Environmental Geomorphology	GEO3EGM	15
TE-SEM-2	Environmental Case Studies	SCI3ECS	15
TE-SEM-2	Soil Science	GEO3SSC	15

Honours and postgraduate studies

Eligible students wishing to proceed to further study may undertake an Honours degree, providing a range of research opportunities.

Bachelor of Agricultural Science (SBASB) – Bendigo

The first year only of this degree is offered at the Bendigo campus. Students will complete the final three years of the course at the Melbourne (Bundoora) Campus. Refer to the Bachelor of Agricultural Science (SBAS) in the (Melbourne) Bundoora section of this Handbook for full course details.

The Bachelor of Agricultural Science course provides a basic understanding of the relationships between soils, plants, animals, economics and the environment. It should be emphasised that the degree is in agricultural science, not in farming. Agriculture is not only an important component of our environment, it reacts with and affects the non-agricultural components. The emphasis in the course is, therefore, on the sciences relevant to an understanding of primary production and resource management.

The course concentrates on the sciences concerned with soil productivity, plant and animal production, business management and agricultural marketing and policy; and the disciplines of soil science, plant and animal nutrition, physiology and biochemistry, plant and animal health, weed ecology and control, agribusiness marketing and commodity trading, statistics and case studies in agricultural production.

The science and business studies that are the foundation of the Bachelor of Agricultural Science degree have a highly successful record in leading to a wide variety of careers in agriculture, industrial research and commercial organisations.

Industry experience

Twelve weeks of approved industry experience taken during university vacations is an essential requirement of this degree.

Course structure

The course requires the completion of 480 credit points over four years of full-time or equivalent part-time study. This is a fixed content course.

First year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Earth Sciences	GEO1ES	15
TE-SEM-1	Biology of Cells and Organisms	BIO1CO	15
TE-SEM-1	Chemistry 1A	CHE1C1A	15
TE-SEM-1	Microeconomics ¹	ECO1IMI	15
TE-SEM-2	Chemistry 1B	CHE1C1B	15
TE-SEM-2	Measurement and Observation	PHY1MO	15
TE-SEM-2	Plant Ecology	BIO2PE	15
TE-SEM-2	Statistical Methods	STA1STM	15

Key: ¹ In the first semester, students enrolled in the first year of the Bachelor of Agricultural Science degree at Bendigo will have the choice of studying either Microeconomics (ECO1IMI) at the Bendigo Campus, or Introduction to Agribusiness (MGF1240) taken over one-week at the Melbourne (Bundoora) Campus in July 2008, during the University vacation period. The advantage of this latter option is that students who complete all four agribusiness units (which include MGF1240) will graduate with a Professional Diploma in Agribusiness, in addition to the Bachelor of Agricultural Science. The visit to Bundoora in July will also enable Bendigo students to meet other first year Bachelor of Agricultural Science students from the other three campuses in a social setting and will allow them to get a feel for the Bundoora campus environment. College accommodation on the Bundoora campus will be available during the week-long session.

Bachelor of Chemical Sciences (RBSCS) – Bendigo

The chemical industry has long been one of the major destinations for science graduates. The Bachelor of Chemical Sciences caters for the needs of this industry sector, but also provides an excellent qualification for those students considering progressing to a higher degree in chemistry. Although the units specified for the degrees are different for the Bendigo and Melbourne (Bundoora) campuses, students can transfer between campuses if they wish. Graduates are eligible for membership of the Royal Australian Chemical Institute.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. Students must complete units totalling at least 120 credit points in each of the first, second and third years. Units from any campus of the University may be included.

Some units are only offered every second year and this will need to be taken into consideration when planning individual programs.

First year (120 credit points)

Core units (30 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Chemistry 1A	CHE1C1A	15
TE-SEM-2	Chemistry 1B	CHE1C1B	15

Electives (90 credit points)

Students must choose first year science units to the value of 60 credit points, which must include at least 15 credit points of mathematics or physics units. The remaining 30 credit points may be chosen from first year units offered by any faculty.

Second year (120 credit points)

Core units (60 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Environmental Chemistry	CHE2ENV	15
TE-SEM-1	Pharmaceutical Chemistry	CHE2PHC	15
TE-SEM-2	Medicinal Chemistry A	CHE2MCA	15
TE-SEM-2	Aquatic Chemistry	CHE2AQC	15

Electives (60 credit points)

Students choose second year science units to the value of 30 credit points. The remaining 30 credit points may be chosen from second year level units offered by any faculty.

Third year (120 credit points)

Core units (60 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-2	Chemical Analysis	CHE3ENA	15

Plus three other chemistry units:

TE-SEM-1	Chemical Dynamics	CHE3CD	15
TE-SEM-1	Colloids and Polymers	CHE3CP	15
TE-SEM-1	Medicinal Chemistry B	CHE3MCB	15
TE-SEM-2	Pollution and Waste Management	CHE3PW	15

Electives (60 credit points)

Students must choose third year science units to the value of 30 credit points. The remaining 30 credit points may be chosen from third year units offered by any faculty.

Honours and postgraduate studies

Eligible students wishing to proceed to further study may undertake an Honours degree, which provides a range of research opportunities.

Bachelor of Civil Engineering (RBE) – Bendigo

The engineering course continues a 100 year-old tradition of professional engineering education at Bendigo. The Bachelor of Civil Engineering course consists of eight semesters of academic studies and a period of paid industry-integrated learning. The course can be combined with either science or business courses in double degree programs.

Professional recognition

The course is accredited by Engineers Australia.

Industry-integrated learning options

The course includes a period of paid industry-integrated learning. Students can choose one of the following options for this part of the course.

- Option 1: 10 weeks during the vacation at the end of each of second and third years.
- Option 2: 20 weeks following completion of the academic program.
- Option 3: One full year of employment.

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Industry Integrated Learning	CIV3IIL	60
TE-SEM-2	Industry Integrated Learning	CIV3IIL	60

Course structure

This course is of four years full-time or equivalent part-time duration and requires the completion of 480 credit points. The first year is common to all major study areas.

First year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Engineering Practice	CIV1EP	15
TE-SEM-1	Calculus A	MAT1CA	15
TE-SEM-1	Physics A	PHY1PA	15
TE-SEM-1	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-2	Engineering CAD	CIV1CAD	15
TE-SEM-2	Calculus B	MAT1CB	15
TE-SEM-2	Environmental Science	SCI1ES	15
TE-SEM-2	Mechanics of Solids	PHY1MS	15

Second year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Calculus C	MAT2CC	15
TE-SEM-1	Civil Engineering Materials	CIV2CEM	15
TE-SEM-1	Structures 1	CIV2ST1	15
TE-SEM-1	Surveying	CIV2SUR	15
TE-SEM-2	Geomatics	CIV3GM	15
TE-SEM-2	Engineering Group Research	CIV2GR	15
TE-SEM-2	Hydraulics	CIV2HYD	15
TE-SEM-2	Environmental Law	LST2EL	15

Third year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Project Management	MGT3PM	15
TE-SEM-1	Earth Science	GEO1ES	15
TE-SEM-1	Numerical Mathematics	MAT3NM	15
TE-SEM-1	Structures 2	CIV3ST2	15
TE-SEM-2	Civil Construction and Environment	CIV3CC	15
TE-SEM-2	Environmental Case Studies	SCI3ECS	15
TE-SEM-2	Geotechnology A	CIV3GTA	15
TE-SEM-2	Hydraulic Engineering 1	CIV3HE1	15

Fourth year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Sustainable Infrastructure	CIV4SI	15
TE-SEM-1	Geotechnology B	CIV4GTB	15
TE-SEM-1	Hydraulic Engineering 2	CIV4HE2	15
TE-SEM-1	Structures 3	CIV4ST3	15
TE-SEM-2	Investigation	CIV4INV	15
TE-SEM-2	Structural Design	CIV4SD	15
TE-SEM-2	Regional Engineering	CIV4RE	15
TE-SEM-2	Transportation Engineering	CIV4TE	15

Bachelor of Information Technology (RBC) – Bendigo

This course provides a generalist education in information technology and the opportunity to specialise in information systems, software development, computer networks and web development. The course is structured to enable students to combine studies with another discipline. Students may choose elective units from any other approved course with the approval of the course coordinator.

Professional recognition

Graduates are recognised by the Australian Computer Society as information technology professionals and are eligible for membership.

Industry-based learning

A limited number of scholarships are offered for students to undertake an industry-based learning component. Students who have completed two full years of study are eligible to apply. Each industry-based learning unit is undertaken full-time for half a year and is equivalent to two of the 24 units required for the degree to be awarded. Further details may be obtained from the industry-based learning coordinator.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. Students complete units to the value of 120 credit points each year. The course consists of 24 semester units, comprising four units per semester in each year of study. Sixteen units must be IT units and four units must be non-IT units. No more than 10 units overall may be studied at first year level. All units are worth 15 credit points. This course is valued at 360 credit points.

Non-information technology and elective units

Students may take up to eight non-IT units for credit in the course. All elective choices must be approved by the course coordinator. Some possible areas are business, electronics, humanities, social science, multimedia, mathematics, statistics, public health and environmental science.

First year (120 credit points)*Core units (90 credit points)*

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Mathematics for IT ¹	MAT1MIT	15
TE-SEM-1	Programming Environment ²	CSE1PE	15
TE-SEM-2	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-2	Discrete Mathematics	MAT1DIS	15
TE-SEM-2	Information Systems	CSE1IS	15

Key: ¹ A non-information technology unit may replace this unit if a satisfactory standard has been achieved in year-12 mathematics subjects.

² Another information technology unit may replace this unit if a satisfactory standard has been achieved in year-12 Information Systems.

Electives (30 credit points)

The remaining 30 credit points must be chosen from non-information technology units with the approval of the course coordinator.

Second year (120 credit points)*Core units (90 credit points)*

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-1	IS Development	CSE2ISD	15

Plus a further 60 credit points of second year level information technology units 60

Electives (30 credit points)

The remaining 30 credit points must be chosen from second year level non-information technology units with the approval of the course coordinator.

Third year (120 credit points)*Core units (75 credit points)*

Teaching period	Unit title	Unit code	Credit points
75 credit points of third year level information technology units			75

Electives (45 credit points)

The remaining 45 credit points must be chosen from third year level non-information technology units with the approval of the course coordinator.

Information Technology units:

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-1	Computer Networks	CSE2CN	15
TE-SEM-1	Emerging Topics in Information Technology	CSE3ETI	15
TE-SEM-1	Major Project Part 1	CSE3MP1	15
TE-SEM-1	Software Development Environments	CSE3SDE	15
TE-SEM-1	Web Engineering	CSE3WE	15
TE-SEM-2	Minor Project	CSE2MIP	15
TE-SEM-2	Data Communications	CSE3DC	15
TE-SEM-2	Database	CSE3DB	15
TE-SEM-2	Information Systems Practice	CSE3ISP	15
TE-SEM-2	Major Project Part 2	CSE3MP2	15
TE-SEM-2	Multimedia Authoring	CSE2MA	15
TE-SEM-2	Object Oriented Application Development	CSE3OAD	15
TE-SEM-2	Software Engineering	CSE3SE	15
TE-SEM-2	Web Development	CSE2WD	15
TE-SEM-2	Web Services	CSE3WS	15

Bachelor of Information Technology (Computer Networks) (RBITCN) – Bendigo

This degree is being phased out. No new enrolments will be permitted from 2008. Please refer to the entry for the Bachelor of Information Technology.

This course provides a professional education in computer networks and the Internet. The course also features an industry experience option and is structured to enable students to combine computing studies with another discipline. Students may choose elective units from any other approved course with the approval of the course coordinator.

Professional recognition

Graduates are recognised by the Australian Computer Society as computer professionals and are eligible for membership.

Industry-based learning

A limited number of scholarships are offered for students to undertake an industry-based learning component. Students who have completed two full years of study are eligible to apply. Each industry-based learning unit is undertaken full-time for half a year and is equivalent to two of the 24 units required for the degree to be awarded. Further details may be obtained from the industry-based learning coordinator.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. The course consists of 24 semester units, comprising four units per semester in each year

of study. Sixteen units must be information technology units and four units must be non-information technology units. No more than ten units overall may be studied at first year level. All units are worth 15 credit points.

Non-information technology units

Students may take up to eight non-IT units for credit in the course. All non-information technology choices must be approved by the course coordinator. Some possible areas are business, electronics, humanities, social sciences, multimedia, mathematics, statistics, public health and environmental science.

First year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Programming Environment ²	CSE1PE	15
TE-SEM-1	Computer Technology	CSE1CT	15
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Mathematics for IT ¹	MAT1MIT	15
TE-SEM-2	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-2	Discrete Mathematics	MAT1DIS	15
TE-SEM-2	Information Systems	CSE1IS	15
TE-SEM-2	Web Development	CSE2WD	15

Key: ¹ A non-information technology unit may replace this unit if a satisfactory standard has been achieved in year-12 mathematics subjects.

Key: ² Another information technology unit may replace this unit if a satisfactory standard has been achieved in year-12 Information Systems.

Second year (120 credit points)

Core units (90 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-1	IS Development	CSE2ISD	15
TE-SEM-1	Computer Networks	CSE2CN	15
TE-SEM-1	Web Engineering	CSE3WE	15
TE-SEM-2	Data Communication	CSE3DC	15
TE-SEM-2	Web Services	CSE3WS	15

Electives (30 credit points)

The remaining 30 credit points may be chosen from second year level units offered by any department, subject to a maximum of 90 credit points of second year information technology units being taken.

Third year (120 credit points)

Core units (60 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Major Project Part 1	CSE3MP1	15
TE-SEM-1	Internetworking	CSE3INW	15
TE-SEM-2	Major Project Part 2	CSE3MP2	15
TE-SEM-2	Encryption and Network Security	CSE3ENS	15

Electives (45 credit points)

The remaining 45 credit points may be chosen from third year level units offered by any department and may include further information technology units.

Bachelor of Information Technology (Information Systems) (RBITIS) – Bendigo

This degree is being phased out. No new enrolments will be permitted from 2008. Please refer to the entry for the Bachelor of Information Technology.

This course provides a professional education in information systems. Students in this degree will study systems analysis and design methodologies in depth. The course also features an industry experience option and is structured to enable students to combine computing studies with another discipline. Students may choose elective units from any other approved course with the approval of the course coordinator.

Professional recognition

Graduates are recognised by the Australian Computer Society as computer professionals and are eligible for membership.

Industry-based learning

A limited number of scholarships are offered for students to undertake an industry-based learning component. Students who have completed two full years of study are eligible to apply. Each industry-based learning unit is undertaken full-time for half a year and is equivalent to two of the 24 units required for the degree to be awarded. Further details may be obtained from the industry-based learning coordinator.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. The course consists of 24 semester units, comprising four units per semester in each year of study. Sixteen units must be information technology units and four units must be non-information technology units. No more than ten units overall may be studied at first year level. All units are worth 15 credit points.

Non-information technology units

Students may take up to eight non-IT units for credit in the course. All non-information technology choices must be approved by the course coordinator. Some possible areas are business, electronics, humanities, social sciences, multimedia, mathematics, statistics, public health and environmental science.

First year (120 credit points)

Core units (90 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Programming Environment ²	CSE1PE	15
TE-SEM-1	Mathematics for IT ¹	MAT1MIT	15
TE-SEM-2	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-2	Discrete Mathematics	MAT1DIS	15
TE-SEM-2	Information Systems	CSE1IS	15

Key: ¹ A non-information technology unit may replace this unit if a satisfactory standard has been achieved in year-12 mathematics subjects.

² Another information technology unit may replace this unit if a satisfactory standard has been achieved in year-12 Information Systems.

Electives (30 credit points)

The remaining 30 credit points must be chosen from non-information technology units with the approval of the course coordinator.

Second year (120 credit points)

Core units (90 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Intermediate Object Orientated Programming	CSE1IOO	15
TE-SEM-1	IS Development	CSE2ISD	15
TE-SEM-1	Computer Networks	CSE2CN	15
TE-SEM-2	IS Practice	CSE3ISP	15
TE-SEM-2	Database	CSE3DB	15
Plus a further 15 credit points of information technology units			15

Electives (30 credit points)

The remaining 30 credit points must be chosen from second year level units offered by any department, subject to a maximum of 75 credit points of second year information technology units being taken.

Third year (120 credit points)

Core units (90 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Major Project Part 1	CSE3MP1	15
TE-SEM-2	Major Project Part 2	CSE3MP2	15
TE-SEM-2	Professional Environment	CSE3PE	15
Plus a further 45 credit points of information technology units			45

Electives (30 credit points)

The remaining 30 credit points may be chosen from third year level units offered by any department and may include further information technology units.

Bachelor of Information Technology (Professional) (SBITL) – Bendigo

A program developed in consultation with industry, the Bachelor of Information Technology (Professional) combines information technology and business theory with professional information technology practice. The units studied cover the range of information technology fundamentals, theory and techniques applicable to the development of information technology systems. In addition students select units in business disciplines to complete a business minor.

Scholarships

Students offered a place in the course will be granted a School or Department Scholarship for the first two years. The industry placement year will attract either an Industry Based Learning Scholarship of approximately \$19 000 plus a rent subsidy for the Melbourne-based part of the placement, or a salary as negotiated with an employer. Note that this does not preclude a prospective student from applying for any other La Trobe University scholarship.

Course structure

The course is of three and a half years full-time duration and requires the completion of 360 credit points. In the first year, students complete units from a list of core and recommended units from within the disciplines of information systems, mathematics and business. In the second year of the degree, students select available information systems and business units. In the third year of the degree, students complete placements with industry partner(s) equivalent to forty weeks full-time work. The fourth year will consist of one semester of full-time study.

First year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Programming Environment	CSE1PE	15
TE-SEM-2	Discrete Mathematics	MAT1DIS	15
TE-SEM-2	Information Systems	CSE1IS	15
TE-SEM-2	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-2	Web Development	CSE2WD	15
Plus 30 credit points of business units with the approval of the course coordinator			30

Second year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Computer Networks	CSE2CN	15
TE-SEM-1	IS Development	CSE2ISD	15
TE-SEM-1	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Database	CSE3DB	15
TE-SEM-2	Object Oriented Application Development	CSE3OAD	15
TE-SEM-2	second year level information technology unit		15
Plus 30 credit points of approved second year level business units			30

Third year (60 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Industry Based Learning A	CSE3IBA	30
TE-SEM-2	Industry Based Learning B	CSE3IBB	30

Fourth year (60 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Professional Environment	CSE3PE	15
TE-SEM-1	Third year level information technology units		30
TE-SEM-1	Approved third year level business unit		15

Honours

An Honours year is available to suitably qualified students and requires the completion of a further year of study.

Bachelor of Information Technology (Software Development) (RBITSD) – Bendigo

This degree is being phased out. No new enrolments will be permitted from 2008. Please refer to the entry for the Bachelor of Information Technology.

This course provides a professional education in software development. Students in this degree will study a variety of software engineering techniques and programming languages. The course also

features industry experience options and is structured to enable students to combine computing studies with another discipline. Students may choose elective units from any other approved course with the approval of the course coordinator.

Professional recognition

Graduates are recognised by the Australian Computer Society as computer professionals and are eligible for membership.

Industry-based learning

A limited number of scholarships are offered for students to undertake an industry-based learning component. Students who have completed two full years of study are eligible to apply. Each industry-based learning unit is undertaken full-time for half a year and is equivalent to two of the 24 units required for the degree to be awarded. Further details may be obtained from the industry-based learning coordinator.

Course structure

The course is of three years full-time or equivalent part-time duration and requires the completion of 360 credit points. The course consists of 24 semester units, comprising four units per semester in each year of study. Sixteen units must be information technology units and four units must be non-information technology units. No more than ten units overall may be studied at first year level. All units are worth 15 credit points.

Non-information technology units

Students may take up to eight non-information technology units for credit in the course. All elective choices must be approved by the course coordinator. Some possible areas are business, electronics, humanities, social sciences, multimedia, mathematics, statistics, public health and environmental science.

First year (120 credit points)

Core units (90 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Object Oriented Programming Fundamentals	CSE1OOF	15
TE-SEM-1	Mathematics for IT ¹	MAT1MIT	15
TE-SEM-2	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-2	Discrete Mathematics	MAT1DIS	15
TE-SEM-2	Information Systems	CSE1IS	15

Key: ¹ Another information technology unit may replace this unit if a satisfactory standard has been achieved in year-12 Information Systems.

Electives (30 credit points)

The remaining 30 credit points must be chosen from non-information technology units with the approval of the course coordinator.

Second year (120 credit points)

Core units (90 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Object Oriented Application Development	CSE3OAD	15
TE-SEM-1	IS Development	CSE2ISD	15
TE-SEM-1	Computer Networks	CSE2CN	15
TE-SEM-2	Software Engineering	CSE3SE	15
TE-SEM-2	Database	CSE3DB	15
TE-SEM-2	Second year level software development unit		15

Electives (30 credit points)

The remaining 30 credit points must be chosen from second year level units offered by any department, subject to a maximum of 90 credit points of second year information technology units being taken.

Third year (120 credit points)

Core units (90 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Major Project Part 1	CSE3MP1	15
TE-SEM-2	Major Project Part 2	CSE3MP2	15
Plus a further 30 credit points of third year level software development units			30
Plus a further 30 credit points of third year level information technology units			30

Electives (30 credit points)

The remaining 30 credit points may be chosen from third year level units offered by any department and may include further information technology units. Students may choose from the following list of software development units:

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Software Development Environments	CSE3SDE	15
TE-SEM-1	Web Engineering	CSE3WE	15
TE-SEM-2	Web Services	CSE3WS	15
TE-SEM-2	Software Engineering	CSE3SE	15
TE-SEM-2	Web Development	CSE2WD	15

Bachelor of Pharmacy (RBP) – Bendigo

The Bachelor of Pharmacy course was developed to address the serious shortage of pharmacists in regional, rural and remote areas of Australia. The main feature of the course is the integration of the science components with the patient-orientated components of pharmacy practice and pharmaceutical care, giving the future pharmacist skills in optimising patient therapeutic outcomes and improving patient health. Thus the program emphasises patient care, rural health issues and the place of the pharmacist as a member of the primary health care team. Students study units in science and public health alongside students in other courses.

Graduates will find ready employment in community or hospital pharmacies throughout Australia. The course will equip them for work in smaller population centres through the provision of a range of units including rural health and by placements in rural pharmacies. This provides opportunities to forge relationships with other health professionals.

Professional recognition

In order to practise as a pharmacist in Victoria a graduate must be registered with the Pharmacy Board of Victoria. Graduates are required to undertake a pre-registration year under supervision and then pass an examination set by the Board, before being accepted for registration.

Course structure

This is a four year, full-time course. Much of the first year is concerned with the science that underlies the study of pharmacy and with the tools of mathematics and information technology. The units Introduction to Pharmacy and Pharmacy Practice A introduce students to the practice of pharmacy and include visits to community and hospital pharmacies. Students must complete units totalling at least 120 credit points in each of the first, second and third years.

In later years of the course the emphasis shifts from the basic sciences to the pharmacy-specific units of therapeutics, pharmacy practice, pharmaceuticals, pharmacology and medicinal chemistry, together with studies relating to the health care system. Students spend progressively more time in practical placements, during which they undertake specific learning tasks. This course is valued at 480 credit points.

Honours program

Students who achieve a high academic standard may be invited to participate in the Honours program. Honours candidates undertake 135 credit points in the fourth year, enrolling in the units Pharmacy Honours Project A (20 credit points) and Pharmacy Honours Project B (25 credit points) in place of either Pharmaceutical Biotechnology or Complementary Medicines in semester 1 and the elective unit in semester 2.

First year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Cell and Organism	BIO1CO	15
TE-SEM-1	Chemistry 1A	CHE1CIA	15
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Introduction to Pharmacy	PHA1IP	15
TE-SEM-2	Pharmacy Practice A	PHA1PPA	15
TE-SEM-2	Organ and Organ Systems	BIO1OOS	15
TE-SEM-2	Chemistry 1B	CHE1CIB	15
TE-SEM-2	Pharmacy Mathematics	MAT1PHM	15

Second year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Pharmaceutics A – Two Phase Systems	PHA2PTA	15
TE-SEM-2	Pharmacy Practice B	PHA2PPB	15
TE-SEM-1	Pharmaceutical Chemistry	CHE2PHC	15
TE-SEM-1	Pharmacology A	PHA2PGA	15

TE-SEM-1	Introduction to Microbiology	BIO2IMB	15
TE-SEM-2	Medicinal Chemistry A	CHE2MCA	15
TE-SEM-2	Pharmacology B	PHA2PGB	15
TE-SEM-2	Biochemistry for Pharmacy	BIO2BPC	15

Third year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Clinical Pharmacy, Legislation and Practice	PHA3PPL	15
TE-SEM-1	Clinical Biochemistry and Clinical Haematology	BIO3CBH	15
TE-SEM-1	Medicinal Chemistry B	CHE3MCB	15
TE-SEM-1	Pharmacology C	PHA3PGC	15
TE-SEM-2	Clinical Pharmacy and Pharmacopidemiological Research	PHA3APP	15
TE-SEM-2	Pharmaceutics B – Solid Dosage Forms	PHA3PTB	15
TE-SEM-2	Pharmacology D	PHA3PGD	15
TE-SEM-2	Rural Public Health	HLT3RPH	15

Fourth year – Pass (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Pharmaceutical Care – Quality Use of Medicines A	PHA4PCA	15
TE-SEM-1	Pharmaceutical Microbiology and Oncology	PHA4PM	15
TE-SEM-1	Pharmaceutical Biotechnology	PHA4PBT	15
TE-SEM-1	Complementary Medicines	PHA4CM	15
TE-SEM-2	Pharmaceutical Care – Quality Use of Medicines B	PHA4PCB	15
TE-SEM-2	Pharmacy Practice and Management	PHA4PPM	15
TE-SEM-2	Advanced Counselling	PHA4PAC	15
TE-SEM-2	Elective: Pharmacy Project	PHA4PP	15

Fourth year – Honours (135 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Pharmaceutical Care – Quality Use of Medicines A	PHA4PCA	15
TE-SEM-1	Pharmacy Honours Project A	PHA4HPA	20
TE-SEM-1	Pharmaceutical Microbiology and Oncology	PHA4PM	15
TE-SEM-1 or	Pharmaceutical Biotechnology	PHA4PBT	15
TE-SEM-1	Complementary Medicines	PHA4CM	15
TE-SEM-2	Pharmaceutical Care – Quality Use of Medicines B	PHA4PCB	15
TE-SEM-2	Pharmacy Honours Project B	PHA4HPB	25
TE-SEM-2	Pharmacy Practice and Management	PHA4PPM	15
TE-SEM-2	Pharmacy Practice and Advanced Counselling	PHA4PAC	15

Bachelor of Psychological Science (RBBS) – Bendigo

The Bachelor of Psychological Science is a coherent program of study in psychology that includes other units considered central to a broad education in behavioural science.

The course prepares students for careers in a range of settings including personnel, management and mental health and human services.

It is important to emphasise that the Bachelor of Psychological Science does not qualify a graduate to work as a psychologist. Further education, training and supervised experience is required for registration as a professional psychologist with the Psychologists' Registration Board of Victoria and also for membership of the Australian Psychological Society (APS).

Course structure

The Bachelor of Psychological Science is normally undertaken in three years of full-time study, but can be completed on a part-time basis. Students intending to study part-time should note that this means enrolling in a lesser workload, rather than studying after hours, as units are not available as evening classes.

The degree requires the completion of 360 credit points, consisting of 120 credit points accrued from units taken at each of the first, second and third year levels. An additional requirement is that students must successfully complete a minimum of 150 credit points of psychology units across the three years of the degree, with no less than 120 credit

points of psychology accrued from units at second and third year level.

Note that the four third year psychology units PSY3ANA, PSY3CDB, PSY3CFA and PSY3SCB (each worth 20 credit points) will be available in alternate years. PSY3CFA and PSY3SCB will be available in 2008 and PSY3ANA and PSY3CDB will be available in 2009.

Units taught by the School of Psychological Science and which normally are components of the degree are PSY1PYA, PSY1PYB, PSY1BNA, PSY1BNB, PSY2PYA, PSY2PYB, PSY3PYA, PSY3PYB, PSY3RSA and PSY3RSB.

(Full details of the units offered by the School of Psychological Science are available in the unit handbooks produced by the School in February of each year and the School website at www.latrobe.edu.au/psy).

First year (120 credit points)

Core units (75 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Psychology A	PSY1PYA	15
TE-SEM-2	Psychology B	PSY1PYB	15
TE-SEM-2 either	Statistical Methods	STA1STM	15
TE-SEM-1 and	Introduction to Behavioural Neuroscience A	PSY1BNA	15
TE-SEM-2 or	Introduction to Behavioural Neuroscience B	PSY1BNB	15

Any other first year biological science units totalling not less than 30 credit points

Electives (45 credit points)

At least 30 credit points must be chosen from units within the Faculty of Education, Law and Management, Humanities and Social Science, or Health Science. The remaining 15 credit points would normally be selected from other science units. However, with the approval of the course co-ordinator, students may choose units offered by other Faculties.

Second year (120 credit points)

Core units (40 credit points)

TE-SEM-1	Psychology A	PSY2PYA	20
TE-SEM-2	Psychology B	PSY2PYB	20

Electives (80 credit points)

Second/third year level units to the value of 80 credit points chosen from units offered by any department. Most second year units are worth 20 credit points but some are worth 15. Students will be required to complete at least 60 credit points per semester, which could mean the selection of more than two elective units. Students must not exceed 70 credit points per semester.

Highly Recommended units:

TE-SEM-1	Applied Neuroscience A ¹	PSY3ANA	20
TE-SEM-1	Counselling and Family Psychology A	PSY3CFA	20
TE-SEM-2	Cognitive and Developmental Psychology B ¹	PSY3CDB	20
TE-SEM-2	Social and Community Psychology B	PSY3SCB	20

Key ¹ Not available in 2008.

Third year (120 credit points)

Core units (80 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Psychology	PSY3PYA	20
TE-SEM-1	Research Project A	PSY3RSA	20
TE-SEM-2	Psychology	PSY3PYB	20
TE-SEM-2	Research Project B	PSY3RSB	20

Electives (40 credit points)

Students choose third year level units for which prerequisite requirements have been met

Highly Recommended units:

TE-SEM-1	Applied Neuroscience A ¹	PSY3ANA	20
TE-SEM-1	Counselling and Family Psychology A	PSY3CFA	20
TE-SEM-2	Cognitive and Developmental Psychology B ¹	PSY3CDB	20
TE-SEM-2	Social and Community Psychology B	PSY3SCB	20

Key: ¹ Not available in 2008.

Honours

Students who perform at a high standard may apply to undertake a further year of psychology study in Honours (PSY4HNA and PSY4HNB), which is a prerequisite for most postgraduate courses of study. Following the successful completion of the Honours years, these students will graduate with a Bachelor of Psychological Science (Honours). The Honours course is presently offered only at the Melbourne (Bundoora) campus although students from the Bendigo and Albury-Woodonga campus may apply.

Double degrees

Science Double Degree Program (SZSSB)

This double degree program is designed to allow academically able students to combine any two of the three year degrees offered by the Faculty of Science, Technology and Engineering. A course adviser will assist students in designing a program that will suit their individual interests. Provided that the core requirements for each degree are met, graduates will be awarded both selected degrees.

Eligible three year degrees offered by the Faculty are:

- Bachelor of Psychological Science
- Bachelor of Chemical Sciences
- Bachelor of Information Technology
- Bachelor of Science

Course Structure

This double degree is of four and a half years full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program. The maximum number of first year level credit points to be taken is 180 and the minimum number of third year level credit points required is 180. Normally the maximum load permitted in any one semester is 80 credit points. Students are required to complete the core requirements for each of the two degrees. For new students an adviser will be available at the enrolment session to plan their individual course structure.

Students who experience difficulties with the overloaded nature of the course may apply to transfer to either of the degrees.

Honours

Suitably qualified students may be eligible to undertake an Honours year, which will require an additional full-time or equivalent part-time year of study.

Bachelor of Applied Science/Bachelor of Business (RZASB) – Bendigo

This degree is being phased out. No new enrolments will be permitted. Please refer to the 2006 Handbook entry for full course details.

Bachelor of Applied Science/Bachelor of Computing (RZASC) – Bendigo

This degree is being phased out. No new enrolments will be permitted from 2008. Please refer to the entry for the Science Double Degree program.

This double degree program combines the Bachelor of Applied Science with the Bachelor of Computing. The course is taken over four years and enables students to undertake an in-depth study of both computing and a chosen discipline in applied science.

Industry-based learning

A limited number of scholarships are offered for students to undertake an industry-based learning component. Students who have completed three full years of study are eligible to apply. Each industry-based learning unit is undertaken full-time for half a year and is equivalent to two of the 24 units required for the degree to be awarded. Further details can be obtained from the industry-based learning coordinator.

Course structure

This double degree is of four and a half years full-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated

study program. Students will undertake five units each semester in the first and second years of the course (150 credit points per year) and four units each semester in the third and fourth years of the course (120 credit points per year).

To qualify for admission to the degree of Bachelor of Applied Science via the double degree program a candidate must complete a minimum of 270 credit points from approved science units and fulfil the following requirements. When choosing the applied science units, students should use the schedules under the course outline for the single degree program of the Bachelor of Applied Science.

First year

All prerequisite units for second-and third year units must be completed.

Major and minor sequences

- At least one approved major sequence (not less than 90 credit points at second and third year level) must be satisfactorily completed.
- At least one approved minor sequence (not less than 60 credit points at second and third year level) must be completed.
- No units may be counted towards both the major and minor sequence, but the course coordinator may approve the substitution of one unit in a minor by a related unit.
- At least 75 credit points must be passed from third year level applied science units.
- Modern Analytical Techniques (SCI2/3MI): all students must complete this unit in the second, third or fourth year of their course.

First year (150 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Programming Environment	CSE1PE	15
TE-SEM-2	Discrete Mathematics	MAT1DIS	15
TE-SEM-2	Information Systems	CSE1IS	15
TE-SEM-2	Object Oriented Programming Fundamentals	CSE1OOF	15
	Five applied science units		75

Second year (150 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-1	Information Systems Development	CSE2ISD	15
	Six applied science units		90
	Two information technology units		30

Third year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
	Three third year level applied science units		45
	Five third year level information technology units		75

Fourth year (120 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Professional Environment	CSE3PE	15
	Four third year level applied science units		60
	Three third year level information technology units		45

Other information technology units

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Algorithms and Data Structures	CSE2ALG	15
TE-SEM-1	Computational Intelligence	CSE3CI	15
TE-SEM-1	Computer Networks	CSE2CN	15
TE-SEM-1	Emerging Topics in Information Technology	CSE3ETI	15
TE-SEM-1	Major Project Part 1	CSE3MP1	15
TE-SEM-1	Software Development Environments	CSE3SDE	15
TE-SEM-1	Web Engineering	CSE3WE	15
TE-SEM-1 or TE-SEM-2	Minor Project	CSE2MIP	15
TE-SEM-2	Data Communications	CSE3DC	15
TE-SEM-2	Database	CSE3DB	15
TE-SEM-2	Web Services	CSE3WS	15
TE-SEM-2	Information Systems Practice	CSE3ISP	15
TE-SEM-2	Major Project Part 2	CSE3MP2	15

TE-SEM-2	Object Oriented Application Development	CSE3OAD	15
TE-SEM-2	Software Engineering	CSE3SE	15
TE-SEM-2	Web Development	CSE2WD	15

Bachelor of Business/Bachelor of Information Technology (RZBC) – Bendigo

This double degree program combines the Bachelor of Business (all specialisations except information technology) with the Bachelor of Information Technology. The course enables students to undertake an in-depth study of information technology and one of economics, international business, business law, human resource management or marketing. Employers have indicated that there is a high demand for graduates with such expertise. Students should carefully check professional body requirements before finalising their course of study.

Course structure

This double degree is of four and a half years full-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program. In order to be admitted to the two degrees, a total of 36 units of 15 credit points each for a total of 540 credit points and the individual requirements of each of the degrees must be achieved. The information technology major in the Bachelor of Business is not available in this double degree. Students should consult with the course coordinator for specific unit requirements for professional accreditation.

Industry-based learning

A limited number of scholarships are offered for students to undertake an industry-based learning component in the course. The program is normally available only to students who have completed three full years of study. Each industry-based learning unit is undertaken full-time for half a year and is equivalent to two units in the double degree program. Further details may be obtained from the industry-based learning coordinator.

Bachelor of Civil Engineering/Bachelor of Business (RZBE) – Bendigo

This double degree aims to produce multi-skilled graduates capable of applying a diverse range of knowledge and abilities to the analysis and solution of problems and decision-making and to provide a course of study that enables students to meet educational entry requirements of appropriate professional associations in engineering and business. This degree also aims to make available, especially to residents of central and northern Victoria, a qualification combining the strengths of a degree in civil engineering with specialised studies in recognised business disciplines.

Career opportunities

As well as the career opportunities associated with each of the single degrees, double degree graduates can access areas of employment that require expertise in both engineering and business. In addition, experience has shown that many engineers obtain work in management positions within a relatively short time of graduation. For these graduates the Bachelor of Business provides invaluable management expertise. Project management is a very important area of employment for engineers and requires a comprehensive understanding of the economic and human resource management aspects of tasks, in addition to the engineering requirements. These skills will be gained in the Bachelor of Business component of the course. Students should check carefully professional body requirements before finalising their course of study.

Course structure

This double degree is of five and a half years full-time duration and requires the completion of 690 credit points overall. Students may complete this double degree in five years as part of an accelerated study program. In order to be eligible for admission to the two degrees a student must have completed at least 46 units, each of 15 credit points, giving a total of 690 credit points. Generally students are encouraged to undertake five units in each semester of the first, second and third years and four units each semester in the fourth and

fifth years. This provides flexibility in course planning by allowing students to take extra units in the fourth and fifth years of the course if necessary. The regulations governing the separate degrees apply except where varied by the specific regulations for the double degree.

Bachelor of Civil Engineering

To be eligible for admission to the degree of Bachelor of Civil Engineering through the double degree, a student must have completed all of the compulsory units within the civil engineering course, except where these are superseded by studies at an equivalent or higher level within the business component of their program.

Bachelor of Business

Business major studies are permitted in economics, information technology and human resource management. To qualify for admission to the degree of Bachelor of Business via the double degree program, a candidate must pass business units having an aggregate value of not less than 270 credit points (18 units) and fulfil the following requirements:

- compulsory first year units: Accounting for Management Decisions, Management Information Systems, Microeconomics, Business Law, Macroeconomics, Foundations of Management, Introductory Statistics for Business and a first year unit of chosen major
- other first year units: seven additional first year engineering units from the first year list;
- second and third year: compulsory units as indicated for the major chosen (see the Bachelor of Business course outline and the Bachelor of Civil Engineering course outline elsewhere in this *Handbook*).

Honours and postgraduate study

Students are assessed for Honours according to the criteria for the single degree in engineering and business. Advanced postgraduate diplomas and higher degrees are available.

Bachelor of Civil Engineering/Bachelor of Science (RZCES) – Bendigo

This course combines studies in civil engineering with selected majors in science. The course aims to produce multi-skilled graduates capable of applying a diverse range of knowledge and abilities to the analysis and solution of problems and to decision-making, as well as to provide a course of study that enables students to meet the educational entry requirements of appropriate professional associations in engineering and science. This course also aims to make available, especially to residents of central and northern Victoria, a qualification combining the strengths of a degree in civil engineering with specialised studies in recognised science disciplines.

Career opportunities

As well as career opportunities associated with each of the single degrees, double degree graduates will be able to access areas of employment that require expertise in both civil engineering and science.

Course structure

This double degree is of five and a half years full-time duration and requires the completion of 630 credit points overall. Students may complete this double degree in five years as part of an accelerated study program. In order to be eligible for admission to the two degrees, a student must have completed at least 42 units, each of 15 credit points, giving a total of 630 credit points. Students will be encouraged to undertake five units in each semester in the first year (150 credit points) and four units each semester in later years (120 credit points per year). This provides flexibility in course planning by allowing students to take extra units in the fourth and fifth years of the course if necessary. The regulations governing the separate degrees apply except where varied by the specific regulations for the double degree.

Bachelor of Civil Engineering

To be eligible for admission to the degree of Bachelor of civil engineering through the double degree a student must have completed all of the compulsory units within the civil engineering course, except where these are superseded by studies at an equivalent or higher level within the science component of their program.

Bachelor of Science

The areas of study available are biochemistry, biomedical sciences, biotechnology, chemistry, information technology, physics (first year only), mathematics and statistics and psychology.

To qualify for admission to the degree of Bachelor of Science through the double degree, a candidate must fulfil the following requirements:

First year

Students must choose units at first year level that will lead to the study of a single science discipline of 60 credit points at third year level.

Second year

Students choose 60 credit points from units offered by the Faculty of Science, Technology and Engineering that should include 45 credit points from one area of study.

Third year

Students choose units to the value of 60 credit points in one of the areas of study, with the remaining credit points selected from third year.

- At least one approved major sequence must be satisfactorily completed.
- For unit selection students should refer to the Bachelor of civil engineering course structure and the information set out for the Bachelor of Science majors. Further information is available from the course coordinators.

Honours and postgraduate study

Students are assessed for Honours according to the criteria for the single degree in science or engineering. Advanced postgraduate diplomas and Masters degrees as well as PhD studies are available.

Bachelor of Commerce/Bachelor of Information Technology (SZCITB) – Bendigo

This double degree program combines the Bachelor of Commerce with the Bachelor of Information Technology and is designed to meet the needs of industry by providing graduates with professional accreditation in Accounting and Information Technology. Students will have vocational choices in both discipline areas as well as options that require expertise in both areas.

Career Opportunities

Graduates of this double degree program will gain the benefits of accreditation associated with the single degree programs. The globally accredited accounting firms (CPA Australia and the Institute of Chartered Accountants). Have clearly indicated their desire to employ graduates who have both accounting and information technology qualifications. Graduates typically take up computer system management/auditing positions and often quickly progress to leadership positions within these organisations.

Industry-based learning

A limited number of scholarships are offered for students to undertake an industry-based learning component. Students who have completed three full years of study are eligible to apply. Each industry-based learning unit is undertaken full-time for half a year and is equivalent to two of the units required for the degree to be awarded. Further details may be obtained from the industry-based learning coordinator.

Course Structure

This double degree is a four and a half year full-time or equivalent part-time duration course and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program. As part of the accelerated study program students will normally take five units in the first semester and four units in the second semester in all years of the course

The course comprises 36 units in total and contains the required components of each degree within the structure of the course with each component requiring 18 units. Each unit is valued at 15 credit points and students undertaking the accelerated study program will accumulate 135 credit points (nine units) each year.

The Commerce component of the course is made up of seven core

business units, eight specialist commerce units and three elective School of Business units. The Information Technology component is made up of nine core IT units, seven elective IT units and two elective units from IT or other discipline.

Elective units

All elective units must be approved by the course coordinator and are normally chosen from units available on the Bendigo Campus. School of Business units will be chosen from the various business disciplines, for example marketing, human resource management or economics. information technology or computer science units may be chosen and normally non-information technology units will be chosen from other disciplines including Business.

First year (135 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Business Law	LST1BSL	15
TE-SEM-1	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1	Microeconomics	ECO1IMI	15
TE-SEM-1	Information Technology Fundamentals	CSE1ITF	15
TE-SEM-1	Programming Environment	CSE1PE	15
TE-SEM-2	Macroeconomics	ECO1IMA	15
TE-SEM-2	Introductory Financial Accounting	ACC1IFA	15
TE-SEM-2	Information Systems	CSE1IS	15
TE-SEM-2	Object Oriented Programming Fundamentals	CSE1OOF	15

Second year (135 credit points)

TE-SEM-1	Introductory Management Accounting	ACC2IMA	15
TE-SEM-1	Corporate Reporting	ACC2CRE	15
TE-SEM-1	Information Systems Development	CSE2ISD	15
TE-SEM-1	Intermediate Object Oriented Programming	CSE1IOO	15
TE-SEM-1	Computer Networks	CSE2CN	15
TE-SEM-2	Intermediate Management Accounting	ACC2IMB	15
TE-SEM-2	Introductory Statistics for Business	ECO1ISB	15
TE-SEM-2	Law of Business Association	LST2LBA	15
TE-SEM-2	Discrete Mathematics	MAT1DIS	15

Third year (135 credit points)

TE-SEM-1	Auditing	ACC3AUD	15
TE-SEM-1	Taxation	ACC3TAX	15
TE-SEM-1	Foundations of Management	MGT1FOM	15
TE-SEM-1	Two second/third year level information technology units		30
TE-SEM-2	Advanced Financial Accounting	ACC3AFA	15
TE-SEM-2	Business Finance	ACC3BF	15
TE-SEM-2	Database	CSE3DB	15
TE-SEM-2	Third year level information technology unit		15

Fourth year (135 credit points)

TE-SEM-1	Two third year level School of Business units		30
TE-SEM-1	Two third year level information technology units		30
TE-SEM-1	Third year level information technology unit or non-information technology unit		15
TE-SEM-2	Third year level School of Business unit		15
TE-SEM-2	Professional Environment	CSE3PE	15
TE-SEM-2	Third year level information technology unit		15
TE-SEM-2	Third year level information technology or non-information technology unit		15

Bachelor of Civil Engineering/Bachelor of Applied Science (RZASE) – Bendigo

This degree is being phased out. No new enrolments will be permitted from 2008. Please refer to the 2007 Handbook entry for full course details.

This course combines studies in civil engineering with selected majors in applied science. The course aims to produce multi-skilled graduates capable of applying a diverse range of knowledge and abilities to the analysis and solution of problems and to decision-making, as well as to provide a course of study that enables students to meet the educational entry requirements of appropriate professional associations in engineering and science. This course also aims to make available, especially to residents of central and northern Victoria, a qualification combining the strengths of a degree in civil engineering with specialised studies in recognised science disciplines.

Career opportunities

Double degree graduates will be able to pursue their studies in a wide range of scientific disciplines.

Course structure

This double degree is of five and a half years full-time duration and requires the completion of 690 credit points overall. Students may complete this double degree in five years as part of an accelerated study program. In order to be eligible for admission to the two degrees, a student must have completed at least 46 units, each of 15 credit points, giving a total of 690 credit points. Students will be encouraged to undertake five units in each semester in the first, second and third years (150 credit points per year) and four units each semester in the fourth and fifth years (120 credit points per year). This provides flexibility in course planning by allowing students to take extra units in the fourth and fifth years of the course if necessary. The regulations governing the separate degrees apply except where varied by the specific regulations for the double degree.

Bachelor of Civil Engineering

To be eligible for admission to the degree of Bachelor of civil engineering through the double degree a student must have completed all of the compulsory units within the civil engineering course, except where these are superseded by studies at an equivalent or higher level within the science component of their program.

Bachelor of Applied Science

To qualify for admission to the degree of Bachelor of Applied Science via the double degree program a candidate must complete a minimum of 270 credit points from approved science units and fulfil the following requirements.

First year

All prerequisite units for second and third year units must be completed.

Major and minor sequences

- At least one approved major sequence (not less than 90 credit points at second and third year level) must be satisfactorily completed.
- At least one approved minor sequence (not less than 60 credit points at second-and third year level) must be completed.
- No unit may be counted towards both the major and minor sequence but the course coordinator may approve the substitution of one unit in a minor by a related unit.
- At least 75 credit points must be passed from third year level applied science units.
- Modern Analytical Techniques (SCI2/3MI): all students must complete this unit in the second, third or fourth year of their course.
- For unit selection students should refer to the Bachelor of civil engineering course structure and the information set out for the Bachelor of Applied Science major and minors. Further information is available from the course administrators.

Honours and postgraduate study

Students are assessed for Honours according to the criteria for the single degree in science or engineering. Advanced postgraduate diplomas and Masters degrees as well as PhD studies are available.

Bachelor of Science/Bachelor of Commerce (SZSCB) – Bendigo

This double degree program provides the opportunity for students to undertake major studies in any area of science offered by the Faculty, while at the same time completing studies in commerce leading to accreditation with CPA Australia and the Institute of Chartered Accounts. Depending on the choice of science units, accreditation with the relevant science professional association is also possible.

Course structure

This double degree is of four and a half years full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program. To complete this double degree, students must complete the core requirements of each of the two chosen degrees. 270 credits points are required for the Bachelor of

Commerce and 240 credit points are required for the Bachelor of Science. Of the science units, generally 75 credit points will be required at first and second year level with 90 credit points required at third year level. 30 credit points of free electives are permitted. To satisfy the requirements for the Bachelor of Science/Bachelor of Commerce program, a student must complete the following units.

First year (135 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1	Accounting for Management Decisions	ACC1AMD	15
TE-SEM-1 or TE-SEM-2	Introductory Statistics for Business	ECO1ISB	15
TE-SEM-1 or TE-SEM-2	Macroeconomics	ECO1IMA	15
TE-SEM-1 or TE-SEM-2	Microeconomics	ECO1IMI	15
TE-SEM-1 or TE-SEM-2	Management Information Systems	BUS1MIS	15
TE-SEM-2	Introductory Financial Accounting	ACC1IFA	15
First year level science units			45

Second year (130-135 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1 or TE-SEM-2	Foundations of Management	MGT1FOM	15
TE-SEM-1 or TE-SEM-2	Business Law	LST1BSL	15
TE-SEM-1 or TE-SEM-2	Introductory Management Accounting	ACC2IMA	15
TE-SEM-2	Law of Business Association	LST2LBA	15
First year level science units			30
Second year level science units			40-45

Third year (135-150 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1 or TE-SEM-2	Business Finance	ACC3BF	15
TE-SEM-1 or TE-SEM-2	Corporate Reporting	ACC2CRE	15
TE-SEM-1 or TE-SEM-2	Intermediate Management Accounting	ACC2IMB	15
Second year level Business elective**			15
Second year level science units			30-45
Third year level science units			30-45

Fourth year (135-150 credit points)

Teaching period	Unit title	Unit code	Credit points
TE-SEM-1 or TE-SEM-2	Auditing	ACC3AUD	15
TE-SEM-1 or TE-SEM-2	Taxation	ACC3TAX	15
TE-SEM-1 or TE-SEM-2	Advanced Financial Accounting	ACC3AFA	15
Third year level business elective**			15
Third year level science units, a total of 90 credit points at third year level is required.			50-60
Free electives			30

** 16 compulsory accounting units make up the core of the Bachelor of Commerce and Auditing and Taxation are part of these prescribed units. One of these can also be taken in the third year of the program.

The order in which students take the units may vary and depend on individual programs and offerings in any one year.

Honours and postgraduate study

Students are assessed for Honours according to the criteria for the single degree in science and business. Advanced postgraduate diplomas and higher degrees are available.

Bachelor of Science/Bachelor of Science Education (SZSSEB) – Bendigo

This innovative double degree has been developed in response to the Federal Government's 'Innovation Statement' and aims to integrate full science degree studies with a complete teaching qualification,

with a particular emphasis on mathematics, statistics (taught as part of mathematics in secondary schools), physics, chemistry and/or information technology. Graduates of this double degree will have a deepened understanding of their teaching units and will be equipped to adapt their teaching to engage with the needs of their teaching settings, including their own students and the nature of the areas of knowledge and behaviour that constitute the discipline. In this program, emphasis is placed on the teacher's ability to adapt teaching to continual changing circumstances while fostering deep understanding of relevant areas of scientific disciplines.

Please note: students must undertake a 'Working with Children' check form, available from Australia Post offices. Students must provide a certified copy of their valid 'Working with Children' card, prior to undertaking teaching placements in schools.

Course structure

This double degree is of four and a half years full-time or equivalent part-time duration and requires the completion of 540 credit points overall. Students may complete this double degree in four years as part of an accelerated study program.

Students will gain a foundation in science in the first year. Combined studies in science and education will commence in the second year and continue during the third year. Two science disciplines must be studied through to third year: the major discipline comprising units to the value of 60 credit points in the third year and the minor discipline, 30 credit points. The major discipline must be one of mathematics, statistics, physics, chemistry, or information technology. The minor discipline may also be chosen from among the major discipline areas or from any other science discipline offered by the Faculty of Science, Technology and Engineering. The science disciplines are those defined for the Bachelor of Science degree. The final year will consist of full teacher training, including the practicum requirement and will include a combined science and education project. Normally, students would be expected to have satisfactorily completed all of the requirements for the first three years before progressing to the fourth year.

Note:

- Your unit choices at first and second year must ensure that one of mathematics, physics, chemistry, statistics, or information technology can be taken as a major at third year level. Physics is available as a minor discipline only at Bendigo.
- Note that students taking physics or computer science may need to transfer to the Bundoora campus for the second and third year levels of their degree.
- Note also that the major and the minor cannot be both mathematics and statistics as double mathematics method is not offered in Education.
- You will be qualified to teach units corresponding to your chosen major and minor disciplines but not units corresponding to your terminating first year science discipline. If you major or minor in physics or chemistry, you will also be qualified to teach secondary school general science. As general science also covers biology, such students should consider taking a first year biology unit as a first year level elective.
- The research project must relate to science education or mathematics education.
- All units must be chosen in consultation with and approved by, the course coordinator
- In some cases core education units might not be available on the Bendigo Campus. In which case, equivalent units will be offered.

First year (120 credit points)

30 credit points in each of three different science disciplines (with regard to the above requirement)	90
first year level electives (Education units excluded)	30

Note: the maximum number of credit points in any one science discipline is 45.

Second year (140 credit points)

at least 40 credit points in each of two different science disciplines	80
up to 20 credit points second year level elective(s) (chosen from any discipline and which may be a further science or education unit)	20
TE-SEM-1 Teaching Practice A	EDU2TPA 20
TE-SEM-1 Science and Technology in Contemporary Society	EDU5STC 20

Third year (140 credit points)

TE-SEM-1 or TE-SEM-2	Science Education Mentoring	EDU3SEM	10
60 credit points chosen from one of the following disciplines: mathematics, physics, chemistry, statistics, computer science or information technology			
30 credit points chosen from a single science discipline (which differs from that already chosen as the major discipline)			
TE-SEM-S	Issues in Education	EDU4IIE	20
TE-SEM-2	Teaching Practice B	EDU3TPB	20

Fourth year (140 credit points)

TE-SEM-1	Context of Learning	EDU4COL	20
TE-SEM-1	Teaching Practice and Skills	EDU4TPS	20
TE-SEM-1 or TE-SEM-2	Research Practicum 1	EDU4RP	20
TE-SEM-2	Issues in Secondary Education	EDU4SEI	20
TE-SEM-2	Teaching Practice and Models	EDU4TPM	20

Plus two method units to be chosen from the following list:

TE-SEM-1 and TE-SEM-2	Chemistry Teaching Method A	EDU4CHA	10
TE-SEM-1 and TE-SEM-2	Chemistry Teaching Method B	EDU4CHB	10
TE-SEM-1 and TE-SEM-2	IT Teaching Method A	EDU4ITA	10
TE-SEM-1 and TE-SEM-2	IT Teaching Method B	EDU4ITB	10
TE-SEM-1 and TE-SEM-2	Mathematics Teaching Method A	EDU4MAA	10
TE-SEM-1 and TE-SEM-2	Mathematics Teaching Method B	EDU4MAB	10
TE-SEM-1 and TE-SEM-2	Physics Teaching Method A	EDU4PHA	10
TE-SEM-1 and TE-SEM-2	Physics Teaching Method B	EDU4PHB	10
TE-SEM-1 and TE-SEM-2	Science Teaching Method A	EDU4SCA	10
TE-SEM-1 and TE-SEM-2	Science Teaching Method B	EDU4SCB	10

Elective units may be chosen from the newly accredited Bachelor of Education course, the Graduate Diploma of Technology Education or the Graduate Diploma of Special Education. Electives should be chosen in consultation with the appropriate course administrator in the School of Education.

Honours degrees**Bachelor of Applied Science (Honours) (RHAS) – Bendigo**

The Bachelor of Applied Science (Honours) provides specialised education in selected fields of science and introduces students to the principles and practices of research in preparation for postgraduate study or advanced professional employment. Honours programs may be taken in biological sciences, chemistry, environmental science and geology. Many employers of scientists in high-level positions prefer Honours graduates because of their intensive training, especially in research skills. Honours degrees are the normal entry requirement for postgraduate research study and the basis for competition for postgraduate research scholarships.

Admission requirements

A pass degree (three year) Bachelor of Applied Science or equivalent in an appropriate discipline with a high standard of achievement, especially in the final year, is required. Normally students will not be permitted to enrol more than two years after completing a pass degree.

Course structure

The course consists of an individual research project and advanced coursework. The research component is weighted at 65 percent of the total program. It is conducted under the supervision of one or more members of the academic staff. The student is required to submit a written report and to give at least one seminar presentation on the research project. The coursework comprises lecture series or directed reading programs on specialist topics in the discipline and a common unit on the management of research programs. Some coursework units may be shared with science Honours courses in other institutions. This course is valued at 120 credit points.

Bachelor of Information Technology (Honours) (RHC) – Bendigo

This course provides specialised education in computing to the recent graduate in Information Technology. It introduces students to the principles and practices of research, in preparation for postgraduate study or advanced professional employment.

Admission requirements

Applicants must have completed a degree in computing with a high standard of achievement, especially in the final year. Normally students are not permitted to enrol for an Honours degree later than the end of the second year after completing the pass degree. A school Honours Committee determines admissions and individual programs before enrolment.

Course structure

This is a one year full-time or two year part-time course. It consists of:

- Two fourth/fifth year level coursework units in computing. The availability of given units depends on demand. Early negotiation with the course coordinator/Honours Committee is recommended. Equivalent units at Melbourne (Bundoora), other universities, or from commercial courses may also be considered for credit in this category.
- A research methods unit.
- An independent research project leading to a dissertation, CSE4HTA/CSE4HTB, equivalent to five units.

The course is valued at 120 credit points.

Bachelor of Engineering (Civil) with Honours (RHE) – Bendigo

The degree is awarded with Honours to those students who achieve sufficiently high overall grades in their final year of the Bachelor of Engineering (Civil).

Bachelor of Pharmacy with Honours (RHP) – Bendigo

Students who achieve a high academic standard may be invited to participate in the Honours program. Honours candidates undertake 135 credit points in the fourth year, enrolling in the unit Pharmacy Honours Project (45 credit points) in place of either Pharmaceutical Biotechnology or Complementary Medicines in semester 1 and the elective unit in semester 2.

BIO1AE AUSTRALIAN ENVIRONMENTS (15 CPs Sem. TE-SEM-1 BE.) *Dr Lesley Hodgson, Mr Neville Rosengren, Dr Sabine Wilkens*
Not available in 2008

BIO1CO BIOLOGY OF THE CELL AND ORGANISM (15. CPs Sem. TE-SEM-1 BE.) *Dr Sabine Wilkens*

In this unit students are introduced to biology by discussing units of ever increasing size and complexity; from molecules and cells to tissues and organs in plants and animals and how these units cooperate in the whole organism. Topics covered in lectures include cell and molecular biology, structure and function of animal and plants, Mendelian genetics as well as biological principles. The practical component will focus on biological observation, recording skills and data interpretation and introduce a number of biological disciplines (microscopy, microbiology, biochemistry and physiology). *Class requirements:* 3 hours lectures, 2 hours of combined practical/tutorial work per week.

Assessment: 2-hour examination (50%), laboratory work (30%).

Hurdle requirement of 70% minimum attendance at prac classes. Seven practicals are assessed (five biological drawings; one poster report of an experiment; one standard scientific report – up to 500 words), Two 500-word assignments (20%)

Prescribed Reading:

Raven, PH, Johnson, GB, Losos, JB and Singer, SR. (2005) *Biology* 7th edn. Sydney: McGraw Hill

BIO100S ORGANS AND ORGAN SYSTEMS (15. CPs Sem. TE-SEM-2 BE.) *Dr Michelle Gibson*

In this unit students are introduced to the functional biology of organs and organ systems, focusing on human and mammalian systems. Integration and coordination of function, maintenance of homeostasis and adaptation to environmental stressors are included. The ultra structural, microscopic and histological structure of organs and organ systems found in mammals and humans will be explored. The practical component of this unit acquaints students with a variety of

biological and histological techniques, encourages critical thinking and analysis of data, reinforces the need for accuracy in recording observations and ultimately aims to illustrate the scientific principles underpinning the disciplines of biology and histology.

Prerequisite: BIO1CO.

Class requirements: Three 1-hour lectures and 3 hours of practical/tutorial work per week.

Assessment: 2-hour examination (50%), 1000-word essay (15%), presentation/interview (equivalent 500 words) (10%). Students are required to undertake six (6) physiology practicals to adequately prepare for this assessment, histology practical reports (approx 1000 words) (25%). Students are required to undertake 11 histology practical reports, each comprising 5 questions.

Prescribed Reading:

Widmaier, EP, Raff, H and Strang, KT. (2004) *Vander, Sherman and Luciano's Human Physiology: Mechanisms of Body Function*, 9th edn. McGraw Hill: New York

BIO2BMO BIOMOLECULES (15. CPs Sem. TE-SEM-1 BE.) *Dr Ian Swift*

In this unit students will study the structure and function of the basic classes of biological molecules, enzymes (including mechanisms and rate equations of catalysis), interactions between molecules, the flow of energy and matter (from cell to biosphere), cells and cell constituents (microbial, plant and animal cells) and basic biochemical techniques.

Prerequisite: BIO1CO or BIO1LS1 plus one of CHE1GE2, CHE1C1A, CHE1C1B

Class requirements: Two 1-hour lectures per week, plus eight 2-hour practicals and ten 1-hour tutorials spread across the semester.

Assessment: 2-hour examination (60%), laboratory work (20%), 1500-word assignment (20%).

Prescribed Reading:

Matthews, CK, van Holde, KE and Ahern, KG. (1999) *Biochemistry* 3rd edn. Addison Wesley Longman.

BIO2BPC BIOCHEMISTRY FOR PHARMACY (15 CPs Sem. TE-SEM-2 BE.) *Dr Ian Swift*

This unit will introduce the structure and function of the basic classes of biological molecules, rate equations of catalysis, enzyme kinetics and allosteric control. Students will study the pathways by which various biological molecules are degraded within the cell to release energy, or synthesised from smaller molecules. Emphasis is on the integration and regulation of the pathways. The practical course will consolidate basic biochemical techniques and introduce formal report writing.

Prerequisite: BIO1CO and CHE2PHC, or approval of the course coordinator.

Incompatible unit: BIO2BMO, BIO2IMM

Class requirements: Three 1-hour lectures and three hours of practical classes, tutorial work and directed learning per week.

Assessment: 3-hour examination (60%), practical reports (40%)

Prescribed Reading:

Boyer, Rodney *Concepts in biochemistry* 2nd edn. Pacific Grove, California: Brooks/Cole Thomson Learning

BIO2CES EXCITABLE CELLS AND ENDOCRINE SYSTEMS (15. CPs Sem. TE-SEM-1 BE.) *Dr Meeuwis Boelen*

Regulation and integration with the aim to conceptualise control systems in biology. Operation of the nervous system at the molecular and cell level. Principles of endocrine control. Introduction to muscle physiology at the molecular and cell level. Contents will include: membranes, membrane transport and membrane potential; action potential; cells and functional anatomy of the nervous system; nerve impulse transmission and pharmacology; sensory and motor systems; excitation-contraction coupling in muscle cells; autonomic and endocrine function, illustrated on glucose homeostasis and sex hormones; reproduction and development. The practical component will introduce the use of physiological equipment and animal experimentation ethical considerations.

Prerequisite: BIO1CO or HBS1LS1 or approval of the Course coordinator.

Class requirements: Two hours of lectures and two hours of practical and tutorial work per week.

Assessment: 3-hour examination (65%), 2000-word assignment (20%), practical interview (15%)

Prescribed Reading:

Widmaier, E.P, Raff, H and Strang, K.T. 2004 *Vander, Sherman and Luciano's Human Physiology 9th Ed* McGraw Hill: Boston

BIO2ECO ECOLOGY (15. CPs Sem. TE-SEM-1 BE.) *Dr Sabine Wilkens*

A study of environmental factors and their effects on organisms; evolution and adaptation; properties of populations: interactions between organisms, including: competition and predator-prey relationships; terrestrial, fresh water and marine environments and their conservation.

Prerequisite: OED1RAL or BIO1CO or BIO1AE or approval of unit coordinator.

Class requirements: Three 1-hour lectures per week; eight 2-hour and three 3-hour practical classes. An average of five hours per week per semester.

Assessment: 2-hour examination (50%), six practical reports (an average 250 words each including one poster) (30%). Students must attend a minimum of 70% of time allotted to practical classes. One oral presentation (10 minutes) (20%)

Prescribed Reading:

Attiwill, P and Wilson, B. (2006) *Ecology: An Australian Perspective* 2nd edn. Melbourne: Oxford

BIO2IAI INFECTION AND IMMUNITY (15. CPs Sem. TE-SEM-2 BE.) *Dr Michelle Gibson*

May be delivered in intensive study block mode.

In this unit students are introduced to the relationships between micro-organisms and humans. Topics include infection prevention and control in hospitals and the community, public health issues, micro-organisms as commensals, opportunistic pathogens and pathogens on the human host, the biological and immunological consequences of societal organisation, stress, low immunisation rates, antibiotic resistance, marginalised communities and malnutrition. A range of common pathogens are selected to illustrate the principles of disease transmission, nosocomial infections, specimen handling and collection and epidemiology.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour examination (50%), one 1750-word essay (50%)

Preliminary Reading:

To be advised in first class

BIO2IMB INTRODUCTION TO MICROBIOLOGY (15. CPs Sem. TE-SEM-1 BE.) *Dr Daniel Tillett*

Students are introduced to the structure and function of microbes including viruses, bacteria, fungi, protozoa and algae with an emphasis on morphological diversity. An introduction to the physiological basis of growth of microbes, methods for estimating growth and chemical and physical influences on growth. The practical course aims to teach basic microbiological techniques while illustrating material presented in lectures.

Prerequisite: BIO1CO or BIO1LS1.

Class requirements: Three hours of lectures/tutorials and three hours of practical classes per week.

Assessment: 3-hour examination (60%), practical assessment (40%)

Prescribed Reading:

Madigan, MT, Martinko, J and Parker, J. (1997) *Brook Biology of Micro organisms* 8th edn. Prentice-Hall, London.

BIO2IMM INTERMEDIARY METABOLISM (15. CPs Sem. TE-SEM-2 BE.) *Dr Ian Swift*

In this unit students will study the pathways by which various biological molecules are degraded within the cell to release energy, or synthesised from smaller molecules. Emphasis is on integration and regulation of the pathways, ATP generation, substrate-level phosphorylation (fermentation) and electron transport coupled phosphorylation (anaerobic and aerobic). Diversity of carbon-capture

(hetero-, auto- and mixotrophs) and diversity in energy sources (chemo- and phototrophs) are also studied, as well as subcellular specialisation and metabolic coordination in multicellular organisms. The practical component aims to consolidate basic biochemical skills and will introduce formal report writing.

Prerequisite: BIO2BMO.

Class requirements: Two 1-hour lectures and one 3-hour practical/tutorial session per week.

Assessment: 2-hour examination (60%), practical work and reports (20%), 1500-word assignment (20%)

Prescribed Reading:

Matthews, CK, van Holde, KE and Ahern, KG. (1999) *Biochemistry* 3rd edn. Addison Wesley Longman.

BIO2MES MICROBIAL ECOLOGY AND SYSTEMATICS (15. CPs Sem. TE-SEM-2 BE.) *Professor Robert Seviour*

In this unit students will learn how micro-organisms interact with living and non-living environments (including plants, animals and other micro-organisms), how micro-organisms (especially bacteria) are classified and identified, how to apply modern molecular techniques in ecology and taxonomy and the basics of bacterial genetics. The practical component teaches more advanced microbiological techniques and is strongly linked to the material covered in lectures.

Prerequisite: BIO2IMB.

Class requirements: Three hours of lectures/tutorials and two hours of practical classes per week.

Assessment: 3-hour examination (60%), practical assessment (40%)

Prescribed Reading:

Madigan, MT, Martinko, J and Parker, J. (1997) *Brock Biology of Micro organisms* 8th edn. Prentice-Hall, London.

BIO2OAE OXYGENATION AND EXERCISE (15. CPs Sem. TE-SEM-1 BE.) *Dr Michelle Gibson*

In this unit students examine respiratory control, cardiovascular regulation and hemodynamics (including smooth muscle function) associated with tissue perfusion and oxygenation under resting and exercise conditions. Muscle (skeletal and cardiac) physiology is investigated with respect to changes in muscle function with exercise and training, including the development of fatigue, metabolic shifts and alterations in substrate utilization.

Prerequisite: BIO11CO.

Class requirements: Three 1-hour lectures and one 3-hour practical class per week.

Assessment: One 2-hour examination (60%), presentation/interview (equivalent 1000 words) (15%). Students are also required to satisfactorily complete six (6) pieces of assigned practical work, one 1500-word essay (25%)

Prescribed Reading:

Berne, RM, Levy, MN, Koeppen, B.M and Stanton, BA. (2004) *Physiology* 5th edn. Mosby: St Louis

BIO2OOS ORGANS AND ORGAN SYSTEMS (15. CPs Sem. TE-SEM-2 BE.)

Dr Michelle Gibson

In this unit students are introduced to the functional biology of organs and organ systems, focusing on human and mammalian systems. Integration and coordination of function, maintenance of homeostasis and adaptation to environmental stressors are included. The ultra structural, microscopic and histological structure of organs and organ systems found in mammals and humans will be explored. The practical component of this unit acquaints students with a variety of biological and histological techniques, encourages critical thinking and analysis of data, reinforces the need for accuracy in recording observations and ultimately aims to illustrate the scientific principles underpinning the disciplines of biology and histology.

Prerequisite: BIO1CO.

Class requirements: Three 1-hour lectures and 3 hours of practical/tutorial work per week.

Assessment: 2-hour examination (50%), 1000-word essay (15%), presentation/interview (equivalent 500 words) (10%). Students are required to undertake six (6) physiology practicals to adequately prepare for this assessment, histology practical reports (approx 1000

words) (25%). Students are required to undertake 11 histology practical reports, each comprising five questions.

Prescribed Reading:

Widmaier, EP, Raff, H and Strang, KT. (2004) *Vander, Sherman and Luciano's Human Physiology: Mechanisms of Body Function*, 9th edn. McGraw Hill: New York

BIO2PE PLANT ECOLOGY (15. CPs Sem. TE-SEM-2 BE.) *Dr Sabine Wilkens*

In this unit, students are given an appreciation of the characteristics of Australian plants, how they function in their environment of poor soils, aridity, salinity and fire; and how they interact with other organisms through pollination, fruit dispersal and herbivory. Designing and carrying out ecological experiments to measure plant-animal interactions are integral parts of the practical component, as well as developing skills in identification, observation and drawing.

Prerequisite: OED1RAL or BIO1CO or BIO1AE or approval of the unit coordinator.

Class requirements: Two 1-hour lectures per week; ten 3-hour practical classes, nine 1-hour video sessions per semester.

Assessment: One 2-hour examination (50%), five practical reports (total equiv 1500 words) (30%). Students must attend a minimum of 70% of the practical component in order to pass the subject. One 1000-word essay (20%)

Prescribed Reading:

King, J. (1997) *Reaching for the Sun* Cambridge University Press

BIO3ABT APPLICATIONS OF BIOTECHNOLOGY (15. CPs Sem. TE-SEM-2 BE.) *Professor Robert Seviour*

Overproduction of primary and secondary metabolites by microbes, animal and plant biotechnology, immobilised systems of industrial importance, environmental biotechnology and the exploitation of microbes for pollution control are a few of the topics covered in this unit.

Prerequisite: BIO3MBT.

Class requirements: Three 1-hour lectures and one 3-hour practical class per week.

Assessment: 3-hour examination (60%), practical work (40%)

BIO3BMB BRAIN, MIND AND BEHAVIOUR (15. CPs Sem. TE-SEM-2 BE.)

Dr Meeuwis Boelen

In this unit students will explore contemporary neurophysiology, with the emphasis on the process of experimental discovery. The unit will cover functional anatomy of the brain and neural imaging, synaptic integration, computational characteristics of neuronal circuits, information processing in the visual system and higher functions such as sleep, learning, memory and movement control. Disorders of higher functions and pharmacological developments to remedy these will be considered. The practical component aims to complement the theory and consolidate experimental skills. Class discussion on current topics and controversies in neuroscience will be delivered from a multidisciplinary perspective.

Prerequisite: BIO2CES or approval of the course coordinator.

Incompatible unit: PSY3BSB

Class requirements: Two 1-hour lecture per week and 39 hours of practical classes/tutorial work, spread throughout the semester.

Assessment: 3-hour examination (60%), 1000-word essay (25%), practical interview (15%). The practical interview is ten minutes in duration. Students are questioned on the practical of their choice. Assessors then choose another practical and question the student.

Recommended Reading:

Rang, HP, Dale, MM. Ritter, JM and Moore, PK. *Pharmacology* 5th edn. Churchill Livingstone 2003

BIO3CBC CLINICAL BIOCHEMISTRY (15. CPs Sem. TE-SEM-1 BE.) *Dr Ian Swift*

Topics include enzyme kinetics, advanced Michaelis-Menten and cooperative application of kinetics to assays of enzymic activity, including clinical biochemistry, serum components, enzymes, proteins, lipoproteins and other components of diagnostic interest such as bilirubin, sugars, minerals and gases.

Prerequisite: BIO2IMM.

Class requirements: Three 1-hour lectures and one 3-hour practical/workshop class per week.

Assessment: 3-hour examination (60%), one 1000-word assignment (20%), laboratory work (20%)

Prescribed Reading:

Mathews, CK, van Holde, KE and Ahern, KG. *Biochemistry* 3rd edn. Addison Wesley Longman. (1999)

BIO3CBH CLINICAL BIOCHEMISTRY AND CLINICAL HAEMATOLOGY

(15 CPs Sem. TE-SEM-1 BE.) *Dr Christopher Bradley*

Topics include blood cell morphology in the normal physiological state and disease; full blood examination (FBE); haemoglobinopathies; drug-induced blood dyscrasias; introduction to blood group serology. The clinical biochemistry component encompasses serum components, enzymes, proteins, lipoproteins and other components of diagnostic interest such as bilirubin, sugars, minerals and gases.

Prerequisite: BIO2BPC.

Incompatible unit: BIO3CBC

Class requirements: 34 one-hour lectures plus 12 two-hour workshops per semester.

Assessment: 3-hour examination (60%), Group presentation (5 minutes/person) (10%), individual presentation (10 minutes) (15%), one 500-word assignment (15%)

Prescribed Reading:

Hoffbrand, AV, Pettit, JE and Moss PAH, 2001 *Essential Haematology* 4th edn. Blackwell Scientific Publications
Burtis, CA and Ashwood, ER. 2001 *Tietz-Fundamentals of Clinical Chemistry* 5th edn. W. B. Saunders and Co;

BIO3CHI CLINICAL HAEMATOLOGY AND IMMUNOLOGY (15 CPs Sem.

TE-SEM-2 BE.) *Dr Chris Bradley*

The purpose of this unit is to introduce students to the normal physiological processes and the pathology of diseases within the fields of haematology and immunology. Emphasis will be on common diseases as opposed to rare syndromes and on the laboratory tests used in the diagnosis of these diseases. Upon successful completion of the unit, students should be able to interpret abnormal morphology in a blood film, carry out the essential laboratory tests used to diagnose disorders of haemoglobin and of coagulation, perform essential blood banking procedures and analyse: the immune response to infectious agents, immune competency, immunodeficiency, immune hyperactivity, malignancy and histocompatibility.

Prerequisite: BIO1OOS or the approval of the course coordinator.

Class requirements: 26 hours lectures and 39 hours of practical classes, workshops and tutorials per semester.

Assessment: One 2-hour examination; (40%), one 20-minute presentation; (20%), two practical reports (approx 500 words each). (40%)

Prescribed Reading:

Abbas, AK and Lichtman, AH. *Basic Immunology: Functions and Disorders of the Immune System* W.D. Saunders and Co; 2001
Rodak, BF. 2002 *Haematology: Clinical Principles and Applications* 2nd edn. W. B. Saunders and Co;

BIO3MBT MOLECULAR BIOTECHNOLOGY (15 CPs Sem. TE-SEM-1 BE.) *Dr*

Ian Swift

In this unit students will be introduced to the fundamental principles underlying the common techniques used in DNA technology and genetic engineering and their applications in the biomedical field. Students will also be introduced to the area of bioinformatics and how genetic data may be accessed and utilised for the purposes of gene analysis and taxonomy.

Prerequisite: BIO2IMM, BIO2MES.

Class requirements: Three 1-hour lectures and an average of two hours laboratory work per week.

Assessment: One 2.5-hour examination (50%), practical exercises – assessed from four reports, each 500 words. (50%)

BIO3OAE OXYGENATION AND EXERCISE (15. CPs Sem. TE-SEM-1 BE.) *Dr*

Michelle Gibson

In this unit students examine respiratory control, cardiovascular regulation and hemodynamics (including smooth muscle function) associated with tissue perfusion and oxygenation under resting and

exercise conditions. Muscle (skeletal and cardiac) physiology is investigated with respect to changes in muscle function with exercise and training, including the development of fatigue, metabolic shifts and alterations in substrate utilization.

Prerequisite: BIO1CO.

Class requirements: Three 1-hour lectures and one 3-hour practical class per week.

Assessment: One 2-hour examination (60%), presentation/interview (equivalent 1000 words) (15%). Students are also required to satisfactorily complete six (6) pieces of assigned practical work, one 1500-word essay (25%)

Prescribed Reading:

Berne, RM, Levy, MN, Koeppen, BM and Stanton, BA, (2004) *Physiology* 5th edn. Mosby: St Louis

BIO3PAT PATHOLOGY (15. CPs Sem. TE-SEM-1 BE.) *Coordinator to be advised*

Not available in 2008

CHE1C1A CHEMISTRY 1A (15 CPs Sem. TE-SEM-1 BE.) *Dr Michael Angove*

In this unit the principles of chemistry are introduced, forming the basis for further study. Topics include: chemical hazards and the safe handling of acids and bases; stoichiometry; atomic and molecular structure; periodic trends; Introduction to organic chemistry; chemical equilibrium; acids and bases; pH calculations; buffers; introduction to acid-base titrations; chemical thermodynamics; Energy relations in chemistry; chemical kinetics: reaction rates.

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week, plus eight 3-hour practical classes per semester.

Assessment: 3-hour examination (60%), tutorial exercises (equivalent 500 words) (10%), practical work (20%), problem-based assignment (equivalent 500 words) (10%)

Prescribed Reading:

Kotz, JC and Treichel, PM. *Chemistry and chemical reactivity* 6th edn. Thomson.

CHE1C1B CHEMISTRY 1B (15 CPs Sem. TE-SEM-2 BE.) *Dr Jasim Al-Rawi*

In this unit students will be introduced to chemical hazards and the safe handling of inorganic and organic chemicals. The lecture course covers the chemistry of carbon and its compounds: alkanes, alkenes, alkynes, aromatic compounds, halides, phenols, ethers, nitro compounds, amines, aldehydes, ketones, carboxylic acids, amino acids and their derivatives.

Prerequisite: CHE1C1A.

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week, plus eight 3-hour practical classes per semester.

Assessment: 3-hour examination (60%). Students must obtain at least 40% in the examination in order to pass the subject, tutorial problems (equiv 500 words) (10%), practical work (20%), problem-based assignment (equivalent 500 words) (10%)

Prescribed Reading:

Bruice, PY. (2007) *Organic Chemistry* 5th Edn. Prentice Hall

CHE1GE2 GENERAL CHEMISTRY (15 CPs Sem. TE-SEM-1 BE.) *Dr Michael*

Angove

Not available in 2008

CHE2AQC AQUATIC CHEMISTRY (15 CPs Sem. TE-SEM-2 BE.) *Dr Michael*

Angove

In this unit students are provided with an overview of chemical reactions that take place in water, with particular emphasis on gaining an understanding of environmental aquatic chemical processes. The importance of kinetic, thermochemical and equilibrium behaviour in aquatic systems is discussed. Practical work introduces experimental techniques for investigating and assessing the behaviour of chemical components and species in aquatic systems.

Prerequisite: CHE1C1A.

Incompatible unit: CHE2RWD

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week, plus eight 3-hour practical classes per semester.

Assessment: Two problem-based assignments (equivalent 500 words each) (20%), 3-hour examination (60%), laboratory work (20%)

Recommended Reading:

Evangelou, VP. (1998) *Environmental Soil and Water Chemistry* Wiley

Atkins, PW *Physical Chemistry* 7th edn. Oxford 2002

CHE2ENA CHEMICAL ANALYSIS (15 CPs Sem. TE-SEM-2 BE.) *Dr Michael Angove*

This unit is offered at third unit level also.

In this unit students are introduced to some advanced methods of chemical analysis that are commonly used to analyse environmental and other samples. These include classical and electrochemical methods, as well as some advanced applications of spectroscopy and chromatography. Detailed consideration is given to the limitations, interferences and problems that can be associated with the various analytical techniques. The principles underlying the treatment and preparation of samples is introduced and applied.

Prerequisite: CHE1C1A.

Class requirements: Two 1-hour lectures and one 4-hour practical class per week.

Assessment: One problem-based assignment (equivalent 500 words) (10%), 3-hour examination (60%), laboratory work (20%), analytical project (10%)

Prescribed Reading:

Harris, DC. (2003) *Quantitative Chemical Analysis* 6th edn. Freeman

CHE2ENV ENVIRONMENTAL CHEMISTRY (15 CPs Sem. TE-SEM-1 BE.) *Dr David Morton*

In this unit students will study the scope of environmental chemistry. Environmental monitoring, including sampling and analysis. Aspects of aquatic chemistry, atmospheric chemistry, soil chemistry and chemical toxicology.

Prerequisite: CHE1C1A.

Class requirements: Three hours lectures/tutorials per week, plus eight 3-hour practical classes per semester.

This unit is not available for Study Abroad students.

Assessment: 3-hour examination (60%), two problem-based assignments (equivalent 500 words each) (20%), practical work (20%)

Prescribed Reading:

Van Loon, GW and Duffy, SJ. *Environmental Chemistry. A Global Perspective* 2nd edn. (2005) Oxford University Press, Oxford

Recommended Reading:

Baird, C. (1999) *Environmental Chemistry* 2nd edn. WH Freeman and Company.

CHE2MCA MEDICINAL CHEMISTRY A (15 CPs Sem. TE-SEM-2 BE.) *Dr Jasim Al-Rawi*

This unit will provide an understanding of how the chemical structure and behaviour of drug molecules relate to the activity of drugs in biological systems and how this knowledge can be used to devise strategies for drug design. The unit will include: principles of drug design and modification; structure-activity relationships (SAR and QSAR); drug-receptor interactions; stabilisation of drug-receptor complexes; theories of drug activity; quantitative aspects of drug action, prodrugs and their use; assays and chromatography methods of drug analysis.

Prerequisite: CHE2PHC.

Class requirements: Three 1-hour lectures per week and eight 3-hour practical classes per semester.

Assessment: Laboratory result explanation (5%), one 3-hour examination (60%). Students must obtain at least 40% in the examination to pass this unit, one 30-minute mid-semester test (10%), laboratory practical work (15%), laboratory report writing (10%)

Prescribed Reading:

Thomas G. (2001) *An Introduction to Medicinal Chemistry* Wiley

Patrick G. (2004) *An Introduction to Medicinal Chemistry* 3rd edn. OUP

Recommended Reading:

Delgado JN and Remers WA. (1988) *Wilson and Gisvold's Textbooks of Organic Medicinal and Pharmaceutical Chemistry* 10th edn. Lippincott-Raven

CHE2PF PHARMACEUTICAL FORMULATION (15 CPs Sem. TE-SEM-2 BE.)

Dr David Morton

Not available in 2008

CHE2PHC PHARMACEUTICAL CHEMISTRY (15 CPs Sem. TE-SEM-1 BE.) *Dr Jasim Al-Rawi*

In this unit students will be introduced to further chemical principles that are required for the development of pharmaceutical skills and knowledge. The main areas of study are: introduction to drug development, introduction to spectroscopic identification of organic/drug molecule including infrared, ultraviolet, proton and carbon-13 NMR spectroscopy. The unit also introduces students to the chemistry and nomenclature of carbohydrates, lipids, steroids and heterocyclic compounds.

Prerequisite: CHE1C1A, CHE1C1B.

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week, plus eight 3-hour practical classes per semester.

Assessment: 3-hour examination (60%). Students must obtain at least 40% in the examination to pass this subject, tutorial exercises (equivalent 500 words) (10%), laboratory practical work (15%), laboratory reports, including interpretation of data (15%)

Prescribed Reading:

Bruice, PY. (2007) *Organic Chemistry* 5th edn. Prentice Hall

Silverstein, R.M and Webster, FX. (2005) *Spectrometric Identification of Organic Chemistry* 7th edn. John Wiley, Canada

Recommended Reading:

Joule J and Mills (2000). *Heterocyclic Chemistry* Blackwell Science Publication

CHE3CD CHEMICAL DYNAMICS (15 CPs Sem. TE-SEM-1 BE.) *Dr David Morton*

Components include molecular spectroscopy, microwave, IR, UV, statistical thermodynamics of equilibrium systems, theories of reaction rates (collision theory and absolute rate theory), reactions in solution (effects of ionic strength, ion charge and dipole moment), diffusion controlled reactions, electrochemistry, electrolytic conduction, over-potential, industrial applications and phase equilibria in ternary systems.

Prerequisite: CHE2AQC.

Class requirements: 3 hours lectures/tutorials and 2 hours practical work per week.

Assessment: One 3-hour examination (60%), one problem-based assignment (equivalent 1000 words) (20%), practical work (20%)

Prescribed Reading:

Atkins, PW. (1998) *Physical Chemistry*. 6th edn. Oxford UP.

Recommended Reading:

Atkins, PW. (2002) *Physical chemistry* 7th edn. Oxford: Oxford University Press

CHE3CP COLLOIDS AND POLYMERS (15 CPs Sem. TE-SEM-1 BE.) *Dr Michael Angove*

In this unit students will explore the chemistry and properties of colloidal materials of importance to environmental, pharmaceutical and industrial systems. First the preparation and properties of both synthetic and biological macromolecular (polymer) systems will be considered and their industrial and pharmaceutical uses emphasised. Then the stability and properties of particulate colloidal systems will be explored with particular reference to their importance in environmental and industrial systems. Practical classes will develop the students' laboratory skills through preparation of colloidal systems and use of a range of techniques to identify and study their unique characteristics.

Prerequisite: CHE2AQC or CHE2PHC.

Co-requisite: CHE2PF (if CHE2AQC has not been completed).

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week, plus eight 3-hour practical classes per semester.

Assessment: One 3-hour examination (60%), practical work (20%), one problem-based assignment (equivalent 1000 words) (20%)

Recommended Reading:

Hunter, R. (2000) *Foundations of Colloid Science* 2nd edn. Oxford: Oxford University Press

Stevens, MP. (1999) *Polymer Chemistry: An Introduction* 3rd edn. Oxford: Oxford University Press

CHE3MCB MEDICINAL CHEMISTRY B (15 CPs Sem. TE-SEM-1 BE.) *Dr**Jasim Al-Rawi*

This unit introduces the aspect of molecular modelling techniques, computer-aided drug design and common molecular modelling terminology. Students are introduced to the concept of a pharmacophore and how this concept can be used as a tool in drug development and in the analyses of drug-receptor interactions. Principal strategies in drug design are discussed and illustrated using examples from selected drug groups. Physio-chemical properties important to the absorption, stability, distribution, excretion, solubility and administration of drug compounds. Structural and functional characteristics of molecules are discussed in the context of dosage forms, compound stability and administration. The unit also includes an introduction to organic-metal complexes and their use and importance in medicinal applications and a brief review of nuclear medicine, its use and application.

Prerequisite: CHE2MCA.

Class requirements: Three 1-hour lectures per week; eight 3-hour practical sessions/workshops per semester.

Assessment: 3-hour examination (70%). Students must obtain at least 40% in the examination to pass this unit. Mid-semester exam (10%), practical work (8%), drug development presentation (12%)

Prescribed Reading:

Patrick, G. (2005) *An Introduction to Medicinal Chemistry 3rd edn.* Oxford

Recommended Reading:

Thomas, G. (2000) *An Introduction Medicinal Chemistry* Chichester: Wiley

Williams, DA and Lemke, TL. (2002) *Foye's Principles of Medicinal Chemistry 5th edn.* Baltimore: Lippincott, Williams and Wilkins

CHE3OS ORGANIC SYNTHESIS (15 CPs Sem. TE-SEM-2 BE.) *Dr Jasim Al-**Rawi*

Topics in this unit include, Retosynthetic analysis, Synthesis with diethylmalonate and ethylacetoacetate, general structure of acids and ketones from diethylmalonate and ethylacetoacetate, stereo specific synthesis, synthesis and reactions, heterocyclic, which include synthesis of the heterocyclic five, six and fused rings, pharmaceutical examples, advanced spectroscopy including two dimensional NMR and mass spectrometry.

Prerequisite: CHE2PHC.

Class requirements: Three 1-hour lectures/tutorials and one 2-hour practical class per week.

Assessment: One 3-hour examination (60%). Exam hurdle: students must obtain at least 40% in the examination to pass the unit. One calculation-based assignment (equivalent 500 words) (10%), practical work (equivalent 500 words) (15%), one written report (equivalent to 500 words) (15%)

Recommended Reading:

Joule J and Mills (2000). *Heterocyclic Chemistry* Blackwell Science Publication

Bruice, PY. (2004) *Organic Chemistry 4th edn.* New Jersey. Prentice-Hall

Silverstein, RM, Bassler, GC and Morrill, TC. (2005) *Spectrometric Identification of Organic Chemistry 7th edn.* John Wiley and Sons.

CHE3PW POLLUTION AND WASTE MANAGEMENT (15 CPs Sem. TE-SEM-2 BE.) *Dr David Morton*

In this unit students consider the problem of pollutants and how they impact on the environment. Chemical reactions associated with these processes are discussed. Also included is an investigation of waste minimisation processes and strategies, together with a discussion of waste management issues. Lectures and practical classes are also designed to further develop student skills in the detection, monitoring and analysis of pollutants.

Prerequisite: CHE1C1A

CHE20ENV

Class requirements: Two 1-hour lectures, one 1-hour tutorial per week; plus 26 hours of laboratory work spread throughout the semester.

Assessment: One 3-hour examination (60%), practical work (20%), one 750-word assignment (20%)

Prescribed Reading:

Van Loon, GW and Duffy, SJ. (2005) *Environmental chemistry – A global perspective 2nd edn.* Oxford: Oxford University Press

CHE4WT WATER TREATMENT (15 CPs Sem. TE-SEM-2 BE.) *Dr John Russell*
*Not available in 2008***CIV1CAD ENGINEERING CAD** (15. CPs Sem. TE-SEM-2 BE.) *Dr Daniela Ionescu*

In this unit, students study the fundamentals of computer-aided drawing with AutoCAD software; and the principles of 2-D and 3-D CAD. Topics covered include drawing as a communication tool; dimensioning principles; layers; sectioning; hatching; scale; detailing; arrays; sheet layout; borders and title block. Students also study model space; paper space and view ports; material lists and member schedules; site plane; intersection of solids; development of surfaces; digitising of information; introduction to 3D modelling; wire frame modelling; limitations and applications; and UCS and dynamic views.

Prerequisite: Nil.

Class requirements: One 1-hour lecture, 3 hours of supervised practical work and two 2 hours of unsupervised practical work per week.

Assessment: One 1-hour test (20%), ten drawings (each drawing being equivalent to 350 words) (80%)

Prescribed Reading:

McFarlane, Bob *Beginning AutoCAD R14* (1998) Arnold
SAA HB1, (1994). *Technical Drawing for Students*

CIV1EP ENGINEERING PRACTICE (15 CPs Sem. TE-SEM-1 BE.) *Dr Andrew Kilpatrick*

Civil engineering encompasses a diversity of specialty sub-disciplines, the major ones of which are: structural, water resources, environmental, construction, transportation and geotechnical engineering. Key skills for a successful civil engineer include: communication (both written and oral); perceiving, visualising, reasoning and problem-solving; managing oneself, other people, time and things; working with other people and using mathematics and science in design and problem-solving. This unit seeks to provide a perspective and exposure to civil engineering practice. Through project-based learning, the student will develop a range of generic skills together with experience in complex problem-solving and an appreciation of the complete cycle of a project.

Prerequisite: Nil.

Class requirements: One 2-hour lecture and four hours of directed learning per week.

Assessment: One group technical report 2000 words per student (70%) Each student must attend and contribute to group work, group meetings and skill sessions as specified in the unit outline. One 15-minute group seminar plus verbal analysis of another group's report and seminar (15%). All members must participate in the group seminar and participate in their groups leading role in question time following the seminar presentation of another group. Four individual assignments of 400 words each (15%). To pass this unit, students must attend nominated lectures and activities specified in the unit outline and obtain an overall mark not less than 50%.

CIV2CEM CIVIL ENGINEERING MATERIALS (15. CPs Sem. TE-SEM-1 BE.)*Dr Daniela Ionescu*

In this unit students are introduced to the structure and properties of materials used in civil engineering. Topics include: Introduction to the types of materials and their characteristic properties, the structure-property-processing relationship, materials selection, bonding between atoms, structure of materials, mechanical properties of materials, carbon steels, concrete (cement, aggregates, admixtures, mix design, strength, durability), timber (classification, seasoning, grading and strength relationship, durability), geosynthetics (types and applications), bituminous materials, bricks and blocks, inspection of materials, non-destructive testing, sampling, material specification and quality control.

Prerequisite: PHY1MS.

Class requirements: Four 1-hour lectures and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%), five assignments (calculation-based) equivalent to 125 words each (15%), laboratory work (15%)

Prescribed Reading:

Jackson, N and Dhir, RK. (1996) *Civil Engineering Materials* 5th edn. Macmillan

Neville, A. *Concrete Technology* Longman Cheshire (1987)

CIV2GR ENGINEERING GROUP RESEARCH (15 CPs Sem. TE-SEM-2 BE.)

Dr Andrew Kilpatrick

In this unit, students will experience the process of working in a team. By the conclusion of this unit, students are expected to have: worked effectively within a team to produce an investigative project; worked to a time schedule; gathered and evaluated appropriate information from a variety of sources; organised information to form a coherent argument; taken part in an oral presentation; contributed to a written report on the project and critically analysed the project produced by a peer group. Each group will investigate the interaction and inter-relationships between modern society and the profession. Topics should be concerned with a political or economic decision that has engineering implications, the introduction of some technology, or an engineering-based issue or discovery that has implications for society.

Prerequisite: CIV1GRA.

Class requirements: One 1-hour lecture and four hours directed learning per week.

This unit is not available for Study Abroad students.

Assessment: Two 15-minute group seminars plus 10-minute verbal analysis of another groups report and seminar (25%). All students must participate in the group seminar and participate in their groups leading role in question-time following the seminar presentation of another group. One group technical report and (2000 words per student) (75%). To pass this unit, students must attend nominated lectures and activities specified in the unit outline and obtain an overall mark not less than 50%.

CIV2HYD HYDRAULICS (15. CPs Sem. TE-SEM-2 BE.) *Mr Ross Anderson*

This unit introduces students to the concepts, knowledge and skills in fluid mechanics essential for an adequate understanding of fluid behaviour in engineering systems. Topics covered include properties of fluids, fluid static's (pressure and its measurement, hydrostatic force on plane and curved surfaces and equilibrium of floating bodies), principles of fluid flow analysis, concept of control volume and the measurement of flows through pipes and channels. Other topics include momentum principles, the forces on bends, etc, fluid machinery (pumps and turbines) types and performance characteristics, incompressible flow through pipes and ducts, steady uniform flow in channels and the concept of boundary layer, such as drag on bodies.

Prerequisite: PHY1PA.

Class requirements: Three hours of lectures, two hours of tutorials and laboratory work per week.

This unit is not available for Study Abroad students.

Assessment: 3-hour examination (60%), 8 assignments (calculation-based) (20%), 8 practicals and laboratory work (20%)

CIV2ST1 STRUCTURES 1 (15. CPs Sem. TE-SEM-1 BE.) *Professor Joe Petrolito*

Topics: concepts of structural mechanics as a component of understanding structural behaviour in basic structural design principles and methods with particular application to steel, timber and masonry. Structural mechanics examines topics such as stress and strain, transformation of stress and strain in two dimensions, principal stresses and strains, Mohr's circle, stress-strain relationships, linear and nonlinear behaviour, deflections of beams, strain energy, energy theorems, impact loads, the behaviour of short and long columns, buckling, combined loading problems, failure theories, introduction to elastic-plastic analysis. Design component examines limit states design philosophy, loads (dead, live, wind and earthquake), steel and timber beams with and without lateral restraint, steel and timber columns with and without lateral restraints, tension members, masonry design the properties of bricks, blocks and brickwork and block work, in plane load capacity and wind loads on walls.

Prerequisite: PHY1MS.

Class requirements: Four 1-hour lectures and two 1-hour tutorials per

week.

Assessment: Two 2.0-hour examinations (70%), six assignments (calculation-based) equivalent to 500 words (30%)

Prescribed Reading:

Hibbleler *Mechanics of Materials* 6th edn. Pearson

Gorenc, B, Tinyou, R and Syam, A. (1996) *Steel Designers Handbook* 7th edn. NSW University Press.

Schodek, D. *Structures* 5th edn. Prentice Hall.

CIV2SUR SURVEYING (15 CPs Sem. TE-SEM-1 BE.) *Mr Don Swiney*

The Australian Mapping Grid and the Australian Height Datum, the use and adjustment of levels, level traversing, various forms of distance measurement, care and use of theodolites, measurement and adjustment of traverses, detail surveys, calculation of volumes, calculation and setting out of horizontal and vertical curves.

Prerequisite: Nil.

Class requirements: Two hours lectures and three hours tutorials/practicals per week.

This unit is not available for Study Abroad students.

Assessment: Three assignments (calculation-based) (20%), two practical reports (calculation-based) (20%), one 3-hour examination (60%)

Prescribed Reading:

Wolf *Elementary Surveying* 9th edn. Addison Wesley, 1997

CIV3CC CIVIL CONSTRUCTION AND ENVIRONMENT (15 CPs Sem. TE-SEM-2 BE.) *Professor Joe Petrolito*

This unit covers factors to be considered and techniques employed in civil engineering construction. Construction equipment, including selection of equipment, concrete production, placement, curing and quality control, earthmoving materials and operations, rock excavation and quarrying operations, building construction, foundations, soil improvement and stability of excavations, the principles of soil stabilisation, grouting, construction and environment, environmental legislation, construction of solid waste landfill sites, planning and scheduling of construction, occupational health and safety, legislation, site safety, work practices and working conditions.

Prerequisite: Nil.

Class requirements: One 3-hour lecture and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%), two assignments (750 words each) (30%)

Prescribed Reading:

Antill, JM, Ryan, PWS and Easton, GR. (1998) *Civil Engineering Construction* 6th edn. McGraw-Hill.

CIV3GM GEOMATICS (15. CPs Sem. TE-SEM-2 BE.) *Professor Joe Petrolito*

Remote sensing platforms, aerial photography, the stereo pair, enclosed water way hydrographic surveying, survey techniques to monitor the movement of structures, the calibration of EDM equipment, an introduction to satellite surveying, introduction to Geographic Information Systems, including the presentation of data, data sets, datum, projections and an introduction to geographic information analysis.

Prerequisite: CIV2SUR

Incompatible unit: INT1GIS

Class requirements: Two hours lectures and three hours tutorials per week.

This unit is not available for Study Abroad students.

Assessment: Five assignments (calculation-based) (40%), 3-hour examination (60%)

Prescribed Reading:

Wolf *Elementary Surveying* 9th edn. Addison Wesley, 1997

Recommended Reading:

Clarke *Getting Started with Geographic Information Systems* 2nd edn. Prentice Hall, 1999

CIV3GTA GEOTECHNOLOGY A (15. CPs Sem. TE-SEM-2 BE.) *Dr Daniela Ionescu*

In this unit, students are presented with the concepts and knowledge in geotechnology as an essential component of understanding the behaviour of earth materials in the context of civil and environmental engineering systems. Topics covered include the nature of soils, particle size distribution, Atterberg limits, soil classification, phase relationships, soil compaction, steady state seepage, design criteria for filters, effective stress concepts, introduction to rock mechanics, elastic theory applied to soil/rock behaviour, compressibility and consolidation of soils, shear strength of soils and rocks.

Prerequisite: CIV2CEM.

Class requirements: Three 1-hour lectures per week; and two 1-hour tutorials/laboratory sessions per week (including up to a maximum of 13 hours of directed learning per semester).

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%), five assignments (calculation-based) each equivalent to 125 words (15%), laboratory work (15%)

Prescribed Reading:

Withlow R. (2001) *Basic soil mechanics* 4th edn. Prentice Hall
Das. B. M. (2002) *Principles of geotechnical engineering* 5th edn. Brooks/Cole.

CIV3HE1 HYDRAULIC ENGINEERING 1 (15. CPs Sem. TE-SEM-2 BE.) *Dr John Russell*

Students are provided with an understanding of the elements and behaviour of hydraulic systems. Topics covered include hydrological cycle, rainfall and run-off, data acquisition and stream gauging, estimation of run-off from a catchment, flood routing through reservoirs and channels, urban drainage, computing modelling, flood mitigation, gradually varied flow computations, design of culverts and retarding basins, hydraulic jump and channel transitions.

Prerequisite: PHY22HYD

Class requirements: Three 1-hour lectures and two 1-hour tutorials/laboratory sessions per week.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (60%), four assignments (calculation-based) each equivalent to 200 words (20%), laboratory work (20%)

Prescribed Reading:

Kinsky *Fluid Mechanics Advanced Applications* McGraw Hill, 1997

CIV3IIL INDUSTRY INTEGRATED LEARNING (60. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr John Russell*

The work program is devised by the employer and is under the supervision of experienced engineers. This program gives practical application to the academic work already completed by the student prior to the placement period and also provides opportunities to acquire a variety of workplace skills. The University organises the placements, which may be anywhere in Australia or overseas. The goals and academic plan for students undertaking this program are set by the supervising University staff member following consultation with the industry supervisor.

Prerequisite: Successful completion of the academic program leading up to the industry placement.

Class requirements: Students can choose one of the following options for this part of the course:

- Option 1: 10 weeks during the vacation at the end of each of second and third years.
- Option 2: 20 weeks following completion of the academic program.
- Option 3: Civil engineering, Environmental Management Engineering and Internet Telecommunications students will be given the option of completing a full year of Industry Integrated Learning with the approval of the course coordinator.

Assessment: A written report at the completion of each employment period (100%)

CIV3ST2 STRUCTURES 2 (15. CPs Sem. TE-SEM-1 BE.) *Professor Joe Petrolito*

Introduce the principles of the analysis of skeletal structures and basic structural design principles and methods with particular application to

reinforced concrete. A component on analysis focuses on basic concepts of structural analysis, determinate and indeterminate structures and moment distribution and influence lines, matrix methods of structural analysis, plastic analysis, approximate methods and computer applications. The component on design contains a revision of concrete technology, bending, shear and deflection equations and methods for reinforced concrete, application to beams (rectangular, T and L beams – singly reinforced), application to slabs (one and two way, including flat slabs), application to footings (pads – square and rectangular), the anchorage of reinforcement and member detailing and concrete column design.

Prerequisite: CIV21ST1

Class requirements: Four 1-hour lectures and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: Two 2-hour examinations (70%), six assignments (calculation-based) equivalent to 500 words (30%)

Prescribed Reading:

Warner, R, Foster, S and Kilpatrick, A. *Reinforced Concrete Basics* 1st edn. Pearson
Ghali, A *Structural Analysis* 5th edn. Routledge

CIV4GTB GEOTECHNOLOGY B (15. CPs Sem. TE-SEM-1 BE.) *Dr Daniela Ionescu*

Not available in 2008

CIV4GTC GEOTECHNOLOGY C (15. CPs Sem. TE-SEM-2 BE.) *Dr Daniela Ionescu*

Not available in 2008

CIV4HE2 HYDRAULIC ENGINEERING 2 (15. CPs Sem. TE-SEM-1 BE.) *Dr John Russell*

This unit aims to introduce students to the elements and behaviour of the hydraulics systems used in water supply, irrigation and sewerage. Topics to be covered include: Water Supply: demand, quality, sources of water, treatment of water, distribution of water, pipe network analysis and elements of water hammer analysis, surge tanks. Waste Water Systems: estimation of flow rates, characteristics of waste water, collection systems, design of reticulation systems including pumping, treatment and disposal of waste water. Irrigation: sources and quality of water for irrigation, water requirement for crops, design of irrigation channels, methods of irrigation, dry land and wetland salinity and strategies to control the salinity, design of irrigation structures and measurement of irrigation water.

Prerequisite: CIV32HE1

Class requirements: Two 2-hour lectures and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%), six assignments (calculation-based) each equivalent to 250 words (30%)

Recommended Reading:

Barnes, David *Water and Wastewater Engineering Systems*

CIV4HE3 HYDRAULIC ENGINEERING 3 (15. CPs Sem. TE-SEM-1 BE.) *Dr John Russell*

Not available in 2008

CIV4INV INVESTIGATION (15. CPs Sem. TE-SEM-2 BE.) *Dr Andrew Kilpatrick*

This unit allows students to investigate in depth a topic that is related to the course. Students are encouraged to choose a topic with an industry focus. Topics may be suggested by the students or by academic staff members. The topic must be approved by the academic supervisor prior to the start of the investigation.

Prerequisite: Completion of the engineering subjects to the end of semester six.

Class requirements: This unit is similar to an Honours thesis in a science degree. The five hours/week requirement is a nominal specification for the unit. Students work independently on their project and maintain regular contact with their supervisors.

This unit is not available for Study Abroad students.

Assessment: Report (8,000–10,000 words) (90%), a seminar presentation (10%)

CIV4PMA POLLUTION MANAGEMENT A (15. CPs Sem. TE-SEM-1 BE.) *Dr**John Russell**Not available in 2008***CIV4PMB POLLUTION MANAGEMENT B** (15. CPs Sem. TE-SEM-2 BE.) *Dr**John Russell**Not available in 2008***CIV4PWT POLLUTION AND WATER TREATMENT RESOURCE MANAGEMENT** (15 CPs Sem. TE-SEM-2 BE.) *Dr John Russell**Not available in 2008***CIV4RE REGIONAL ENGINEERING** (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr John Russell**Not available in 2008***CIV4SD STRUCTURAL DESIGN** (15. CPs Sem. TE-SEM-2 BE.) *Dr Andrew Kilpatrick*

Using project-based learning in small groups, students will develop skills in the first phase of the structural design process – decision-making and the conceptual design and development of structural systems. These will be supplemented by coverage of related topics such as concrete framed structures, steel framed structures, fire engineering, tilt-up construction, footings, prestressed concrete and retaining walls.

Prerequisite: CIV31ST2*Class requirements:* Five hours per week of lectures, tutorials, design studios and site visits.

This unit is not available for Study Abroad students.

Assessment: Three group design assignments – 1000 words each per student (75%), two 500-word individual design assignments (25%)*Prescribed Reading:*Warner, RF, Rangan, BV, Hall, A.S and Faulkes, KA. (1998) *Concrete Structures*. 1st edn. Longman.Gorenc, B, Tinyou, R and Syam, A. (1996) *Steel Designers Handbook* 6th edn. UNSW Press**CIV4SI SUSTAINABLE INFRASTRUCTURE** (15 CPs Sem. TE-SEM-1 BE.) *Dr**John Russell*

There are two major objectives to this unit. The first is to provide students with an in depth experience of the functioning of government departments, agencies and Engineering consultancies in the region. The second is to impart a detailed understanding and appreciation of the importance of the application of sustainability principles to all civil engineering practices. Students will gain skills in effective communication, how to undertake problem identification, formulation and solution, an understanding of sustainable design and development and an understanding of and commitment to professional and ethical responsibilities.

Prerequisite: SCI3ECS.*Class requirements:* Three 1-hour lectures and two 1-hour tutorials per week.*Assessment:* Three summary reports (500 words each) (35%), small-group report (2000 words/student) (50%), small group presentation (10 minutes/student) (15%)*Preliminary Reading:**To be advised***CIV4ST3 STRUCTURES 3** (15. CPs Sem. TE-SEM-2 BE.) *Professor Joe Petrolito*

In this unit there is a focus on elasticity theory as a basis for analysing structures and the use of finite elements for obtaining approximate solutions is covered. It discusses the theoretical underpinnings of standard structural theories, including buckling and dynamics. The unit also introduces the key concepts of the finite element method and how it is implemented and used in practice.

Prerequisite: CIV31ST2*Class requirements:* Three 1-hour lectures and two 1-hour tutorials per week.*Assessment:* One 3-hour examination (70%), six assignments (calculation-based) each equivalent to 250 words (30%)*Prescribed Reading:*Ugural, A. *Advanced Strength and Applied Elasticity* 4th edn. Pearson EducationGhali, A *Structural Analysis* 5th edn. Routledge**CIV4TE TRANSPORTATION ENGINEERING** (15. CPs Sem. TE-SEM-2 BE.) *Dr**Daniela Ionescu*

This is an introduction to the transport system including road, rail, air and maritime transport and the interaction of these systems, transport economics, traffic prediction, traffic management, road and street design, location and geometry, design traffic, sub-grade evaluation, pavement materials, design of flexible pavements, design of rigid pavements, drainage, pavement construction methods, road maintenance. Use of computer packages.

Prerequisite: CIV30GT1*Class requirements:* Two 2-hour lectures and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%), two assignments (calculation-based) each equivalent to 500 words (25%), laboratory work (5%)*Prescribed Reading:*Underwood, RT. *Road Engineering Practice* MacMillan (1995)**CSE1CT COMPUTER TECHNOLOGY** (15. CPs Sem. TE-SEM-1 BE.) *TBA*

In this unit students are introduced to the architecture and hardware of current personal computer systems and are provided with a general description of the technologies incorporated in them.

Incompatible unit: INT1CT*Class requirements:* Two 1-hour lectures and two 1-hour tutorials per week.

This unit is not available for Study Abroad students.

Assessment: One 2-hour examination (50%), two 1000-word assignments (each 25%) (50%)**CSE100 INTERMEDIATE OBJECT-ORIENTED PROGRAMMING** (15 CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE: Ms Mary Martin, BU: Dr Julie Main*

The teaching of object-oriented concepts is continued while students gain more experience with the Java programming language and basic software engineering principles. Topics covered include inheritance (class hierarchies, abstract classes), input/output streams, file operations, exceptions, recursion, generics and dynamic data structures (linked lists). Software engineering principles are further developed, including parameters for characterising software quality, testing strategies and debugging strategies.

Prerequisite: CSE1OFA or CSE1OOF, CSE100J, CSE1OJA, CSE11OJA.*Incompatible unit:* CSE12IPJ, CSE11IJA, CSE1IPJ, CSE1IJA, CSE12IJA*Class requirements:* Two 1-hour lectures, one 2-hour laboratory class and one 1-hour practice class per week for 12 weeks.*Assessment:* One 3-hour examination (70%), one computer programming assignment equivalent to 1500 words (30%). In order to pass the unit, students must obtain an overall pass grade, obtain at least 45% in the examination and pass the non-examination component.**CSE1IS INFORMATION SYSTEMS** (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)*Mr Noel McEwan*

In this unit students are introduced to the concept of an information system (IS). It deals with the systems development life cycle as a framework for IS development and emphasises the role and involvement of users in an IS project. The use of appropriate fact-finding techniques in systems analysis and an introduction to data flow and E-R modelling are covered. Several information system case studies are used to illustrate the concepts introduced. Students will receive hands-on experience in the construction of a small information system using a suitable prototyping tool. The subject also introduces file design, input/output/interface design, file conversion and implementation techniques.

Prerequisite: INT1ITF or CSE1ITF or BUS1MIS

Incompatible unit: INT1IIS

Class requirements: Two 1-hour lectures, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: One 2.5-hour examination (60%). Hurdle: to pass the unit students must obtain at least 45% for the examination component of the assessment and at least 50% overall. Two assignments each equivalent to 1000 words (40%)

Prescribed Reading:

Shelley, G, Cashman, T and Rosenblatt, H. *Systems analysis and design*. Thomson, 6th edn.

CSE1ITF INFORMATION TECHNOLOGY FUNDAMENTALS (15. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE.) *BE: Dr John McCullagh, BU: Dr Richard Lai*

Bundoora students who have taken CSE1IIS are not permitted to take this unit.

In this unit students will be provided with a general and practical introduction to information technology for students in all disciplines. It consists of two compulsory modules:

Theory one: fundamental principles of computer operation, the main hardware components of the computer, data storage and retrieval,

Theory two: introduction to system software, introduction to data communications, hardware selection and evaluation;

And four elective two-week modules to be chosen from:

Theory three: operating systems, file management systems, memory management and CPU scheduling, data communications and networking, hardware management, security and backup;

Application software modules: spreadsheets, database packages, the World Wide Web, applied IT modules.

Incompatible unit: BUS1MIS, INT1ITF

Class requirements: BENDIGO: two 1-hour lectures and two 1-hour tutorial/practical classes per week

BUNDOORA: two 1-hour lectures, one 2-hour laboratory class and one 1-hour practice class per week.

Assessment: BU: one 2.5-hour examination (70%). BE: one 2-hour examination (60%). Hurdle: to pass the unit, students must submit all assessment material and achieve at least 45% for the examination. BE: one 750-word practical assignment (15%). BE: one assignment equiv to 500 words (10%). BE: five tutorial tasks equivalent to 50 words each (5%). BE: 30-minute test equiv to 500 words (10%), BU: one 1000-word programming assignment (23%), BU: three 10-minute laboratory tests (7%)

Prescribed Reading:

Shelly, Cashman and Vermaat. *BENDIGO CAMPUS: Discovering computers 2007 (introductory)* Thomson, 7th edn.

Stair and Stair *BUNDOORA CAMPUS: Principles of information systems*, 8th edn. Thomson.

CSE1OOF OBJECT-ORIENTED PROGRAMMING FUNDAMENTALS (15 CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE.) *BE: Dr Chris Cope, BU: Dr Kinh Nguyen*

Students are introduced to computers, object-oriented concepts and programming using Java. Students also gain a working knowledge of the UNIX operating system. Topics covered include classes and objects, primitive data types, flow of control, methods, basic input/output and arrays. Software engineering principles are introduced, including coding standards, class design and testing strategies

Incompatible unit: CSE1OOJ, CSE1OJA, CSE1IOOJ, CSE1IOJA, CSE12OJA, CSE1OFA

Class requirements: Two 1-hour lectures, one 2-hour laboratory class and one 1-hour practice class per week for 12 weeks.

Assessment: Computer programming assignments equiv to 1500 words (40%), one 2.5-hour examination (60%). In order to pass the unit, students obtain an overall pass grade, obtain at least 45% in the examination and pass the combined non-examination components.

CSE1PE PROGRAMMING ENVIRONMENT (15. CPs Sem. TE-SEM-1 BE.) *Mr Tim Whitfort*

In this unit students are introduced to the University's computer networks and facilities. Emphasis is placed on the programming environment covering the user's and programmer's view of operating

systems, software and software engineering tools and utilities on different platforms.

Incompatible unit: INT1PE

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: One 2.5-hour examination (60%). Hurdle: students must obtain at least 40% on the examination component of the assessment and 50% overall to pass the subject. One programming assignment equivalent to 300 words (6%), two programming assignments equivalent to 600 words each (12% each) (24%), tutorial work (10%). Five programming questions (each 100-word equivalent) (2% each)

Recommended Reading:

Robertson, L. *Simple Program Design* Thomas Nelson Aus, 4th edn.

Taylor, D *Teach Yourself UNIX in 24 hours* 4th edn. Sams/Prentice Hall (2005)

CSE2ALG ALGORITHMS AND DATA STRUCTURES (15 CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE: Mr Tim Whitfort, BU: Dr Julie Main*

This unit covers a range of important algorithms and data structures. Data structures for implementing containers are covered and include linear structures, tree structures and hash tables. Algorithms for insertion and deletion of elements and algorithms for searching and sorting on these structures are covered where appropriate. Graphs and graph algorithms are also covered. Students will learn the construction and workings of the data structures and algorithms covered. They will learn to analyse the effectiveness of each data structure and algorithm for specific problems and categories of problems. Students will also implement in programs a wide range of the structures and algorithms covered.

Prerequisite: CSE1IPJ or CSE1IJA or CSE1IOO and MAT1DM.

Incompatible unit: CSE21ADS, CSE22ADS, CSE41FAS, CSE42FAS, CSE21ADC, CSE22ADC, CSE41FAD, CSE42FAD, CSE2ADS, CSE4FAS

Class requirements: Two 1-hour lectures, one 2-hour laboratory class per week for twelve weeks.

Assessment: One 3-hour examination (70%), one computer-programming assignment equiv to 1000 words (30%). In order to pass the unit, students must obtain an overall pass grade, obtain at least 45% in the examination and pass the non-examination component.

CSE2BPC BUSINESS PROGRAMMING CONCEPTS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Chris Cope*

Students undertaking major/minor computing studies (in other than the BComp or BIT courses) will explore the concepts of writing structured programs. Topics include top-down problem-solving using stepwise refinement and algorithm design for procedural programs, simple and array data types, modular programming and parameter passing, introduction to object oriented concepts, documentation, debugging and testing.

Prerequisite: INT1PE or CSE1PE.

Incompatible unit: INT1PC, INT2BPC

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: One 2.5-hour examination (60%). Students must obtain a minimum of 40% on the examination component of the assessment and 50% overall to pass the subject. Two programming assignments (equivalent to 1500 words) (30%). Hurdle: students must obtain at least 40% on the examination component of the assessment and 50% overall to pass the subject. Five 100-word tutorial questions (10%).

Prescribed Reading:

Malik, D. S. *Java Programming* Thomson, 2nd edn.

CSE2CN COMPUTER NETWORKS (15. CPs Sem. TE-SEM-1 BE.) *Mr TBA*

In this unit, students are provided with the opportunity to gain an understanding of the protocols and technologies of modern computer networks, with particular emphasis on the global Internet. The unit has a 'top-down' structure, concentrating firstly and principally, on network applications and application protocols. The various underlying network technologies are then examined in somewhat less detail. Several 'specialist' topics, such as Network and Data Security, Network Management and Network Applications in Electronic Commerce are also covered in overview.

Prerequisite: INT1ITF or CSE1ITF, INT1PE or CSE1PE

Incompatible unit: INT3CN or CSE3CN, INT2CN

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: One 2.5-hour examination (60%). Students enrolled at third year level will be expected to demonstrate a greater degree of subject understanding and discipline specific skills than students taking second year level. One assignment equivalent to 200 words (5%), one assignment equivalent to 700 words (15%), one assignment equivalent to 1000 words (20%)

Recommended Reading:

Kurose, J and Ross, K. *Computer Networking: A top down approach*. Addison Wesley Pub. 3rd edn. 2005.

CSE2ISD INFORMATION SYSTEMS DEVELOPMENT (15. CPs Sem. TE-SEM-1 BE.) *Dr Lorraine Staehr*

In this unit the tools and techniques introduced in Information Systems are further developed. Major topics include project management, database design and the human computer interface, social and ethical issues and the responsibilities of IT professionals.

Prerequisite: INT1IS or CSE1IS.

Incompatible unit: INT2ISD

Class requirements: One 2-hour workshop, one 1-hour tutorial/practical per week.

Assessment: One 3-hour open book examination (65%), learning portfolio on two topics (equivalent to 1000 words) (20%), one-assignment equivalent to 500 words (15%). To obtain a pass, all assessment components must be submitted and a minimum of 40% must be obtained on both the assignment and examination components, as well as an overall mark of at least 50%.

Prescribed Reading:

Course readings may be purchased by students.

CSE2MA MULTIMEDIA AUTHORING (15 CPs Sem. TE-SEM-2 BE.) *Dr John McCallagh*

In this unit, students will focus on developing applications that integrate text, audio, video, 2D and 3D images and animations. They will learn the basic principles of each medium type including digital representation and issues that arise when media are combined. Students will deal with ethical and legal issues, design considerations including usability, hardware and software that enables multimedia, data representation and file types, data storage, data transmission, intelligent interfaces and emerging issues in multimedia. An understanding of basic IT skills such as those acquired in the prerequisite are assumed.

Incompatible unit: INT2MA

Class requirements: Two one-hour lectures and one two-hour tutorial-workshop per week.

This unit is not available for Study Abroad students.

Assessment: One 2-hour examination (50%), two-multimedia assignments (each equivalent to 1250 words) (50%)

Prescribed Reading:

Vaughan, T. (2004) *Multimedia: making it work*. 6th edn. NY: McGraw-Hill

Recommended Reading:

Aho, K. (2004) *Macromedia studio MX 2004 step-by-step* Boston: Thompson

Sklar, J. (2003) *Principles of web design*. 2nd edn. Boston: Thompson

CSE2MIP MINOR PROJECT (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Pat Horan*

This unit is offered at third unit level also.

Students work alone or as part of a team on an information technology project. The project may be internal to the University or in collaboration with industry. Students make a formal presentation of the project and its documentation.

Prerequisite: INT2ISD or CSE2ISD, INT2DS, CSE1IOO.

Incompatible unit: INT2MIP

Class requirements: Four hours of group work, including meeting with supervisor, per week.

This unit is not available for Study Abroad students.

Assessment: Project documentation (2700 words) (60%). Students enrolled at third year level will be expected to demonstrate a greater degree of subject understanding and written and oral presentation skills than students at second year level. One 20-minute presentation (3-4 students per group) (10%), one 1350-word report (30%)

CSE2WD WEB DEVELOPMENT (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Mr Noel McEwan

In this unit students are introduced to the basic concepts necessary for development of applications for the World Wide Web and the available tools for Web development. Topics covered: history of the World Wide Web; overview and architecture of the World Wide Web, its current uses and potential development; methods for displaying information on the web, the XHTML document; creating simple and advanced XHTML documents; animation and executable program links; making the web interactive: creating simple forms for data collection; introduction to JavaScript as a general development tool for Web programming, writing simple applets in JavaScript; using XHTML, JavaScript and Cascading Style Sheets (CSS).

Prerequisite: INT1ITF or CSE1ITF, BUS1MIS or permission of the lecturer.

Incompatible unit: INT2WD

Class requirements: Two hours of lectures, two hours of tutorial and practical work per week. Students are provided with text and study guide and are supported during their study by email, telephone and web.

Assessment: One 2-hour examination (60%), two minor Web assignments (each 1000-word essay equivalent) (40%).

Prescribed Reading:

Carey, P and Canovatchel, F. *JavaScript – Comprehensive New Perspectives* Thomson (2006)

CSE3BCN BUSINESS COMPUTER NETWORKS (15 CPs Sem. TE-SEM-1 BE.) *TBA*

This unit is not available to students enrolled in any of the Bachelor of Information Technology courses.

In this unit students are provided with the opportunity to gain an understanding of the protocols and technologies of modern computer networks, with particular emphasis on the global Internet. The unit has a 'top down' structure, concentrating firstly and principally, on network applications and application protocols. The various underlying network technologies are then examined in somewhat less detail. Several 'specialist' topics, such as Network and Data Security, Network Management and Network Application in Electronic Commerce are also covered in overview.

Prerequisite: INT1PE or CSE1PE, INT1ITF or CSE1ITF, BUS1MIS.

Incompatible unit: INT21CN or CSE2CN, INT3BCN

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: One assignment equivalent to 700 words (15%), one assignment equivalent to 1000 words (20%), one 2.5-hour examination (60%), one assignment equivalent to 200 words (5%)

Recommended Reading:

Kurose, J and Ross, K. *Computer Networking: A top down approach*. Addison Wesley Pub. 3rd edn. 2005.

CSE3BDS BUSINESS DATA STRUCTURES (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Ms Mary Martin*

Students undertaking major/minor computing studies (in other than the BComp or BIT courses) will explore the concepts, techniques and algorithms associated with complex data structures. Topics include composite data structures with abstract data types, generalising abstract data types, advanced sorting, searching and merging techniques for linear structures, recursion, dynamic memory allocation linked tests, trees, program correctness and algorithm complexity, documentation, debugging and testing.

Prerequisite: INT2BPC or CSE2BPC, INT1PC, CSE1OOF.

Incompatible unit: INT2DS, INT3BDS, CSE1IOO

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

This unit is not available for Study Abroad students.

Assessment: One 2.5-hour examination (60%), two assignments (1000-word equivalent each) (40%).

Prescribed Reading:

Malik *Data Structures Using Java* Thomas Nelson Aust, 3rd edn.

Recommended Reading:

Hubbard *Schaum's Outline of Data Structures*

CSE3BP BUSINESS PROGRAMMING (15. CPs Sem. TE-SEM-2 BE.) Dr

Chris Cope

Not available in 2008

CSE3CI COMPUTATIONAL INTELLIGENCE (15. CPs Sem. TE-SEM-2 BE, BU.)

BE: Mr Tim Whitfort, BU: Dr Dianhui Wang

This unit includes the main three components of computational intelligence, which are fuzzy logic, neural nets and genetic algorithms (GA). The course provides students with concepts and fundamentals in intelligent systems design and applications. Technical aspects cover fuzzy inference mechanisms and applications, mapping neural networks, learning, functionality and applications in intelligent prediction and classification systems and GA techniques for solving parameter optimisation problems. Students will work with real data to help consolidate their knowledge in this area.

Prerequisite: CSE2AI (from 2009 CSE2AIF).

Incompatible unit: CSE3ISE, CSE4FIS

Class requirements: One 2-hour lecture and one 2-hour laboratory class per week for 10 of the 13 weeks of semester.

Assessment: One 3-hour examination (70%), one programming assignment equivalent to 750 words (25%) and laboratory work. (5%)

Recommended Reading:

Lin, CT, and Lee, CS. *A neuro-fuzzy synergism to intelligent systems*. Prentice-Hall, 1996.

Negnevitsky, M. *Artificial intelligence—a guide to intelligent systems*, Addison-Wesley, 2002.

Lin, CT and Lee, CS. *Neural fuzzy systems—a neuro-fuzzy synergism to intelligent systems*. Prentice-Hall. 1996.

CSE3DB DATABASE (15. CPs Sem. TE-SEM-2 BE.) Mr Noel McEwan

In this unit students examine database fundamentals; the relational model; logical database design (entity-relationship and normalisation); physical database design; database processing and SQL; database administration including DBA, integrity and security; Transaction management including concurrency and backup/recovery; other database models including information retrieval, distributed database, object-oriented database, temporal databases, spatial databases, data warehouses and web databases.

Prerequisite: INT1PC, INT2BPC or CSE2BPC, INT1ITF or CSE1ITF, BUS1MIS, CSE1OOF.

Incompatible unit: INT3DB

Class requirements: Two one-hour lectures and two 1-hour tutorials per week.

Assessment: One 2.5-hour examination (60%). Hurdle: students must achieve a minimum of 40% on the examination component of the assessment and 50% overall to pass the unit. Two programming assignments (each equivalent to 1000 words) (20% each) (40%).

Prescribed Reading:

Hoffer, J. *Modern database management* Pearson Ed, 8th edn.

CSE3DC DATA COMMUNICATIONS (15. CPs Sem. TE-SEM-2 BE.) TBA

In this unit students examine a bottom-up overview of the OSI layered model, the nature of physical links, bandwidth, Shannon's law, Nyquist theorem, media characteristics, hardware interface standards, LAN cabling standards, the data link/MAC/LLC layers, concepts of typical systems, connection-oriented vs. connectionless approaches and protocols. Formal and informal protocol descriptions, the network layer, types of networks, network design issues and protocols (e.g., IP, X.25, CLNS), public network services, transport layer, OSI and Internet approaches, design issues, programmer interface and emergent network issues from a technical viewpoint are all examined.

Prerequisite: INT1PC, CSE1OOF.

Incompatible unit: INT3DC

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: One 2.5-hour examination (60%) To pass students must obtain at least 40% in the examination and at least 50% overall. Two assignments each equivalent to 800 words (40%)

Recommended Reading:

Stallings, W. *Data and computer communications*. 7th edn. Prentice Hall, 2001.

CSE3ENS ENCRYPTION AND NETWORK SECURITY (15 CPs Sem. TE-SEM-2

BE.) Dr Christopher Lenard

The two strands of this unit cover the fundamental concepts of encryption as a means of securing information and the basics of network security. Topics in encryption will include classical and modern single-key encryption, public-key encryption, message authentication, hash functions, digital codes and the Data Encryption Standard and Advanced Encryption Standard. Network system security issues dealt with include firewalls, packet encryption and virtual private networks as well as user responsibility and the role of the system administrator. These concepts will be illustrated with examples such as TCP/IP, Kerberos, PGP, S/MIME, IPsec and SSL.

Prerequisite: INT2CN or CSE2CN and one of MAT1DIS or MAT1CA.

Incompatible unit: INT3ENS

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: Two 1000-word assignments (40%), one 2.5-hour final examination (60%)

Recommended Reading:

Stallings, W. *Cryptography and network security* 3rd edn. Prentice Hall (2003)

Singh, S. *Science of secrecy: secret history of CD* London, Fourth Estate (2000)

CSE3ETI EMERGING TOPICS IN INFORMATION TECHNOLOGY (15. CPs

Sem. TE-SEM-1 BE.) Ms Mary Martin

The unit focuses on one or more topics, which are not covered in depth elsewhere in the curriculum and, which are becoming important in the IT discipline. Recent examples of such topics include: data mining, human-computer interaction, web commerce and internet information systems. Students will explore the topics, surveying the literature, practice and application in the area. Each student will typically also research one aspect in depth, presenting that to others in the units.

Prerequisite: This is a final year elective, requiring the permission of the unit and course coordinators, based on the student's academic performance and preparation (through prior study) for the topics to be covered.

Incompatible unit: INT3ETI

Class requirements: A mix of readings, lectures, tutorials, seminars and projects equivalent to three hours contact per week.

Assessment: One 2000-word survey paper (40%), one 2000-word project-based paper (40%) and one 10-minute seminar presentation (20%)

CSE3IBA INDUSTRY BASED LEARNING A (30. CPs Sem. TE-SEM-1 BE, BU.)

BE: Dr Lorraine Staehr, BU: Dr Torab Torabi

Students undertake a 20-week full-time industry-based learning program. A member of the academic staff acting in the capacity of industry-based learning coordinator liaises with the placement provider to formulate and structure a program of learning for each student. This program is normally project based, with day-to-day supervision by the placement provider. Progress is monitored at regular intervals.

Prerequisite: Application to and selection by industry-based learning committee. Normally only applications from students who have completed two years of a degree offered by the Dept. of Computer Science and Computer Engineering will be considered.

Incompatible unit: INT3MP1 or CSE3MP1, INT3MP2 or CSE3MP2, INT3IEA or CSE3IEA, INT3IEB or CSE3IEB, INT3IBA

Class requirements: Industry placement for 20 weeks.

This unit is not available for Study Abroad students.

Assessment: one page preliminary report (5%), reflective diary, submitted weekly by email (25%), one 10-minute mid-semester presentation (10%), one 2000-word written report and documentation of placement (40%), one 20-minute formal presentation at end of placement (20%)

CSE3IBB INDUSTRY BASED LEARNING B (30. CPs Sem. TE-SEM-2 BE, BU.)*BE: Dr Lorraine Staehr, BU: Dr Torab Torabi*

Students undertake a 20-week full-time industry-based learning program. A member of the academic staff acting in the capacity of industry-based learning coordinator liaises with the placement provider to formulate and structure a program of learning for each student. This program is normally project based, with day-to-day supervision by the placement provider. Progress is monitored at regular intervals.

Prerequisite: INT3IBA or CSE3IBA, or approval by the Department of Computer Science and Computer Engineering.

Incompatible unit: INT3IBB

Class requirements: Industry placement for 20 weeks.

This unit is not available for Study Abroad students.

Assessment: one page preliminary report (5%), reflective diary, submitted weekly by email (25%), one 10-minute mid-semester presentation (10%), one 2000-word written report and documentation of placement (40%), one 20-minute formal presentation at end of placement (20%)

CSE3IEA INDUSTRY EXPERIENCE A (15. CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE.) *Dr Lorraine Staehr*

In this unit students are provided with the opportunity to apply theoretical knowledge learnt in other subjects of the course and to gain practical knowledge in the information technology professions. The student will undertake a 13-week work program with an external organisation, which has been approved as an industry year employer by the Unit and Course coordinators. The work to be undertaken by the student must be in a recognised information technology area and provide an appropriate learning environment. The employer will nominate a workplace supervisor who will oversee the student's work program and liaise with the unit coordinator.

Prerequisite: Completion of two years of the Bachelor of computing or equivalent at an appropriate level. Approval of the unit and course coordinators.

Co-requisite: Full-time employment with an approved industry year employer.

Incompatible unit: INT3IBA or CSE3IBA, INT3IBB or CSE3IBB, INT3IEA

Class requirements: Full-time employment with an approved industry year employer for a minimum of 13 weeks. Weekly contact with the Unit coordinator.

Assessment: 1200-word reflective diary (45%), 2500-word final report (45%) and one 15-minute presentation (10%). All assessment must be completed. Assessment will be carried out by the unit coordinator in consultation with the workplace supervisor.

CSE3IEB INDUSTRY EXPERIENCE B (15. CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE.) *Dr Lorraine Staehr*

This unit provides the students with the opportunity to apply theoretical knowledge learnt in other subjects of the course and to gain practical knowledge in the information technology professions. The student will undertake a 13-week work program with an external organisation, which has been approved as an industry year employer by the unit and course coordinators. The work to be undertaken by the student must be in a recognised information technology area and provide an appropriate learning environment. The employer will nominate a workplace supervisor who will oversee the student's work program and liaise with the unit coordinator.

Prerequisite: INT3IEA or CSE2IEA

Co-requisite: Full-time employment with an approved industry year employer.

Incompatible unit: INT3IBA or CSE3IBA, INT3IBB or CSE3IBB, INT3IEB

Class requirements: Full-time employment with an approved industry year employer for a minimum of 13 weeks. Weekly contact with the Unit coordinator.

Assessment: 1200-word reflective diary (45%), 2500-word final report (45%) and 15-minute presentation (10%). All assessments must be completed. Assessment will be carried out by the subject coordinator in consultation with the workplace supervisor.

CSE3INW INTERNETWORKING (15 CPs Sem. TE-SEM-1 BE.) *TBA*

In this unit students will build on foundation studies in Computer Networks and Data Communications to examine 'real world' issues in large-scale networking. Students will understand issues of scalability in the global Internet and multi-protocol contexts. Students will gain experience in configuring typical internetworking components.

Content: The Internet work model. Overview of layered protocols and the history of large-scale internetworking. Review of the TCP/IP protocol architecture. Review of modern LAN technology. Internet work routing: interior and exterior routing. Autonomous systems. Scalable routing protocols and router configuration. OSPF, IGRP and EIGRP, BGP. Multi-protocol issues in the WAN context. Carrier options: ISDN, frame Relay, ATM, SONET. Other issues: Encapsulation and VPNs, impact of new multimedia traffic types, QoS, IPv6 migration.

Prerequisite: INT3DC or CSE3DC, INT2CN or CSE2CN.

Incompatible unit: INT3INW

Class requirements: Two hours lectures, one hour tutorial and one hour practical session per week for one semester.

Assessment: One written/practical assignment (5%), one written/practical assignment (15%), one written/practical assignment (20%), three-hour examination (60%)

Recommended Reading:

Doyle, J. *CCIE Professional Development: Routing TCP/IP, Volume 1* Cisco Systems, 1998

Malhotra, R. *IP Routing*. O'Reilly and Associates, 2nd edn.

Comer, D. *Internetworking with TCP/IP: Volume 1, Principles, Protocols and Architecture 3/e* Prentice Hall, 1995

Stevens, W Richard. *TCP/IP Illustrated, Volume 1: The Protocols* Addison-Wesley, 1994

CSE3ISP INFORMATION SYSTEMS PRACTICE (15. CPs Sem. TE-SEM-2 BE.)*Dr Pat Horan*

The aim of this unit is to enable students to develop a mature understanding of information systems concepts, practices and current issues in academic and professional contexts. Topics covered will be drawn from systems evaluation and failure; systems testing, implementation and maintenance, including test design, user training and documentation; overview of methodologies such as the object oriented paradigm; managing user involvement in system development, installation and maintenance; control, security and backup of physical facilities, hardware, software and data; systems acquisition including tendering; large systems; social, legal and ethical responsibilities of computer professionals; current professional and academic systems issues.

Prerequisite: INT2ISD or CSE2ISD.

Incompatible unit: INT3ISP

Class requirements: Two 2-hour workshops per week.

Assessment: One 3-hour open book examination (55%). Hurdle: to pass the subject, students must obtain at least 45% on the examination component of assessment and an overall mark of at least 50%. One 6,000-word group assignment (4 students per group) (45%)

CSE3KBS KNOWLEDGE BASED SYSTEMS (15. CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE.) *Dr TBA*

Not available in 2008

CSE3MP1 MAJOR PROJECT PART 1 (15. CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE.) *Dr Pat Horan*

Students (individually and in groups) work on projects that may include the planning, analysis, design, development, documentation and implementation of one or more systems. The project may be internal to the University or in collaboration with industry.

Prerequisite: INT2DS, INT2ISD or CSE2ISP (final year students only), CSE1IOO.

Incompatible unit: INT3MP1

Class requirements: Four hours of group work, including meeting with supervisor, per week.

This unit is not available for Study Abroad students.

Assessment: Project documentation (2700 words) (60%), one 20-minute group presentation (10%). 3–4 students per group, one 1350-word report (30%)

CSE3MP2 MAJOR PROJECT PART 2 (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Pat Horan*

Students normally continue the project commenced in Major Project Part 1.

Students (individually and in groups) work on projects that may include the planning, analysis, design, development, documentation and implementation of one or more systems. The project may be internal to the University or in collaboration with industry.

Prerequisite: Satisfactory completion of INT3MP1 or CSE3MP1 in the previous academic period.

Incompatible unit: INT3MP2

Class requirements: Four hours of group meetings, including meeting with supervisor, per week.

This unit is not available for Study Abroad students.

Assessment: Project documentation (2700 words) (60%), one 1350-word report (30%), one 20-minute group presentation (10%). 3–4 students per group

CSE3OAD OBJECT-ORIENTED APPLICATION DEVELOPMENT (15 CPs Sem. TE-SEM-2 BE, BU.) *BE: Ms Mary Martin, BU: Dr Julie Main, BU: Dr Kinh Nguyen*

Students are introduced to advanced application development in Java. Topics covered include design patterns, event-driven programming and graphical user interfaces (layout management, GUI components), applets, multithreading, socket programming and various build utilities.

Prerequisite: CSE1100 or CSE11PJ or CSE11JA.

Class requirements: Two 1-hour lectures and one 2-hour laboratory class per week for 12 weeks.

Assessment: One computer-programming assignment equivalent to 1000 words (30%), one 3-hour examination (70%). In order to pass the unit students must obtain an overall pass grade, obtain at least 45% in the examination and pass the non-examination component.

CSE3PE PROFESSIONAL ENVIRONMENT (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE, BU.) *Dr Lorraine Staehr*

In this unit students are introduced to the professional aspects of practising in the computing field, ethical and legal responsibilities of computing professionals and are encouraged to consider the social implications of their work.

Bendigo Campus: No prerequisite required.

Prerequisite: Graduate Diploma students: permission of the coordinator; undergraduate students: for final year computing students only.

Incompatible unit: INT3PE, MGT2BCO, CSE2COM

Class requirements: One 3-hour session per week incorporating lectures, seminars and tutorials.

Assessment: Two 1000-word essays (each 25%) and two 10-minute presentations based on the essays (50%) To pass the unit, students must attempt all assessments and must obtain an overall mark of at least 50%. Two 500-word equivalent assignments (each 15%) (30%), one 500-word equivalent reflective diary (10%), class participation (10%). Contributions to class discussions are noted

CSE3SDE SOFTWARE DEVELOPMENT ENVIRONMENTS (15. CPs Sem. TE-SEM-1 BE.) *Mr Tim Whitfort*

This unit provides the opportunity for students to obtain a thorough grounding in the theory and application of advanced software development environments. It includes an introduction to a software development environment, programming language and tools, rapid application development, programming the user interface, database programming and computing components. Other topics such as windows programming, current issues and trends and a comparison of software development environments are also covered.

Prerequisite: INT2DS and INT1IS or CSE1IS, CSE1HOO.

Incompatible unit: INT3SDE

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: One 2.5-hour examination (60%). Students must achieve a minimum of 40% on the examination component of the assessment and 50% overall to pass the unit. Two 1000-word assignments (or equivalent in program code and documentation) (40%)

Preliminary Reading:

Prince. *Murachs VB.NET Database Programming* Deitel
Visual Basic .NET How to Program. Prentice Hall, 3rd edn.

CSE3SE SOFTWARE ENGINEERING (15. CPs Sem. TE-SEM-2 BE.) *Mr Tim Whitfort*

This unit introduces students to the concept of software engineering, a disciplined approach to building software systems in a cost-effective way. Topics covered in this unit include programming style, software development tools, requirements definition, testing and debugging, software design, software project management, programming languages and applications.

Prerequisite: INT2DS, INT2ISD or CSE2ISD, CSE1HOO.

Incompatible unit: INT3SE

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: One 2.5-hour examination (60%). Students must achieve a minimum of 40% on the examination component of the assessment and 50% overall to pass the unit. Two 1000-word assignment (or equivalent in program code and documentation) (40%)

Preliminary Reading:

Priestly, M. *Practical Object Oriented Design* McGraw Hill Aust.

Recommended Reading:

McConnell, S. (1993) *Code complete: a practical Handbook of software construction*. Redmond, Wash: Microsoft Press.
Pressman, RS. (2001) *Software engineering: a practitioner's approach*. 5th edn. Boston: McGraw-Hill.
Pfleeger, SL. (2001) *Software engineering: theory and practice* 2nd edn. Upper Saddle River, NJ: Prentice-Hall.
Booch, G, Rumbaugh, J and Jacobson, I. (1999) *The unified modelling language user guide*. Reading Mass: Addison-Wesley.
Scott, K. (2001) *UML explained*. Boston: Addison-Wesley.

CSE3WE WEB ENGINEERING (15. CPs Sem. TE-SEM-1 BE.) *Mr Peter Somerville*

Students will study advanced concepts and issues associated with the development of commercial and business applications for the World Wide Web. Topics include web page design issues, new and emergent mark-up language concepts for the web protocols, forms and CGI basics; programming in Perl; shopping cart applications; web security; payment systems, emergent 'digital cash' systems; CGI and database systems; large scale vendor systems; web server issues: applications in E-commerce; new developments in Internet-based E-commerce; the politics of E-commerce, censorship and regulation, taxation issues.

Prerequisite: INT2DS, INT3CN or CSE3CN, CSE1HOO.

Incompatible unit: INT3WE

Class requirements: Two hours lectures per week and two hours of tutorial and practical work.

Assessment: One 2.5 hour examination (50%), one 2000-word assignment (50%)

Recommended Reading:

Guelich, S, Gundavaram, S and Birznies, G. *CGI Programming in Perl* O'Reilly and Associates, 2nd edn. 2000.

CSE3WS WEB SERVICES (15 CPs Sem. TE-SEM-2 BE.) *Mr Mary Martin*

This unit examines the provision and application of web services based on XML and web protocols, including using XSL for publishing XML documents into multiple formats. Acknowledged industry standards and standard organisations are examined in the context of the delivery of web services and applications of XML. An understanding of HTML, cascading style sheets and programming skills in a high level language, such as Java or Perl, are assumed from the prerequisite subjects.

Prerequisite: INT2WD or CSE2WD, INT2DS, CSE1HOO.

Incompatible unit: INT3WS

Class requirements: Two 1-hour lectures and two 1-hour tutorial/laboratory sessions per week.

Assessment: One 3-hour examination (70%), one 1000-word assignment (or equivalent in program code and documentation) (20%), one 500-word assignment (or equivalent in program code and documentation) (10%).

Recommended Reading:

Harold, ER and Means, WS. *XML in a nutshell*. O'Reilly, 3rd edn. 2004.

CSE4ADB ADVANCED DATABASES (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BE.) *Mr Noel McEwan, Dr Wenny Rahayu*

The concepts and implementations of next generation databases; object-oriented databases and object-relational databases are covered. Building a data warehouse, structuring and implementing OLAP (online Analytical Processing) queries. Implementation of a Web/Internet database, XML database design and implementation, XPath and XQuery. Setting-up a web database application, building a web database system that meets a system specification and implementation of the system on a selected commercial DBMS such as ORACLE10g application server.

Prerequisite: CSE21DB or CSE31DB or CSE41FDB.

Class requirements: One 2-hour lecture and one 2-hour laboratory per week.

Assessment: One 3-hour examination (65%), one programming assignment equivalent to 1500 words. (30%), one class test (5%)

CSE4AGR ADVANCED GRAPHICS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BU.)

BE: Dr Chris Cope, BU: Dr Richard Hall

In this unit, studies will be focused on covering the theory and practice of advanced 3D graphics. The unit covers such topics as ray casting, local illumination, transformations, texture mapping and Monte Carlo ray tracing. The laboratories will include exercises using popular 3D APIs such as OpenGL and Direct 3D.

Incompatible unit: CSE41AGR

Class requirements: One 2-hour lecture and one 3-hour laboratory class per week for 10 of the 13 weeks of the semester.

Assessment: One 3-hour examination. (60%), one programming assignment equivalent to 1500 words. (30%), laboratory work. (10%)

CSE4AT1 ADVANCED TOPICS IN COMPUTER SCIENCE 1 (15. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BU.) *Dr Chris Cope*

This unit is offered from time to time as a seminar series. The majority of the seminars are conducted by external experts with an international reputation. Students should contact the department of Computer Science and Computer Engineering to confirm, which topics will be available.

Class requirements: One 2-hour lecture and one 3-hour laboratory per week for 10 of the 13 weeks of semester.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%), one assignment equivalent to 1500 words. (30%)

CSE4AT2 ADVANCED TOPICS IN COMPUTER SCIENCE 2 (15. CPs Sem. TE-SEM-1 BU. TE-SEM-2 BE, BU.) *Dr Chris Cope*

This unit is offered from time to time as a seminar series. The majority of the seminars are conducted by external experts with an international reputation. Students should contact the department of Computer Science and Computer Engineering to confirm, which topics will be available.

Incompatible unit: HUS20LBD/30LBD.

Quota: 50.

Class requirements: One 2-hour lecture and one 3-hour laboratory class per week for 10 of the 13 weeks of the semester.

Assessment: One 3-hour examination (60%), one assignment equivalent to 1500 words. (40%)

CSE4DIR DIRECTED STUDY (15. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE: Dr Chris Cope, BU: Dr Wenny Rahayu*

This is a subject, which enables students to carry out independent study supervised by a member of staff. Enrolment requires the approval of the supervising member of staff in the Department of Computer Science and Computer Engineering and also the fourth year coordinator.

Class requirements: Supervised research under the direction of a member of staff equivalent to four hours of class contact per week.

This unit is not available for Study Abroad students.

Assessment: One 4000-word technical report or equivalent. (100%)

CSE4DIS DISTRIBUTED COMPUTING (15. CPs Sem. TE-SEM-1 BE, BU.) *BE:*

Dr Chris Cope, BU: TBA

Not available in 2008

CSE4DMI DATA MINING (15. CPs Sem. TE-SEM-2 BE, BU.) *BE: Dr Chris*

Cope, BU: Dr Dianhui Wang

Data mining refers to various techniques, which can be used to uncover hidden information from a database. The data to be mined may be complex data including multimedia, spatial and temporal. Data mining has evolved from several areas including: databases, artificial intelligence, algorithms, information retrieval and statistics. This unit is designed to provide graduate students with a solid understanding of data mining concepts and tools. The unit covers classification rule extraction, clustering and association rule mining techniques. Two domain applications, multimedia data mining for visual information retrieval and pattern discovery for bioinformatics, will be addressed in this unit.

Prerequisite: CSE3ISE (from 2009 CSE3CI).

Class requirements: One 2-hour lecture and one 3-hour laboratory class per week.

Assessment: One 3-hour examination (50%), one programming assignment equivalent to 1500 words. (50%)

Recommended Reading:

Dunham, MH. *Data Mining: introductory and advanced topics*. Prentice-Hall, 2003.

Tan, PN, Steinbach, M and Kumar, V. *Introduction to Data Mining* Pearson Education, Inc. 2006

CSE4HTA IT HONOURS THESIS (30 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Dr Chris Cope

Progression to the next unit CSE4HTB depends on an accurate and satisfactory progress report being filed by the student and supervisor and accepted by the CEM.

This unit represents the first unit of study for the Honours thesis. A list of prospective topics is available from the Bendigo Section of the Department of Computer Science and Computer Engineering. The student conducts a critical review of the literature relevant to the area of study, refines the topic to a specific proposal, conducts the proposed investigation and analyses outcomes. The student presents a seminar on the topic, attends related seminars and writes up the research as a thesis for examination.

Incompatible unit: INT4HTA

Class requirements: A weekly interview with the supervisor and attendance at research seminars as required.

Assessment: 17,000–22,000-word thesis (90%). This represents the combined assessment for the Honours thesis INT4HTA and INT4HTB.

Hurdle requirement: satisfactory progress report at the end of the intermediate semester. 30-minute seminar presentation (10%). Hurdle requirements: satisfactory 30-minute thesis presentation and attendance at other seminar presentations.

Prescribed Reading:

Evans, D and Gruba, P. *How to write a better thesis* Melbourne University Press, 2002.

CSE4HTB IT HONOURS THESIS (45 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Dr Chris Cope

Progression to this unit from INT4HTA or CSE4HTA depends on an accurate and satisfactory progress report being filed by the student and supervisor and accepted by the CEM.

This unit represents the second semester of study for the Honours thesis. A list of prospective topics is available from the Bendigo Section of the Department of Computer Science and Computer Engineering. The student conducts a critical review of the literature relevant to the area of study, refines the topic to a specific proposal, conducts the proposed investigation and analyses outcomes. The student presents a seminar on the topic, attends related seminars and writes up the research as a thesis for examination.

Prerequisite: INT4HTA or CSE4HTA.

Incompatible unit: INT4HTB

Class requirements: A weekly interview with the supervisor and attendance at research seminars as required.

This unit is not available for Study Abroad students.

Assessment: 30-minute seminar presentation (10%). Hurdle requirements: satisfactory 30-minute thesis presentation and attendance at other seminar presentations. 17,000-22,000-word thesis. (90%). This represents the combined assessment for the Honours thesis units INT4HTA and INT4HTB.

Prescribed Reading:

Evans, D and Gruba, P. *How to write a better thesis* Melbourne University Press, 2002.

CSE4THA THESIS A (30. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE:* Dr Chris Cope, BU: Dr Wenny Rahayu

The thesis is available to students enrolled in fourth year programs offered by the Department of Computer Science and Computer Engineering. The thesis is also available to Masters students who do not wish to undertake the major 90 credit point thesis. This unit together with CSE4THB must be completed consecutively over two semesters

Students undertake a project, across both CSE4THA and CSE4THB that takes the equivalent of eight or nine months of continuous work under the supervision of a member of staff. Each project is written up as a minor thesis with all students presenting a seminar on their topic. A literature survey is required at the end of the first semester of enrolment as well as five small research based exercises, which are a hurdle requirement for the unit. A list of prospective thesis topics is available from the Department of Computer Science and Computer Engineering.

Class requirements: One 1-hour lecture per week for 12 weeks of the semester. Supervised research under the direction of a member of staff equivalent to five hours per week.

This unit is not available for Study Abroad students.

Assessment: Literature survey including a problem definition equivalent to 5000 words (25%). First semester: students submit the literature survey and the research based exercises (which are a hurdle requirement), one thesis equivalent to 10,000 words (60%), one 30-minute oral presentation (5%). Second semester: students submit the 10,000-word thesis and deliver their oral presentation, one research paper equivalent to 2000 words (10%). The assessment components listed are the combined assessment for CSE4THA and CSE4THB. A final grade will be awarded on CSE4THB

CSE4THB THESIS B (30. CPs Sem. TE-SEM-1 BE, BU. TE-SEM-2 BE, BU.) *BE:* Dr Chris Cope, BU: Dr Wenny Rahayu

This thesis is available to students enrolled in fourth year programs offered by the Department of Computer Science and Computer Engineering. The thesis is also available to Masters students who do not wish to undertake the major 90 credit point thesis. This unit together with CSE4THA must be completed consecutively over two semesters

Students undertake a project, across both CSE4THB and CSE4THC that takes the equivalent of eight or nine months of continuous work under the supervision of a member of staff. Each project is written up as a minor thesis, with all students presenting a seminar on their topic. A literature survey is required at the end of the first semester of enrolment as well as five small research based exercises, which are a hurdle requirement. A list of prospective thesis topics is available from the Department of Computer Science and Computer Engineering.

Class requirements: Supervised research under the direction of a member of staff equivalent to five hours per week.

This unit is not available for Study Abroad students.

Assessment: literature survey including a problem definition equivalent to 5000 words (25%) First semester: students submit the literature survey and the five research based exercises (hurdle requirement), one-thesis equivalent to 10,000 words (60%), one 30-minute oral presentation (5%). Second semester: students submit the 10,000-word thesis and deliver their oral presentation., one research paper equivalent to 2000 words (10%). The assessment components listed are the combined assessment for CSE4THA and CSE4THB. The final grade will be awarded on CSE4THB

ELE1ELE ELECT110 ELECTRONICS (15. CPs Sem. TE-SEM-1 BE.) *Mr Mal Haysom*
Not available in 2008

ELE3DT DIGITAL TECHNOLOGY (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Mr Mal Haysom
Not available in 2008

ELE4EPD ENGINEERING PROCESS AND DESIGN (15 CPs Sem. TE-SEM-2 BE.) *Mr Mal Haysom*
Not available in 2008

ENG1COM COMMUNICATIONS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)
Dr Chris Cope, Ms Pat Horan
Not available in 2008

GEO1ES EARTH SCIENCE (15 CPs Sem. TE-SEM-1 BE.) *Mr Neville Rosengren*

This is an introduction to Earth Science. The course commences with a review of controversial issues such as the origin and age of the earth, measuring geological time, causes of ice ages and climate change, plate tectonics and continental drift and mass extinctions related to extraterrestrial impacts. Detailed studies are then made of the chemical and physical features of the common rock-forming minerals followed by a study of the origin, composition, texture and structure of igneous, sedimentary and metamorphic rocks. Other topics include volcanoes and earthquakes, the internal composition and structure of Earth, geological structures such as folds, faults and joints, rock weathering and the causes and rates of geological change on Earth. In practical classes, a study is made of rock-forming and common ore minerals and students are introduced to recognising a variety of sedimentary, igneous and metamorphic rocks. Basic procedures of geological mapping are also taught.

Class requirements: Two 1-hour lectures per week; and one 3-hour practical per week (including up to a maximum of 13 hours of directed learning per semester) and one 8-hour field class.

Assessment: Two 2-hour examinations; one theory, one practical. (90%), one 250-word field report (5%), practical work (equivalent to 250 words) (5%)

Prescribed Reading:

Hamblin, W. K. *Earth's dynamic systems* (1996) Macmillan Publishing Company, New York.

GEO1MG MATERIALS GEOLOGY (15 CPs Sem. TE-SEM-2 BE.) *Mr Neville Rosengren*

The unit commences with a study of the structure and dynamics of the solar system, the geology of the terrestrial planets, the moons of the Jovian planets and the structure and motions of the Earth-Moon system. The geology, geological and landform evolution of the Australian continent is then studied along with details of the economic geology of Australia including major ore deposits, hydrocarbons, other fuels and water resources. There is an introduction to the nature and uses of fossils in geology and a review of the major vertebrate and invertebrate fossil groups important in Australia. There is a study of natural hazards including geological events such as volcanoes, earthquakes, tsunamis and slope failure and climatic events such as flooding and storms on a local, regional, continental and global scale. Practical classes focus on topographical and geological mapping techniques and map interpretation.

Class requirements: Two 1-hour lectures per week; and one 3-hour practical per week (including up to a maximum of 13 hours of directed learning per semester) and one 8-hour field class.

Assessment: One 3-hour practical examination (80%), one 1000-word field report (10%), practical work (equivalent to 500 words) (10%)

Prescribed Reading:

Hamlin, WK. (1996) *Earth's dynamic systems*. Macmillan Publishing Company, New York.

GEO3EGM ENVIRONMENTAL GEOMORPHOLOGY (15 CPs Sem. TE-SEM-1 BE.) *Mr Neville Rosengren*

In this unit students study a variety of geological environments. The unit is substantially based on field work. The curriculum includes methods of study and dating of landforms, land forming events and the Quaternary in Australia. Students also study the geomorphology of coastlines, lakes, volcanoes, river valleys, mountains and arid areas with particular reference to recognition of hazards and risk assessment, identification and management of sites of special scientific significance and the impact of tourism and other activities

in sensitive geomorphological environments. Students also examine geomorphology in environmental impact assessments and the geomorphology of Victoria.

Prerequisite: GEO1ES

Class requirements: three hours of lectures and practical work per week, plus eight days of field work with a total of 78 hours for the semester.

Assessment: one 3-hour examination (70%), field reports (equivalent to 1500 words) (30%)

Prescribed Reading:

Cochrane GW, Quick, GW and Spencer-Jones D.(1991) *Introducing Geology*. Geological Society of Australia Inc, Melbourne.
Bird, ECF. (1993) *The Coast of Victoria*. Melbourne University Press.

GEO3SSC SOIL SCIENCE (15 CPs Sem. TE-SEM-2 BE.) *Mr Neville*

Rosengren

An examination is made of soil composition, physical and chemical properties of soil, the nature of parent material of soil, weathering and factors in soil formation, methods of soil survey and mapping, soil classification schemes and physical and chemical analysis of soil in the field and laboratory. Also covered are the fundamentals of soil chemistry, soils and geomorphology, soil-plant relationships and soil deterioration and soil erosion (salinity, acidification, structure decline, erosion).

Prerequisite: GEO1ES or CHE1C1A, or approval of course coordinator.

Class requirements: Three 1-hour lectures per week; and two hours of practicals and field work per week (including up to a maximum of 13 hours of directed learning per semester).

Assessment: One 2-hour theory examination (50%). Students must obtain at least 30 marks out of 65 for the total examination component of the assessment and 50% overall to pass the subject. One 1-hour practical examination (15%), five practical class reports (each equivalent to 300 essay words) (35%)

Prescribed Reading:

McDonald, RC, Isbell, RF, Speight, JG, Walker, J and Hopkins (1990) *Australian Soil and Land Survey Handbook* 2nd edn. Inkata Press, Melbourne.
Charman, P and Murphy B. (Eds.) (1998) *Soils – Their Properties and Management* Sydney UP.

MATOBM BRIDGING MATHEMATICS (30. CPs Sem. TE-ALL-YR BE.) *Ms Lex*

Milne

Not available in 2008

MATICA CALCULUS A (15. CPs Sem. TE-SEM-1 BE.) *Dr Simon Smith*

The development of calculus as a crucial step in the evolution of much of modern pure and applied mathematics is studied. The key concepts of differential and integral calculus are explored in this unit, which lays the foundation for subsequent major studies in mathematics or studies within the engineering program.

Recommended Prior Studies: a study score of at least 20 in VCE Mathematical Methods 3 and 4 or MAT1AC.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: Three 30-minute tests (each 10%) (30%), one 3-hour examination (70%)

Prescribed Reading:

Stewart, J. *Calculus and CD* 5th edn. Brooks/Cole, Pacific Grove, 2003.

MAT1CB CALCULUS B (15. CPs Sem. TE-SEM-2 BE.) *Dr Robert Champion*

The aim of Calculus B is to continue the theme of Calculus A in developing the foundations for studies in a wide range of areas of mathematics and engineering. Students are introduced to vector quantities and their application in geometry and mechanics, differential and integral calculus of functions of several variables and second order differential equations.

Prerequisite: MAT1CA.

Class requirements: three 1-hour lectures and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: one 3-hour examination (70%), three 30-minute tests (each 10%) (30%)

Prescribed Reading:

Stewart, J. *Calculus and CD* 5th edn. Brooks/Cole, Pacific Grove, 2003.

MAT1DIS DISCRETE MATHEMATICS (15. CPs Sem. TE-SEM-2 BE.) *Dr Simon*

Smith

Students survey the mathematical structures, which occur throughout computing-related disciplines and, which are needed to fully appreciate the processes involved in modern information technology. Topics studied include the basic structures of algorithms, the representation and manipulation of numbers in different bases and propositional logic and its relation to digital circuits via Boolean algebra. More advanced algorithmic and programming structures such as recursion are also considered.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour examination (70%), two 45-minute tests (each 15%) (30%)

Prescribed Reading:

Grossman, P. *Discrete mathematics for computing*. 2nd edn. Palgrave Macmillan, Basingstoke, 2002.

MAT1MIT MATHEMATICS FOR IT (15 CPs Sem. TE-SEM-1 BE.) *Dr*

Christopher Lenard

Mathematics for IT will provide a general introduction to mathematics typically encountered in later IT subjects and promote an awareness and appreciation of the influence of mathematics and computing on each other. The emphasis will be on mathematical reasoning in IT, with examples from all areas and eras of computing. Topics will include: using statistics to analyse codes; logarithms – computers before computing; algorithms – such as Euclid's and sorting and searching; efficiency of algorithms – polynomials and exponentials; functions – both mathematical and programming; order is important – parsing and flow control; simulation and modelling; teaching a machine to think; early computing devices and aids.

Incompatible unit: MAT1POM

Class requirements: 4 hours of lectures and tutorials per week.

Assessment: one 1500-word assignment (30%), one 1-hour test (20%), one 2-hour examination (50%)

MAT1PHM PHARMACY MATHEMATICS (15 CPs Sem. TE-SEM-2 BE.) *Dr*

John Schutz

In Pharmacy Mathematics, students are introduced to some of the fundamental mathematical and statistical techniques that are required for pharmacy studies and research. The first part of the unit provides a revision of differential and integral calculus and an introduction to mathematical modelling and differential equations. Emphasis is then given to statistics, with the major topics being probability distributions, basic statistical inference and confidence intervals, hypothesis testing and simple linear regression. Throughout the unit, topics will be illustrated with examples drawn from contemporary pharmacy practice.

Class requirements: Two 1-hour lectures and one 2-hour workshop per week.

Assessment: Two 45-minute tests (40%), one 3-hour examination (60%)

Prescribed Reading:

lecture notes provided by the lecturer

MAT2CC CALCULUS C (15. CPs Sem. TE-SEM-1 BE.) *Dr John Schutz*

In Calculus C, a variety of concepts and techniques that have important practical applications in applied mathematics and engineering are introduced. Topics to be studied include matrices and the eigenvalue problem, Fourier series and the calculus of vector fields.

Prerequisite: MAT12CB.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%), three 30-minute tests (each 10%) (30%)

Prescribed Reading:

James, G et al. *Advanced modern engineering mathematics*. 4th edn. Addison-Wesley, Wokingham, 2000.

MAT2LIN LINEAR ALGEBRA (15. CPs Sem. TE-SEM-2 BE.) *Dr Christopher Lenard*

The approach taken in this unit is the use of linear algebra as a tool and language for understanding and solving problems from a wide variety of disciplines such as statistics and computing. Matrices and systems of linear equations are introduced and we show how the familiar notions of point, line, plane and distance can be generalised. Basic ideas such as basis, linear independence and eigenvalues are studied. Applications may include Leontieff economic models, curve-fitting, regression, factor analysis, Markov chains, environmental management, game theory, error-correcting codes, tomography and computer graphics.

Prerequisite: MAT11CA.

Incompatible unit: MAT31LA, MAT32LA

Class requirements: Four 1-hour lectures per week.

Assessment: One 2.5-hour examination (50%), two calculation-based assignments (each equivalent to 1000 words) (50%)

Prescribed Reading:

Poole, D. *Linear algebra* Thomas Nelson Aust. 2nd edn.
Poole D. (2003) *Linear algebra: a modern introduction* Pacific Grove, CA: Brooks/Cole

MAT2NAG NETWORKS AND GRAPHS (15 CPs Sem. TE-SEM-1 BE.) *Dr Christopher Lenard*

This unit is offered at third unit level also.

Some of the fundamental algorithms of networks and graphs, which are used throughout information technology are studied in this unit. For example, telecommunications networks rely heavily on algorithms, which minimise costs or maximise efficiency, while sorting and searching are ubiquitous in databases. Topics to be covered include trees and sorting algorithms, the minimum spanning tree problem, depth-first and breadth-first searches, shortest-path problems, networks and critical paths, maximum flows and minimum costs, greedy algorithms and matchings. Particular applications will depend on the interests of the class. This unit is particularly suitable for computing, mathematics and engineering students.

Prerequisite: MAT12DIS or MAT11CA.

Class requirements: Four hours of lectures and workshops per week.

Assessment: Three major problem-based assignments (each equivalent to 1000 words) (25% each) (75%). Third year students will be expected to demonstrate a greater degree of subject understanding and discipline-specific skills in their written work. One 1000-word essay (25%).

Prescribed Reading:

Aldous, JM and Wilson, RJ. *Graphs and Applications: An introductory approach*. Springer, London, New York, 2000.

MAT3ALG ALGEBRA (15. CPs Sem. TE-SEM-2 BE.) *Dr Christopher Lenard*
*Not available in 2008***MAT3CA COMPLEX ANALYSIS** (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Simon Smith*

Students wishing to enrol in this unit must seek approval from the Head of Mathematics.

The development of the theory of functions of a complex variable provides a fascinating example of how initial vague and uncertain ideas can be turned into a powerful and rigorous theory with far-ranging applications. The key aspects of this development are studied, from the first attempts to satisfactorily define and manipulate complex numbers, to the immense contribution of mathematicians such as Cauchy in the 19th century and finally to the modern era, where the advent of high speed computers has brought mathematics to a wide audience.

Prerequisite: MAT21CC.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: 3-hour examination (70%), two problem-based assignments, each equivalent to 750 words (each 15%) (30%)

Prescribed Reading:

Brown, JW and Churchill, RV. *Complex variables and applications* 6th edn. McGraw-Hill, New York, 1996.

MAT3NM NUMERICAL MATHEMATICS (15. CPs Sem. TE-SEM-1 BE.) *Dr Robert Champion*

Students are introduced to a wide variety of concepts and methods in computational mathematics. Topics covered are solutions of nonlinear equations, interpolation and approximation, numerical integration, numerical linear algebra, solutions of ordinary differential equations and optimisation. Use is made of modern computer packages to illustrate key aspects of these numerical problems and to facilitate their solution.

Prerequisite: MAT2CC.

Class requirements: One 2-hour lecture and one 2-hour tutorial per week.

Assessment: One 3-hour examination (70%), two calculation-based assignments, each equivalent to 750 words (each 15%) (30%)

Prescribed Reading:

Champion R and Mills T. *Numerical Mathematics* (to be provided by the lecturers)

MAT3TIM TOPICS IN MATHEMATICS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Christopher Lenard*

Students wishing to enrol in this unit must seek approval from the Head of the Department of Mathematics and Statistics.

This unit provides an opportunity for advanced students to study a suitable topic in mathematics, which is not covered in other subjects offered by the Department of Mathematics. The topic will depend on the interests of students and available staff.

Prerequisite: Successful completion of 30 credit points of mathematics units at second year level and permission of the Head of the Department of Mathematics and Statistics.

Class requirements: 3 hours of lectures per week.

Assessment: Either two calculation-based assignments (each 50%) (100%) equivalent to 2000 words each, or two calculation-based assignments (each 40%) (80%) equivalent to 1500 words each and one 20-minute presentation (20%)

PHA1IP INTRODUCTION TO PHARMACY (15. CPs Sem. TE-SEM-1 BE.) *Mrs Joy Spark*

In this unit students will be introduced to a range of pharmacy issues, including the profession of pharmacy, its history, ethical and legal issues and dispensing. The students will explore the complex interaction between health and various theories of learning, motivation and personality. They will also examine how stress, group behaviour and psychopathology can directly and indirectly influence our health status.

Class requirements: Three 1-hour lectures, one 1-hour tutorial and one 2-hour workshop per week. Two 2-hour practice placements during semester.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (60%). Students must pass both the psychology and pharmacy components of this subject.

Assessments, which contribute to each component will be notified in Week 1. Workshop and practice placements reports (20%). Students must submit satisfactory placement reports in order to obtain a pass in the subject. Online activities, multiple choice quizzes (20%)

Prescribed Reading:

Gerrig, J and Zimbardo *Psychology and Life* 1st int. edn. Allyn and Bacon: Boston 2005

Recommended Reading:

Medical Dictionary Burr et al. or Mosby recommended
Winfield, AJ and Richards, RME. *Pharmaceutical Practice* 3rd edn. Churchill Livingstone, 2004

PHA1PPA PHARMACY PRACTICE A (15 CPs Sem. TE-SEM-2 BE.) *Mrs Joy Spark*

Students will be introduced to pharmaceutical products and routes of administration, absorption, distribution and elimination of drugs. They will study pharmaceutically relevant physicochemical phenomena and formulation of solutions and pharmaceutical calculations. Students'

written and oral communication skills will be developed in workshops because communication is an important element of pharmacy practice.

Prerequisite: PHA1IP,CHE1C1A.

Class requirements: Two 1-hour lectures and two 2-hour workshops per week; two 2-hour practice placements during semester.

This unit is not available for Study Abroad students.

Assessment: One 500-word communication assignment and one, 5-minute oral presentation (20%). Students must obtain a mark of at least 50% in both the communication skills and pharmaceuticals components to pass. Assessments which contribute to these components will be notified in week 1. One 2.5-hour examination (50%), one 1250-word placement report (15%), Laboratory practical reports (15%). Students must attend at least 80% of both pharmaceuticals and communications workshops to pass this unit.

Prescribed Reading:

Australian Pharmaceutical Formulary (APF) 20th edn.

Pharmaceutical Society of Australia, 2006.

Medical Dictionary Australian and New Zealand edn. Mosby, 2006
Aulton, M.E. *Pharmaceutics: The Science of Dosage Form Design*, 2nd edn. Churchill-Livingstone, 2002.

Recommended Reading:

Winfield, AJ and Richards, RME. *Pharmaceutical Practice* 3rd edn. Churchill Livingstone, 2004

Florence, AT and Attwood, D. *Physicochemical Principles of Pharmacy* 4th edn. Pharmaceutical Press, 2005

PHA2PGA PHARMACOLOGY A (15 CPs Sem. TE-SEM-1 BE.) *Dr Meeuwis Boelen*

In this unit students will be introduced to physiological control and the body systems involved in control. The unit will cover receptor kinetics, nerve impulse propagation and transmission, the operation of the nervous and endocrine systems (with special emphasis on the autonomic nervous system) and the pharmacology of drugs acting at synaptic and neuromuscular sites. The practical component will introduce the use of physiological equipment and animal experimentation ethical considerations.

Prerequisite: BIO1CO or BIO1LS1, or approval of the course coordinator.

Incompatible unit: BIO2CES

Class requirements: Three 1-hour lectures and three hours of practical classes, tutorial work and directed learning per week.

Assessment: 3-hour examination (65%), practical reports (approx 1500 words) (20%), interview (15%). Practical interview of ten minutes duration. Students are questioned on the practical of their choice. Assessors then choose another practical and question the student.

Prescribed Reading:

Rang, HP, Dale, MM, Ritter, JM and Moore, PK 2003 *Pharmacology* 5th edn. Livingstone

Recommended Reading:

Widmaier, EP, Raff, H and Strang, KT. 2004 *Vander, Sherman and Luciano's Human Physiology* 9th edn. McGraw Hill

PHA2PGB PHARMACOLOGY B (15 CPs Sem. TE-SEM-2 BE.) *Dr Adrian Verrinder*

This unit will build on the principles introduced in Pharmacology A. It will cover peripheral mediators, local hormones and pharmacological manipulations in inflammation, immunity, the cardiovascular system, atherosclerosis, lipoprotein metabolism, haemostasis, the respiratory system and the renal system. For each system there will be consideration of some of the associated contraindications, interactions, allergic reactions, incompatibilities, adverse effects, toxicity and inherited disorders.

Prerequisite: PHA2PGA, or approval of the course coordinator.

Co-requisite: PHA2PPB.

Class requirements: Three 1-hour lectures and three hours of practical classes, tutorial work and directed learning per week.

Assessment: 3-hour examination (60%), practical reports (approx 750 words) (20%), 750-word assignment (20%)

Prescribed Reading:

Rang, HP, Dale, MM, Ritter, JM and Moore PK. (2003) *Pharmacology (5th ed)* Edinburgh: Churchill Livingstone

Recommended Reading:

Walker R and Edwards C (Eds) (2003) *Clinical Pharmacy and Therapeutics* 3rd edn. Edinburgh: Churchill Livingstone

PHA2PP2 PHARMACY PRACTICE 2 (15. CPs Sem. TE-ALL-YR BE.) *Professor*

Kenn Raymond

Not available in 2008

PHA2PPB PHARMACY PRACTICE B (15. CPs Sem. TE-SEM-2 BE.) *Professor*

Kenn Raymond

The discipline of pharmacy practice is the focus of pharmacy students' studies. This unit introduces the important concept of pharmaceutical care. Communication and referral skills will be applied in a pharmacy counselling context. Therapeutics, where possible, is taught in conjunction with Pharmacology B and includes drugs used to treat digestive disorders, including dyspepsia, diarrhoea and constipation; inflammatory drugs – analgesics and corticosteroids; drugs affecting the heart, lungs and kidneys. The major thrust of this unit is communication of therapeutic information to the patient.

Prerequisite: PHA12PPA.

Co-requisite: PHA2PGB.

Class requirements: Three 1-hour lectures and 2 hours of workshops or tutorials per week; one 5 day placement during the mid-year break.

Assessment: One 3-hour end-of-year examination (70%). Students must obtain at least 40% in the examination to pass this unit. Students must attend 80% of workshops to pass this unit.

Tutorial assessments. Assignments (total of 1000 words), one five minute oral presentation (30%). Including participation, counselling sessions and drug information. Students must obtain a satisfactory placement report in order to obtain a pass.

Prescribed Reading:

Australian Medicines Handbook Sponsored by PSA, ASCEPT and RACGP, 2006

Boh LE. *Pharmacy Practice Manual: a Guide to the Clinical Experience* Maryland: Lippincott Williams and Wilkins 2001

Recommended Reading:

Medical Dictionary Australian and New Zealand Edn. Mosby, 2006
Victorian Drug Usage Advisory Committee *Therapeutic Guidelines*, Victoria Therapeutic Guidelines Limited, 2006

PHA2PTA PHARMACEUTICS A – TWO PHASE SYSTEMS (15 CPs Sem. TE-SEM-1 BE.) *Mrs Joy Spark*

This unit is offered at third unit level also.

Students will be taught the design and formulation of two-phase pharmaceutical products including suspensions and emulsions. Major topics include: pharmaceutically relevant physicochemical phenomena and formulation of two phase dosage forms; preparation and dispensing of extemporaneous pharmaceutical preparations; introduction to biopharmaceutics, pharmacokinetics and the concepts of bioavailability, pharmaceutical calculations.

Prerequisite: PHA1PPA,CHE1C1A

Class requirements: Two 1-hour lectures per week and 10 1-hour tutorials and 30 hours (total) laboratory work per semester.

Assessment: Laboratory Practical test (10%), tutorial and laboratory exercises (1500 words) (20%). Students must attend 80% of laboratory classes and 80% of tutorial classes to pass this unit, 3-hour examination (70%). Students must obtain at least 40% in the examination to pass this unit.

Prescribed Reading:

Australian Pharmaceutical Formulary 20th edn. Pharmaceutical Society of Australia, 2006.

Aulton, ME. *Pharmaceutics: the Science of Dosage Form Design* 2nd edn. Churchill Livingstone, 2002.

Recommended Reading:

Ritschel, WA and Kearns, GL. *Handbook of basic pharmacokinetics – including clinical applications* American Pharmacists Association, Washington (2004)

Martindale: the Complete Drug Reference 32nd edn. Pharmaceutical Press, 1999

Winfield, AJ and Richards, RME. *Pharmaceutical Practice* Churchill Livingstone, 2004.

Florence, AT and Attwood, D. *Physicochemical Principles of Pharmacy* 4th edn. Pharmaceutical Press, 2005.

PHA3APP CLINICAL PHARMACY AND PHARMACOEPIDEMOLOGICAL RESEARCH (15 CPs Sem. TE-SEM-2 BE.) *Professor Kenn Raymond*

In this unit material previously learnt in Pharmacology (particularly Pharmacology D) is integrated with the relevant patient counselling skills. Clinical therapeutics relating to neurodegenerative disorders, affective disorders, anxiety and depression, epilepsy, Parkinsonism, pain control, drug dependence and substance abuse are taught. Team teaching, ward rounds and student-presented clinical seminars continue. Research methods and pharmacoepidemiology are introduced and students learn research terminology and are engaged in consideration of qualitative and quantitative methods, data collection, statistical analyses and critical appraisal of existing research focussing on pharmacoepidemiology.

Prerequisite: PHA3PPL.

Co-requisite: PHA3PGD.

Incompatible unit: None

Class requirements: Three 1-hour lectures and two hours of tutorials per week, these may be taught in block mode; one three–five day placement (during the mid-year break).

This unit is not available for Study Abroad students.

Assessment: One 2-hour examination (40%). Students must pass each of the examination, drugs in profile and clinical report components of this subject. Pharmacoepidemiological research report (1500 words) (30%), drugs in profile and clinical reports (total 250 words) (10%), research evidence and interpretation task (total 750 words) (20%). Students must submit a satisfactory placement report to pass this subject.

Preliminary Reading:

Polgar A and Thomas S. *Introduction to Research in the Health Sciences* Melbourne: Churchill Livingstone (1995)

Prescribed Reading:

Walker R and Edwards C. (Eds) *Clinical Pharmacy and Therapeutics* 3rd edn. Edinburgh: Churchill Livingstone (2003)

Recommended Reading:

Medical Dictionary Burr et al. recommended

PHA3PGC PHARMACOLOGY C (15 CPs Sem. TE-SEM-1 BE.) *Dr Adrian Verrinder*

This unit builds on the principles introduced in Pharmacology A and B. It covers pharmacological manipulation in the gut, liver, endocrine pancreas, thyroid, pituitary, adrenal cortex, reproductive system (including obstetrics and gynaecology) and bone and calcium metabolism. Special attention is paid to obesity and metabolic disorders and their impact on drug excretion. This unit also covers considerations of paediatric therapeutics, drug safety in pregnancy and lactation including teratogens and mutagens and age related changes in drug disposition. For each system some of the associated contraindications, interactions, allergic reactions, incompatibilities, adverse effects, toxicity and inherited disorders are also addressed.

Prerequisite: PHA2PGB.

Co-requisite: PHA3PPL.

Class requirements: Two 1-hour lectures per week and three hours of case histories, directed learning or tutorials per week.

Assessment: One 3-hour examination (70%), two 750-word case histories or laboratory reports. (30%)

Prescribed Reading:

Rang HP, Dale MM, Ritter JM and Moore PK (2003) *Pharmacology* 5th edn. Edinburgh: Churchill Livingstone

Recommended Reading:

Walker R and Edwards C Ends *Clinical Pharmacy and Therapeutics* 3rd edn. Edinburgh: Churchill Livingstone, 2003

PHA3PGD PHARMACOLOGY D (15 CPs Sem. TE-SEM-2 BE.) *Dr Meeuwis Boelen*

Drugs affecting the central nervous system will be covered by this unit, including drugs used in pain relief, anaesthesia, neurological disorders and psychiatric disorders. Some contraindications, interactions allergies, incompatibilities, adverse reactions and signs of toxicity, drug dependence and abuse will be considered.

Prerequisite: PHA2PGA or equivalent, with approval of course coordinator.

Co-requisite: PHA3APP.

Class requirements: Three 1-hour lectures and one 3-hour practical or workshop per week.

Assessment: 2-hour examination (50%), drug research report (3000 words) (30%), 20-minute seminar presentation (20%)

Prescribed Reading:

Rang HP, Dale M, Ritter JM and Moore PK *Pharmacology* 4th edn. Churchill Livingstone (2003)

Recommended Reading:

White, Jason *Drug Dependence* Prentice Hall; New Jersey (1991)

Goodman LS and Gilman A *The pharmacological basis of therapeutics* 10th edn. Macmillan (2001)

PHA3PPL CLINICAL PHARMACY, LEGISLATION AND PRACTICE (15 CPs Sem. TE-SEM-1 BE.) *Professor Kenn Raymond*

A highly integrated and relevant picture of how pharmacists can contribute to patients' health outcomes is presented. Students learn pertinent clinical therapeutic material that enables them to optimise patient therapies in a wide range of disorders (gastrointestinal, liver, endocrine and reproductive disorders and calcium metabolism). Topics covered are complementary to those taught in Pharmacology C and interface with Clinical Biochemistry. Students obtain a thorough understanding of the Law and Ethics of Pharmacy. State and Federal legislation controlling pharmacy, drugs and poisons are covered.

Prerequisite: PHA2PPB.

Co-requisite: PHA3PGC.

Incompatible unit: None

Class requirements: Three 1-hour lectures, one 2-hour clinical tutorial, these may be taught in block mode.

Assessment: One 1.5-hour end of semester examination (Pharmacy Law) (35%). Students must pass all components in order to pass the subject. Workshop activities (clinical seminar presentations and assignments, drugs in profile) (1000 words) (25%), one 2-hour end-of-semester examination (Pharmacy Practice) (40%)

Prescribed Reading:

Walker R and Edwards E (Eds) *Clinical Pharmacy and Therapeutics* 3rd edn. New York: Churchill Livingstone, (2003)

Pharmacy Board of Victoria *Office Consolidation* Melbourne:

Pharmacy Board of Victoria

Boh LE *Pharmacy Practice Manual; a Guide to the Clinical Experience* Maryland: Lippincott, Williams and Wilkins, (2001)

PHA3PTB PHARMACEUTICS B – SOLID DOSAGE FORMS (15 CPs Sem. TE-SEM-2 BE.) *Mrs Joy Spark*

Design and formulation of solid pharmaceutical products. Major topics include: pharmaceutically relevant physicochemical phenomena and formulation of solid dosage forms; preparation and dispensing of extemporaneous pharmaceutical preparations; specialised dosage forms including delayed, sustained and controlled release products, pro-drugs, liposomes and targeted drug delivery; drug stability, including physical stability of various formulations and shelf life; pharmaceutical calculations; advanced pharmacokinetics.

Prerequisite: PHA2PTA.

Class requirements: Three 1-hour lectures per week and 30 hours of practical sessions or workshops per semester.

This unit is not available for Study Abroad students.

Assessment: 3-hour examination (70%), two practical tests in class (20%). Students must pass the practical tests to pass this subject. Pharmaceutical calculation assessment (10%). Students must obtain 100% for the pharmaceutical calculation assessment to pass this subject. (Maximum of 3 attempts allowed).

Prescribed Reading:

Australian Pharmaceutical Formulary 19th edn. Pharmaceutical Society of Australia, 2004

Ritschel, WA and Kearns, GL. *Handbook of basic pharmacokinetics – including clinical applications* American Pharmacists Association, Washington 2004

Aulton, M.E. *Pharmaceutics: the Science of Dosage Form Design* Churchill Livingstone, 2nd edn. 2002

Recommended Reading:

Martindale: the Complete Drug Reference 32nd edn. Pharmaceutical Press, 1999

Winfield, AJ and Richards, RME. (Ed) *Pharmaceutical practice* Edinburgh: Churchill Livingstone, 2004.

Florence, AT and Attwood, D. *Physicochemical principles of pharmacy* 3rd edn. Basingstoke: Macmillan (1998)

PHA4CM COMPLEMENTARY MEDICINES (15 CPs Sem. TE-SEM-1 BE.) *Mrs Joy Spark*

Students will be introduced to the use of herbal and homeopathic medicines, nutritional supplements and traditional Chinese medicines. Appropriate examples applicable to pharmacy practice in Australia will be introduced, enabling students to critically evaluate the total therapeutic regime (complementary medicines and evidence-based medicines). Other issues covered include, quality and safety of complementary medicines and nutrition.

Class requirements: Three 1-hour lectures and one 2-hour workshop or equivalent directed learning per week.

This unit is not available for Study Abroad students.

Assessment: One 500-word assignment (10%), one 2000-word report (directed learning component) (40%), one 2-hour examination (50%)

Prescribed Reading:

Der Marderosian A. (Ed) *Guide to Popular Natural Products* (latest edn.) (either electronic or bound copy) St Louis, USA: Facts and Comparisons

Newall CA et al. *Herbal Medicines* London: Pharmaceutical Press (1996)

Recommended Reading:

Micozzi M.S. *Fundamentals of Complementary and Alternative Medicine* Pennsylvania USA: Churchill Livingstone (2001)

PHA4HPA PHARMACY HONOURS PROJECT A (20. CPs Sem. TE-SEM-1 BE.)

Ms Joy Spark

This unit represents one semester of a year-long unit.

After review of the relevant literature, students will, in conjunction with an academic staff supervisor, refine a research question and research design. The method used in the project will depend on the research question. It may involve literature evaluation, experimental or empirical study, case study, theoretical or inferential work, survey etc. This unit consists mainly of pilot work, data collection, data analysis, seminar presentation and the writing of a minor thesis.

Prerequisite: Invitation to undertake Honours in Pharmacy based on high academic achievement in third year.

Class requirements: Students will plan, conduct and report on original research. They will meet with their supervisors regularly and attend research methods classes pertinent to their research field.

This unit is not available for Study Abroad students.

Assessment: One research proposal, including literature review (1500 words) (15%). Students will be unable to proceed unless a satisfactory research proposal is developed, one seminar presentation (15 minutes) (10%), one minor thesis (11,000 words) (75%)

PHA4HPB PHARMACY HONOURS PROJECT B (25. CPs Sem. TE-SEM-2 BE.)

Ms Joy Spark

This unit represents one semester of a year-long unit.

After review of the relevant literature, students will, in conjunction with an academic staff supervisor, refine a research question and research design. The method used in the project will depend on the research question. It may involve literature evaluation, experimental or empirical study, case study, theoretical or inferential work, survey etc. This unit consists mainly of pilot work, data collection, data analysis, seminar presentation and the writing of a minor thesis.

Prerequisite: PHA4HPA.

Class requirements: Students will plan, conduct and report on original research. They will meet with their supervisors regularly and attend research methods classes pertinent to their research field.

This unit is not available for Study Abroad students.

Assessment: One research proposal, including literature review (1500 words) (15%). Students will be unable to proceed unless a satisfactory research proposal is developed. One seminar presentation (15 minutes) (10%), one minor thesis (11,000 words) (75%)

PHA4PAC PHARMACY PRACTICE AND ADVANCED COUNSELLING (15 CPs Sem. TE-SEM-2 BE.) *Mrs Joy Spark*

In this unit students will develop skills to help solve problems of a sociological nature likely to be encountered when practicing as a

pharmacist. Topics to be covered include making decisions about how to respond, ways to respond, crisis intervention, telephone counselling, dealing with people from culturally and linguistically diverse (CALD) backgrounds, values and beliefs about people, customers in difficult situations, assertive skills, grief and loss, teamwork and counselling across the life span.

Class requirements: One 1-hour lecture, one 2-hour seminar and one 2-hour workshop or equivalent directed learning per week and a half day placement with a medical practitioner per semester.

This unit is not available for Study Abroad students.

Assessment: Counselling class papers (2000 words in total) (40%), analysis of workshop discussions (1000 words) (20%), one 2-hour examination (40%)

Prescribed Reading:

Compton, BR and Galway, B. *Social Work Processes* latest edn. USA, Brooks/Cole Publishing

Recommended Reading:

Gaud, P. *A behavioural approach to pharmacy practice* latest edn. Oxford, Blackwell Science

PHA4PBT PHARMACEUTICAL BIOTECHNOLOGY (15. CPs Sem. TE-SEM-1 BE.) *Dr Ian Swift*

In this unit students will be introduced to the fundamental principles underlying the common techniques used in DNA technology and genetic engineering and their application to pharmacy and the pharmaceutical industry. Students will also be introduced to the areas of pharmacogenomics, bioinformatics and how genetic data may be assessed for the purpose of gene analysis.

Prerequisite: BIO2IMB BIO2BPC.

Incompatible unit: BIO3MBT

Class requirements: Three 1-hour lectures per week and ten 2-hour workshops or practical sessions per semester.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (65%), Workshop/practical reports (1500 words total) (35%)

Prescribed Reading:

Weaver RF. *Molecular biology* 2nd edn. 2002 McGraw Hill

PHA4PCA PHARMACEUTICAL CARE – QUALITY USE OF MEDICINES A (15 CPs Sem. TE-SEM-1 BE.) *Professor Kenn Raymond*

In this unit students will explore the expanded role of the pharmacist in delivering optimised therapy with positive outcomes for the patient. Areas that will be covered include dermatology and wound management, pain management, infections and oncology including infections of gastrointestinal tract, respiratory tract, renal systems, brain and CNS and bone. Issues associated with medication misadventure will be discussed.

Prerequisite: PHA3APP.

Co-requisite: PHA4PM.

Class requirements: Three 1-hour lectures and one 2-hour workshop or equivalent directed learning per week and two weeks of placement per semester.

This unit is not available for Study Abroad students.

Assessment: Four 500-word assignments (clinical histories obtained from placements) (40%), one 3-hour examination (60%)

Prescribed Reading:

Koda-Kimble MA et al. *Handbook of Applied Therapeutics* latest edn. USA, Lippincott-Williams and Wilkins

Therapeutic Guidelines *Therapeutic Guidelines* (latest editions of relevant titles) North Melbourne, Australia, Therapeutic Guidelines Ltd

Recommended Reading:

Reeve J, Polack M, (Eds) *Counselling Guide for Non-Prescription Medicines* (Latest Edn.) Curtin ACT, Pharmaceutical Society of Australia

PHA4PCB PHARMACEUTICAL CARE – QUALITY USE OF MEDICINES B (15 CPs Sem. TE-SEM-2 BE.) *Professor Kenn Raymond*

In this unit, students will explore the issues of information sources to determine the true therapeutic place of various treatment regimes, using an evidence-based medicine approach and how this information can be conveyed to the patient so that therapy is optimised. Topics to be covered include cardiovascular, renal, endocrinology and

respiratory disease states, health issues affecting males and over the counter medications. Placements, role-plays, clinical scenarios and Home Medication Reviews will ensure that students will be introduced to the newer roles of pharmacists in delivery of pharmaceutical care.

Prerequisite: PHA41PCA.

Class requirements: Three 1-hour lectures and one 2-hour workshop or equivalent directed learning per week and 3-weeks of placement per semester.

This unit is not available for Study Abroad students.

Assessment: four 500-word assignments (clinical histories obtained from placements) (40%) A satisfactory placement report must be submitted to pass this unit, one 2.5-hour examination (60%). Students must obtain at least 40% in the examination to pass this unit

Prescribed Reading:

Koda-Kimble MA et al. *Handbook of Applied Therapeutics* (latest edn.) USA, Lippincott-Williams and Wilkins
Therapeutic Guidelines *Therapeutic Guidelines* (current editions of relevant titles) Melbourne, Australia

PHA4PM PHARMACEUTICAL MICROBIOLOGY AND ONCOLOGY (15 CPs Sem. TE-SEM-1 BE.) *Professor Robert SEVIOUR*

Material presented in Introduction to Microbiology is extended and built on. Topics covered include: sterilization techniques and sterility testing, microbial standards for sterile products, microbial genetics and antibiotic resistance and vaccination. Infections of organ systems, treatment with antibiotics, antifungals, antivirals, antiprotazoals and anthelmintics will also be covered along with oncology and cytotoxic drugs.

Prerequisite: BIO211MB.

Class requirements: Three 1-hour lectures per week and ten 2-hour workshops or practical sessions, per semester. This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (65%), four practical/workshop reports (1500 words total) (35%)

Prescribed Reading:

Hugo and Russell *Pharmaceutical Microbiology* 6th edn. Blackwell (1998)
Therapeutics Guidelines Ltd *Therapeutic Guidelines: Antibiotic* latest edn. North Melbourne, Therapeutic Guidelines Ltd

Recommended Reading:

Aulton, ME. *Pharmaceutics: The Science of dosage form design* 2nd edn. London, Churchill Livingstone (2002)
Rang, HP, Dale, JM and Ritter, JM. (2003) *Pharmacology* 5th edn. London, Churchill Livingstone

PHA4PP PHARMACY PROJECT (15 CPs Sem. TE-SEM-2 BE.) *Mrs Joy Spark*

Students will work in groups of a maximum of eight (8) students, to conduct a project under the supervision of academic staff. The group will choose a topic on an issue relevant to pharmaceutical science or pharmacy practice.

Prerequisite: PHA3APP.

Class requirements: The group will meet with their supervisor for one hour once a week, to demonstrate their progress and participation. This unit is not available for Study Abroad students.

Assessment: One initial 15-minute group oral presentation (10%), demonstrated participation and one final 30–45-minute group oral presentation (35%). Each student's participation will be assessed by the other students in their group. Individual students must satisfy participation requirements to pass the subject. Final report, where each member is responsible for 3000 words (55%)

PHA4PPM PHARM PRAC AND MANAGEMENT: PHARMACY PRACTICE AND MANAGEMENT (15 CPs Sem. TE-SEM-2 BE.) *Mr Barry Phillips*

Students will be provided with an understanding of legal, accounting and other associated aspects relevant to management. Topics will include business structures, law of contract, law of negligence, Trade Practices Act, insurance, confidentiality, law of employment, equal opportunity, occupational health and safety, basic accounting concepts, organisational issues and pharmacy management computer software.

Class requirements: One 3-hour seminar and one 2-hour workshop or equivalent directed learning, per week.

This unit is not available for Study Abroad students.

Assessment: One 2500-word essay (50%), one 2-hour examination (50%)

Prescribed Reading:

Griggs L, Clark E, Streeter J and Iredale I *Managers and the Law* 2nd edn. (2002) Law Book Co. Sydney

PHY0BP BRIDGING PHYSICS (30. CPs Sem. TE-ALL-YR BE.) *Dr Katherine Legge*

Legge

Not available in 2008

PHY1MO MEASUREMENT AND OBSERVATION (15 CPs Sem. TE-SEM-2 BE.)

Mr Mal Haysom

This unit is intended primarily for students enrolled in the first year of the Bachelor of Applied Science. In this unit students will be introduced to the concepts of Physics used in the major study areas of the Applied Science degree. In particular they will be introduced to the concepts upon, which much of modern instrumentation is based. On completion the students should have a competence in the application of the principles of physics covered and an understanding of basic measurement and observation techniques. Topics covered include waves, optics, thermal properties of materials, pressure, basic mechanics, electricity, fields, the structure of atoms and radioactivity.

Incompatible unit: Students who have completed Physics 120 to a satisfactory level may not enrol in this unit without permission from their course coordinator.

Class requirements: Three 1-hour lectures per week
one 2-hour practical session per week.

Assessment: Six practical reports (250 words each) (40%), one 3-hour examination (60%)

Prescribed Reading:

Trefil J and Hazen R. *Physics Matters* Wiley, 2004

PHY1MS MECHANICS OF SOLIDS (15. CPs Sem. TE-SEM-2 BE.) *Dr Andrew Kilpatrick*

Kilpatrick

In this unit, students are introduced to the fundamentals of structural mechanics. Topics covered include force and force systems, equations of equilibrium in two and three dimensions, external and internal forces, free-body diagrams, supports and calculation of reactions, analysis of statically determinate structural systems, truss analysis (method of joints and method of sections), distributed forces, centre of gravity, properties of areas and masses, forces in statically determinate beams, shear and bending moment diagrams, axial and shear stresses, stresses due to axial, bending and shear, combined stresses and introductions to torsion and buckling of columns.

Prerequisite: PHY1PA.

Class requirements: Four hours of lectures and two hours of tutorials/laboratory per week.

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (80%), three assignments (each 375 words) (15%), laboratory work (5%)

Prescribed Reading:

Hibbeler, RC. *Statics and mechanics of materials* 2nd edn. Prentice Hall.

PHY1PA PHYSICS A (15. CPs Sem. TE-SEM-1 BE.) *Dr Katherine Legge*

In this unit opportunities are provided to build on skills learned in year-12 physics to develop problem-solving techniques, to promote a conceptual understanding of physics and to provide an introduction to further study in the physical sciences. The key concepts in mechanics, heat and material properties are explored in this unit laying the foundation for subsequent studies in the engineering program.

Prerequisite: VCE Physics 3 and 4 and Mathematical Methods 3 and 4 or equivalent.

Class requirements: Three 1-hour lectures, one 2-hour practical and one 1-hour tutorial per week (including up to a maximum of 13 hours of directed learning per semester).

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%). In order to pass this subject, students must obtain a mark of at least 40% on the examination, as well as an overall mark of at least 50%. Laboratory work (20%), assignment (10%). The assignment will consist of up to 30 selected calculation-based problems.

Prescribed Reading:

Randall D. Knight *Physics for Scientists and Engineers with Modern Physics – A strategic approach* Pearson Addison Wesley

PHY1PB PHYSICS B (15 CPs Sem. TE-SEM-2 BE.) *Dr Katherine Legge*

In this unit students build on their foundation course knowledge in the fundamentals of physics. Students are encouraged to develop problem-solving skills and conceptual understandings in the areas of electromagnetism, optics and atomic and nuclear physics.

Prerequisite: VCE Physics units 3 and 4, Mathematical Methods 3 and 4.

Class requirements: Three 1-hour lectures per week; and two hours of practical or tutorials per week (including up to a maximum of 13 hours of directed learning per semester).

This unit is not available for Study Abroad students.

Assessment: One 3-hour examination (70%). To pass this subject, a mark of at least 40% must be obtained for the examination, as well as an overall mark of at least 50%. Laboratory work (20%), assignment (10%). The assignment will consist of up to 30 selected calculation-based problems.

Prescribed Reading:

Randall D. Knight *Physics for Scientists and Engineers with Modern Physics – A strategic approach* Pearson Addison Wesley

PHY2E ELECTRONICS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Mr Mal Haysom*

Not available in 2008

PHY2TPA TOPICS IN PHYSICS A (15 CPs Sem. TE-SEM-1 BE.) *Dr Katherine Legge*

This unit is co-taught with Principles of Physics A (PHY2SCA) on the Bundoora Campus. Students will undertake three of the four components offered in PHY2SCA. The components focus on a number of fundamental areas of physics. By completion students should comprehend fundamental tenets of the theory of physics, have acquired additional experimental skills related to a practical exploration of the topics and have developed problem-solving skills and the ability to construct useful mathematical models for physical situations. In the laboratory component an extensive selection of experiments relate to the components, as well as a selection of specialist experiments.

Prerequisite: PHY1PA, PHY1PB, MAT1CA, MAT1CB or approval from a course adviser of studies.

Class requirements: Three 1-hour lectures, 1-hour tutorial and up to two hours of laboratory per week.

Assessment: Three 1-hour examinations (70%), tutorial problem sets (10%), practical laboratory reports (20%)

PHY3EM ELECTRON MICROSCOPY (15. CPs Sem. TE-SEM-2 BE.) *Dr Rob Glaisher*

Topics covered include: Electron Optics: electromagnetic waves, resolution, magnification and lens aberrations. Basic vacuum technology. Electron beam production and control. Image formation by secondary, backscatter and transmitted electrons. Chemical analysis via energy dispersive x-ray spectroscopy. Quantitative interpretation of images using computer image analysis and specimen preparation. Biological applications are covered in lectures and practical classes, with these including conventional electron microscopy, cytochemistry, gold labelling and cryo techniques.

Prerequisite: PHY11PA OR PHY12PB OR PHY12MO.

Class requirements: Three 1-hour lectures and one 3-hour practical per week.

Assessment: One 2-hour examination (50%), one assignment (calculation-based) equivalent to 2500 words (50%)

PSY1BNA INTRODUCTION TO BEHAVIOURAL NEUROSCIENCE A (15 CPs Sem. TE-SEM-1 AW, BE, BU.) *AW: Dr Brad Wright, BE: Dr Anna Kokavec, BU: Dr Stephen Kent*

In this unit students are introduced to the language of neuroscience and in particular to the nomenclature that is fundamental to an understanding of the relationship between the biological processes of the brain and behaviour. The unit is designed to link knowledge and techniques from traditional biological disciplines, such as genetics, with those of psychology as a behavioural science. Topic areas centre

on study of the neuron as the basic cellular unit of the nervous systems and include ultra structural and neurophysiological approaches to excitable membranes, neurotransmitters and psychopharmacology.

Quota: 250. Subject to laboratory space constraints

Class requirements: Three 1-hour lectures and one 3-hour laboratory class per week.

Assessment: One 1000-word essay (20%), one 1000-word work book (15%), one 100-word in-class practical examination (15%), one 2-hour examination (50%)

Prescribed Reading:

Bear, MF, Connors, BW and Paradiso, MA. (2006) *Neuroscience: Exploring the brain* 3rd edn. Baltimore: Williams and Wilkins

PSY1BNB INTRODUCTION TO BEHAVIOURAL NEUROSCIENCE B (15 CPs Sem. TE-SEM-2 AW, BE, BU.) *AW: Dr Brad Wright, BE: Dr Anna Kokavec, BU: Dr Stephen Kent*

In this unit students are introduced to the mechanisms of sensory (input) information and motor processing and the intrinsic factors affecting brain development and behaviour such as, hormones, learning and memory. Lectures are organised into four streams: neuroscience of sensory and motor systems, brain development, neuroendocrinology and introduction to the neuroscience of learning and memory.

Quota: 250. Resource constraints

Class requirements: Three 1-hour lectures and one 3-hour laboratory class per week.

Assessment: One oral poster presentation (10%), one 1000-word laboratory report (20%), one 2-hour examination (50%), one 1000-word work book (20%)

Prescribed Reading:

Bear, MF, Connors, BW and Paradiso, MA. (2006) *Neuroscience: Exploring the brain* 3rd edn. Baltimore: Williams and Wilkins

PSY1PSA PSYCHOLOGY STUDIES A (15. CPs Sem. TE-SEM-1 AW, BE, BU, HK, MI, SH.) *Dr Sandra Tunley*

BU: AW: BE: MI: SH: Available only to students enrolled in the Bachelor of Social Work and the Bachelor of Social Work/Bachelor of Human Services. BU: AW: BE: Not available to students enrolled in the Bachelor of Psychological Science. This is not part of an APAC-accredited course of study and completion cannot be counted towards membership of the APS, or registration as a psychologist.

In this unit students are introduced to psychology as a science. The aim is to assist students to understand behaviour in terms of current theories of psychology. The content is presented in the several core areas of: the discipline. These areas are examined from both a theoretical and an applied perspective. Methods of studying behaviour in these content areas are examined and there is a focus on developing a variety of academic abilities such as the group work, library and writing skills of students.

Incompatible unit: PSY11PYA, PSY1PYA

Quota: 100.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1250-word essay (25%), one 1.5-hour examination (40%), one 500-word library and referencing assignment (10%) and one 750-word research report (20%), tutorial participation (5%)

Prescribed Reading:

Westen, D, Burton, L and Kowalski, R. *Psychology: Australian and New Zealand edn. Milton, Qld:* John Wiley and Sons Australia, Ltd 2006

PSY1PSB PSYCHOLOGY STUDIES B (15. CPs Sem. TE-SEM-2 AW, BE, BU, HK, MI, SH.) *Dr Sandra Tunley*

BU: AW: BE: MI: SH: Available only to students enrolled in the Bachelor of Social Work and the Bachelor of Social Work/Bachelor of Human Services. BU: AW: BE: Not available to students enrolled in the Bachelor of Psychological Science. This is not part of an APS-accredited course of study and completion cannot be counted towards membership of the Society, or registration as a psychologist.

In this unit students are introduced to psychology as a science. The aim is to further assist students to understand behaviour in terms of current theories of psychology. The content is presented in several core areas of the discipline. These areas are examined from both a

theoretical and an applied perspective. Methods of studying behaviour in these content areas are examined and there is a focus on further developing a variety of academic abilities such as the group work, library and writing skills of students.

Incompatible unit: PSY12PYB, PSY1PYB

Quota: 100.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1250-word essay (25%), one 30-minute group tutorial presentation (20%), one 500-word report (10%), one 1.5-hour examination (40%), tutorial participation (5%)

Prescribed Reading:

Westen, D, Burton, L and Kowalski, R. *Psychology: Australian and New Zealand edn.* Milton, Qld: John Wiley and Sons Australia, Ltd. 2006

PSY1PYA PSYCHOLOGY A (15. CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Ms

Sharon Zakhary, BE: Dr Tim Godber, BU: Dr Mary Omodei

In this unit and its companion PSY1PYB, students are introduced to the scientific study of psychology and gain a foundation for higher level units in psychology. The curriculum provides an introduction to the discipline and initiates the study of several key fields of psychology, the formal terms and theories associated with those fields as well as the scientific methods used to gather the relevant knowledge. Students will also be taught the skills of writing research reports to communicate their investigations and will participate in activities that foster group work skills.

Prerequisite: Enrolment in this unit is restricted. Therefore, students enrolled in courses for, which this unit is not core must obtain the approval of the course adviser prior to enrolment.

Incompatible unit: PSY11PSA, PSY1PSA

Quota: 450.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word tutorial workbook (50%), one 2-hour examination (50%)

PSY1PYB PSYCHOLOGY B (15. CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Ms

Sharon Zakhary, BE: Dr Tim Godber, BU: Dr Mary Omodei

The work in this unit complements the content of PSY1PYA. The formal terms and theories associated with those fields, as well as the scientific methods used to gather the relevant knowledge, will be presented. PSY1PYB will also further develop student skills in: the writing of research reports and essays; the conduct of library research and participation in group work.

Incompatible unit: PSY12PSB, PSY1PSB

Quota: 450.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word tutorial workbook (50%), one 2-hour examination (50%)

PSY2PYA PSYCHOLOGY A (20. CPs Sem. TE-SEM-1 AW, BE, BU.) AW: Dr

Brad Wright, BE: Dr Anna Kokavec, BU: Dr Ben Ong

In this unit, students are expected to study, in detail and at a more advanced level, the major content areas of experimental psychology introduced in first year. The aim is to consolidate theoretical knowledge and methodological skills for conducting psychological research. Together with PSY2PYB, this unit forms the second year of the APAC-accredited major sequence and covers the following content areas: cognitive psychology, social neuroscience, perception, individual differences and psychological research methods.

Prerequisite: PSY11PYA and PSY12PYB, STA12PSY or STA12OCT.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word tutorial workbooks (50%), one 2-hour examination (50%)

PSY2PYB PSYCHOLOGY B (20. CPs Sem. TE-SEM-2 AW, BE, BU.) AW: Dr

Brad Wright, BE: Dr Anna Kokavec, BU: Dr Ben Ong

In this unit, students are expected to study, in detail and at a more advanced level, the major content areas of experimental psychology

introduced in first year. The aim is to consolidate theoretical knowledge and methodological skills for conducting psychological research. Together with PSY2PYA, this unit forms the second year of the APAC-accredited major sequence and covers the following content areas: abnormal psychology, history of psychology, social psychology, language and child development and psychological research methods.

Prerequisite: PSY11PYA and PSY12PYB and STA12PSY or STA12OCT.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word tutorial workbooks (50%), one 2-hour examination (50%)

PSY3ANA APPLIED NEUROSCIENCE A (20 CPs Sem. TE-SEM-1 AW, BE, BU.)

Dr Richard Weisinger

Not available in 2008

PSY3CDB COGNITIVE AND DEVELOPMENT PSYCHOLOGY B (20 CPs

Sem. TE-SEM-2 AW, BE, BU.) Dr Sheila Crewther

Not available in 2008

PSY3CFA COUNSELLING AND FAMILY PSYCHOLOGY A (20 CPs Sem. TE-

SEM-1 AW, BE, BU.) Dr Anthony Love

This is one of four elective units offered in the second or third year of the Psychological Science degree. In this unit students study topics related to counselling skills, theories of attachment and family functioning.

Prerequisite: PSY1PYA and PSY1PYB.

Incompatible unit: PSY21TOP, PSY22TOP, PSY31TOP, PSY32TOP, PSY30APP, PSY31APP, PSY32APP

Quota: 300.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word case studies (50%), one 2-hour examination (50%). one oral poster presentation, hurdle requirement only

PSY3HMH PSYCHOLOGY 3 – HEALTH/MENTAL HEALTH (15. CPs Sem. TE-

SEM-2 BE.) Dr Sue Jeavons

In this unit, students study two themes of health. The health psychology theme will examine psychological theory of health, provide current perspectives of the relationship between mind and body, address a theoretical and empirical understanding of stress, strain and hassles on health and address health promotion by focusing on lifestyle issues that purport to describe, explain and predict the health behaviours of individuals, communities and populations. The mental health theme examines a number of psychological disorders, which are approached from the viewpoint of the diagnostic criteria and theoretical models for their aetiology (causes). Video material and case studies are used to illustrate the disorders.

Prerequisite: PSY11PIA and PSY12PIB.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour final examination (40%), two tutorial presentations written as two 1000-word essays (50%), weekly-written tutorial response (10%)

Prescribed Reading:

Barlow, DH and Durand, VM. (2004) *Abnormal psychology: an integrative approach* 4th edn. Pacific Grove, CA: Brooks/Cole
Caltabiano, ML and Sarafino, EP. (2002). *Health psychology: biopsychosocial interactions* Milton Qld: John Wiley and Sons Australia, Ltd

PSY3HMP PSYCHOLOGY 3 – HEALTH/MENTAL HEALTH (P) (20. CPs Sem.

TE-SEM-2 BE.) Dr Sue Jeavons

In this unit students study two themes of health. The health psychology theme will examine psychological theory of health, provide current perspectives of the relationship between mind and body, address a theoretical and empirical understanding of stress, strain and hassles on health and address health promotion by focusing on lifestyle issues that purport to describe, explain and predict the health behaviours of individuals, communities and populations. The

mental health theme examines a number of psychological disorders, which are approached from the viewpoint of the diagnostic criteria and theoretical models for their aetiology (causes). Video material and case studies are used to illustrate the disorders.

Prerequisite: PSY11PIA and PSY12PIB.

Class requirements: Two 1-hour lectures, one 1-hour tutorial and one 1-hour practical per week.

Assessment: One 2-hour final examination (40%), two tutorial presentations written as two 1000-word essays (30%), weekly-written tutorial response equivalent to 500 words (10%), research report equivalent to 1500 words (20%)

Prescribed Reading:

Barlow, DH and Durand, VM. (2004) *Abnormal psychology: An integrative approach* 4th edn. Pacific Grove, CA: Brooks/Cole
Caltabiano, ML and Sarafino, EP. (2002). *Health psychology: Biopsychosocial interactions* Milton Qld: John Wiley and Sons Australia Ltd

PSY3PYA PSYCHOLOGY A (20 CPs Sem. TE-SEM-1 AW, BE, BU.) *AW: Dr Michael Halloran, BE: Dr Anna Kokavec, BU: Dr Emiko Kashima*

This unit of study is usually taken as the first semester of a year-long program. These are the final units in the major sequence of psychology and are part of the sequence accredited by APAC. Upon completing PSY3PYA/3PYB, students will be able to demonstrate further knowledge of both theory and research in key areas in psychology, including cognition, cultural psychology, developmental psychology, language, neuropsychology, social psychology and ethics and professional practice. Students will also have developed skills in the analysis of the philosophical underpinning of psychological theories, quantitative and qualitative psychological research methods, applied psychometric theory and evaluation of psychological tests and assessment methods. Students should also have integrated and advanced their understanding of scientific research methods.

Prerequisite: PSY21PYA and PSY22PYB.

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week.

Assessment: Two 2000-word assignments (50%), one 2-hour examination (50%).

PSY3PYB PSYCHOLOGY B (20 CPs Sem. TE-SEM-1 AW, BE, BU.) *AW: Dr Michael Halloran, BE: Dr Anna Kokavec, BU: Dr Emiko Kashima*

These are the final units in the major sequence of psychology and are part of the sequence accredited by the APS.

Upon completing PSY3PYA/3PYB, students will be able to demonstrate further knowledge of both theory and research in key areas in psychology, including cognition, cultural psychology, developmental psychology, language, neuropsychology, social psychology and ethics and professional practice. Students will also have developed skills in the analysis of the philosophical underpinning of psychological theories, quantitative and qualitative psychological research methods, applied psychometric theory and evaluation of psychological tests and assessment methods. Students should also have integrated and advanced their understanding of scientific research methods.

Prerequisite: PSY21PYA and PSY22PYB.

Incompatible Unit: PSY30PY

Class requirements: Three 1-hour lectures, one 1-hour tutorial per week.

Assessment: Two 2000-word assignments (50%), one 2-hour examination (50%).

PSY3RSA RESEARCH PROJECT A (20 CPs Sem. TE-SEM-1 AW, BE, BU.) *AW: Dr Michael Halloran, BE: Dr Anna Kokavec, BU: Dr Emiko Kashima*

This is the first part of a supervised research project, which provides training in research methods as required by the Australian Psychology Accreditation Council. The supervised research project runs over both PSY3RSA and PSY3RSB. PSY3RSA is comprised of: conducting a literature review, a rationale for the research project, design of a suitable study, application for ethics approval and the writing of a research proposal. These activities are supported by a block of thirteen 1-hour seminars and thirteen 3-hour tutorials.

Prerequisite: PSY21PYA or PSY2PYA and PSY22PYB or PSY2PYB.

Quota: 160. Approval of Adviser of Studies required

Class requirements: Blocks of seminars equivalent to one 1-hour lecture per week and one 3-hour tutorial per week.

Assessment: A 2000-word draft ethics application (10%) The draft ethics application is a hurdle requirement. One 3000-word project proposal (80%), project participation (10%)

PSY3RSB RESEARCH PROJECT B (20 CPs Sem. TE-SEM-2 AW, BE, BU.) *AW: Dr Michael Halloran, BE: Dr Anna Kokavec, BU: Dr Emiko Kashima*

This is the second part of a supervised research project, which provides training in research methods, as required by the Australian Psychology Accreditation Council. The supervised research project runs over both PSY3RSA and PSY3RSB. PSY3RSB is comprised of: collecting research data, conducting statistical analyses of these data, understanding the implications of the data for the original research question and writing a research report describing the whole of the study. These activities are supported by a block of thirteen 1-hour seminars and thirteen 3-hour tutorials.

Prerequisite: PSY21PYA or PSY2PYA and PSY22PYB or PSY2PYB and PSY3RSA.

Quota: 160. Approval of Adviser of Studies required

Class requirements: Blocks of seminars equivalent to one 1-hour lecture per week and one 3-hour tutorial per week.

Assessment: One 4000-word project report and one 1000-word display and discussion poster presentation (90%). The poster presentation is a hurdle requirement. Project participation (10%)

PSY3SCB SOCIAL AND COMMUNITY PSYCHOLOGY B (20 CPs Sem. TE-SEM-2 AW, BE, BU.) *Dr Art Stukas*

This is one of four elective units offered in the second or third year of the Psychological Science degree. In this unit students study topics related to Social Psychology and Community Psychology.

Prerequisite: PSY1PYA and PSY1PYB.

Incompatible unit: PSY21TOP, PSY22TOP, PSY31TOP, PSY32TOP, PSY30APP, PSY31APP, PSY32APP

Quota: 250

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: Two 1500-word case studies (50%), one 2-hour examination (50%). One oral poster presentation, hurdle requirement only

SCIOICP INDUSTRY CADETSHIP (60 CPs Sem. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU.) *Ms Jill Mullen*

Students enrolled in this unit are involved in the Industry Cadetship Program. The program enables students to spend a training period within a specific industry. The program is competitive with each position requiring a formal application and interview process. Final selection is made by the Industry partner involved.

Prerequisite: Enrolment in an undergraduate program of the Faculty of Science, Technology and Engineering.

Class requirements: The placement is carried out during semester as agreed between the industry partners the student and the ICP office of the Faculty.

This unit is not available for Study Abroad students.

Assessment: NONE (100%)

SCIOICS INDUSTRY CADETSHIP (0 CPs Sem. TE-W47-06 AW, BE, BU.) *Ms Jill Mullen*

Students enrolled in this unit are involved in the Industry Cadetship Program. The program enables students to spend a training period within a specific industry. The program is competitive with each position requiring a formal application and interview process. Final selection is made by the Industry partner involved.

Prerequisite: Enrolment in an undergraduate program of the Faculty of Science, Technology and Engineering.

Class requirements: The placement is carried out during the summer break as agreed between the industry partners the student and the ICP office of the Faculty.

This unit is not available for Study Abroad students.

Assessment: NONE (100%)

SCIOICW INDUSTRY CADETSHIP (0 CPs Sem. TE-SEM-2 AW, BE, BU.) *Ms**Jill Mullen*

Students enrolled in this unit are involved in the Industry Cadetship Program. The program enables students to spend a training period within a specific Industry. The Industry Cadetship Program is competitive with each position requiring a formal application and interview process. Final selection is made by the Industry partner involved.

Prerequisite: Enrolment in an undergraduate program of the Faculty of Science, Technology and Engineering.

Class requirements: The placement is carried out during the winter break as agreed between the industry partners the student and the ICP office of the Faculty.

This unit is not available for Study Abroad students.

Assessment: NONE (100%)

SCI1DS DISCOVERING SCIENCE (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)*Dr Katherine Legge*

In this unit opportunities will be provided to enhance students' knowledge and skills in general science through the examination of key concepts relating to the local environment. Students will be introduced to the concepts of atoms and atomic structure as a basis for a multidisciplinary examination of the materials and colours of their surroundings.

Class requirements: Two 1-hour lectures and one 2-hour practical per week plus one 4-hour off-campus excursion per semester.

Assessment: One 2-hour examination (50%) To pass this subject students must attend at least 80% of practical classes. One 1500-word investigation project (30%), practical work (20%)

Recommended Reading:

Tillery, BW. *Physical sciences*. (2002) McGraw-Hill, New York.

Trefil, J and Hazen, RM. *The sciences: an integrated approach*. (2001) John Wiley and Sons, New York.

SCI1ES ENVIRONMENTAL SCIENCE (15. CPs Sem. TE-SEM-2 BE.) *Dr John**Russell*

In this unit students are introduced to the nature of the environment and its uses and abuses by our society. A multi-disciplinary approach is used to examine chemical, biological and physical processes, how these may be unbalanced by human activity and the subsequent effect on human health and the environment.

Class requirements: One 2-hour lecture and one 2-hour practical/tutorial class per week. A minimum of two field excursions will be conducted in lieu of some practical sessions.

Assessment: Up to three case studies – total 1500 words (30%), one 2-hour examination (50%), practical work (20%)

Prescribed Reading:

Miller, GT. *Sustaining the Earth* 7th edn. Thomas Nelson Aust.

SCI1G1A GROUP RESEARCH 1A: SCIENCE AND SOCIETY (15. CPs Sem. TE-SEM-1 BE.) *Dr Sabine Wilkens*

Not available in 2008

SCI1G1B GROUP RESEARCH 1B: COMMUNICATION OF SCIENCE (15.

CPs Sem. TE-SEM-2 BE.) *Dr Katherine Legge, Dr Sabine Wilkens*

Not available in 2008

SCI2EE EARTH AND ENERGY (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr**Katherine Legge*

In this unit students will explore the concept of energy. A multidisciplinary approach is taken to examine energy and energy transfer and the consequences for life on Earth. Students are introduced to, our place in space and the temporal variations that affect weather, tides and seasons. Energy resources are researched in terms of their environmental impact, practicality and suitability.

Prerequisite: SCI11/2DS.

Class requirements: Two 1-hour lectures and one 2-hour practical per week per semester.

Assessment: One 1500-word case study (30%), practical work (20%), one 2-hour examination (50%)

Recommended Reading:

Healey, J. (Ed) *Alternative energy* (2001) Spinney Press, Rozelle, NSW.

Risten, R, and Kraushaar, J. *Energy and the environment* (1999) John Wiley and Sons, New York.

McKinney, M and Schoch, R. *Environmental science: systems and solutions* (1998) Jones and Bartlett Publishers, Sudbury, Mass.

Hill, R, O'Keefe, P and Snape, C. *The future of energy use* (1995) St Martin's Press, New York

SCI2FN FOOD AND NUTRITION (15 CPs Sem. TE-SEM-2 BE.) *Dr Sabine**Wilkens*

In this unit students will be introduced to the basics of food science, nutrition and food handling. A multi-disciplinary approach is used to examine the chemistry and biology of food, nutrition, energy requirements and food handling procedures.

Prerequisite: BIO1CO.

Class requirements: Two 1-hour lectures, one 2-hour block of tutorials/demonstration/laboratory sessions per week.

Assessment: One 2-hour examination (50%), one 1500-word assignment (30%), laboratory work (20%)

Preliminary Reading:

To be advised

SCI2MI MODERN ANALYTICAL TECHNIQUES (15 CPs Sem. TE-SEM-1 BE.)*Dr Michael Angove*

This unit is offered at third unit level also.

To introduce students to some of the important instrumental techniques used in modern science. Students will gain an appreciation for the application and limitation of techniques such as spectroscopy, microscopy and separation methods. The unit will focus on sample preparation and the interpretation of instrumental output. After completing the unit, students will be able to suggest appropriate instrumentation and sample handling procedures required for the analysis and characterisation of a particular sample.

Prerequisite: CHE11C1A or CHE10GE2, and PHY12MO or with approval of Subject Convenor.

Class requirements: Two 1-hour lecture/tutorials and three hours of laboratory work per week.

Assessment: One 7200-word group report. Each student will contribute 1800 words. (60%). Groups will be of four students each, one 25-minute group presentation (30%), one individual 10-minute presentation (10%)

Prescribed Reading:

Harris, D. *Quantitative Chemical Analysis*. 5th edn. Freeman: New York (1999)

SCI3ECS ENVIRONMENTAL CASE STUDIES (15 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr TBA*

This unit examines how scientific studies may be applied to determining the origin, nature and quality of land and water resources; assessing the impacts of using resources on the quality and diversity of the biophysical environment; identifying and monitoring environmental change – past, present and future; and assisting balanced decision-making in the sustainable use of resources.

The unit is based around field studies of the physical and biological components and the dynamics of selected ecosystems. Lecture and practical classes provide a background for and follow-up to those field studies.

Prerequisite: GEO1ES, BIO2ECO, CHE2ENV.

Class requirements: Equivalent of five hours per week in the form of lectures, practical and field work. There will be a minimum of five days compulsory field work.

This unit is not available for Study Abroad students.

Assessment: One 2-hour examination (25%), active participation and performance in field classes and other class activities (10%), submitted reports including written projects, poster and class presentations (65%)

Preliminary Reading:

Jeans, DN. *Australia: a geography, Vol. 1 the natural environment*. Sydney University Press, Sydney, 1986.

Prescribed Reading:

Young, AR. *Environmental; change in Australia since 1788*. Oxford University Press, 1996
 Walker, J and Reuter, DJ. *Indicators of catchment health – a technical perspective*. CSIRO, 1996.
 Graetz, D. *Looking back – the changing face of the Australian continent 1972–1992*. CSIRO, 1992

SCI3PRJ PROJECT (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Sabine Wilkens*

The student undertakes a research or development project related to his or her major studies. The work follows an approved project proposal and research or development plan, which must be submitted prior to enrolment. The student must present a seminar and submit a formal written report on the project.

Prerequisite: Completion of 180 credit points towards Bachelor of Applied Science degree.

Class requirements: There are no formal classes but work expectations are those of any other subject i.e., (10–12 hours per week on average for the semester).

Assessment: Research or development work and report (minimum 4000 words) (100%). A presentation of 15 minutes' duration is a hurdle requirement.

SCI4SHA SCIENCE HONOURS A (60 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Ian Swift*

This unit represents one semester of a year-long unit.

The Honours program includes advanced studies in applied science and an introduction to research. Each student undertakes a research project, representing 65% of the Honours program and reports the outcomes in a thesis and at a seminar. The coursework (35% of the program) comprises an introduction to research methods and a number of specialised topics in applied science.

Class requirements: Students undertake supervised research throughout the academic year and attend such coursework as is specified for the Honours program. Attendance at departmental seminars is mandatory.

This unit is not available for Study Abroad students.

Assessment: Research project: one 17,500-word thesis, one 20-minute seminar and one 10-minute oral examination (65%). The assessment components listed are the combined assessment for SCI4SHA and SCI4SHB. Research methods: assessed by assignments during the academic year (10%). Three specialised topics assessed by examination and/or assignments, each equivalent to 3000 words (25%)

SCI4SHB SCIENCE HONOURS B (60 CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Ian Swift*

This unit represents one semester of a year-long unit.

The Honours program includes advanced studies in applied science and an introduction to research. Each student undertakes a research project, representing 65% of the Honours program and reports the outcomes in a thesis and at a seminar. The coursework (35% of the program) comprises an introduction to research methods and a number of specialised topics in applied science.

Prerequisite: SCI4SHA.

Class requirements: Students undertake supervised research throughout the academic year and attend such coursework as is specified for the Honours program. Attendance at departmental seminars is mandatory.

This unit is not available for Study Abroad students.

Assessment: Research project: one 17,500-word thesis, one 20-minute seminar and one 10-minute oral examination (65%). The assessment components listed are the combined assessment for SCI4SHA and SCI4SHB. Research methods: assessed by assignments during the academic year (10%). Three specialised topics assessed by examination and/or assignments, each equivalent to 3000 words (25%)

STA1STM STATISTICAL METHODS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr Christopher Lenard, Ms Lex Milne*

In this unit students will be introduced to statistical methods, which are frequently used in science, business, health science and the social

sciences. Topics include descriptive treatment of sample data, elementary probability and distributions, estimation and hypothesis testing of means and proportions. Other topics may include sample survey techniques, introduction to regression, chi-square distribution and use of statistical packages.

Incompatible unit: ECO1IBS

Class requirements: Two 1-hour lectures and one 2-hour workshop per week.

Assessment: One 3-hour examination (70%). Hurdle: in order to pass the unit, a mark of at least 40% must be obtained on the examination, as well as an overall mark of at least 50%. Two 45-minute tests (each 15%) (30%)

Prescribed Reading:

Moore, DS. *The basic practice of statistics*. 4th edn. W.H. Freeman, New York

STA2FOR FORECASTING (15. CPs Sem. TE-SEM-2 BE.) *Dr Robert Champion*

Statistical forecasting methods are vital parts of contemporary economics, finance, management accounting and logistics. In this unit students are presented with a survey of common statistical forecasting techniques, such as regression analysis and time series methods. Topics include correlation and simple linear regression, multiple regression analysis and an introduction to the analysis of time series. The use of statistical packages is a feature of this unit.

Prerequisite: STA1STM.

Class requirements: Onshore students: three 1-hour lectures and one 1-hour tutorial per week. Offshore students: this unit is offered as a 3-month distance education program in Hong Kong. Students are provided with the text and a comprehensive study guide and are supported by email, telephone and web, as well as 20 hours of lectures in block mode and 18 hours of tutorials either spread during the teaching period or in block mode.

Assessment: One 3-hour exam (70%), 40% exam hurdle, one 45-minute test (15%), one assignment (equivalent 750 essay words) (15%)

Prescribed Reading:

Champion, R and Mills, T. *Forecasting*. La Trobe University, Bendigo, 2006.

STA2OR OPERATIONS RESEARCH (15. CPs Sem. TE-SEM-1 BE.) *Dr John Schutz*

This unit is offered at third unit level also.

Not available in 2008

STA2QC QUALITY CONTROL (15. CPs Sem. TE-SEM-2 BE.) *Dr John Schutz*

This unit is offered at third unit level also.

Not available in 2008

STA3EXD EXPERIMENTAL DESIGN (15. CPs Sem. TE-SEM-1 BE.) *Dr Graeme Byrne*

The design of experiments is a branch of statistics, which has many applications, especially in the experimental sciences, psychology and education. Topics include basic concepts in experimental design, randomisation, blocking and replication and the analysis of variance for factorial and repeated measures designs. Extensive use of statistical packages is a feature of this unit.

Prerequisite: STA21STM.

Class requirements: Two 1-hour lectures and two 1-hour tutorials per week.

Assessment: One 3-hour examination (70%), one calculation-based assignment (equivalent to 1500 words) (30%)

Prescribed Reading:

Kuehl, R. *Design of experiments* 2nd edn. Duxbury Press, 2000.

STA3MA MULTIVARIATE ANALYSIS (15 CPs Sem. TE-SEM-2 BE.) *Dr Graeme Byrne*

Most statistical problems involve many variables and therefore multivariate data analysis has an enormous range of applications. After reviewing key aspects of statistical methods for one variable and multiple regression, students are introduced to common multivariate statistical methods: screening and describing multivariate data, principal component analysis, factor analysis, cluster analysis

and logistic regression. En route, you will encounter the multivariate Normal distribution, learn about matrix algebra and how to use SPSS for multivariate data analysis.

Prerequisite: STA22FOR or STA31EXD.

Class requirements: Two 1-hour lectures and one 1-hour computer laboratory.

Assessment: One 1000-word assignment (25%), one 2000-word assignment (50%), verbal presentation to the class (20 minutes) (25%)

Prescribed Reading:

Lattin, J. *Data Analysis Multivariate Data* 3rd edn. Thomas Nelson Aust.

STA3PRB PROBABILITY (15. CPs Sem. TE-SEM-2 BE.) *Dr Graeme Byrne*

Students wishing to enrol in this unit must seek approval from the Head of the Department of Mathematics and Statistics.

In this unit students are provided with a scientific approach to describing chance and measuring risk. Students will explore the mathematical basis of probability and sample some contemporary applications with special relevance to engineering. Students will be encouraged to think stochastically: that is, to develop an appreciation of the role of probability models for describing various phenomena. Further, they will gain considerable experience in and learn the joys of, problem-solving.

Prerequisite: MAT1CB

Class requirements: Three hours per week of lecture/tutorial classes.

Assessment: One calculation-based assignment (equivalent to 1500 words) (30%), one 3-hour examination (70%)

Prescribed Reading:

Hsu, H. *Schaum's outline of theory and problems of probability, random variables and random processes*. McGraw-Hill, New York, 1996.

STA3TIS TOPICS IN STATISTICS (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.)

Dr Christopher Lenard

Students wishing to enrol in this unit must seek approval from the Head of the Department of Mathematics and Statistics.

This unit provides an opportunity for students to study a suitable topic in applied statistics, which is not covered in other subjects offered by the Department of Mathematics and Statistics. The topic will depend on the interests of students and available staff.

Prerequisite: Successful completion of 30 credit points of statistics subjects at second year level and permission of the Head of the Department of Mathematics and Statistics.

Class requirements: Three hours of lectures per week.

Assessment: Either two calculation-based assignments (each 50%) (100%) equivalent to 2000 words each, or two calculation-based assignments (each 40%) (80%) equivalent to 1500 words each and one 20-minute presentation (20%)

CHE3ENA CHEMICAL ANALYSIS (15 CPs Sem. TE-SEM-2 BE.) *Dr Michael*

Angove

See CHE2ENA for full unit description.

CSE3MIP MINOR PROJECT (15. CPs Sem. TE-SEM-1 BE. TE-SEM-2 BE.) *Dr*

Pat Horan

See CSE2MIP for full unit description.

MAT3NAG NETWORKS AND GRAPHS (15 CPs Sem. TE-SEM-1 BE.) *Dr*

Christopher Lenard

See MAT2NAG for full unit description.

PHA3PTA PHARMACEUTICS A – TWO PHASE SYSTEMS (15 CPs Sem. TE-SEM-1 BE.) *Mrs Joy Spark*

See PHA2PTA for full unit description.

SCI3MI MODERN ANALYTICAL TECHNIQUES (15 CPs Sem. TE-SEM-1 BE.)

Dr Michael Angove

See SCI2MI for full unit description.

STA3OR OPERATIONS RESEARCH (15. CPs Sem. TE-SEM-1 BE.) *Dr John*

Schutz

See STA2OR for full unit description.

Not available in 2008

STA3QC QUALITY CONTROL (15. CPs Sem. TE-SEM-2 BE.) *Dr John Schutz*

See STA2QC for full unit description.

Not available in 2008

Mildura Campus

Campus directory

Benetook Ave, Mildura, Victoria, 3502
Tel: (03) 5051 4000
Fax: (03) 5022 0043
Email: mildura@latrobe.edu.au
Web: www.latrobe.edu.au/mildura

Faculty of Humanities and Social Sciences

Bachelor of Arts Enquiries
Tel: (03) 5051 4000

Visual Arts
Tel: (03) 5051 4004

Faculty of Law and Management

School of Business Enquiries
Tel: (03) 5051 4020

Faculty of Education

Education Enquiries
Tel: (03) 5051 4009

Faculty of Health Sciences

Division of Allied Health
Associate Dean: Professor Karen Dodd
Executive Officer: Ms Alison Davies
Location: Level 2, Health Sciences 2 Building
Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: alliedhealth@latrobe.edu.au
Web: www.latrobe.edu.au/health/healthsci_schoolcent
School of Social Work and Social Policy
Program Coordinator: Ms Paula Bruce
Tel: (03) 5051 4012
Email: p.bruce@latrobe.edu.au

Division of Nursing and Midwifery

Division of Allied Health
Associate Dean: Professor Gerald Farrell
Executive Officer: Ms Joy Stubbings
Location: Level 2, Health Sciences 2 Building
Melbourne (Bundoora) Campus
Tel: (03) 9479 5815
Fax: (03) 9479 5257
Email: alliedhealth@latrobe.edu.au
Web: www.latrobe.edu.au/health/healthsci_schoolcent
School of Nursing and Midwifery
Tel: (03) 5444 7818
Email: lbrown@latrobe.edu.au
Tel: (03) 9479 5950
Web: www.latrobe.edu.au/nursing/Campuses/Mildura/index.html

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General information about the Mildura Campus

Introduction

The Mildura campus is located at 1159 Benetook Avenue, between Eleventh and Fourteenth Streets, Mildura and is three kilometres from the city centre and serviced by public transport.

The George and William Chaffey Building is located at 29 Deakin Avenue in the Mildura CBD.

Student services

Student services include counselling, disability support, Indigenous student support, accommodation services, financial aid advice, language and academic skills assistance.

Campus facilities

The Brian Grogan Building at the Mildura Campus includes a 150-seat lecture theatre (with videoconferencing), tutorial/seminar rooms, computer resource laboratory, nursing laboratory, administration and lecturer offices. The building also houses the Murray-Darling Freshwater Research Centre, Lower Basin Laboratory. Other facilities in or near the building include shaded outdoor areas, library, on-site student residential accommodation, book shop, food outlets, child care facility and free car parking.

The George and William Chaffey Building comprises lecture and seminar rooms, student lounge, computer resource laboratory and lecturers' offices.

Facilities for fine art include extensive painting, print making, sculpture, drawing and photographic/multimedia studios associated with darkrooms for black and white and colour production. A networked Apple computer system, scanners, laser printers and digital video editing suite are utilised in the Visual Arts courses.

The Gambetta Library is a shared facility of La Trobe University and Sunraysia Institute of TAFE and provides core materials for all units taught at Mildura. Other material may be sourced by the campus librarian from the larger campuses via intercampus loan. Clients can request copies of journal articles and documents from the collections of the other campus libraries. Computers are readily available for general use and for accessing online lectures, databases and high use reading material in electronic format. Library staff support individuals and class groups with research and information skills.

Units offered at Mildura

For a full description of any unit offered at the Mildura campus, including class requirements, assessment, prerequisites and reading, students should refer to the Course Index at the back of the *Handbook* and then locate the unit in the relevant faculty chapter, or access the Unit Database at (www.latrobe.edu.au/udb_public).

Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the Unit Database for more up-to-date information.

Faculty of Education

General information about the Faculty of Education

The Faculty of Education caters for a wide range of interests in areas related to education and the environment including undergraduate and graduate teaching programs; TESOL and applied linguistics; outdoor education and environment; nature tourism and natural resources education; and specialist graduate programs for professionals at graduate certificate, graduate diploma and Masters degree levels. The Faculty also provides the opportunity for research at both Masters and Doctoral level. The Faculty provides professional development activities and programs for teachers on a range of educational issues

across all curriculum areas. Students from other Faculties of the University may apply to enrol in some individual education units.

The Faculty consists of three schools: the School of Education, the School of Outdoor Education and Environment and the School of Educational Studies. Programs are offered at Melbourne (Bundoora) and at the regional campuses of Bendigo, Albury-Wodonga, Mildura and Shepparton. Some programs are also offered offshore.

School of Education

Location:

Bendigo

Enquiries: (03) 5051 4009

Email: mildura@latrobe.edu.au

Mildura

Enquiries: (03) 5051 4009

The School of Education offers programs at the Bendigo and Mildura campuses and is committed to providing a rich learning environment for students and staff through innovative programs and services in areas related to education. The School's focus is on pre-service, in-service and postgraduate courses for teachers and other professionals with an interest in education. The school is committed to research and other scholarly activities that advance the teaching profession. Programs offered are informed by current research and are designed to meet the needs of the University's regional and international communities. Students have an opportunity to explore widely with leaders in their particular field of interest.

Specialist areas of study include:

- curriculum and policy
- gifted education
- health education
- information and communication technology
- language and literacy
- middle years
- multimedia education
- physical education
- pre-service teacher education
- rural education
- science and mathematics education
- special education
- student welfare and guidance
- technology education
- vocational education and training.

School of Outdoor Education and Environment

Location: Bendigo Campus

Enquiries: (03) 5444 7285

Email: outdoor.bendigo@latrobe.edu.au

The School offers undergraduate programs in Outdoor Education and Environment including Nature Tourism and Natural Resources Education as well as graduate programs in research (Masters and PhD) and postgraduate coursework at Graduate Diploma and Masters levels. The School's focus is on developing knowledge about nature, building relationships with the land and understanding place, culture, language and experience. Students have an opportunity to explore widely with leaders in their particular field of interest.

Studies in outdoor education and the environment include:

- environmental studies: bush, rock, local, river, winter alpine
- leadership
- natural resources education
- naturalist studies
- nature tourism
- outdoor education
- outdoor and physical education
- outdoor recreation education.

School of Educational Studies

Locations: Melbourne (Bundoora) Campus
Education Buildings 1 and 2
Tel: (03) 9479 2546
Albury-Wodonga Campus
Tel: (02) 6024 9865
Shepparton Campus
Tel: (03) 5833 2589
Email: education@latrobe.edu.au

The School of Educational Studies offers Education (including TESOL and Applied Linguistics) programs in Melbourne (Bundoora), Albury-Wodonga and Shepparton. Some programs are also offered offshore. The School supports the development of educational communities both within and outside Australia; encourages the development and application of new knowledge and ideas through research, teaching and community engagement; promotes open discourse and intellectual integrity in all interactions between staff, students and the wider community; and values interdisciplinary perspectives on education and the reflective development of knowledge and practice.

Specialist studies include:

- pre-service teacher education
- adult education
- applied linguistics (including TESOL and LOTE teaching)
- cross-cultural communication
- multicultural education
- counselling
- student welfare and guidance
- curriculum and policy
- educational administration and leadership
- information and communication technology
- multimedia education
- language and literacy
- science and mathematics education
- technology education
- industry training
- vocational education and training.

General course enquiries

Enquiries about prerequisites, admission requirements and requests for applications for coursework degrees, by both current and prospective students, should be directed to the relevant campus and school office. Local students apply through VTAC for undergraduate courses.

International students

Admission of international students is coordinated by the university's International Programs Office. For information on application procedures, accommodation, visa requirements, fees, etc. contact the office on +61 3 9479 1199 or write to International Programs Office, La Trobe University, Victoria, 3086, Australia. Website: www.latrobe.edu.au/international

Course regulations

All courses offered by the Faculty of Education are governed by a University regulation that specifies the entrance and other requirements of the course. These are supplemented by information contained in this *Handbook* and by other faculty and school policies.

Each course has its own rules of progression and most schools produce specific procedures that operate under the authority of the University regulations and faculty guidelines.

Professional placements

Some courses require students to undertake unpaid professional teaching practice placements. Placements may be located in either metropolitan or rural areas. In most courses that require students to undertake placements, the placement involves being assigned to a school, or other approved educational setting, on a full-time basis over a period of days or weeks. In some cases students undertake placement interstate or overseas.

The University maintains insurance policies to protect students undertaking outside practical placement (practicum) as a compulsory course requirement, or fieldwork or other work undertaken off campus as part of a course or approved research work. Further information is available from the La Trobe University Insurance Office website: www.latrobe.edu.au/insurance/ or Faculty or School Office.

Working with Children Checks

The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Upon first enrolling in teacher education courses, students will be required to complete a 'Working With Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working With Children' card prior to undertaking teaching placements. Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Fees

Both 'Commonwealth supported' and 'fee-paying' places are available. Australian citizens and holders of Permanent Humanitarian visas offered either a Commonwealth supported place or a fee-paying place are eligible to defer the tuition fees by using the HECS-HELP or Fee-HELP Commonwealth Government loan schemes. Further information on HECS-HELP and Fee-HELP can be found at www.goingtouni.gov.au

Further information on Faculty of Education courses and fees is available on the website: www.latrobe.edu.au/education/courses and www.latrobe.edu.au/education/courses/fees

Flexible teaching arrangements

In order to accommodate student needs, some units are taught in a mode different from the normal regular weekly classes. For example, modes may include block mode (i.e. intensive weekend or week-long classes), classes taught outside of normal semester dates, classes taught via web-based teaching or a combination of online learning and face-to-face classes.

Units offered by the Faculty of Education

A full list of undergraduate units offered by the Faculty of Education appears at the end of this chapter, in alphabetical order. Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the Unit Database for up-to-date information: www.latrobe.edu.au/udb_public

Unit timetable

Unit timetables are available on the La Trobe website: www.latrobe.edu.au/students/timetables.html or from the Education enquiries office on the campus of enrolment.

Single degrees

Bachelor of Education – Bendigo (RBED)

Bachelor of Education – Mildura (RBEDM)¹

Note: ¹ First year and fourth year only are offered at Mildura. Students in first year at Mildura must transfer to Bendigo for second and third years and have the option of completing fourth year at Mildura or Bendigo.

Note: This course is currently being reaccredited and may vary slightly in 2008.

The course is a four year full-time program. It consists of 480 credit points of study. Units are categorised as Teaching Studies, Curriculum Studies, Discipline Studies and Electives. Practicum and Field Experience units provide essential school-based experiences that contextualise the theoretical components of Teaching and Curriculum Studies. All students, by the end of the course, must have demonstrated the ability or the potential to meet the professional expectations of a beginning teacher. The course is structured so that students may satisfy other specialist teaching requirements, which may then be noted on their formal academic transcript. Possible pathways are:

- Languages Other Than English (LOTE)
- Middle Years P-9
- Catholic Education
- Honours.

Professional recognition

The course is recognised by the Victorian Institute of Teaching (VIT). Graduates from the course are eligible for employment in government, Catholic and independent schools in Victoria, other Australian states or overseas. Graduates may also pursue a range of careers in the human services and training sectors.

Admission requirements

Applicants must satisfy the University's normal entrance requirements, including a study score of at least 25 in Units 3 and 4 of English. Applicants who have a study score of at least 20 in a LOTE will be deemed to have an ENTER up to 3.0 percentage points higher. A special entry provision exists for Aboriginal applicants. Applicants should, in the first instance, consult the Coordinator of the Aboriginal Tertiary Support Unit.

The Victorian Department of Education and Training requires a satisfactory criminal record check for all teacher education students undertaking practicum requirements in Victorian Department of Education and Training schools. It is expected that equivalent requirements will exist for all other Victorian schools. Prior to commencing the course, students will be required to complete a 'Working With Children Check' form available at Australia Post offices. Students must provide a certified copy of their valid 'Working With Children' card prior to undertaking teaching placements. Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable, or any, practicum placement(s) and may therefore delay or prevent completion of the course.

Course structure

(Note: This course is currently being reaccredited and this course structure listed below is subject to change.)

Teaching Studies (7 units)

All students will study seven units in preparation for teaching.

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Introduction to Teaching	EDU1ITT	15
1	TE-SEM-2	Theories of Learning	EDU1TL	15
1	TE-SEM-2	Inclusive Education	EDU1IE	15
2	TE-ALLYR	Practicum B	EDU2PRB	15
3	TE-ALLYR	Practicum C	EDU3PRC	15
4	TE-SEM-1	Field Experience A	EDU4FEA	15
4	TE-SEM-2	Field Experience B	EDU4FEB	15

These units provide the professional orientation and the practical perspectives that complement the curriculum studies.

Curriculum Studies (11 units)

All students will study 11 units in curriculum and methods of teaching in the Key Learning Areas of the primary school.

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Mathematics Teaching	EDU1MT	15
1	TE-SEM-2	Learning Language	EDU1LL	15
2	TE-SEM-1	Science Teaching	EDU2ST	15
2	TE-SEM-2	Art and Music Education	EDU2AME	15
2	TE-SEM-2	Studies of Soc. and Environment	EDU2SOS	15
3	TE-SEM-1	Health and Physical Education	EDU3HPE	15
3	TE-SEM-1	Literacy Teaching	EDU3LT	15
3	TE-SEM-2	Mathematics Learning	EDU3ML	15
3	TE-SEM-2	Science Learning	EDU3SL	15
4	TE-SEM-1	Literacy for All	EDU4LFA	15
4	TE-SEM-2	Numeracy for All	EDU4NFA	15

These units address the dimensions described as the content knowledge and skills for teaching. They include issues such as appropriate content, methods of teaching and strategies for supporting and assessing pupils' learning.

Discipline Studies (minimum 8 units)

All students are required to study a three-unit sequence in a discipline area. Students will be encouraged to choose at least four units in an area that can satisfy the requirements for a minor. The purpose of the discipline studies is to broaden teachers' background knowledge.

Education Discipline Studies

There is also a four-unit sequence in the discipline of education:

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Learning Technologies	EDU1LT	15
2	TE-SEM-1	The Contemporary Child	EDU2TCC	15
2	TE-SEM-2	Indigenous Studies	EDU2IS	15
3	TE-SEM-1	Education in a Network Society	EDU3ENS	15

These units address the theoretical perspective of education. The thinking and learning undertaken within the units can be generalised to non-school educational contexts.

Electives (6 units)

Students can choose up to six other electives from discipline studies or, in their third and fourth years, advanced teaching and curriculum studies. Students may use their six elective units to satisfy a major in these disciplines, or begin a second minor or major. These electives allow students to pursue their own areas of interest.

Pathways

The course will be structured so that students may satisfy other specialist teaching requirements in particular fields. These will be noted on their formal academic transcript.

Languages Other Than English (LOTE)

Specialist languages include Bahasa Indonesia and Auslan.

LOTE pathway – beginners

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Indonesian A	INM1IA	15
1	TE-SEM-2	Indonesian B	INM1IB	15
2	TE-SEM-1	Indonesian C	INM2IC	15
2	TE-SEM-2	Indonesian D	INM2ID	15
3	TE-SEM-1	Indonesian E	INM3IE	15
3	TE-SEM-2	Indonesian F	INM3IF	15
4	TE-SEM-1	Indonesian G	INM4IG	15
4	TE-SEM-2	Indonesian H	INM4IH	15
4	TE-SEM-1	LOTE Teaching Methodology	EDU4LOM	20
4	TE-SEM-2	LOTE Practicum	EDU4LP	20

LOTE pathway – VCE background

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	Indonesian C	INM2IC	15
1	TE-SEM-2	Indonesian D	INM2ID	15
2	TE-SEM-1	Indonesian E	INM3IE	15
2	TE-SEM-2	Indonesian F	INM3IF	15
3	TE-SEM-1	Indonesian G	INM4IG	15
3	TE-SEM-2	Indonesian H	INM4IH	15
4	TE-SEM-1	Indonesian I: Reading Course ¹	INM4RCI	15
4	TE-SEM-2	Indonesian J: Reading Course ¹	INM4RCJ	15
4	TE-SEM-1	LOTE Teaching Methodology	EDU4LM	20
4	TE-SEM-2	LOTE Practicum	EDU4LP	20

Key: ¹ Optional unit

LOTE pathway – beginners¹

Year	Teaching period	Unit name	Unit code	Credit points
1	TE-SEM-1	AUSLAN 1A	HCS1ANA	15
1	TE-SEM-2	AUSLAN 1B	HCS1ANB	15
2	TE-SEM-1	AUSLAN 2A	HCS2ANA	20
2	TE-SEM-2	AUSLAN 2B	HCS2ANB	20
3	TE-SEM-1	AUSLAN 3A	HCS3ANA	20
3	TE-SEM-2	AUSLAN 3B	HCS3ANB	20
4	TE-SEM-1	Language Cultural Studies A	HCS4LCA	20
4	TE-SEM-2	Language Cultural Studies B	HCS4LCB	20
4	TE-SEM-1	LOTE Teaching Methodology	EDU4LM	20
4	TE-SEM-2	LOTE Practicum	EDU4LP	20

Key: ¹ Credit may be given for successful AUSLAN studies at the VCE level.

Middle Years P-9 Pathway

This pathway trains teachers to teach from prep to middle school secondary, provided Victorian Institute of Teaching requirements are satisfied.

Students must complete two minors. It is recommended that at least one be in Mathematics, English, Science, or Information Technology. This pathway includes two relevant Teaching Methods at year 4

Year 4

Year	Teaching period	Unit name	Unit code	Credit points
4	TE-SEM-1	Field Experience A (Sec. Practicum)	EDU4FEA	15
4	TE-SEM-2	Field Experience B (Sec. Practicum)	EDU4FEB	15

Teaching Method units (for Middle Years Pathway)

Please consult with the Course Administrator for up-to-date unit information.

Year	Teaching period	Unit name	Unit code	Credit points
4	TE-SEM-1 and TE-SEM-2	Biology Teaching Method	EDU4BIA/ EDU4BIB	10 10
4	TE-SEM-1 and TE-SEM-2	Business Studies Teaching Method	EDU4BSA/ EDU4BSB	10 10
4	TE-SEM-1 and TE-SEM-2	Chemistry Teaching Method	EDU4CHA/ EDU4CHB	10 10
4	TE-SEM-1 and TE-SEM-2	English Teaching Method	EDU4EGA/ EDU4EGB	10 10
4	TE-SEM-1 and TE-SEM-2	Environmental Science Teaching Method	EDU4EVA/ EDU4EVB	10 10
4	TE-SEM-1 and TE-SEM-2	Geography Method	EDU4GEA/ EDU4GEB	10 10
4	TE-SEM-1 and TE-SEM-2	Health Education Teaching Method	EDU4HLA/ EDU4HLB	10 10
4	TE-SEM-1 and TE-SEM-2	History Method	EDU4HIA/ EDU4HIB	10 10
4	TE-SEM-1 and TE-SEM-2	Information Technology Teaching Method	EDU4ITA/ EDU4ITB	10 10
4	TE-SEM-1 and TE-SEM-2	LOTE Teaching Method * LOTE Practicum	EDU4LM/ EDU4LP	20 20
4	TE-SEM-1 and TE-SEM-2	Mathematics Teaching Method	EDU4MAA/ EDU4MAB	10 10
4	TE-SEM-1 and TE-SEM-2	Methods of Teaching (Secondary and Technology)	EDU4MTT	20
4	TE-SEM-1 and TE-SEM-2	Media Studies Teaching Method	EDU4MSA EDU4MSB	10 10
4	TE-SEM-1 and TE-SEM-2	Physical Education Teaching Method	EDU4PEA EDU4PEB	10 10
4	TE-SEM-1 and TE-SEM-2	Physics Teaching Method	EDU4PHA/ EDU4PHB	10 10
4	TE-SEM-1 and TE-SEM-2	Psychology Teaching Method	EDU4SYA/ EDU4SYB	10 10
4	TE-SEM-1 and TE-SEM-2	Science Teaching Method	EDU4SCA/ EDU4SCB	10 10
4	TE-SEM-1 and TE-SEM-2	Social Education Method	EDU4SOA/ EDU4SOB	10 10
4	TE-SEM-1	VET Teaching Method 1	EDU4VM1	20
4	TE-SEM-1 and	Visual Arts Method 1	EDU4V1A/ EDU4V1B	10 10

4	TE-SEM-2 TE-SEM-1 and TE-SEM-2	Visual Arts Method 2	EDU4V2A/ EDU4V2B	10 10
4	TE-SEM-1 and TE-SEM-2	Outdoor Education Teaching Method	EDU4OEA/ EDU4OEB	10 10

Key: * LOTE Teaching Method includes vacation classes.

Catholic Education Pathway

This pathway qualifies teachers for accreditation in Religious Studies and Catholic teaching. It includes four elective units that must be completed:

Year	Teaching period	Unit name	Unit code	Credit points
3	TE-SEM-1	Teaching Scripture in Catholic Schools	EDU3TSC	15
3	TE-SEM-2	Learning for Catholic Religious Education	EDU3LRE	15
4	TE-SEM-1	Catholic Religious Education Principles and Method	EDU4REP	15
4	TE-SEM-2	Spirituality and Values in Catholic Education	EDU4SVE	15

Honours Pathway

This is a research based pathway for students interested in developing a deeper understanding of a specific topic. It includes a compulsory curriculum unit at Year 4. Entry is by invitation only.

Year	Teaching period	Unit name	Unit code	Credit points
4	TE-ALLYR	Education Thesis	EDU4THE	60

UNIT DESCRIPTIONS

A full description of units, including the unit name, unit code, credit points, campus/location, unit coordinator, class requirements, assessment, prerequisites and readings, appears at the end of this chapter. For the most recent descriptions of units students should access the Unit Database at www.latrobe.edu.au/udb_public

EDU1GCL GENRES IN CHILDREN'S LITERATURE (15 CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr David Beagley, MI: Ms Deb Neal*

In this unit, students study current theories of genres relating to children's literature as a form of social practice. Topics covered include modernist and postmodern picture books, traditional European folk and fairy tales, fantasy and realistic fiction and poetry.

Class requirements: Two 1-hour lectures and one 2-hour tutorial/workshop per week.

Assessment: One 1500-word written assignment (30%), one weekly readings diary – equivalent to 1000 words (20%), evidence of tutorial preparation through participation (10%), one 2-hour written examination (40%).

Recommended Reading:

Lukens R. *A Critical Handbook of Children's Literature*. 7th edn.

Boston: Allyn and Bacon, 2002.

Cullinan B and Galda L. *Literature and the Child*. 6th edn. Belmont, CA: Wadsworth/Thomson Learning, 2006.

Anstey M and Bull, G. *Reading the Visual: Written and Illustrated Children's Literature*. Sydney: Harcourt Australia, 2000.

EDU1HCL HISTORY OF CHILDREN'S LITERATURE 1 (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr David Beagley, MI: Ms Debbie Neal*

In this unit, students investigate the influence of traditional literature on themes and genres in nineteenth and early twentieth century texts for children. Topics covered include myths, legends, folk and fairy tales and their influence on the emergence of the genres of fantasy and realism.

Prerequisite: EDU11GCL.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One set of webpages, with research notes (equivalent to a 1500 – 2000 word essay) (30%), one annotated bibliography (equivalent to a 1000 word essay) (10%), evidence of tutorial preparation through participation (10%), one 2-hour final examination (40%).

Recommended Reading:

Hourihan M. *Deconstructing the Hero: Literacy theory and children's literature*. London, New York: Routledge, 1997.

Zipes J. *Happily Ever After: fairy tales, children and the culture*. New York: Routledge, 1997.

EDU1IE INCLUSIVE EDUCATION: STUDENT DIVERSITY, WELFARE AND INCLUSIVE (15 CPs Sem. TE-SEM-2 BE, MI.) BE: Ms Cherry Rattue, MI: Mrs Debra Neal

In this unit, students are provided with an introduction to the philosophy and concepts underlying the well-being of all students with specific focus on inclusive education and student welfare. As part of this unit students will consider the functional implications of student diversity and the pedagogical process and practical adaptations that enable teachers to include students with additional learning, behavioural, emotional and environmental needs. The provision of challenging learning activities through the effective differentiation of the curriculum will be explored.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2-hour examination (40%), one 1250 word assignment (30%), attendance, class participation and Practicum observation report – equivalent to a 1250-word essay (30%).

Prescribed Reading:

As detailed annually in the *Anthology of Readings: Welfare, Disability and Inclusion* Bendigo: La Trobe University.

Recommended Reading:

Ashman A and Elkins J (eds). *Educating Children with Diverse Abilities*. Australia: Prentice Hall, 2002.

EDU1IT INTRODUCTION TO TEACHING PRACTICE (15 CPs Sem. TE-SEM-1 BE, MI.) Mr Wilf Savage

In this unit, students will engage in a lecture-tutorial program combined with school-based activities to study how students learn and what teachers must do so that learning can be maximised. The focus for the unit is primarily upon the role of the teacher in the learning experience and the content of the lecture tutorial program draws upon, yet simultaneously illuminates the experiences of students in the concurrent practicum program.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week. 12 days of school experience.

Assessment: One 10-minute tutorial presentation (20%), one 750-word essay (15%), a 1250-word essay (25%), practicum reports (performance assessed by reports from practicum supervisors) (10%), twelve days of (compulsory) supervised teaching practice – hurdle requirement. Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment, one 1-hour examination (30%).

Preliminary Reading:

Cruikshank DR, et al. *The Act of Teaching*. 2nd edn. Boston: McGraw-Hill, 1999.

Prescribed Reading:

Barry K and King L. *Beginning Teaching and Beyond*. Sydney: Social Science Press, 2003.

Recommended Reading:

Charles CM. *Building Classroom Discipline*. Boston: Pearson, 2005. Killen R. *Effective Teaching Strategies*. Sydney: Social Science Press, 2003.

Marsh C. *Becoming a Teacher*. Melbourne: Longman, 2004.

Whitton D, et al. *Learning for Teaching; Teaching for Learning* Melbourne: Thomson, 2004.

EDU1LL LEARNING, LANGUAGE AND ENGLISH/LITERACY (15 CPs Sem. TE-SEM-2 BE, MI.) BE: Ms Debra Edwards, MI: Ms Deb Neal

In this unit students will be involved in the development of self knowledge including an understanding of the influence of their identities and cultures on their development as English/Literacy teachers. Personal competencies including an explicit knowledge about language codes and conventions and the use of technologies to enhance personal learning and as a way of ensuring currency of curricular policies, programs and resources will be considered. Students will be introduced to the developmental nature of language and literacy learning; knowledge of a range of language and literacy

learning theories and associated approaches and programs with a focus on the early years of schooling.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word assignment (30%), one 2-hour examination (40%), attendance, participation and completion of weekly class activities, equivalent to 1000 word essay (30%). Students will be expected to keep a 'Learning Language Notebook' recording reading and preparation for lectures and tutorials, tutorial and WebCT activities and lecture notes.

Prescribed Reading:

Hill S. *Developing early literacy assessment and teaching*. Australia: Eleanor Curtain, 2006.

Recommended Reading:

Ministry of Education NZ *Effective Literacy Practice in Years 1 to 4*. New Zealand: Learning Media, 2003.

Green D and Campbell R (eds.) *Literacies and Learners*. 2nd edn. Australia: Pearson Education, Current Perspectives, 2003.

EDU1LT LEARNING TECHNOLOGIES –
INFORMATION/COMMUNICATION (15 CPs Sem. TE-SEM-1 BE, MI.) Ms

Chris Campbell

In this unit students develop information literacy knowledge, skills and values required for both the application of technology in teaching and learning as well as learning to teach about technology. Topics for this unit include the Internet, software applications for educators, integrating multimedia and educational software applications as well as creating curriculum materials. Issues to be addressed will include those related to ethics, sociology, psychology and communications theory. This unit provides an introduction to practical computing skills and the integration of technology into the classroom. Students will be assisted to achieve the learning outcomes endorsed by the Victorian Institute for Teaching.

Class requirements: Two 1-hour lectures and one 1-hour tutorial/workshop per week.

Assessment: Computer Laboratory Set Activities including online activities – equivalent to a 2000 word essay (40%), Multipage educational website equivalent to 1000 word essay (25%). Individual task, Digital portfolio equivalent to one 1500 word essay (35%) individual task.

Prescribed Reading:

Campbell C. *Electronic readings – various*. La Trobe University.

EDU1MT THE TEACHING OF NUMBER, CHANCE AND DATA AND ALGEBRA (15 CPs Sem. TE-SEM-1 BE, MI.) Dr Dona Martin

Using concepts drawn from the topics of number, chance and data and algebra, the structure of mathematics, the goals of mathematics teaching, the nature of the mathematics curriculum and ways of engaging pupils in mathematics learning are explored. Students will be given the opportunity to broaden their personal understandings of and attitudes to, these key mathematical concepts using problem solving and investigative approaches. The students will examine how understanding of these key mathematical concepts contributes to the development of numerate citizens and how such approaches contribute to their own learning and the implications for their mathematics teaching.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 15-minute content assignment (10%). It is a hurdle requirement that all students demonstrate appropriate understanding of relevant mathematical content for primary teaching. One 2-hour examination (40%), one 1000-word assignment (30%), one 15-minute tutorial presentation and one 1000-word assignment (20%).

Preliminary Reading:

Australian Education Council. *A National Statement on Mathematics for Australian Schools* Carlton: Curriculum Corporation, 1991.

Department of Education, Employment and Training, Victoria, 2000.

Curriculum and Standards Framework II Melbourne: Author Booker, G et al *Teaching Primary Mathematics (3rd edn)*. South Melbourne: Addison Wesley Longman, 2004.

Recommended Reading:

Department of Education, Employment and Training, Victoria, 2000. *Curriculum at Work CD ROM* Melbourne: Author

de Klerk J. *Illustrated Maths Dictionary*. 3rd edn. South Melbourne: Longman, 1999.

Sullivan P and Liburn P. *Open-ended Maths Activities: Using 'Good' Questions to Enhance Learning*. Melbourne: Oxford University Press, 1997.

EDU1TL THEORIES OF LEARNING (15 CPs Sem. TE-SEM-2 BE, MI.) *Dr Craig Deed*

A lecture-tutorial program based on the second half of a full year study associated with how students learn and what teachers must do so that learning can be maximised. The unit is designed to familiarise students with established theories, which attempt to explain the nature of learning, how it happens and the forces, which influence human motivation.

Prerequisite: EDU11ITT, EDU1ITT.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial participation and one oral tutorial presentation equivalent to a 1000 word essay (20%), one 1500 word essay (30%). Completion of two online modules equivalent to 1000 word essay (20%), one Practicum journal(reflective) of 2000 to 3000 words (equivalent to a 1000 word essay) (20%), school practicum Supervisors report (10%). Eight day practical work hurdle (compulsory). Satisfactory participation and performance to defined exit standards are required to meet the compulsory hurdle assessment.

Prescribed Reading:

Krause K. et al. *Educational psychology for learning and teaching*. 3rd edn. Melbourne: Thomson, 2003.

Recommended Reading:

Borich G and Tombari M. *Educational psychology for tomorrow's teachers*. New York: Longman, 1997.

Cole P and Chan L. *Teaching principles and practice*. 2nd edn. Sydney: Prentice Hall, 1994.

Woolfolk AE *Educational psychology*. 8th edn. Boston: Allyn and Bacon, 2001.

EDU4FEA FIELD EXPERIENCE A – FROM STUDENT TO PROFESSIONAL (15 CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr Wilf Savage, BE: Dr Jennifer Sheed, MI: Ms Debbie Neal*

In this unit, students focus on the transition from student teacher to graduate teacher. The unit will be organised around the themes of essential professional knowledge embodied in the professional standards for graduating teachers current in the various Australian States and Territories with a particular focus on Victoria. The field experience component of the unit will involve students spending a minimum of eight days in schools with a view to strengthening their understandings of the knowledge needed to take their place as a staff member in a school. It will also involve students in data collection and research in order to develop a professional portfolio in response to the professional standards for graduating teachers. Topics examined include schools as institutional work sites, school level planning, teacher recruitment practices, performance management and professional practice.

Prerequisite: EDU11ITT, EDU12TL, EDU22PRB, EDU1ITT, EDU1TL, EDU3PRC, EDU2PRB.

Class requirements: Minimum of eight days in schools, three 6-hour days in block mode during semester and 1-hour workshops over eight weeks.

This unit is not available for Study Abroad students.

Assessment: Develop a professional portfolio, 2000 word equivalent (50%), one 2000 word assignment (50%).

Recommended Reading:

Department of Education, Science and Training. *An ethic of care, effective programs for beginning teachers*. Canberra: Commonwealth of Australia, 2002.

School of Education. *Book of selected readings prepared by unit coordinato*. 2007.

Wyse D. *Becoming a primary school teacher*. London ; New York : RoutledgeFalmer, 2002.

EDU4FEB FIELD EXPERIENCE B – THE TEACHER AND THE

CURRICULUM (15 CPs Sem. TE-SEM-1 BE, TE-SEM-2 BE, MI.) *BE: Mr Wilf Savage, BE: Dr Jennifer Sheed, MI: Ms Debbie Neal*

This unit represents a culmination of the student's four year practicum program. In the weeks leading up to the three-week practicum, which forms the core of the unit, students will spend several days familiarising themselves with their host classroom. During the practicum period, they will be focused upon planning, teaching and assessing units of work, upon individualising instruction and catering for children with particular needs. Students are expected to assume more and more the role of a full-time teacher and to demonstrate the ability to work with children for sustained periods. In addition, particular attention will be placed upon the student's appraisal of themselves as commencing teachers.

Prerequisite: EDU11ITT, EDU22PRB, EDU32PRC, EDU41FEA, EDU4FEA, EDU3PRC, EDU2PRB, EDU1ITT, EDU1TL.

Class requirements: Fifteen days of classroom teaching experience, followed by class presentations on topics researched in the course of their time in school.

This unit is not available for Study Abroad students.

Assessment: 1500-word self-appraisal essay (30%), one 15-minute tutorial presentation exploring a topic researched during time in school (20%), assessment of teaching performance (50%), 15 days of (compulsory) supervised teaching practice – Hurdle requirement. Satisfactory participation and performance to defined exit standards are required to meet the compulsory Hurdle assessment

Recommended Reading:

Barry K and King L. *Beginning Teaching and Beyond*. 3rd edn. Tuggerah: Social Science Press, 1998.

Cohen L et al. *A Guide to Teaching Practice*. 5th edn. London: Routledge Falmer, 2004.

Marsh Colin J. *Becoming a Teacher, Knowledge, Skills and Issues*. 2nd edn. Frenchs Forest, N.S.W.: Longman, 2000.

Posner GJ. *Field Experience: A Guide to Reflective Teaching*. 6th edn. Boston: Pearson, 2005.

EDU4FEP FIELD EXPERIENCE PROJECT (30 CPs Sem. TE-ALL-YR BE, MI.)

BE: Mr Wilf Savage, MI: Ms Debbie Neal

Not available in 2008

EDU4IC INTEGRATED CURRICULUM: CONTENT, PEDAGOGY AND

ASSESSMENT (15 CPs Sem. TE-SEM-1 MI.) *Ms Debbie Neal*

Not available in 2008

EDU4ISP INDEPENDENT STUDY PROGRAM (20 CPs Sem. TE-SEM-1 BE, MI.

TE-SEM-2 BE, MI.) *BE: Mr Ray Nichol, MI: Ms Debbie Neal*

In this unit students will examine an area of theoretical and/or professional interest not covered in other subject offerings. Students negotiate with a supervisor the specific problem to be investigated; the means by which the problem can be resolved and the manner in which the findings are to be presented for assessment. Approval is required from the Course Coordinator.

Class requirements: Equivalent of one-hour per week supervisory conference, plus independent study.

Assessment: 5000-word research assignment (100%).

Preliminary Reading:

Negotiated Readings *Negotiated Readings*

EDU4ISS INDEPENDENT STUDENT STUDY (15 CPs Sem. TE-SEM-1 BE, MI.

TE-SEM-2 BE, MI.) *BE: Dr Jenny Masters, MI: Ms Debbie Neal*

In this unit students will examine an area of theoretical and/or professional interest. Students negotiate with the Course Coordinator the specific problem to be investigated; the means by which the problem can be investigated; and the manner in which the findings are to be presented for assessment.

Class requirements: Equivalent of one-hour per week supervisory conference, plus independent study.

Assessment: One 4500-word research report (100%).

Preliminary Reading:

Negotiated Readings

EDU4IT INTERACTIVE TECHNOLOGIES (15 CPs Sem. TE-SEM-1 BE, TE-SEM-

2 BE, MI.) *BE: Ms Chris Campbell, MI: Ms Deb Neal*

Students will apply the principles of instructional design learning theory and product development to build an interactive web environment. The focus will be on information design, project management and evaluation, understanding the basic elements of a hypertext environment through the development of a project. Students will develop skills in emergent technologies such as interactive whiteboard technologies and digital storytelling.

Quota: 22. First in, first enrolled up to quota

Class requirements: Three hours per week.

Assessment: Develop an interactive whiteboard lesson and lesson plan – equivalent to a 1200 word essay (20%) individual task, Website Design Statement and rationale – equivalent a 2500 word essay (30%). Group task, one major interactive website creation project – equivalent to a 3000 word essay (50%). Group task

Recommended Reading:

Various *Electronic readings available on WebCT* Latrobe University

EDU4LFA WEAVING THE THREADS OF LITERACY EDUCATION (15 CPs Sem. TE-SEM-1 BE, MI. TE-SEM-2 BE.) *Ms Debra Edwards, Ms Debbie Neal*

In this unit students are involved in the development of understandings of the need to acknowledge and prepare students for the global nature of society while still valuing and addressing local discourses and cultural and linguistic diversity and knowledge of current debates in relation to teaching English as a second or other language. An awareness of issues and debates in relation to current practices including curriculum literacies, multiliteracies, Indigenous perspectives and Aboriginal English, critical literacies, middle years literacies will also be considered.

Prerequisite: EDU31LT.

Class requirements: Two 1-hour lectures and one 2-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 2-hour examination (open book) (40%), one 1500-word assignment (unit of work) (30%).

Recommended Reading:

Lo Bianco, J and Freebody P. *Australian Literacies: Informing National Policy on Literacy Education*. Melbourne: Language Australia Ltd, 2000.

Winch G, Johnston R, Holliday M, Ljungdahl L and March P, 2001. *Literacy: Reading, Writing and Children's Literature* South Melbourne: Oxford University Press

EDU4NFA INCLUSIVE APPROACHES TO NUMERACY TEACHING (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Dr Dona Martin, MI: Ms Debbie Neal*

The emphasis in this unit is on research based approaches to numeracy teaching, with emphasis on flexibility in task and pedagogy to address the specific needs of all students. In particular the issues associated with data informed teaching, understanding the structured curriculum, matching experiences to students needs, utilising technology effectively, activity and game based learning, using open-ended tasks in teaching and assessment, assessment of student learning generally, as well as affective issues including engagement and self efficacy will be explored. The emphasis will be on linking theory and practice through classroom based research projects.

Prerequisite: EDU32ML, EDU3ML.

Class requirements: Block mode equivalent to 40 hours of weekly classes.

Assessment: One 3000-word report of classroom based research (50%), one 1500-word assignment (50%).

Preliminary Reading:

Bobis J et al. *Mathematics for Children: Challenging Children to Learning* E. Labinowicz E. *Learning from Children: New Beginnings for Teaching Numerical Thinking*. Menlo Park, CA: Addison-Wesley, 1985.

Reys RE, Lindquist MM, Lambdin DV, Smith NL and Suydam MN. *Helping Children Learn Mathematics*. 6th edn. New York: John Wiley, 2001.

Sullivan P and Lilburn P. *Open-ended Maths Activities: Using 'Good' Questions to Enhance Learning*. Melbourne: Oxford University Press, 1997.

Think Mathematically South Melbourne: Prentice Hall, 1999.

Recommended Reading:

Brown M, Askew M, Baker D, Denvir H and Millett A. *Is the national numeracy strategy research-based?* British Journal of Educational Studies 46(4), pp. 362-385, 1998.

Kilpatrick J, Swafford J and Findell B. *Adding It Up: Helping Children Learn Mathematics*. Washington, DC: National Academy Press, 2001.

McIntosh A, Bana J and Farrell B. *Mental Computation in School Mathematics: preference, attitude and performance of students in years 3, 5, 7 and 9*. MASTEC Monograph, Series No. 1, 1995.

Desforges, C and Cockburn, A (1987). *Understanding the Mathematics Teacher: A Study of Practice in First Schools*. New York: MacKay.

EDU4TAE THINKING ABOUT EDUCATION (15 CPs Sem. TE-SEM-1 BE, MI.)

BE: Mr Wilf Savage, **MI:** Ms Debbie Neal

Not available in 2008

Faculty of Health Sciences

Enquiries: Faculty Office

Level 2, Health Sciences 1 Building, Melbourne (Bundoora) Campus

Tel: (03) 9479 3583

Email: health@latrobe.edu.au

Web: www.latrobe.edu.au/health/

The Faculty of Health Sciences caters for a wide range of interests in the education of health professionals by offering a wide range of undergraduate, postgraduate coursework and Graduate Entry Master Programs. The Faculty also provides opportunity for research at both a Master and Doctoral level. Students from other faculties of the University may apply to enrol in some individual health sciences units.

The Faculty consists of four Divisions:

- Allied Health
- Health Studies
- Nursing and Midwifery
- Research.

Courses are offered at the Albury-Wodonga, Bendigo, Melbourne (Bundoora and City), Mildura and Shepparton campuses. The Faculty also teaches at a number of hospitals, offers some courses via distance education and teaches some courses overseas.

There are several externally funded centres and institutes that are part of the Faculty including:

- Australian Institute for Primary Care
- Australian Research Centre in Sex, Health and Society
- Mother and Child Health Research Centre
- Musculoskeletal Research Centre
- The Bouverie Centre – Victoria's Family Institute, which provides family therapy clinical services and offers postgraduate programs in family therapy.

Requirements for admission to undergraduate courses

Information about the VCE prerequisite units and other admission requirements are available from the University's Office for Prospective Students or from the Faculty of Health Sciences.

Course regulations

All courses offered by the Faculty are governed by a University regulation that specifies the entrance and other requirements of the course.

Each course also has its own rules of progression and most schools produce specific procedures that operate under the authority of the University Regulations and Faculty guidelines. Details of assessment in each unit are available on discipline notice boards from the beginning of the academic year.

A student in a full-time professional course may be required to pass all units of a specified year level before proceeding to units at the next year level, or achieve such a standard as to be awarded a pass in the year as a whole. A conceded pass in a unit, which is not a prerequisite for studies in the following year, will normally entitle a student to proceed to the next year, provided that all other units are passed. A conceded pass is not awarded for a unit which is a prerequisite unit for a unit which must be taken later in the course.

It is Faculty policy that where a professional placement unit has a prerequisite unit, the prerequisite unit must be passed within the previous three years.

The Faculty applies the University academic progress rules along with a time limit rule where a student must complete the course in a specified period of time equivalent to twice the full-time length of the course plus one year. This time limit includes any intermissions. For further information, consult the relevant division or Faculty office.

Students with a disability

Most of the courses conducted by the Faculty of Health Sciences include some type of clinical or professional practice experience which is a compulsory requirement of the course. The Faculty recognises that professional and clinical placements can present particular challenges to students with disabilities. Every effort will be made to make reasonable adjustments to the learning experience and assessment requirements of a clinical or professional practicum within the requirements of the course. In order to do this, students who have a temporary or permanent disability of any type which may have an impact upon their ability to complete course requirements are encouraged to meet with the course coordinator prior to the commencement of the course.

Health procedures

It is strongly suggested that students undergo a medical examination with a view of preventing or detecting disease.

To further reduce health risks, it is strongly recommended that:

- tuberculin testing be undertaken prior to attending hospital clinics, with follow-ups as necessary
- all students be immunised against hepatitis B
- all students be immunised against rubella, measles and mumps
- all students be up to date with their immunisation against poliomyelitis, diphtheria and tetanus.

Students with an infectious condition such as HIV or HBV should take every reasonable precaution to ensure that no other person is placed at risk of infection, as advised by their treating doctor.

Students should note that many hospitals require students to be immunised prior to allowing students to attend a professional placement. Students who are not immunised may jeopardise their ability to gain access to a suitable (or any) professional placement(s) and may therefore delay or prevent completion of the course.

Uniforms and class materials

Some courses require a prescribed uniform for hospital and clinical activities. Details are available from the relevant course coordinator or administrative officer.

Schools may charge students for expendable materials supplied where the materials are consumed by students to their direct personal benefit or where students may wish to retain continuing possession of the materials concerned. Students may be charged deposits for non-consumable items issued for temporary use. Schools may recover the cost of lecture notes and other printed material issued to students, provided that no student is compelled to acquire such notes or materials.

Professional placements

Please note that most courses require students to undertake unpaid professional placements. In most courses that require students to undertake professional placements, the placement involves being assigned to an agency on a full-time basis over a period of weeks. Students may be required to attend placements located in either metropolitan or regional areas for which the student is expected to meet any travel and accommodation costs. Some financial support from the Faculty may be available but there is no guarantee of financial support. In some cases, students undertake placement interstate or overseas. For overseas placements, students may be eligible to apply for the Government OS-Help Loan.

The types of places where students may attend a professional placement include major hospitals, health care networks, schools, community centres and clinics.

The University maintains insurance policies to protect students undertaking professional placement outside of the University as a

compulsory course requirement or other work undertaken off-campus as part of a course or approved research work. Further information is available from the University Insurance Office website www.latrobe.edu.au/insurance/ Faculty office or Division.

National Police Record Check

In those courses where students are required to undertake professional placements, students may come into contact with vulnerable people. Most agencies require students to provide the results of a National Police Record Check. The cost of obtaining a record check from the Victorian Police is payable by the student directly to Victoria police. In 2007 the volunteer fee for the record check was \$13.30. Students should obtain the *Consent to Check and Release National Police Record* application form from their division of enrolment or it can be downloaded from the Victoria Police website. Students should complete the application form and obtain a signature from the division office which will allow the check to be obtained at the volunteer rate. The certificate is valid for the current year only. Students will be expected to obtain a new police security clearance each year in which a professional placement is required.

Students undertaking placement in New South Wales will also require a National Police Record Check. This check will include a 'Working with Children' check. Details are available from the division of enrolment.

Students being placed in Victoria may also be required to obtain a 'Working with Children' check.

Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable (or any) professional placement(s) and may therefore delay or prevent completion of the course. Any questions or concerns relating to these checks should be directed to the relevant school office or placement coordinator.

Flexible teaching arrangements

In order to accommodate student needs, some units are taught in a mode different from the normal face-to-face or regular weekly classes. For example, modes may include block mode (i.e. intensive weekend or week-long classes), classes taught outside of the normal teaching period dates such as placement units, or classes taught via distance education or web-based teaching. Please refer to unit descriptions for those units that are offered by flexible teaching arrangements.

Fees

The Australian Government has introduced a new system of fees for Australian universities. From 2005, the Higher Education Loan Program (HELP), available to Australian citizens and holders of permanent humanitarian visas will be available to assist students with the payment of their university fees.

- HECS-HELP – for Australian citizens and holders of a permanent humanitarian visa if enrolled in a Commonwealth-supported place.
- FEE-HELP – for eligible fee-paying students enrolled at eligible higher education providers. Loans will cover up to the full amount of their tuition fees with students able to borrow up to an amount determined by the Federal Government.
- OS-HELP – for eligible full-time Commonwealth supported students who wish to study one or two study periods overseas. Loans will be up to \$5000 per six-month study period. OS-HELP loans will be subject to a 20% loan fee.

For more information, please refer to www.hecs.gov.au

Units Offered by the Faculty

A full description of Health Sciences units appears at the end of this chapter, in alphabetical order by unit code. Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the unit database for up to date information www.latrobe.edu.au/udb_public

Electives units offered by the Faculty appear at the end of the courses section prior to the unit descriptions.

Courses Offered by the Faculty

DIVISION OF ALLIED HEALTH

Bachelor of Social Work (Pathway Program)

A pathway to the Bachelor of Social Work degree is available at the Mildura campus. This pathway is available to current year-12 students, non year-12 and mature age entry applicants. Students are required to enrol in the Bachelor of Arts degree and undertake a number of units of specific relevance to social work as well as specific social work units including Introduction to Social Work (SWP1ITP) and Reflective Communication (SWP2REC). After completing two years of the Bachelor of Arts degree students then transfer to the Bachelor of Social Work (Advanced Standing) degree, which is conducted over two years in block mode.

Social Work is a professional qualification accredited by the Australian Association of Social Workers.

Bachelor of Social Work (Advanced Standing) (HSBSWM)

The course qualifies graduates for entry into the profession of social work. The degree is recognised by the Australian Association of Social Workers (AASW). Students will develop the knowledge, values and skills appropriate to understanding the needs commonly experienced by individuals, families, groups and communities and the appropriate responses for personal and social adjustment and social development.

The degree prepares students to practise in a wide range of social work roles, including direct service, research, administration and social policy and planning. Units offered are a mix of theoretical, practical and field-based studies. This reflects the nature of social work within contemporary society which demands that a competent social work graduate understands their practice in terms of ideas about individuals, groups and communities, knowledge of how society operates, the values of the profession, and has a range of practice skills. The course includes seventy days (in each year) of placement in a professional social work agency.

The curriculum of the course is based on a philosophy of social justice and is taught within an adult-learning model. Students are encouraged to relate their relevant experiences to the theories and practice presented in the program.

Degree requirements

The course is offered as a two year (advanced standing) degree for applicants with at least two years of approved university study. Further advanced standing may be offered to suitably qualified applicants.

Course structure

Students are required to undertake a course of studies equivalent to that listed below.

At Mildura the course is taught in block mode only, i.e., four consecutive days of lectures, seminars and tutorials, in approximately 10 blocks, across two semesters in each of the two years. Students will be required to attend some lectures, seminars and tutorials out of normal University hours.

For the purpose of the Commonwealth Supported Places Scheme (CSP) a full-time enrolment is 120 credit points per year or 60 credit points per teaching period.

First year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	SWP3COM	Social Work Practice in Communities	15
TE-SEM-1	SWP3IFG	Social Work Practice with Individuals, Families and Groups A	20
TE-SEM-1	SWP3ITP	Introduction to Social Work	10
TE-SEM-1	SWP3LER	Social Work Practice: Law Ethics and Human Rights	15
TE-W36-49	SWP3FEA	Field Education A	40
TE-W29-35	SWP3FOP	Fields of Social Work Practice A	15
TE-W29-35	SWP3RES	Research for Social Work Practice B	15

Second year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	SWP4IFG	Social Work Practice with Individuals, Families and Groups B	20
TE-SEM-1	SWP4SPP	Social Policy and Practice B	20
TE-W29-35	SWP4DIV	Diversity in Social Work Practice	10
TE-W36-49	SWP4FEB	Field Education B	40
TE-W29-35	SWP4FOP	Fields of Social Work Practice B	15

DIVISION OF NURSING AND MIDWIFERY

Tel: (03) 5051 4067 or (03) 9479 5950

Bachelor of Nursing (pre-registration) – Albury-Wodonga (HBNPRW), Bendigo (RBN), Melbourne (Bundoora) (HBN), Mildura (HBNM), Shepparton (HBNUP)

Duration – Three years full-time

This comprehensive course leads to registration as a Division 1 Nurse with the Nurses Board of Victoria. It is offered across the Melbourne (Bundoora), Albury-Wodonga, Bendigo, Mildura and Shepparton campuses. Students are required to undertake a course of studies equivalent to that listed below. Some unit codes differ depending upon the campus of offer. The following course structure is that of the Mildura campus. For the structure of courses offered at the Albury-Wodonga, Bendigo, Melbourne (Bundoora) and Shepparton campuses, please refer to those campus entries elsewhere in this *Handbook*. Note that the teaching period in which a unit is offered may change.

The Bachelor of Nursing (pre-registration) is a three year pass degree. An honours year is also available for candidates who meet the entrance requirements.

Within the course students are viewed as active participants in the learning process. This enhances the development of critical thinking and problem-solving skills, which enables the graduate to respond to the changing demands of health care services. The course involves study in nursing theory, practice and research, human biosciences and public health.

The on-campus skills laboratory enables students to practise and develop clinical nursing skills in a simulated and supportive environment. The clinical learning component occurs in hospitals and health care agencies in the Mildura region and a variety of metropolitan facilities.

This course is offered on a full-time basis. Part-time study is not recommended but may be considered at the discretion of the Undergraduate Course Coordinator.

Professional recognition

Graduates are eligible for registration as Division 1 Nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

Course structure (three year program)

First year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-1	HBS1API	Introduction to Human Body	15
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-2	NSG1FUN	Fundamentals of Nursing Practice	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	HBS1AON	Anatomy: Organs	5

Second year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG2EBP	Evidence Based Nursing	15

TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

Third year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	NSG3NTF	Nursing The Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	Nursing elective	Nursing Practicum elective from approved list	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15

Bachelor of Nursing (Division 2 Conversion) – Melbourne (Bundoora) (HSBNC), Albury-Wodonga (HSBNCW), Bendigo (BEBND2), Mildura (HBNCM), Shepparton (HBNCP)

Duration: Three years part -time

Course structure (three year, Division 2 Conversion)

The Bachelor of Nursing (Division 2 Conversion) is offered as a three year course available to students who hold a current Division 2 Registration and wish to upgrade their qualification to Division 1. It is offered across the Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura and Shepparton campuses. Successful completion of this course prepares graduates for Division 1 registration. This course requires all students to successfully complete a short course in human anatomy and physiology prior to the commencement.

Professional recognition

Graduates are eligible for registration as Division 1 Nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

First year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15

Second year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-2	NSG2EBP	Evidence Based Nursing	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15

Third year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15

Co-requisite: HBS1HBF, HBS1API.

Class requirements: Eighteen 1-hour lectures and four 2-hour practical classes per semester.

This unit is not available for Study Abroad students.

Assessment: One 10-minute multiple choice test (equivalent to 200 words) (10%), one 300-word assignment (20%), one 1-hour written examination (70%). Hurdle requirement: student must participate in all components of the assessment.

Recommended Reading:

Blackhouse KM, Haching RT. *Clinical surface anatomy*. Mosby, 1998.

Moore LM and Agur AMR. *Essential clinical anatomy*. 2nd edn. Lippincott, Williams and Wilkins, 2002.

HBS1AON current edn. *student manual*.

HBS1API INTRODUCTION TO THE HUMAN BODY (15 CPs Sem. TE-SEM-1 AW, BU, MI, SH.) AW: Dr Charu Mishra, BU: Dr Susan Malcolm, BU: Dr Jodi Sita

In this unit students will be introduced to basic physiological and anatomical concepts that will be further developed in semester two. Physiology lectures will cover homeostasis, body fluids, the cell and plasma membrane, mechanisms by which substances cross the membrane, the nervous system and skeletal muscle. Anatomy lectures will cover anatomical terminology, tissues, skin, the musculoskeletal system, nerves and regional anatomy. Lectures are supported by practical classes and tutorials.

Incompatible unit: HBS1APH, HBS1HFU

Class requirements: Four 1-hour lectures per week, nine 1-hour practical classes and five 1-hour tutorials over the semester.

Assessment: Two short multiple question tests (10%). Hurdle requirement: participation in all components of the assessment, one 2-page diagram-based assignment (10%), one 350-word assignment (10%), one 1.5-hour written anatomy exam (35%), one 1.5-hour written physiology exam (35%).

Recommended Reading:

HBS1API – Anatomy current edn. *student manual*.

HBS1API – Physiology Marieb E and Hoehn K.

Human Anatomy and Physiology. 7th edn. Pearson, 2007.

HBS1HBF HUMAN BODY FUNCTION (10 CPs Sem. TE-SEM-2 AW, BU, MI, SH.) AW: Dr Charu Mishra, BU: Ms Jane McCooley

In this unit, students' understanding of the functioning human body, introduced in semester one is extended. Begins with an overview of how the endocrine system contributes to regulation of body functioning and hence to homeostasis. Descriptions of selected hormones and their functions illustrate the general principles. Most of the unit is devoted to the study of body systems, including the cardiovascular system, respiratory system, renal system, digestive system and metabolism, reproductive system. Interactions between the systems to meet challenges to normal functioning imposed by changes within and external to the body are discussed. Concludes by considering changes in body functioning with development from a neonate to a very old person.

Co-requisite: HBS1API or HBS1APH or HBS1HFU or BIO1OF.

Class requirements: Four 1-hour lectures and one 1-hour tutorial (voluntary attendance) per week.

Assessment: One 40-minute written examination mid-semester (20%), one 2-hour examination at the end of the semester (80%).

Prescribed Reading:

Marieb E and Hoehn K. *Human anatomy and physiology*. 7th edn. Pearson, 2007

HBS2PAT PATHOPHYSIOLOGY IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Dr Charu Mishra, BE: Dr Terri

Meehan-Andrews, BE: Dr Adrian Verrinder, BU: Mr Robert Paine

In this unit students will examine disorders which may be experienced by individuals over the life-span, emphasising the underlying biological mechanisms that produce signs and symptoms and the risk factors and contributing causes of disorders. Specifically, general pathological processes will be discussed with emphasis on disturbed function, adaptation to injury, inflammation, tissue healing, immunological disorders, neoplasia, fluid imbalance, thrombosis, embolism and vascular disorders. In addition to general pathological

UNIT DESCRIPTIONS

HBS1AON ANATOMY: ORGANS (5 CPs Sem. TE-SEM-2 AW, BU, MI, SH.)

Dr Jodi Sita

In this unit, the principles of anatomy which began in HBS1API will be developed and applied to the location and physical relationships between major organ systems of the head and trunk. Emphasis will be placed on cardiovascular, respiratory, digestive, renal and reproductive systems, paralleling the functional approach to these in HBS1HBF. Lectures will be supported by practical sessions, including surface anatomy and examination of cadaver specimens.

processes, emphasis will be given to relevant disorders of the respiratory, cardiovascular, renal gastrointestinal, endocrine, skeletal and nervous systems.

Prerequisite: HBS1HBF, except for students enrolled in the HSBNC, HSBNCW, BEBND2, HBNCM, HBNCN, HBNPRG, HBNPGW.

Class requirements: Four 1-hour lectures per week and one 1-hour seminar or tutorial per week. Some lectures will be given via WebCT.

Assessment: One 45-min mid-semester test (20%), one 3-hour final examination (80%).

Prescribed Reading:

Porth CM. *Pathophysiology Concepts of altered health states*. New York: Lippincott, 2005.

HLT3IPA INTERDISCIPLINARY PROFESSIONAL PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU, DE, MI, SH. TE-SEM-2 AW, BE, BU, DE, MI.) *Dr Helen*

Cleak, Ms Dianne Williamson

In this web-based unit, students across the Faculty of Health Sciences study together in interdisciplinary groups in preparation for professional practice. This unit consists of four online modules: Professional Development, Provision of Care within the Context of Human Service Systems and Implementing a Plan to Improve Service Quality, Professional Accountability and Organisational Dynamics – Working Effectively in Health and Human Service Organisations. Through guided activities, students will be encouraged to critically reflect on the structure and influences on the human services organization, develop interdisciplinary awareness and explore the contribution of other professions, consider the rights and expectations of service consumers and apply the key issues of ethical decision making within the context of relevant law.

Prerequisite: Bachelor of Health Sciences students must have completed at least 240 credit points. All other courses must have completed one of the following units: NSG2EBP, HIM2HCC, ORT3CLI, OCT3PRD, PTY32CPC, PTY32MPC, PTY32NPC, PTY32SSP, POD3PCP, POR2CEB, POR2CEB, HCS30CLI, HCS30PPR, SWP3FEA, ORH33CPE.

Bachelor of Health Sciences students must have completed at least 240 credit points.

Incompatible unit: HLT32IPA, HLT31IPA

Class requirements: Eight hours of lectures/seminars over two days during Orientation Week plus a flexible learning package equivalent to three hours of classroom contact per week. Students have regular contact with lecturers via the unit coordinator using telephone, fax and e-mail.

Assessment: Three 500-word online group task (30%). Hurdle requirements: students are required to participate in all online tasks and must pass all assessment components in order to pass this unit, one 1500-word online assignment (40%), participation/contribution to online discussions as per guidelines provided to students (10%), one 750-word online group tasks (20%), one 1500-word group online assignment (40%), participation/Contribution to online discussions as per guidelines provided to students (10%).

Prescribed Reading:

Duckett SJ. *The Australian Health Care System*. Melbourne University Press: Oxford, 2000.

NSG1AAS NURSING ART AND SCIENCE (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) *AW: Ms Yolanta McLaughlin, BE: Ms Gamble Kerrie, BU: Mr Bill McGuinness*

In this unit students will be provided with an introduction to the theoretical framework of the curriculum as an underpinning for professional nursing practice. The foundations of the program are discussed in the context of nursing as a discipline and a profession. Creative and scientific processes and concepts that underlie and guide nursing practice are explored from a historic, holistic and global perspective. Students are introduced to various nursing roles in health care by examination of professional nursing practice. The concepts of nursing as an art, nursing as a science and of care and caring within a professional, legal and ethical framework are examined. Students will explore dimensions of the nurse-patient relationship. In particular they will develop skill in initiating, maintaining and concluding effective therapeutic and professional communication. Students will also be expected to maintain a reflective journal and to engage in group discussions.

Class requirements: 26 hours of lectures, 13 hours of problem-based learning (fortnightly class based tutorials and seven hours of web based tutorials) and 16 hours of clinical placement over the semester. This unit will have an online component and may also be offered in block mode (two consecutive 6-hour days, three times over the semester). There may be various to this structure on difference campuses.

Assessment: One 1800 word assignment (40%). Hurdle requirement: Completion of a clinical learning activity related to communication skill and professional development, one 2200-word written essay (60%). Students must pass both the theoretical and clinical components to pass the subject.

Recommended Reading:

Crisp J and Taylor, C. (Eds). *Potter and Perry's Fundamentals of Nursing*. 2nd edn. Sydney: Elsevier Mosby, 2005.

NSG1FUN FUNDAMENTALS OF NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BU. TE-SEM-2 AW, BE, BU, MI, SH.) *AW: Ms Yolanta*

McLaughlin, BE: Ms Kerrie Gamble, BU: Dr Michael Bauer

In this foundation unit students will learn how to assist clients to meet their activities of daily living. Students will study the effect of immobility on the individual's ability to self-care. Using an issues based learning approach, students are introduced to therapeutic nursing practices which are designed to promote, maintain and improve health status and provide comfort. Emphasis will be placed on fundamental nursing skills including basic life support. Related topics include alterations in comfort, hygiene, nutrition, elimination, respiration, circulation, body temperature and infection control. Students will also develop skills in individualised care as a beginning member of the nursing team with awareness of legal, ethical and professional responsibilities. Students are introduced to the interactions between microorganisms and humans including the roles of microbes in health maintenance and in infectious diseases.

Co-requisite: NSG1HAS and students must be enrolled in one of the following: HBNPRG, HBNPGW, BEBND2, RBN, HBNM, HBNPRW, HBNUP, HBNSCW, RBNS, HBNS, HZNM, HBN or BIO1LS1, HBS1AP1 or equivalent.

Class requirements: One 2-hour lecture and one 2-hour laboratory practice session (weeks 1–10), one 2-hour tutorial (weeks 1–6) plus a 80-hour clinical placement. This unit will have an online component. Block mode: two consecutive 7-hour days four times across the semester plus a 80-hour clinical placement. There may be variation to the structure on different campuses.

Assessment: One 2-hour end of semester examination (50%). Hurdle requirement: successful completion of clinical practicum, one 2000-word written project (50%). Students must pass the theoretical and the clinical components to pass the unit.

Prescribed Reading:

Crisp J, Taylor C. *Potter and Perry's Fundamentals of Nursing*. 2nd Edn. Sydney: Mosby, 2005.

Recommended Reading:

Perry A and Potter P. *Clinical Nursing Skills and Techniques*. St Louis: Elsevier Mosby, 2006.

Smith S, Duello and Martin, B. *Clinical Nursing Skills: Basic to Advanced*. 6th edn. New Jersey: Prentice Hall. 2004.

NSG1HAS HEALTH ASSESSMENT FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI, SH. TE-W34-43 BH. TE-W47-06 SI.)

Ms Yolanta McLaughlin, Ms Sharon Kendall, Ms TBA TBA, Ms Bev Blanch, Ms Bernadette Griffiths, Dr Beverley Wood

In this unit students will focus on the knowledge, techniques and skills needed by the nurse to perform comprehensive health assessments of individuals across the life span. Students are provided with information on normal findings of assessment and will be able to use this in identification of healthy individuals. Students are introduced to a variety of Health Assessment frameworks, including the Functional Health Assessment framework to facilitate a comprehensive health assessment. Critical thinking skills will be developed in order to assist students to synthesise collected data. Emphasis will be placed on assessment techniques and documentation of findings. The use of technology and supervised practice on campus and clinical facilities will facilitate the development of skills required for assessment of clients. Laboratory

experiences, focusing on selected psychomotor and interpersonal skills, are designed to support the development of relevant health assessment skills.

Prerequisite: Students must be enrolled in HBN, HBNPRW, RBN, HBNM, HBNPRG, HSBNC, HSBCNW, BEBND2, HBNCM, HBNU, HBNC, HBNSCW, RBNS, HBNS, HDIAN, HZNM, RDN, HDIANW or have passed HBS1LS1, BIO1LS1, HBS1API or equivalent.

Class requirements: 24 hours of lectures, 12 hours of tutorials, 12 hours of laboratory sessions and 40 hours of clinical practice. This unit will have an online component and may be offered in block mode (two consecutive 6-hour days four times over the semester).

This unit is not available for Study Abroad students.

Assessment: One 1500-word health assessment report (25%). Students must pass both the theoretical and clinical components to pass the subject, one 1500-word clinical reasoning exercise (25%), 40 minute practical clinical skills examination (50%).

Recommended Reading:

Jarvis C. *Physical examination and health assessment*. 4th edn. Philadelphia: Saunders, 2004.

Weber J and Kelly J. *Health Assessment in Nursing*. 3rd edn. Philadelphia: Lippincott, 2006.

NSG1LIL INFORMATION LITERACY FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) AW: Ms Eileen Clark, BE: Dr Julie Ellis, BU: Dr TBA TBA, MI: Ms Bev Blanch

In this unit the students will be assisted to develop the information literacy and written communication/documentation skills required of a nurse in the 21st century. Informatics and Evidence Based Practice are key aspects of that contemporary nursing practice. Students will be assisted to meet the CAUL information literacy standards, develop an understanding of the role of written communications/documentation and information technology in the practice of nursing and a beginning appreciation of the role of evidence as it informs nursing practice. Further, the students will be provided with a foundation on information management and processing principles used to support the data, information and knowledge needs in the provision and delivery of nursing and health care. In this unit students will become practised in the use of both electronic media and traditional written and oral communication skills in the communication of a well-developed argument.

Class requirements: 13 hours of lectures plus directed activities equivalent to 26 hours of classroom contact across the semester. This unit will have an online component.

Assessment: One 2500-word assignment (60%), one 1500-word assignment (40%).

Recommended Reading:

Higgs J (Ed). *Communicating in the Health and Social Sciences*. South Melbourne: Oxford University Press, 2005.

NSG2AUA ACUTE NURSING PRACTICE A (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Nanette Lundie, BE: Ms Adele Callaghan, BU: Mrs Robin Ray

In this unit students will be offered the opportunity to gain the knowledge, techniques and skills needed by the nurse to care for the person experiencing episodic illness in a hospital. Using a problem-based learning approach the focus will be on the effect of episodic illness on skin integrity (wounds), nutritional status and elimination. Further themes for exploration include pain management, fluid and electrolyte balance and issues surrounding hospitalisation. Students will be introduced to beginning technical skills as well as the knowledge necessary for planning and implementing individualised care while considering cultural, social, psychological, ethical and legal aspects of care.

Prerequisite: NSG1HAS, NSG1FUN. If student enrolled in HBNPRG, HBNPGW, BEBN2 then must have passed NSG1HAS, NSG1FUN, NSG2MED, HBS2PAT. If student enrolled in HSBNC, HSBNCW, RBN2, BEBND2, HBNCM, HBNCP then must have passed NSG1HAS, NSG2MED, HBS2PAT.

Co-requisite: NSG2MED, HBS2PAT.

Class requirements: Bundoora/Albury-Wodonga/Mildura campus: two 2-hour lectures per week over five weeks, one 2-hour problem-based learning group per week over five weeks, one 2-hour laboratory

session per week over five weeks plus clinical practicum of 15 days over three or four weeks (105 hours). Bendigo campus: as above except with a 105-hour clinical practicum of 35 hours per week over three weeks. Or alternatively two consecutive 5-hour seminar days four times across the semester plus a 105-hour clinical practicum of 35 hours per week over three weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word case study (50%). Students must pass the theoretical and clinical component to pass the unit, one 2-hour examination (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale.

Prescribed Reading:

Brown D, Edwards H. (eds). *Lewis's Medical – Surgical Nursing*. Mosby, Elsevier, 2005.

Farell M (ed). *Smeltzer and Bares Textbook of Medical-Surgical Nursing*. Lippincott Williams and Wilkins, Sydney, 2005.

Recommended Reading:

Lewis S, Heitkemper, M and Dirksen, S. *Medical-surgical nursing: assessment and management of clinical problems*. 6th edn. St Louis: Mosby, 2004.

LeMone P and Burke KM. *Medical-surgical nursing: critical thinking in client care*. 3rd edn. Sydney: Prentice-Hall Inc, 2004.

Smeltzer SC and Bare BG. *Brunner and Suddarth's textbook of medical-surgical nursing*. 10th edn. New York: JB. Lippincott, 2004.

Smith S, Duell D and Martin B. *Clinical Nursing Skills: Basic to Advanced Skills*. 6th edn. New Jersey: Pearson Prentice Hall, 2004.

NSG2CAF CHILD AND FAMILY NURSING PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Ms Nanette Lundie, BE: Ms

Diana Guzys, BU: Ms Sharon Gan, MI: Ms Bev Blanch
In this unit students will be offered the opportunity to gain knowledge and skills to work in a respectful and collaborative partnership with families to identify and manage health concerns and provide quality care for children and families in a variety of settings. Students will investigate and critically appraise issues related to sociocultural, structural, developmental and emotional perspectives, as well as specific knowledge and skills to assess health status of families. The effects of disadvantages on the child and family, with emphasis on families of children with special needs will be explored. Using more developed interpersonal skills, students will develop evidence-based family focused initiatives to promote optimal family functioning and health.

Prerequisite: NSG1FUN, NSG1HAS, PHE1PHB or HLT1HAS, HBS1AON, HBS1HBF or BIO12LS2 or HBS1LS2.

Class requirements: 20 hours of lectures, 10 hours of tutorials, 6 hours of directed learning activities online and three hours of self directed learning across the semester. This unit may have an online component.

Assessment: One 2000-word scenario based clinical decision making exercise (50%). Hurdle Requirement: All assessment requirements must be completed to be eligible for a pass grade this unit. You must obtain a mark of 50% to pass this unit, one 2000-word family assessment assignment (50%).

Prescribed Reading:

Hockenberry M, Wilson D, Winkelstein M and Kline N. *Wong's nursing care of infants and children*. 7th edn. St Louis: Mosby, 2003.

NSG2EBP EVIDENCE BASED NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BU, HK, SI. TE-SEM-2 AW, BE, BU, MI, SH, SI.) AW: Ms Eileen Clark, BE: Ms Fran Sheehan, BH: Dr Beverley Wood, BU: Dr Simon Black, HK: Dr Beverley Wood, MI: Ms Bev Blanch, SI: Dr Beverley Wood

In this unit students will be offered the opportunity to examine the nature and sources of evidence for nursing practice and the processes through which this evidence is generated. Information on the research process and the methods for obtaining and evaluating the application of evidence to practice will be provided. Exploration of the research process includes: conceptual basis, methodology, data collection, data analysis and presentation and utilisation of research and the development of evidence based practice.

Prerequisite: NSG1FUN.

Class requirements: Bundoora/Albury-Wodonga campus: two 1-hour lectures per week over seven weeks, one 1-hour lecture per week over two weeks, one 2-hour tutorial per week over seven weeks and seven hours of self directed learning equivalent to one hour of class contact per week over seven weeks. Bendigo campus: as above or alternatively two consecutive 5-hour seminar days four times across the semester. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1-hour tutorial test (25%), one 2000-word critical appraisal of published research (50%), one discussion and interaction, equivalent to 1000 words (25%).

Prescribed Reading:

Trinder L, Reynolds S. *Evidence based practice: a critical appraisal*. Oxford: Blackwell Science, 2000.

Recommended Reading:

Beanland C, Schneider Z, LoBiondo-Wood G and Haber J. *Nursing research: methods, critical appraisal and utilisation*. 1st edn. Sydney: Mosby, 1999.

NSG2LEA LAW, ETHICS AND ACCOUNTABILITY FOR NURSES (15 CPs Sem. TE-SEM-1 HK, SI. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI. TE-SEM-3 AW, BH, HK, SI. TE-W01-08 BH. TE-W45-03 SI.) *Ms Nanette Lundie, Mr Ron Picard, Mr Les Fitzgerald, Ms Kathleen Tori, Dr Beverley Wood, Ms Susan Hunter, Dr Beverley Wood*

In this unit students will be assisted to examine the legal, ethical and accountability issues which impact on the practice of nursing. Individual responsibility of the nurse is emphasised through investigation of professional ethical and legal accountability and forms of regulation. Current models for ethical decision-making are explored and applied in the analysis of selected ethical problems in nursing practice. The students are encouraged to examine and clarify personal and professional values and beliefs and develop a reflective approach to their practice.

Class requirements: 16 hours of lectures, 16 hours of tutorials (comprising fact-to-face and tutor-facilitated online activity) and seven hours of self-directed learning equivalent to one hour of class contact. Lectures and face-to-face tutorials are conducted in the first 5-8 weeks of semester (the number of weeks depending on the campus), while online and self directed learning occurs across the semester. This may vary in offshore programs.

This unit is not available for Study Abroad students.

Assessment: One 1000-word scenario based ethical decision making exercise (30%) (individual assessment), one 2500-word written assignment (60%). (individual assessment), one online discussion and interaction, equivalent to 500 words (10%).

Recommended Reading:

DeWolf Bosc MS and Savage TA. *The ethical component of nursing education*. Philadelphia: Lippincott, Williams and Wilkins, 2007.

Forrester K and Griffiths D. *Essentials of Law for Health Professionals*. 2nd edn. Elsevier: Marrickville, 2005.

NSG2MED MEDICATION MANAGEMENT FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-W09-21 BU.) *Ms Nanette Lundie, Dr Sharon Kendall, Ms Gayle McKenzie, Ms Bev Blanch*

In this unit students will be offered the opportunity to develop knowledge of safe and ethical practice in medication administration. Information will be provided to students on pharmacologic, pharmacokinetic and pharmacodynamic principles essential for clinical practice and the basic principles of pharmacotherapeutics and pharmacological interventions in nursing including the related nursing responsibilities will be introduced. Emphasis will be placed on clinical aspects including dosing regimes and compliance, paediatric and geriatric pharmacology, adverse drug reactions and interactions, post-surgical care and polypharmacy. An overview of the clinical application of classifications of drugs on human systems will be provided.

Prerequisite: NSG1HAS, NSG1FUN, HBS1AON, HBS1HBF or HBS1LS2 or Students must be enrolled in HBNPRG, HBNPGW, BEBN2, HSBNC, HSBNCW, BEBND2, HBNCM, HBNCN.

Class requirements: 26 hours of lectures and 13 hours of facilitated small group sessions across the semester. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2-hour written examination (60%), one 1500-word assignment (30%), one 30-minute drug calculation examination (10%). Hurdle requirement: must achieve mastery of 80% in the drug calculation examination to pass the unit.

Recommended Reading:

Bryant B, Knights K and Salerno E. *Pharmacology for Health Professionals*. Sydney: Mosby, 2003.

Bullock S and Manias E and Galbraith A. *Fundamentals of Pharmacology* 5th edn. NSW: Pearson, Frenchs Forest, 2004.

Gatford JD and Phillips N. *Nursing calculations*. 6th edn. Edinburgh: Churchill Livingstone, 2002.

Hext, V and Mayner, L. *Practical Nursing Calculation*. Crow's Nest, NSW: Allen and Unwin, 2003

Lim AG and McKenzie G. *Australia New Zealand Nursing Drug Handbook*. 3rd edn. Sydney: Lippincott Williams and Wilkins, 2006.

Simonsen T, Aarbakke, J Kay, I, Cleman I, Sinnott, P and Lyssa R. *Illustrated Pharmacology for Nurses*. London: Hodder Arnold, 2006.

NSG2MHL MENTAL HEALTH NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BU. TE-SEM-2 AW, BE, BU, MI, SH.) *AW: Ms Eileen Petrie, BE: Ms Susan Kidd, BU: Mr Alan Robins*

In this unit students will be offered the opportunity to discuss the general principles and practices of psychiatric/mental health nursing and their impact on the individual and their family. Theoretical explanations of mental health and mental illness, the manifestation and classification of mental illness and major treatment modalities will be explored. Therapeutic and psychosocial interventions are discussed within the context of the broad socio-cultural environment. Topics will include current debates on mental health and illness, psychiatric disorders, populations at risk, continuity of care and cross-cultural perspectives on mental health and illness. Students will also be offered the opportunity to examine the framework for mental health service delivery in Victoria.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Co-requisite: NSG2AUA if student enrolled in HSBNC, HSBNCW, RBN2, BEBND2, HBNCM, HBNCN, HBNPRG, HBNPGW, BEBN2.

Class requirements: 30 hours of lecture/tutorial across the semester. Content to be delivered in flexible lecture and tutorial combination. This unit may be offered block mode across the semester in the format of seminar days. In addition a 140-hour clinical practicum of 35 hours per week over four weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1750-word written assignment (40%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 2-hour written examination (60%).

Prescribed Reading:

Meadows G, Singh B and Grigg M. *Mental Health in Australia*. 2nd edn. Australia: Oxford University Press, 2006.

NSG2PRH PROMOTING HEALTH IN NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SI.) *AW: Ms Eileen Petrie, BE: Ms Kerrie Gamble, BE: Ms Di Guzys, BU: Ms Sandra Lucas*

In this unit students will be assisted to explore the role of the nurse in assessing individuals, family and group needs. Students are introduced to theories and models for health promotion and health education and the principles of planning, implementing and evaluating programs in a variety of health related settings. Students will develop their own health education strategies appropriate to cultural and lifespan needs.

Prerequisite: NSG1HAS, PHE1PHB.

Class requirements: 13 hours of lectures and 13 hours of tutorials per semester, plus a 35-hour clinical practicum. This unit may have an online component.

Assessment: One 40-minute group presentation of a health education session – 10 minutes per member (40%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANMC competencies using the Bondy scale, one 3000-word health promotion assignment (60%). Students pass the theoretical and clinical components to pass the unit.

Prescribed Reading:

Talbot L and Verrinder G. *Promoting Health: A Primary Health Care Approach*. 3rd edn. Australian, Elsevier, 2005.

Recommended Reading:

Pender N, Murdaugh CL and Parsons M. *Health promotion in nursing practice*. 4th edn. New Jersey: Prentice-Hall, 2002.

Kiger A. *Teaching for health*. 2nd edn. Edinburgh: Churchill Livingstone, 1995.

NSG3AUB ACUTE NURSING PRACTICE B (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, MI, SI.) AW: Ms Ann Kuypers, BE: Ms Helen Aikman, BU: Ms Elizabeth Watt, MI: Ms Bev Blanch

In this unit students will be offered the opportunity to further develop their knowledge and skills by caring for people experiencing complex health problems requiring nursing intervention. Previously learnt technical, interpersonal and decision-making skills are further developed while aspects of health education and legal and ethical aspects are incorporated to provide individualised care. Using a problem-based learning approach students will be offered the opportunity to study the effect of complex acute and chronic illness by focusing on patients situation that involve conditions that seriously alter absorption and utilisation of food and fluid; metabolism and endocrine function, elimination of bodily waste. The students will also be offered the opportunity to study the effect that these have on other body systems.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Class requirements: Five 3-hour lectures, ten 1-hour problem-based learning groups and ten 1-hour laboratory sessions across the semester. A 105-hour clinical practicum of 35 hours per week over three weeks. Communication and discussion via WebCT.

This unit is not available for Study Abroad students.

Assessment: One 2-hour written examination (50%). Students must pass the theoretical and clinical components to pass the subject, one 2500-word case study (50%). Hurdle requirement – clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale.

Prescribed Reading:

LeMone P and Burke KM. *Medical-surgical nursing: critical thinking in client care. Volumes 1 and 2*. 4th edn. Sydney: Prentice-Hall Inc, 2008.

Recommended Reading:

Galbraith A, Bullock S and Manias E. *Fundamentals of pharmacology*. 5th edn. Sydney: Prentice Hall, 2007.

Gatford JD and Phillips N. *Nursing calculations*. 7th edn. Edinburgh: Churchill Livingstone, 2006.

NSG3AUC ACUTE NURSING PRACTICE C (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SI.) AW: Ms Ann Kuypers, BE: Ms Helen Aikman

In this unit students will be provided with the opportunity to consolidate knowledge and skills in order to effectively prioritise care for a group of clients experiencing a range of complex co-morbidities. Using a problem-based learning approach students will be offered the opportunity to study the effect of complex acute and chronic illness by focusing on patient situations involving serious alterations in cardiac, respiratory and neurological function and the effect that these have on other body systems. A feature of this unit is the development of the student's ability to incorporate therapies involved in the helping role of the nurse while managing a case load of patients.

Prerequisite: NSG3AUB.

Class requirements: Five 2-hour lectures, ten 1-hour problem-based learning session and ten 1-hour laboratory sessions across the semester plus 140-hour clinical practicum of 35 hours per week over four weeks. This unit is not available for Study Abroad students.

Assessment: One 2000-word case study (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 2000-word assignment (50%). Students must pass the theoretical and clinical component to pass the subject.

Prescribed Reading:

Lewis S, Collier, I and Heitkemper M. *Medical-surgical nursing: assessment and management of clinical problems*. 6th edn. St. Louis: Mosby, 2004.

Recommended Reading:

Galbraith A, Bullock S and Manias E. *Fundamentals of pharmacology*. 3rd edn. Sydney: Prentice Hall, 2001.

NSG3CAC CANCER NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI, SH.) AW: Ms Yolanta McLaughlin, BE:

Dr Sharon Kendall, BU: Ms Rosaleen Rudd, MI: Ms Bev Blanch

In this unit students will be offered the opportunity to develop a beginning knowledge about the nature of nursing a client with cancer. Students will be provided with the opportunity to acquire knowledge pertaining to the nature of cancer and aspects of cancer prevention, treatment and rehabilitation, with particular emphasis on cancer nursing. Information on aspects of epidemiology in relation to cancer, the physiology of cancer and oncology emergencies will be provided.

Prerequisite: NSG1HAS

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester, plus six hours of self directed learning activities equivalent to one-hour of classroom contact per week for six weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self directed learning activities equivalent to one-hour of classroom contact per week for six weeks. This unit may have an online component.

Assessment: One 1000-word scenario based assessment (25%), one 2500-word participation portfolio (50%), one 1000-word critical reasoning exercise (25%).

Prescribed Reading:

Langhorne M, Fulton J and Otto S. *Oncology Nursing*. 5th edn. St Louis: CV. Mosby, 2004.

NSG3CAT CHILD AND ADOLESCENT NURSING THEORY (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) Ms Sharon Gan

This subject may not be offered every year.

In this unit students will be offered the opportunity to extend their knowledge of paediatric nursing building on the information presented in Child and Family Nursing Practice. The focus will be on the acquisition of knowledge and skills required to assist the child and the family in times of health deviation. Information will be provided on nursing interventions that assist in promoting, maintaining and restoring health of infants, children and adolescents.

Prerequisite: NSG2CAF, NSG1HAS.

Class requirements: 20 hours of lectures, 10 hours of online tutorials, three hours of laboratory sessions and six hours of self directed learning across the semester. This unit will have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2500-word participation portfolio (50%), one 2000-word critical reasoning exercise (50%).

Recommended Reading:

Hockenberry M, Wilson D, Winkelstein M and Klien. N Wong's *nursing care of infants and children*. St Louis: Mosby, 2003.

NSG3COG CONTROVERSIES IN GERONTIC NURSING (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Yolanta McLaughlin, BE: Dr Amanda Kenny, BU: Dr Susan Koch

This unit may not be offered every year.

In this unit students will be challenged to consider issues that raise ethical and moral challenges for nurses and society. Lifestyle choices and social stereotypes will be explored. Case study examples will be used to highlight the complexity of delivering care that involves personal lifestyle choices and contexts.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks during the semester plus nine hours of self directed learning activities equivalent to one-hour of classroom contact per week for nine weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self directed learning activities equivalent to one-hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 20-minute case study presentation (25%), one 2500-word evidenced based practice assignment (50%), one 1000-word critical reasoning exercise (25%).

Recommended Reading:

Nay R, Garratt S. *Nursing older people: issues and innovations*. Sydney: MacLennan and Petty, 1999.

NSG3CPR COMMUNITY NURSING PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SI.) AW: Ms Eileen Petrie, BE: Ms Kerrie Gamble, BE: Ms Di Guzys, BU: Ms Sandra Lucas

In this unit students will be offered the opportunity to analyse the role of the nurse in facilitating health with individuals and groups in the community. An issues-based learning approach will be utilised, allowing students to apply theories and models for community development, social marketing and primary health care to practice situations. In analysing community practice roles, students will be asked to critique their own values relating to lifespan, culture and social issues that impact health and be accountable (both ethically and legally) for their contribution to health service provision. Students will be able to build on knowledge gained in Information Literacy for Nurses to develop a multimedia package.

Prerequisite: NSG1LIL, NSG2AUA, NSG2PRH and NSG3AUB or students must be enrolled in HZNM. If students enrolled in HBNPRG, HBNPGW, BEBN2, HSBNC, HSBNCW, BEBND2, HBNCM, HBNCP then must have passed NSG2AUA, NSG3AUB.

Class requirements: 16 hours of lectures, 14 hours of problem-based learning and seven hours of self directed learning plus a 105-hour clinical practicum of approximately 35 hours per week. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word equivalent multimedia package based on a community assessment (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANMC competencies using the Bondy scale, one 2000-word community development practice analysis (50%). Students must pass the theoretical and clinical components to pass the unit.

Prescribed Reading:

Keleher H and Murphy B. *Understanding Health: A Determinants Approach*. Australia: Oxford University Press, 2004.

McMurray A. *Community health and wellness: a sociological approach*. Sydney: Harcourt, 2006.

Recommended Reading:

Anderson ET and McFarlane J. *Community as partner: theory and practice in nursing*. Philadelphia: Lippincott, 2004.

Talbot Verrinder. *Promoting health: a primary health care approach*. 3rd edn. Elsevier, 2005.

NSG3GER GERONTIC NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SI.) AW: Ms Yolanta McLaughlin, BE: Ms Julie Ellis, BU: Dr Susan Koch

In this unit students will be offered the opportunity to consider the health needs of older people in diverse settings. The examination of the social, psychological and biological aspects of ageing: demographics of ageing, health and ageing, ageing in place, acute care and the principles of long-term care and of rehabilitation will be included. The importance of the nurses' roles in promoting, maintaining and restoring the health of older adults will be stressed. The students will be encouraged to focus on the independent role of the nurse and an interdisciplinary approach to the planning and implementation of client care and development skills in management, team work, delegation and prioritising care. As part of the clinical experience, students may be required to undertake evening and weekend work in this unit.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Class requirements: 40 hours – 20 hours of lecturers, 10 hours of tutorials, 10 hours of self-directed learning. 140-hour clinical practicum. This may include weekends and evenings work. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2500-word evidence-based case management review (60%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 1500-word written assignment (40%). Students must pass the theoretical and clinical components to pass the subject.

Prescribed Reading:

Koch S and Garratt S. *Health assessment of the older person: a practical guide for health care workers*. Sydney: MacLennan and Petty, 2001.

Nay R and Garratt S. *Nursing older people. Issues and innovations*. 2nd edn. Elsevier, 2004.

Recommended Reading:

Ebersole, P and Hess, P. *Toward healthy ageing: human needs and nursing response*. 6th edn. St Louis: Mosby, 2004.

NSG3INT MANAGING COMPLEX INTERACTIONS IN NURSING (15 CPs Sem. TE-SEM-1 HK, TE-SEM-2 AW, BE, BU, HK, MI, TE-SEM-S HK.) Ms Ann Kuypers, Ms Sharon Kendall, Ms Elizabeth Pascoe, Dr Beverley Wood

In this unit, students are placed in situations that are unique to professional nursing practice, that require a complex range of knowledge, skill and awareness. Engagement in complicated, often stressful and distressing encounters requires the nurse to be equipped with a sophisticated repertoire of skills, including 'awareness' of self and others. Effective intervention on a variety of levels is seen as an essential role of the professional nurse. The students will be given a theory base for understanding human behaviour and basic mental health concepts are introduced. Emphasis will be placed on theory-based strategies to improve interaction and coping with individuals, families and other health care professionals. The unit focuses on the complex events and interactions that occur in health care settings.

Prerequisite: NSG3AUB or students must be enrolled in HZNM

Co-requisite: NSG3AUC or students must be enrolled in HZNM.

Class requirements: Two hours of lectures six times over the semester and two hours of problem-based learning activities seven times over the semester as well as thirteen hours of directed activities over the semester. This may vary in offshore programs.

This unit is not available for Study Abroad students.

Assessment: One 2000-word critical reflective portfolio (50%), one 2000-word online assessment (50%).

Prescribed Reading:

McCabe C and Timmins F. *Communication Skills for Nursing Practice*. Palgrave. McMillan, 2006.

Recommended Reading:

Keegan L. *Understanding the client as well as the condition*. 2nd edn. Delmar Publishers, 2002.

NSG3MHI NURSING THERAPEUTICS AND PRACTICE: MENTAL HEALTH AND ILLNESS (15 CPs Sem. TE-SEM-1 AW, BE, BU, JA, MI, OS, TE-SEM-2 BE, BU, OS.) AW: Dr Terence McCann, AW: Ms TBA TBA, BE: Ms Sue

McConnachie, BU: Dr TBA TBA
Not available in 2008

NSG3NTF NURSING THE FUTURE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SI, TE-SEM-2 BH, HK, SI.) AW: Ms Ann Kuypers, BE: Ms Fran Sheean, BU: Ms Helen Forbes, BU: Ms Elizabeth Pascoe

In this unit students will be assisted to focus on directions for professional development. The influence of research and evolving nursing knowledge on professional roles will be examined and students will be introduced to frameworks for analysing selected contemporary issues and trends in health care that will shape future nursing practice. Contemporary strategies for managing the delivery of nursing care will be explored and the associated role requirements in nursing analysed. In addition, each student will have the opportunity to reflect on professional development, consider future career directions and prepare a curriculum vitae. Pre-registration students will focus on transition to the registered nurse role and preparation of applications for graduate positions, while post-registration students will concentrate on career planning and exploration of expanded nursing roles.

Prerequisite: NSG2AUA, NSG2LEA, NSG2EBP.

Class requirements: One 2-hour lecture eight times over the semester and one 2-hour tutorial five times over the semester. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word portfolio (50%), one 2000-word professional issues case study (50%).

NSG30CH OCCUPATIONAL HEALTH NURSING THEORY (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI.) *Ms Robin Ray*
Not available in 2008

NSG3PEO PERIOPERATIVE NURSING THEORY (15 CPs Sem. TE-SEM-1 BE, BU, TE-SEM-2 AW, BE, BU, MI.) *AW: Ms Ann Kuypers ,*
BU: Ms Deb Fleckner

This subject may not be offered every year.

In this unit students are introduced to fundamental theoretical aspects of perioperative nursing, including nursing in the context of the operating room and associated environments. Content will be provided that will extend students knowledge of aspects of infection and its control in the operating suite. The students are given insight into the variety of roles of the nurse in the operating suite. The principles of surgical intervention and wound management are discussed. Information on the operating room environment, including design and patient and staff safety will be provided. An emphasis is placed on the care of the patient in the operating suite.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester plus six hours of self directed learning activities equivalent to one-hour of classroom contact per week for six weeks. This unit may be offered block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self directed learning activities equivalent to one-hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word assignment (50%), one 2000-word portfolio (50%).

Prescribed Reading:

Meeker M, Rothrock J. *Alexander's care of the patient in surgery*. St Louis: Mosby, 1999.

Recommended Reading:

Foster and Morris-Stiff *Basic Surgical Operations*. Harcourt Publishers Limited, 2000.

Shields and Werder *Perioperative Nursing*. London: Greenwich Medical Media, 2002.

NSG3PIN PHILOSOPHIES IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, OS, SI.) *AW: Ms Lyn Lang , BE: Ms Sharon Kendall ,*
BU: Professor Annette Street
Not available in 2008

NSG3PSE PSYCHIATRIC NURSING THEORY (15 CPs Sem. TE-SEM-1 BE, TE-SEM-2 AW, BE, BU, MI.) *AW: Ms Eileen Petrie , BE: Ms Sue*

McConnachie , BU: Mr Alan Robins

This unit may not be offered every year.

In this unit students will be provided with the opportunity to build on their knowledge of mental health nursing. Students will be asked to examine the phenomena of psychiatry and psychiatric nursing from various points of view that have, as their common focus, the impact of psychiatric disorders and psychiatric health interventions on the person and groups of people.

Prerequisite: NSG1HAS, NSG2MHL

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus six hours of self directed learning activities equivalent to one-hour of classroom contact per week for six weeks. This unit may be offered block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self directed learning activities equivalent to one-hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1000-word scenario based assessment (25%), one 2500-word participation portfolio (50%), one 1000-word critical reasoning exercise (25%).

Prescribed Reading:

Elder, R, Evans, K, Nizette, D, *Psychiatric and Mental Health Nursing*. Sydney: Elsevier Mosby 2005.

Protocol, Protocol, *Management of Mental Disorders*. 4th edn. World Health Organisation Collaborating Centre for Mental Health and Substance Abuse, Syd: Aust.

PHE1PHA INTRODUCTION TO PUBLIC HEALTH A (15 CPs Sem. TE-SEM-1 AW, BU, MI, SH.) *AW: Dr tha tha , BU: Ms Janet Carnegie,*
BU: Dr Paul O'Halloran

Albury/Wodonga campus: available only to Bachelor of Nursing students.

Public Health practice operates at individual, social and structural levels. That is, public health knowledge is acquired from these multiple sources and public health interventions can be targeted at the individual, social, or structural level. In this unit, students will predominately address public health at the individual level. The principal aim of the unit is to provide foundation knowledge pertaining to preventive work with individuals at multiple levels in the health care system. Topics are organised into the broad groupings related to health (e.g., learning), regulatory systems (obesity, motivation and developmental) and social influences on health (development, communication processes) and personality, stress and mental health.

Incompatible unit: PHE1PHC

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1.5-hour examination (50%), four 300-word short answer questions (20%), one 1200-word essay (20%), tutorial participation (10%).

Prescribed Reading:

McMurray A. *Community health and wellness: a socioecological approach*. 2nd edn. NSW: Mosby, Marrickville, 2003.

Passer MW and Smith RE. *Psychology: the science of mind and behavior*. 3rd edn. Boston, MA: McGraw-Hill, 2007.

PHE1PHB INTRODUCTION TO PUBLIC HEALTH B (15 CPs Sem. TE-SEM-2 AW, BU, MI, SH.) *AW: Ms Eileen Clark , BU: Ms Prue Bagley*

In this unit students are introduced to social understandings of health and health care practice. Changing definitions of health and illness are examined, inequalities in health and health care are analysed from different sociological perspectives and some key political and ethical issues are explored. The aim is to develop students' capacity to view current health concerns in a public health perspective and to understand how this relates with other professional practice perspectives.

Incompatible unit: PHE1PHD

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1-hour examination (30%), one 2500-word tutorial assignment (40%), one 10 minute tutorial presentation (30%).

Prescribed Reading:

Germov J. *Second opinion*. Oxford University Press, 2005.

Recommended Reading:

Davis A and George J. *States of health: health and illness in Australia*. Harper Educational, 1998.

PHE2RHC RESEARCH IN HEALTH CARE (15 CPs Sem. TE-SEM-1 BU, DE, MI, OS, TE-SEM-2 AW, BE, BU, DE, MI.) *AW: Ms Eileen Clark ,*

BU: Mr Stephen Polgar

Not available in 2008

SWP1IIP INTRODUCTION TO SOCIAL WORK A (15 CPs Sem. TE-SEM-1 AW, BE, BU, TE-SEM-2 MI.) *Dr Sue Hodgkin, Ms Grace Brown, Dr*

Christine Bigby, Ms Paula Bruce

In this unit students will be orientated to a University mode of study. They will be introduced to the complex and often contested nature of social work and the diverse knowledge base that informs social work practice. Students will gain an understanding of the core values, the history and current orientation of social work. Ideas that social problems are constructed and understood differently across time and in accordance with different value and theoretical perspectives are explored. Using selected examples, the impact of societal organisation on individuals and social problems will be examined.

Class requirements: One 2-hour lecture and one 1.5-hour tutorial per week.

Assessment: One study skills and library assignment equivalent to 1250-words (30%), one 1500-word essay (40%), one group class presentation equivalent to 500-words (10%), one individual write up equivalent to 750-words (20%).

Preliminary Reading:

Hay I, Bochner D and Dungey C. *Making the grade: a guide to successful communication and study*. 3rd edn. Oxford University, 2006.

Recommended Reading:

Mullaly R. *The new structural social work*. Oxford University Press, 2007.

Channock K. *Getting your head around the B.A. Humanities Academic Skills Unit*, La Trobe.

O'Connor I, Wilson J and Setterlund D. *Social work and welfare practice*. 4th edn. Pearson, 2003.

Chenoweth L and McAuliffe D. *The road to social work and human service practice. An introductory text*. Thomson, 2005.

SWP2REC SOCIAL WORK AND REFLECTIVE COMMUNICATION (20 CPs)

Sem. TE-SEM-1 MI. TE-SEM-2 AW, BE, BU.) AW: Ms Robyn Mortlock , BE:

Dr Jennifer Lehmann , BU: Dr Trish McNamara ,

MI: Ms Paula Bruce

In this unit students are encouraged to critically examine how their values and beliefs shape emotional and behavioural responses. Students are helped to develop a foundation for effective interpersonal communication based on conscious use of self and critical self-reflection. Students are exposed to human communication issues relevant to social work from the microsystems level to the macro level of society. Students will study different models of communication emphasising the importance of understanding social diversity. Largely experiential seminars will encourage students to become aware of their own interactional style in one to one situations and in groups and to become increasingly self-confident communicators.

Class requirements: One 2-hour lecture and one 2-hour seminar per week.

Assessment: One 2500-3000-word essay (50%), one group presentation (15 minutes per member) (25%), one 1500-word individual write up of presentation (25%).

Prescribed Reading:

Adler R and Rodman G. *Understanding human communication*. 9th edn. Oxford University Press, 2006.

SWP3COM SOCIAL WORK PRACTICE IN COMMUNITIES (15 CPs Sem.

TE-SEM-1 AW, BE, BU, MI.) AW: Ms Robyn Mortlock , BE: Ms Dianne

Cox , BU: Dr Carmel Laragy , MI: Ms Paula Bruce

In this unit students will focus on social work practice at the community and societal levels. It covers conceptual and theoretical underpinnings of community development including principles, such as active citizenship and participatory democracy. It has a broad focus in that it covers social, economic, political, cultural, environmental and personal development. It will examine community development as a framework to facilitate people, communities and organisations to engage in the change process and to promote social well-being and community building.

Class requirements: Two 1-hour lectures and one 1-hour seminar per week.

Assessment: One 2000-word essay (40%), one group 3000-word essay (40%), one group presentation (five minutes per member) (20%).

Prescribed Reading:

Ife, J and Tesoriero, F. *Community development: community-based alternatives in an age of globalisation*. 3rd edn. Pearson, 2006.

Kenny, S. *Developing communities for the future: community development in Australia*. 3rd edn. Australia: Thomson, 2006.

Kirst-Ashman K and Hull G. *Generalist practice with organisations and communities*. 3rd edn. Thomson Brooks/Cole, 2006.

SWP3FEA FIELD EDUCATION A (40 CPs Sem. TE-W25-38 AW, BE, BU, MI.

TE-W36-49 AW, BE, BU, MI.) AW: Mr Jerry Sweeting , BE: TBA , BU: Dr

Helen Cleak , MI: Ms Paula Bruce

This unit will offer students the opportunity to integrate different theoretical perspectives and skills by undertaking a supervised fieldwork practicum. Students are placed in a range of human service organisations and are required to become experiential learners who can reflect critically on their practice and who can demonstrate beginning skills in appropriate social work skills. SWP3FEA is the first and SWP4FEB the second of two fieldwork placements to be

undertaken by the students under the supervision of a qualified social worker with the liaison support of an academic staff member. Each placement period is 14 weeks full-time as required by the AASW and is normally taken in second semester (September to December) each year. As part of the practicum, students will be required to attend 10 hours of preparatory seminars (held in both first and second semester) and 10 hours of seminars throughout the practicum to integrate theory with the practicum experience.

Prerequisite: SWP3IFG, SWP3LER.

Class requirements: Field placement of fourteen weeks full-time (70 days) and eight hours of preparatory lectures/seminars.

Assessment: Learning agreement, mid placement and final placement reports as per *BSW Field Education Handbook* (100%). Assessed as pass or fail grade.

Recommended Reading:

Bogo M and Vayda E. *The practice of field instruction in social work*. New York: Columbia University Press, 1998.

Cleak H and Wilson J. *Making the most of field placement*. Thomson, 2004.

Cooper L and Briggs L. *Fieldwork in the human services*. Sydney: Allen and Unwin, 2000.

SWP3FOP FIELDS OF SOCIAL WORK PRACTICE A (15 CPs Sem. TE-W29-

35 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld , BE: Ms Di Cox , BU:

Ms Maureen Long , MI: Ms Paula Bruce

In this unit students are introduced to the practice of social work in diverse fields exploring context, policies, programs and practice in various fields. The content helps to integrate social work knowledge and builds on core social work knowledge and skills, introducing further knowledge and skills specific to the field being studied.

Specific fields are selected by the School each year and may include: social work practice and mental health, children and families, ageing, grief and loss, disability, protective services, health, addiction studies, child protection, poverty and inequality, and international social work.

Class requirements: Five hours of seminars/lectures per week for six weeks plus self directed learning activities equivalent to nine hours of classroom contact across the semester.

Assessment: One 1000-word essay (25%) one 20-min verbal presentation may be undertaken in lieu of the 1000-word essay, one 3000-word essay (75%).

Recommended Reading:

Davies M. (ed). *The Blackwell companion to social work*. Blackwell Publishing, 2002.

Teare R J and Sheaf BW. *Practice sensitive social work education: an empirical analysis of social work practice and practitioner*. Council of Social Work Education, 1995.

SWP3IFG SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES

AND GROUPS A (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) BE: Ms Jan

Pascal, BE: TBA , BU: Mr Mark Furlong , MI: Ms Paula Bruce

In this unit students will be introduced to a basic understanding of theories and models of social work practice with individuals, families and groups integrated with structured opportunities to develop and refine, self-knowledge, critical reflection and casework interview skills. Students will also develop skills in undertaking casework assessment and interventions. As such, this unit aims to integrate theoretical models with direct casework practice. Throughout, this unit encourages active participation in role plays, value clarification exercises, exploring social and personal assumptions, as well as developing an awareness of relationship between social and personal issues. The expected outcome for this unit is the achievement of a level of competence in social work practice sufficient for entry into a first supervised fieldwork placement.

Recommended Prior Studies: SWP2ITP, SWP2REC.

Class requirements: Two 1-hour lectures and one 3-hour seminar per week.

Assessment: One 1000-word personal reflection (15%), one 1000-word case formulation (15%), one 2000-word follow-on case study (50%), simulated casework interviews equivalent to a 20-minute verbal presentation (20%). Hurdle requirement: Students must obtain a pass standard in the simulated casework interviews and attend 80% of seminars/tutorials in order to obtain a pass in this unit.

Recommended Reading:

Trevithick P. *Social work skills: a practice handbook*. 2nd edn. Open University Press, 2005.
 Healy K. *Social work theories in context*. Palgrave, 2005.
 Fook J. *Social work: critical theory and practice*. Sage, 2002.

SWP3ITP INTRODUCTION TO SOCIAL WORK (10 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Ms Virginia Mansel Lees , BE: Dr Jennifer Lehmann , BU: Mr David Green , MI: Ms Paula Bruce

This unit is available to Bachelor of Social Work (Advanced Standing) students only.

In this unit two year BSW (Advanced Standing) students are provided with opportunities to relate prior learning and experiences to the key values and orientation, the knowledge-base and the skills of social work, including its multilevel analytic and interventive nature. They will cover aspects of the Social Work profession, the historical and contemporary construction of social problems and the welfare state (with a particular focus on the contemporary restructuring of the welfare state) and key defining issues for contemporary social work practice.

Class requirements: One 1-hour lecture per week for twelve weeks and one 2-hour seminar per fortnight during semester.

Assessment: One 1000-word exploratory learning essay (40%), one 1500-word essay investigating a social work issue (60%).

Recommended Reading:

Adams K, Dominelli L and Payne M. *Social work: themes issues and current debates*. Macmillan, 1998.
 Payne, M. *Modern social work theory*. MacMillan, 1997.
 Ife J. *Human rights and social work*. Cambridge University Press, 2001.
 Ife, J. *Rethinking social work*. Longman, 1997.
 Thompson N. *Understanding social work: preparing for practice*. MacMillan, 2000.

SWP3LER SOCIAL WORK PRACTICE: LAW, ETHICS AND HUMAN RIGHTS (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld , BE: Ms Grace Brown , BU: Dr Carmel Laragy , MI: Ms Paula Bruce

In this unit students explore the foundations of legal and ethical decision-making, the implications of working within the Australian legal system and address concepts of moral philosophy that underpin the AASW Code of Ethics and AASW Practice Standards. Students examine the human rights regime, its relevance to social work and the role of ethics from various perspectives in social work practice. They explore a process for ethical decision-making. There is an examination of the legal contexts within which social workers function and which they are expected to understand in their practice.

Class requirements: Two 1-hour lectures (weeks 1–5), one 1-hour lecture (weeks 6–13), one 1-hour tutorial per week for 12 weeks plus an additional eight hours for two court visits during semester.

Assessment: One 1750-word court report (40%), one 2000-word essay (60%).

Prescribed Reading:

AASW Ltd *AASW practice standards*. Australian Association of Social Workers Ltd, 2003.
 AASW Ltd *Code of ethics and by-laws on ethics*. Australian Association of Social Workers Ltd, 1999.
 Chenoweth L and McAuliffe D. *The road to social work and human service practice*. Thomson, 2005.
 Kennedy R and Richards J. *Integrating Human Service Law and Practice*. Oxford University Press, 2004.

Recommended Reading:

Banks S. *Ethics, accountability and the social professions*. Palgrave Macmillan, 2004.
 Ife, J. *Human rights and social work* University Press, 2002.
 Swain PA (ed). *In the shadow of the law: the legal context of social work practice*. 2nd edn. The Federation Press, 2002.
 Lundy C. *Social work and social justice: a structural approach to practice*. Broadview Press, c2004.
 Reamer FG. *Social work values and ethics*. Columbia University Press, 1999.

SWP3RES RESEARCH FOR SOCIAL WORK PRACTICE B (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld , BE: Ms Grace Brown , BU: Dr John McCormack , MI: Ms Paula Bruce

In this unit students will build on previous research education to provide research skills and knowledge for direct application in social work practice. A range of approaches to social work practice research will be explored including evidence-based research, clinical research and qualitative methods. There will also be significant input on data analysis, both qualitative and quantitative in the unit.

Recommended Prior Studies: SWP2RES.

Class requirements: Two 2-hour lectures and one 1-hour computer laboratory/seminar per week for six weeks plus self-directed learning activities equivalent to three hours of classroom contact across the teaching period.

Assessment: One 2500-word research proposal (65%), one 1500-word data analysis exercise (35%).

Prescribed Reading:

Alston M and Bowles W. *Research for social workers: an introduction to methods*. 2nd edn. Allen and Unwin, 2003.

Recommended Reading:

Creswell J. *Qualitative inquiry and research design: choosing among five traditions*. Sage, 1998.
 Pallant J. *Survival manual: a step-by-step guide to data analysis using SPSS for Windows*. Version 10, Allen and Unwin, 2005.

SWP4DIV DIVERSITY AND SOCIAL WORK PRACTICE (10 CPs Sem. TE-W29-35 AW, BE, BU, MI.) AW: Ms Virginia Mansel Lees , BE: Ms Di Cox, BE: Dr Jennifer Lehmann , BU: Mr Mark Furlong , MI: Ms Paula Bruce

This unit will particularly emphasise social work practice methods in a diverse society. In order to introduce and develop the concept of 'diversity and social work practice' three broad arenas of 'difference' will be featured from amongst the many forms of social and cultural diversity. These arenas are not exclusive but will in this instance be: Indigenous Australians, sexuality, and migration and culture. As social workers are expected to practice within a framework of social and cultural difference, the aim of the unit is to introduce students to and to promote values and skills for, 'difference-competent practice' and 'anti-oppressive practice'.

Class requirements: One 2-hour lecture, one 1-hour lecture and one 1-hour tutorial per week for six weeks across the semester.

Assessment: One 1000-word essay (40%), one 1500-word essay (60%).

Recommended Reading:

Dominelli L. *Anti-oppressive social work theory and practice*. Palgrave, 2002.
 Mullaly B. *Challenging oppression, a critical social work approach*. Oxford University Press, 2002.
 Trompenaars F and Hampden-Turner C. *Riding the waves of culture: understanding cultural diversity in business*. Nicholas Brear, 2002.

SWP4FEB FIELD EDUCATION B (40 CPs Sem. TE-SEM-1 AW, BE, BU. TE-W06-22 AW, BE, BU. TE-W25-38 AW, BU, MI. TE-W26-39 BE. TE-W36-49 AW, BE, BU, MI. TE-W44-07 AW, BE, BU, MI.) AW: Mr Jerry Sweeting , BE: Ms TBA TBA , BU: Dr Helen Cleak , MI: Ms Paula Bruce

In this unit, students will undertake a supervised fieldwork practicum which will provide opportunities to integrate theoretical knowledge with practice and develop competencies to the standard required by AASW. Students are placed in a range of human service organisations to demonstrate their knowledge and skills and further develop their practice knowledge. SWP3FEA is the first and SWP4FEB the second of two fieldwork placements to be undertaken by students under the supervision of a qualified social worker with the liaison support of an academic staff member. Each placement period is 14 weeks full-time as required by the AASW and is normally taken at the end of second semester (September to December) each year. As part of the practicum, students will be required to attend six hours of preparatory seminars (held in both first and second semester) and ten hours of seminars throughout the practicum to integrate theory with the practicum experience.

Prerequisite: SWP3COM, SWP3FEA, SWP4IFG, SWP4SPP, SWP4DIV, SWP4FOP.

Class requirements: Field placement of 14 weeks full-time (70 days) and six hours of preparatory lectures/seminars.

Assessment: learning agreement, mid-placement and final placement reports as per *BSW Field Education Handbook* (100%). Assessed on pass or fail grade.

Recommended Reading:

Cleak H and Wilson J. *Making the most of field placement*. Thomson, 2004.

Cooper L and Briggs L. *Fieldwork in the human services*. Sydney: Allen and Unwin, 2000.

Doel M and Shadlow S (eds). *Social work in a changing world: An international perspective on practice learning*. Brookfield, Vt: Ashgate, 1996.

SWP4FOP FIELDS OF SOCIAL WORK PRACTICE B (15 CPs Sem. TE-W29-35 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld, BE: Ms Di Cox, BU: Ms Maureen Long, MI: Ms Paula Bruce

In this unit students are introduced to the practice of social work in diverse fields exploring context, policies, programs and practice in various fields. The content helps to integrate social work knowledge and builds on core social work knowledge and skills, introducing further knowledge and skills specific to the field being studied. Specific fields are selected by the School each year and may include social work practice and mental health, children and families, ageing, grief and loss, disability, protective services, health, addiction studies, child protection, poverty and inequality, and international social work.

Prerequisite: SWP3FOP, SWP3FEA.

Class requirements: Five hours of seminars/lectures per week for six weeks plus self-directed learning activities equivalent to nine hours of classroom contact across the semester.

Assessment: One 1000-word essay (25%) one 20-minute verbal presentation may be undertaken in lieu of the 1000-word essay, one 3000-word essay (75%).

Recommended Reading:

Teare RJ and Sheafor BW. *Practice sensitive social work education: an empirical analysis of social work practice and practitioner*. Council of Social Work Education, 1995.

Davies M (ed). *The Blackwell companion to social work*. Blackwell Publishing, 2002.

SWP4IFG SOCIAL WORK PRACTICE WITH INDIVIDUALS, FAMILIES AND GROUPS B (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Ms Virginia Mansel Lees, BE: Dr TBA TBA, BU: Dr Noel Renouf, MI: Ms Paula Bruce

In this unit the aim is to build on the content of SWP3IFG and to develop for students a more advanced level of knowledge, values and skill in relation to social work practice with individuals, families and groups. In addition there will be coverage of key areas of contemporary practice such as case management, multi-cultural service users and the tension between structural and post-structural perspectives. Throughout, this unit encourages active participation in skills training using role plays, value clarification exercises, exploring social and personal assumptions, as well as developing an awareness of the relationship between social and personal issues. The expected outcome for this unit is the achievement of a level of competence in social work practice sufficient for entry into the final supervised fieldwork placement.

Prerequisite: SWP3IFG, SWP3FEA.

Class requirements: Two 1-hour lectures and one 3-hour seminar per week.

Assessment: One 1000-word essay (20%), one major 2000-word critical reflection (35%), one 1500-word follow-on case study (25%), simulated casework interviews equivalent to a 20-minute verbal presentation (20%). Hurdle requirement: Students must obtain a pass standard in the simulated casework interviews and attend 80% of seminars/tutorials in order to obtain a pass in this unit.

Recommended Reading:

Alla J, Pease B and Briskman L (eds). *Critical social work: an introduction to theories and practices*. Allen and Unwin, 2003.

Fook J. *Critical theory and practice*. Sage, 2002.

Healy, K. *Social work theories in context* Palgrave, 2005.

Payne M. *Modern social work theory*. 3rd edn. Palgrave Macmillan, 2005.

Trevithick P. *Social work skills: a practice handbook*. 2nd edn. Open University Press, 2005.

SWP4SPP SOCIAL POLICY AND PRACTICE B (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.) AW: Dr Guinever Threlkeld, BE: Ms Di Cox, BU: Professor Allan Borowski, MI: Ms Paula Bruce

In this unit students are enabled to be policy practitioners through the development of skills and knowledge about how the social policy contexts affects social work practice and how to intervene effectively in the policy process. It introduces students to the meaning of social policy and its concepts and frameworks for understanding and developing policies. This unit covers material about the welfare state, how it operates in Australia and in other countries and how it is changing.

Class requirements: Three 1-hour lectures per week for 13 weeks and one 1-hour tutorial per week for 10 weeks.

Assessment: One 2500-word essay (40%), one 3500-word essay (60%).

Prescribed Reading:

McClelland A and Smyth P. *Social policy in Australia: understanding for action*. Oxford University Press, 2006.

Recommended Reading:

Bridgman P and Davis G. *The Australian policy handbook*. 3rd edn. Allen and Unwin, 2004.

Pierson C and Castles F (eds). *The welfare state reader*. Polity Press, 2000.

Faculty of Humanities and Social Sciences

Bachelor of Arts (HUSBAM)

All three years of this course are available at the Mildura campus. For further details contact the Faculty Office on (03) 9479 1635.

The degree of Bachelor of Arts is offered by the Faculty of Humanities and Social Sciences either as a pass degree or with honours. The pass degree, if taken full-time, is designed to be completed within three years. An honours degree, which requires an additional year of full-time study, is available at the Melbourne (Bundoora) campus to qualified students.

It is the responsibility of students to familiarise themselves with course requirements and ensure that they are enrolled in units that conform to those requirements. Students are encouraged to contact the Faculty Office if they have any questions regarding requirements for their course.

Admission requirements

Prerequisite studies: a study score of at least 20 in VCE units 3 and 4 of English or equivalent is required for entry to the Bachelor of Arts. The Faculty will consider for admission applicants from all entrance categories.

Applicants who have not completed year-12 or equivalent may apply under the Special Entry Access Schemes. See the current VTAC Guide for more details or go to www.vtac.edu.au

Further information may be obtained from the Campus Office.

Disciplines

The following humanities and social sciences disciplines offer sequences of units to fulfil the course requirements of the Bachelor of Arts:

- English
- History
- Social sciences.

The following humanities and social sciences disciplines offer elective units for the Bachelor of Arts:

- Art history
- Philosophy.

Students may also include as elective units in their Bachelor of Arts course units offered by other faculties at the Mildura campus, subject to the restrictions in the course requirements below.

Course requirements

To qualify for the degree of Bachelor of Arts, students must:

- satisfactorily complete a minimum of 360 credit points, with at least 120 credit points at first year level and at least 120 credit points at third year level
- and include in their course either a major of 130 credit points, including at least 60 credit points at third year level, in a discipline offered by the Faculty, noting that majors in some disciplines must include specific units or combinations of units:

First year

TE-SEM-1	Major	Elective	Elective	Elective
TE-SEM-2	Major	Elective	Elective	Elective

Second year

TE-SEM-1	Major	Elective	Elective
TE-SEM-2	Major	Elective	Elective

Third year

TE-SEM-1	Major	Major	Elective
TE-SEM-2	Major	Elective	Elective

or:

two sequences of at least 110 credit points (30 credit points at first year level and 40 credit points at second and third year level) from different disciplines with at least one sequence in a discipline offered within the Faculty:

First year

TE-SEM-1	1st sequence	2nd sequence	Elective	Elective
TE-SEM-2	1st sequence	2nd sequence	Elective	Elective

Second year

TE-SEM-1	1st sequence	2nd sequence	Elective
TE-SEM-2	1st sequence	2nd sequence	Elective

Third year

TE-SEM-1	1st sequence	2nd sequence	Elective
T-SEM-2	1st sequence	2nd sequence	Elective

Special Entry Access Schemes (SEAS)

Applicants who are aged 21 years or more by 1 January of the year of their intended entry and who have not satisfied minimum tertiary entrance requirements may become eligible for entry by completing extra application requirements.

Course regulations

- A maximum of 205 credit points may be taken from any single discipline in the Faculty.
- 120 credit points (60 credit points in each semester) is a full-time study load for each year level. Students require permission from the Faculty to overload by taking more than 60 credit points in any semester. Permission is normally based on the student's previous academic record.

First year units

- As part of their 120 credit points at first year level, students must take a minimum of 90 credit points from units offered by the Faculty. A maximum of 45 credit points may be taken in any one discipline.
- A minimum of 120 credit points and a maximum of 135 credit points of first year units may normally be included in the degree.

Units from other La Trobe Faculties and other universities

- Students may take two semester units at each year level from other La Trobe Faculties.
- Students may take up to two semester units at each year level from another tertiary institution in a discipline that is not available at La Trobe University.

The following units are available at Mildura for students entering the Bachelor of Arts:

First year (15 credit points)

Teaching period	Unit title	Unit code
TE-SEM-1	Introduction to Asia: Japan and Indonesia	AST1IJI
TE-SEM-1	Myth, Legend and History	HIS1MLH
TE-SEM-1	Texts over Time	ENG1TOT
TE-SEM-2	Australia and Beyond	SOC1AAB
TE-SEM-2	Critical Thinking (online unit)	PHI1CRT
TE-SEM-2	Modern Europe B: The Twentieth Century	HIS1MEB
TE-SEM-2	Text, Criticism and the Visual	ENG1TCV

Second and third year units (20 credit points)

TE-SEM-1	Art of Byzantium (online unit)	ARH2AOB/ARH3AOB
TE-SEM-1	British and American Romanticism	ENG2BAR/ENGBAR

TE-SEM-1	Community Studies	SOC2CMS/SOC3CMS
TE-SEM-1	The European Union	HIS2EUU/HIS3EUU
TE-SEM-2	Families and Change	SOC2FAC/SOC3FAC
TE-SEM-2	Medieval Europe c600–c1200 (online unit)	ARH2MEU/ARH3MEU
TE-SEM-2	Shakespeare and Contemporaries	ENG2SAC/ENG3SAC
TE-SEM-2	U.S. Civil Rights Movement 1954 – 1968	HIS2UCR/HIS3UCR

Third year (20 credit points)

TE-SEM-1	Reading Course A	HIS3RCA
TE-SEM-2	Reading Course B	HIS3RCB

Bachelor of Visual Arts (BEBVAM)

All three years of this course are available at Mildura, with major studies in painting, printmaking, photography, drawing and sculpture. The course develops students' perceptual, conceptual and research skills in the areas of painting, drawing, sculpture, photography, printmaking and multimedia.

Admission requirements

Applicants must satisfy the University's normal entrance requirements, including a study score of at least 20 in units 3 and 4 of English, or equivalent. It is desirable for all applicants to have undertaken Studio Arts and/or Art. A Diploma of Arts, or equivalent approved qualification, will qualify individuals for entry to the degree course at a level determined by a selection committee. Mature age students will be considered for admission by the selection committee.

Folio requirements

Applicants must attend an interview, which is conducted in late November and submit a folio to an interview panel. A statutory declaration confirming that the work is that of the applicant must accompany the folio. The folio should demonstrate the applicant's aptitude, creativity, sense of design and abilities in a range of media or in a specialist area. It should contain material relevant to the applicant's proposed course of study including finished pieces and preparatory studies. Where possible, students should bring the original artwork but, where size is a constraint, photographs or electronic documentation will be considered.

Facilities available

Facilities for fine art include extensive painting, printmaking, sculpture, drawing and photographic/multimedia studios associated with darkrooms for black and white and colour production. There is access to studios during weekday evenings, at weekends and during semester breaks.

Special assessment details

Workshop units will be progressively assessed on three assignments per semester. Studio Theory and methodologies in studio practice units are based on folio assessments, which will be assessed by a panel of staff responsible for studio units. The examination panel for the final year studio theory assessment includes outside moderators selected for their high standing in visual arts.

Course structure

The course is undertaken by full-time study over three years or by part-time study after consultation with the selection committee. This course is valued at 120 credit points per year.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Art and Visual Culture A	VPA1VCA
TE-SEM-1	Theory and Methodologies in Studio Practice A	VPA1TMA
TE-SEM-1	Visual Arts Media Workshop A	VPA1MWA
TE-SEM-1	Comparative Studies in Visual Media A	VPA1CVA
TE-SEM-2	Art and Visual Culture B	VPA1VCB
TE-SEM-2	Theory and Methodologies in Studio Practice B	VPA1TMB
TE-SEM-2	Visual Arts Media Workshop B	VPA1MWB
TE-SEM-2	Comparative Studies in Visual Media B	VPA1CVB

Second year

TE-SEM-1	Theory and Methodologies in Studio Practice C	VPA2TMC
TE-SEM-1	Visual Arts Media Workshop C	VPA2MWC
TE-SEM-1	Comparative Studies in Visual Media C	VPA2CVC
TE-SEM-2	Theory and Methodologies in Studio Practice D	VPA2TMD
TE-SEM-2	Visual Arts Media Workshop D	VPA2MWD
TE-SEM-2	Comparative Studies in Visual Media D	VPA2CVD

Third year

TE-SEM-1	Theory and Methodologies in Studio Practice	EVPA3TME
TE-SEM-1	Professional Studies A	VPA3PSA
TE-SEM-1	Visual Arts Media Workshop E	VPA3MWE
TE-SEM-1	Comparative Studies in Visual Media E	VPA3CVE
or		
TE-SEM-2	Theory and Methodologies in Studio Practice	FVPA3TMF
TE-SEM-2	Professional Studies B	VPA3PSB
TE-SEM-2	Visual Arts Media Workshop F	VPA3MWF
or		
TE-SEM-2	Comparative Studies in Visual Media F	VPA3CVF

Bachelor of Graphic Design (BEBVAGM)

All three years of the course are available at Mildura.

This course equips students with the creative and technical skills necessary for employment as a graphic designer and involves three years of full-time study.

Admission requirements

Applicants must satisfy the University's normal entrance requirements, including a study score of at least 20 in units 3 and 4 of English, or equivalent. It is desirable for all applicants to have undertaken studio arts and/or art. A Diploma of Arts, or equivalent approved qualification, will qualify individuals for entry to the degree course at a level determined by a selection committee. Mature age students will be considered for admission by the selection committee.

Folio requirements

Applicants must attend for interview which is conducted in late November and submit a folio to an interview panel. A statutory declaration confirming that the work is that of the applicant must accompany the folio. The folio should demonstrate the applicant's aptitude, creativity, sense of design and abilities in a range of media or in a specialist area. It should contain material relevant to the applicant's proposed course of study including finished pieces and preparatory studies. Where possible, students should bring the original artwork but, where size is a constraint, photographs or electronic documentation will be considered.

Facilities available

Facilities include separate studios for each year of the course and several darkrooms for black and white and colour photography. Computer graphics are generated through networked Apple Macintosh computers, flatbed scanners, laser printers and multimedia video production hardware and software with full editing suite. Students also have access to silk screen and other printing facilities.

Course structure

The course is undertaken by full-time study over three years or by part-time study after consultation with the selection committee. Prospective students should check course details with the course co-ordinator prior to enrolment. This course is valued at 120 credit points per year.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Applied Design 1	VPA1AD1
TE-SEM-1	Art and Visual Culture A	VPA1VCA
TE-SEM-1	Design Studies 1	VPA1DS1
TE-SEM-1	Visual Arts Media Workshop A	VPA1MWA
TE-SEM-2	Applied Design 2	VPA1AD2
TE-SEM-2	Art and Visual Culture B	VPA1VCB
TE-SEM-2	Design Studies 2	VPA1DS2
TE-SEM-2	Visual Arts Media Workshop B	VPA1MWB

Second year

TE-SEM-1	Applied Design 3	VPA2AD3
TE-SEM-1	Design Studies 3	VPA2DS3
TE-SEM-1	Visual Arts Media Workshop C	VPA2MWC
TE-SEM-2	Applied Design 4	VPA2AD4
TE-SEM-2	Design Studies 4	VPA2DS4
TE-SEM-2	Visual Arts Media Workshop D	VPA2MWD

Third year

TE-SEM-1	Applied Design 5	VPA3AD5
TE-SEM-1	Design Studies 5	VPA3DS5
TE-SEM-1	Graphic Design Professional Practice A	VPA3GPA

TE-SEM-2	Applied Design 6	VPA3AD6
TE-SEM-2	Design Studies 6	VPA3DS6
TE-SEM-2	Graphic Design Professional Practice B	VPA3GPB

UNIT DESCRIPTIONS

ARH2AOB ART OF BYZANTIUM (20 CPs Sem. TE-SEM-1 AW, BU, MI.)

Co-ordinator to be advised

This unit is offered at third year level also.

This subject is only available as a fully online subject. Offered subject to sufficient enrolments.

Beginning with art from the reign of Emperor Constantine (312-337), students will study major works of early Christian art and architecture in Constantinople and Rome, as well as in the Byzantine capitals Milan and Ravenna from c. 312-726. They will explore the different attitudes to iconoclasm in the East and in Rome before analysing Byzantine art and architecture in centres such as Hosios Lukas, Daphni and Nea Moni. They will also consider the transformation of Byzantine art in medieval Italy, in Rome, Venice and Sicily.

Prerequisite: Any first year Art History subject.

Class requirements: Fully on line subject: students listen to one 1-hour recorded and illustrated lecture, read an online presentation and engage in a discussion forum each week.

This unit is not available for Study Abroad students.

Assessment: Two 2000-word essays (80%), five 200-word short assignments (20%). Third year students are expected to show greater levels of achievement of discipline-specific skills than second year students.

Preliminary Reading:

Mathews TF. *The art of Byzantium*. Everyman Art Library, 1998.

Prescribed Reading:

Krautheimer R and Curcic S. *Early Christian and Byzantine architecture*. Yale University Press, 1986.

Recommended Reading:

Elsner J. *Imperial Rome and Christian triumph: the art of the Roman Empire. AD 100-450*. Oxford University Press, 1998.

Ousterhout RG. *Master builders of Byzantium*. Princeton University Press, 2000.

ARH2MEU MEDIEVAL EUROPE C 600-C 1200 (20 CPs Sem. TE-SEM-2 AW, BU, MI.)

Co-ordinator to be advised

This unit is offered at third year level also.

Offered subject to sufficient enrolments. This subject is only available as a fully online subject.

In this unit students consider the art and architecture of Europe in the Middle Ages starting in the Dark Ages, when the Roman Empire had declined, in the face of barbarian invasions. We analyse selected examples of the art of these barbarian peoples. The career of Gregory the Great spans the end of the ancient Roman world and the early middle Ages. The rise of Islam in the seventh century led to the Muslim conquest of Spain and the subsequent campaigns of reconquest. From the tenth century the pilgrimage to Santiago de Compostela was most popular. The monks of Cluny promoted the pilgrimage. Students will look in detail at the Romanesque and early Gothic art and architecture to be found along the pilgrim routes through France and Spain and at the art and architecture associated with monasteries.

Prerequisite: 15 credit points of first year art history or co-ordinators approval.

Class requirements: Students complete the equivalent of thirteen 3-hour sessions online via WebCT. This includes one presentation and one lecture online each week, with fortnightly exercises.

Assessment: Two 2000-word essays (80%), five online exercises (1000-words equivalent) (20%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Abou-El-Haj B. *The Medieval Cult of the Saints*. CUP, 1997.

Braunfels W. *Monasteries of Western Europe*. Thames and Hudson, 1972.

Brown P. *The Cult of the Saints: its rise and function in Latin Christianity*. University of Chicago Press, 1981.
 Herrin J. *The formation of Christendom*. Phoenix Press Paperback, 2001.
 Petzold A. *Romanesque art*. HN. Abrams, 1995.
 Shaver-Crandell A and Gerson P. *The Pilgrim's guide to Santiago de Compostela*. Harvey Miller, 1993.
 Snyder J. *Medieval art: painting, sculpture, architecture, fourth to fourteenth century*. HN. Abrams, 1989.

AST11J INTRODUCTION TO ASIA: JAPAN AND INDONESIA (15 CPs Sem. TE-SEM-1 AW, BU, MI.) *Dr Kaori Okano*
 Successful completion of this unit may be counted towards first year requirements for Asian studies, politics, sociology and anthropology. Students are introduced to two of Australia's Asian neighbours, Japan and Indonesia. To ensure a systematic approach, we focus on how countries are run (government), how people connect with each other (society) and how people perceive themselves and how outsiders perceive them (culture). The unit is both contemporary and historical. We examine pre-European history, the impact of European imperialists and the condition of these countries today. With AST11CI, students are prepared for more detailed study of Asia and for further study in Politics, History, Sociology and Anthropology. They are provided with a sound background for the study of Asian languages. A required workbook of readings may be purchased from the University Bookshop and is also available from the Library.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial exercises (500-word equivalent) (15%), one 500-word exercise (15%), one 1500-word essay (35%), one 1.5-hour final examination (35%).

Recommended Reading:

Cribb R and Brown, C. *Modern Indonesia: a history since 1945*. Longman, 1995.
 Hunter J. *The emergence of modern Japan*. Longman, 1989.
 Sugimoto Y. *An introduction to Japanese society*. Cambridge University Press, 1997.

ENG1TCV TEXT, CRITICISM AND THE VISUAL (15 CPs Sem. TE-SEM-2 AW, BU, MI.) *Professor Sue Thomas*

Students study a range of novels and plays, together with film adaptations of them. Topics covered in discussions include the ways texts tell stories and present personality, gender and genre, issues of representation in contemporary culture and what might be meant by describing some of the texts and films as 'popular' and some as 'classic'. The films will be studied as interpretations of literary texts. Prescribed texts must be purchased before the beginning of the semester.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week and six 2-hour film screenings.

Assessment: One 1500-word essay (35%), one 1500-word essay (35%), class tests (1000-words equivalent) (30%).

Prescribed Reading:

Fest J. *Inside Hitler's bunker*. Macmillan Paperback.
 James H. *Washington Square*. Penguin.
 Leonard E. *Rum Punch*. Penguin.
 Melville H. *Billy Budd and other stories*. Pearson.
 Shakespeare W. *Richard III*. Any edition.

ENG1TOT TEXTS OVER TIME: INTRODUCTION TO LITERATURE (15 CPs Sem. TE-SEM-1 AW, BU, MI.) *Mr Chris Palmer*

This unit is an introduction to the discussion and analysis of a range of literary texts, including plays, poems and novels. Its aim is to develop awareness of the possibilities of constructing meaning and significance in texts. In addition to the set texts, there will be a subject reader for poetry.

Class requirements: One 1-hour lecture, one 1-hour online workshop and one 1-hour tutorial per week.

Assessment: Two 1500-word essays (80%), tutorial exercises (1000-words equivalent) (20%).

Prescribed Reading:

Atwood M. *Alias Grace*. Virago
 Austen J. *Mansfield Park*. Penguin.

Conrad J. *Heart of darkness*. Norton
 Fugard A. *The township plays – the Island*. Oxford.
 Shakespeare, W. *The merchant of Venice* Penguin.

ENG2BAR BRITISH AND AMERICAN ROMANTICISM (20 CPs Sem. TE-SEM-1 AW, BU, MI.) *Dr Iain Topliss*
This unit is offered at third year level also.

In this unit we have an introduction to poetry of the period 1790–1870, from William Blake to Emily Dickinson. Emphasis is placed on close reading of poems. Classes give attention to the social, religious and political context. The poets' own critical writings are considered along with contemporary and academic criticism.

Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour lecture or seminar per week and one 2-hour tutorial per week.

Assessment: One 2000-word exercise (40%), one 3000-word essay (60%).

Prescribed Reading:

Wu D (ed). *Romanticism: an anthology*. Blackwell, 2005.

ENG2SAC SHAKESPEARE AND CONTEMPORARIES (20 CPs Sem. TE-SEM-2 AW, BU, MI.) *Mr Chris Palmer*

This unit is offered at third year level also.

A study of various forms of tragedy and tragi-comedy in Shakespeare and the drama of his age. Discussion of these plays will also give attention to their historical context, their importance at the present time and to current critical approaches.

Prerequisite: 30 credit points of first year English.

Class requirements: One 1-hour tutorial and one 2-hour lecture/seminar per week.

Assessment: One 2000-word essay (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students, one 2000-word essay (40%), one 1000-word exercise (20%).

Prescribed Reading:

Marlowe C. *Doctor Faustus*. Oxford.
 Salgado (ed). *Three Jacobean Tragedies*. Penguin.
 Shakespeare W. *Hamlet*. Everyman.
 Shakespeare W. *Macbeth*. Oxford.
 Shakespeare W. *Measure for measure*. Penguin.

HIS1MEB MODERN EUROPE B: THE TWENTIETH CENTURY (15 CPs

Sem. TE-SEM-2 AW, BU, MI.) *BU: Dr Philip Bull, BU: Dr Adrian Jones*

In this unit, students study the turbulent twentieth century in Europe, beginning with the industrial, national and imperial rivalries, which culminated in the First World War. The revolutions and revolutionary pressures, which arose out of that war, are examined as a background to the emergence of the ideologies of Fascism and Communism and the totalitarian regimes of Nazism and Stalinism. Post-war European prosperity and integration and the collapse of Communism are studied. Through this unit students will gain a deeper understanding of the crises, which have characterised European history in the twentieth century.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Essay/exercises, 2000-words equivalent) (60%), one 2-hour examination (40%). Alternatively, students may choose to reverse the percentage weightings of the two assessment components

Preliminary Reading:

Thomson D. *Europe since Napoleon*. Penguin, 1966.
 Wiskemann E. *Europe of the dictators, 1919–1945*. Fontana, 1966.
 Joll J. *Europe since 1870: an international history*. 4th edn. Penguin, 1990.

Prescribed Reading:

Derfler L and Kollander P. *An age of conflict*. 3rd edn. Harcourt Brace, 2002.

HIS1MLH MYTH, LEGEND AND HISTORY (15 CPs Sem. TE-SEM-1 BU, MI.)

Dr Diane Kirkby

From ancient Greece and medieval Britain come some of the best-known names and places in history. Achilles, Troy, Rome, King Arthur, Guinevere and Robin Hood – all have had glorious stories told about them. Their names have become synonymous with history

and have been transmuted into fiction. In this unit we read these stories and consider the power and attraction of myth in storytelling, literature, art and film. We examine the archaeological evidence and material culture that support or challenge written texts. We also explore the links between mythic pasts, creation stories, gender, historical legends and nation building. Just what is the relationship between myth, legend, fiction and history?

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 500-word assignment (15%), one 1000-word assignment (25%), one 1.5-hour examination (40%), two 30-minute short answer tests (20%).

Preliminary Reading:

Grant M. *The classical Greeks*. Phoenix Paperback, 1997.

HIS2EUU THE EUROPEAN UNION (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.)

BU: Dr Stefan Auer, **BU:** Dr Philip Bull, **BU:** Dr Anthony Jarvis
This unit is offered at third year level also.

Within the history of the integration process and with a particular focus on the European Union (EU), students will evaluate the extent to which integration has changed the lives of citizens and relations between nation-states in Europe; critique EU policies and processes; analyse the EU's role as an international actor; and apply insights derived from integration theory. The lecture program for the unit will capitalise on the availability in Australia of many experts associated with the EU and its institutions, as well as providing more general contextual lectures on its history, functioning and place in the contemporary world. Tutorials will be focused on ensuring that students develop an adequate understanding of how the EU functions, its relationships with member nations and the ways in which it is important to the rest of the world, including Australia.

Prerequisite: Any first year history or politics subject.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One seminar presentation (equivalent 500-words) (10%), two WebCT quizzes (10%), one 2000-word research essay (40%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline-specific skills in their written work than second year students.

Recommended Reading:

Cini M (ed). *European Union politics*. 2nd edn. OUP, 2003.

HIS2UCR U.S. CIVIL RIGHTS MOVEMENT 1954-1968 (20 CPs Sem. TE-SEM-2 BU, MI.) Dr Tim Minchin

This unit is offered at third year level also.

In this unit students examine what is probably the most significant social movement in United States history. The central protests and demonstrations of this major movement are explored in detail in this unit. Drawing on both a substantial secondary literature and published primary sources, students identify the circumstances under which non-violent direct action protest was successful. Particular attention is given to the role of Dr Martin Luther King, Jr and his role is assessed in relation to the ongoing 'man v. movement' debate.

Prerequisite: 30 credit points of first year history or majoring in the North American area of study.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2500-word research essay (50%), one 2500-word research essay (50%).

Recommended Reading:

Carson C. et al. (eds). *Eyes on the prize civil rights reader: documents, speeches and firsthand accounts from the black freedom struggle*. 2nd edn. Penguin, 1988.

Fairclough A. *To redeem the soul of America: the southern Christian Leadership Conference and Martin Luther King Jr*. University of Georgia Press, 1987.

Hampton H and Fayer S. *Voices of freedom: an oral history of the civil rights movement*. Bantam, 1990.

Williams J. *Eyes on the prize: America's civil rights years*. Penguin, 1988.

PHI1CRT CRITICAL THINKING (15 CPs Sem. TE-SEM-2 AW, BU, MI.) Dr

Norva Y.S. Lo

PHI1CRT semester two is taught entirely online. There will be one 90-minute mediated online discussion per week plus learning

activities as specified online (equivalent to 90-minutes attendance per week). For more information contact the unit co-ordinator or visit www.latrobe.edu.au/philosophy/resources Ug/handout crt.html.

Thinking and reasoning are essential components of human life. But much of our thinking and reasoning is biased, distorted and uninformed. Yet the quality of our life and that of what we produce, make or build depends precisely on the quality of our thoughts and reasons. In this unit, you will learn how to reason well, to think clearly and independently and also to engage fairly with others in discussions and debates. Many students find the experience gained in this unit immensely valuable, both within the University and later in employment whatever their subsequent areas of specialisation.

Assessment: One 3-hour examination (55%), three short exercises, 2000-words equivalent) (45%).

Prescribed Reading:

Phillips R and Oakley T. *Reason and argument*. Monash, 1996.

SOC1AAB AUSTRALIA AND BEYOND: INTRODUCTION TO SOCIOLOGY

(15 CPs Sem. TE-SEM-2 BU, MI.) Dr Trevor Hogan

In this unit students are introduced to the sociology of contemporary society. The focus is on Australia — a nation-state and society subject to global forces and expressions of local culture and power. We rethink social order and divisions in Australian society across place and time. We look at particular cities and regions across Australia and beyond. What are we to make of the way the larger global context impacts upon us? How can sociology help us to answer questions such as this?

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 2000-word written assignment (50%), one 1.5-hour multiple choice examination (30%), one 500-word written assignment (20%).

Prescribed Reading:

Beilharz P and Hogan T (eds). *Relocating sociology: place, time, division*. Oxford UP, 2006.

SOC2CMS COMMUNITY STUDIES (20 CPs Sem. TE-SEM-1 BU, MI.)

Dr Anthony Moran

This unit is offered at third year level also.

In this unit the aims are, first, to explore the notion of 'community' both in an historical context and how it is used today. Second, by examining a range of contemporary communities, we link the study of community to broader theoretical debates within the sociological and anthropological traditions. These include debates around modernity and social change; universalism and particularism; individualism and group identity. Also considered are the impacts of globalisation on personal and social identity. Throughout, our central focus remains on the changing nature of the concept of community and on different forms of community in contemporary society.

Prerequisite: 30 credit points of first year sociology or anthropology, or AST1IJI and AST1ICI, or unit co-ordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 3000-word essay/research report (60%), one 2-hour examination (40%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Delanty G. *Community*. Routledge, 2003.

SOC2FAC FAMILIES AND CHANGE (20 CPs Sem. TE-SEM-2 BU, MI.) Dr

Kerreen Reiger

This unit is offered at third year level also.

Several change processes in families are explored in this unit. First, we consider the changes in the institution of the family over time – those in partnering and having children, patterns of divorce and remarriage, paid and unpaid work, gender roles and parenthood. Explanations for and the meaning of these changes will be considered. Second, we also consider changes in Australian families in terms of life stage transitions and emerging family models. Throughout the unit the diversity of family forms and how experiences differ according to age, gender, class and ethnicity are emphasised. Regular attendance at classes is essential to the research emphasis in this unit.

Prerequisite: 30 credit points of first year sociology or anthropology, or gender, sexuality and diversity studies, or AST11JI and AST11CI, or unit coordinator's approval.

Class requirements: One 2-hour lecture and one 1-hour seminar per week.

Assessment: One 2000-word research report (40%), one 1500-word essay (30%) and one 1500-word literature review (30%). Third year students will be expected to show a greater achievement of discipline specific skills in their written work than second year students.

Recommended Reading:

Poole M (ed). *Families: changing families, changing times*. Allen and Unwin, 2004.

Weeks W and Quinn M (eds). *Issues facing Australian families*. Longman, 2000.

VPA1AD1 APPLIED DESIGN 1 (15 CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr*

Geoff Hocking, MI: Mr Neil Fetting

Digital and print studies are offered to alternative groups each semester

The application of techniques for visual communication is at the core of this unit. Through applied projects such essential skills as construction techniques, layout visualisation and presentation, applied drawing, photo mechanical and reproductive techniques, photographic and typographic application are developed.

Class requirements: One 1-hour lecture and 2 hours of practical classes per week.

Assessment: Five 2-week projects (100%).

Recommended Reading:

Craig J. *Basic typography: a design manual*. Watson-Guptill, 1990.

Craig J. *Production for the graphic designer*. Watson-Guptill, 1974.

Spiekerman E and Ginger EM. *Stop stealing sheep and find out how type really works*. Adobe Press, 1993.

VPA1AD2 APPLIED DESIGN 2 (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr*

Geoff Hocking, MI: Mr Neil Fetting

Digital and print studies are offered to alternative groups each semester.

The creation of integrated design solutions to both two dimensional and three dimensional applied projects is the focus of this unit. Creative design solutions are a major element in effective communication and emphasis is placed on the creative interplay between words, text, images, ideas and typography. Package design is investigated through model making, packaging and three-dimensional construction activities and copywriting skills, combining words and images are developed.

Class requirements: One 1-hour lecture, one 2-hour practical class per week.

Assessment: Five 2-week projects (100%).

Recommended Reading:

Booth-Clibborn E and Baroni D. *The language of graphics*. Thames and Hudson, 1980.

Glaser M. *Graphic design*. Overlook Press, 1973.

Morgan CL. *Packaging design*. Rob Vision SA, 1997.

VPA1CVA COMPARATIVE STUDIES IN VISUAL MEDIA A (15 CPs Sem. TE-SEM-1 BE, MI. TE-W25-30 MI.) *Mr Cameron Rose*

In this unit students are introduced to interdisciplinary studies through a foundation in alternative media. They select an alternative study: either electronic (digital imaging), or 'manual' media (painting, drawing, ceramics, chemical-based photography or illustration), to augment their major discipline study in the other. The emphasis of assignments is on process through which the student brings images from a familiar medium into the studio of the alternative medium to be developed. Through assessment and feedback sessions students are provided with the critical skills to evaluate outcomes. Lectures provide a theoretical and technical background in the principles of design from examples of processes of developing a concept across media.

Class requirements: One 1-hour lecture, one 1-hour tutorial/workshop and one 1-hour workshop per week.

Assessment: Five 2-week assignments (each 600 words equivalent) (100%).

VPA1CVB COMPARATIVE STUDIES IN VISUAL MEDIA B (15 CPs Sem. TE-SEM-2 BE, MI.) *Mr Stephen Turpie*

In this unit students extend concerns investigated in the medium of their major studio discipline in an alternative visual art discipline or studio. Students bring ideas or concepts from their familiar major medium into the studio of the alternative medium. The emphasis of assignments is on process and an assessable journal is used to record process, development and outcomes. In the lectures we provide an overview of historical practice in combined media or multi-media, examining practitioners including Marcel Duchamp, Meret Oppenheim, Lazlo Moholy-Nagy, Joseph Cornell and Mary Kelly. Assessment and feedback sessions provide students with the critical skills to evaluate the outcomes.

Prerequisite: VPA1CVA.

Class requirements: One 1-hour lecture, one 1-hour tutorial/workshop and one 1-hour workshop per week.

Assessment: Five 2-week assignments (each 600 words equivalent) (100%).

VPA1DS1 DESIGN STUDIES 1 (20 CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr*

Geoff Hocking, MI: Mr Neil Fetting

An introduction to the realisation of visual concepts through theoretical consideration of design elements – Composition, Spatial Layout, Scale, Placement, Structure – through the application of basic design elements – colour, texture form and image. Conceptual development is encouraged as links between visual image, text and idea are established through applied projects.

Class requirements: VPA1DS1, VPA1DS2, VPA2DS3, VPA2DS4, VPA3DS5, VPA3DS6

One 1-hour lecture and 2 hours of practical classes per week.

Assessment: Introduction to computer programs (20%), conceptual poster assignment (20%), 3-d construction, typographic and pictorial form (20%), conceptual packaging (20%), page layout, type and illustration (20%).

Recommended Reading:

Itten J. *The art of colour: the subjective experience and objective rationale of colour*. Reinhold Pub. Corp, 1961.

Hinrichs K. *Type Wise*. North Light Books, 1990.

Pentagram Design *Ideas on design*. Faber and Faber, 1968.

VPA1DS2 DESIGN STUDIES 2 (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr*

Geoff Hocking, MI: Mr Neil Fetting

In Design 2 students develop an understanding of basic design applications through applied projects. The relationship of design elements – symbol and image, symbol and text, typography and image, photo and text – and their application to both 2 and 3 dimensional design projects through the expression of creative communicative projects is investigated. Computers as a production tool are introduced at this level – the basics of hardware, software, computer conventions and basic typesetting for applied projects are considered. Subject matter is introduced through formal briefing and theoretical discussion and developed by critique and assessment of outcomes.

Class requirements: VPA1DS1, VPA1DS2, VPA2DS3, VPA2DS4, VPA3DS5, VPA3DS6

One 1-hour lecture and 2 hours of practical classes per week.

Assessment: Corporate Style assignment (20%), Product packing assignment (20%), Text and Image (Poster). Design assignment (20%), Magazine Cover Design assignment (20%), Event Promotion assignment (20%).

Recommended Reading:

Elam K. *Expressive typography: the word as image*. Van Nostrand Reinhold, 1990.

Popper F. *Art of the electronic age*. Thames and Hudson, 1993.

VPA1MWA VISUAL ARTS MEDIA WORKSHOP A (15 CPs Sem. TE-SEM-1 BE, MI.) *Ms Claire Smith*

In this unit we offer self-contained fully supervised workshops which introduce students to specialisation in the media of Ceramics, Painting/Drawing, Photography, Printmaking, or Multimedia, linked to their major discipline study. Provided over four-week blocks simultaneously in each of the media, workshops contain a lecture/demonstration and lecturer supervision of student

investigations and production of assigned work appropriate to each medium, with some time for self-directed study. Investigation within these workshops will include: introduction to specific media; health and safety within the workshop environment; investigation of materials, tools, techniques; and historic/contemporary precedents. Assessment is based on three set sequential assignments and a technical journal.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: 3 assignments (100%), Multimedia: 3 thematically based assignments (100%), Painting and drawing: 3 relevant assignment works (produced on site in drawing workshops) (100%), Ceramics: 3 projects (100%), Printmaking: 3 projects nominated by Unit Coordinator (100%). Students submit assessment in only one of the streams.

VPA1MWB VISUAL ARTS MEDIA WORKSHOP B (15 CPs Sem. TE-SEM-2 BE, MI.) *Mr Anthony Conway*

In this unit students consolidate their initial investigations of their chosen media of Ceramics, Painting/Drawing, Photography, Printmaking, or Multimedia. The objectives of these workshops are: to develop more advanced concepts and explorations of students' application to the solution of set problems; to introduce them to concepts of independent workshop research and enquiry; and to relate visual outcomes to their major study. Self-contained fully supervised workshops, provided over four week blocks in each of the media, contain a lecture/demonstration and lecturer supervision of student investigations and production, with some time for self-directed study. Assessment is based on three set sequential assignments and a technical journal.

Prerequisite: VPA1MWA.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: 3 assignments (100%), Multimedia: 3 thematically based assignments (100%), Painting and drawing: 3 relevant assignment works (produced on site in drawing workshops) (100%), Ceramics: 3 projects (100%), Printmaking: 3 projects nominated by Unit Coordinator (100%). Students submit assessment in only one of the streams.

VPA1TMA THEORY AND METHODOLOGIES IN STUDIO PRACTICE A

(15 CPs Sem. TE-SEM-1 BE, MI.) *Mr Anthony Conway*
Art and Time: Design, Construction, Process.

In this unit we examine studio methods used in constructing artwork, from the Modernist principles of design as introduced in the Bauhaus, through to more recent concepts of Process Art. In the seminars we compare the differing notions of creativity as process and reorganisation and as representation. Scheduled time for practical studio production provides students with the opportunity to explore a range of solutions and responses to the critical analysis and discussion.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Multimedia: folio of 10 images (or equivalent) and annotated visual journal (1000 words equivalent) (100%), Photography: 12 prints, 10 proof sheets (100%), Painting and drawing: 4 major pieces plus working journal (1000 words equivalent) (100%), Ceramics: 3 projects (100%), Printmaking: 12 prints or equivalent (100%). Students submit assessment in only one of the streams.

VPA1TMB THEORY AND METHODOLOGIES IN STUDIO PRACTICE B

(15 CPs Sem. TE-SEM-2 BE, MI.) *Ms Claire Smith*
Representation and the Readymade.

In this unit students consider the principle of representation in art, comparing realism and the tradition of working from the object, with the Modernist concept of the object *trouve* and the Post modern concept of *suture*. The interdependent roles of craft and concept are thus highlighted in discussions of contemporary and historic artworks. Students are required to identify these issues in their own cultural practice, employing a critical vocabulary to develop a reflective approach towards their practice in the development of a folio of work in their chosen disciplines.

Prerequisite: VPA1TMA.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Multimedia: 3- to 5-minute video and annotated visual journal (1000 words equivalent) (100%), Photography: 12 prints, 10 proof sheets (100%), Painting and drawing: 4 major pieces plus working journal (1000 words equivalent) (100%), Ceramics: 3 projects (100%), Printmaking: 12 prints or equivalent (100%). Students submit assessment in only one of the streams.

VPA1VCA ART AND VISUAL CULTURE A (15 CPs Sem. TE-SEM-1 BE, MI.)

Dr Lisa Beaven

In this unit students are provided with a broad introduction to the study of Art and Visual Culture. We take the widest definition of the subject to include art, design, cinema, video and electronic media and consider art chronology from the Renaissance to the present. Students are introduced to a range of theoretical positions and a variety of methodologies for viewing and interpreting art with the aim of encouraging the development of skills in visual analysis. There is a strong emphasis on excursions and on-site learning in galleries and museums.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (50%), two 1000-word assignments (50%).

Prescribed Reading:

Rose G *Visual methodologies: an introduction to the interpretation of visual materials*. Sage, 2001.

VPA1VCB ART AND VISUAL CULTURE B (15 CPs Sem. TE-SEM-2 BE, MI.)

Dr Lisa Beaven

In this unit students explore the central ideas and concepts that motivated the Modern Movement in art and design in Europe from the 1890s through the first half of the 20th century. Students examine the concept of the *avant-garde* as played out in individual movements: Cubism, Futurism, Dada, De Stijl, Surrealism, while placing these in the broader context of the rapidly changing technological, social and political conditions of the first decades of the century. Students gain a detailed overview of art and art movements in the first half of the twentieth century and develop further their ability to critically analyse works of art and critical writings about art.

Prerequisite: VPA1VCA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (50%), one 500-word bibliographic exercise (10%), one 1-hour slide test (30%), one 500-word online assignment (10%).

Recommended Reading:

Golding J. *Paths to the absolute*. Thames and Hudson, 2000.

Harrison C. *Primitivism, cubism, abstraction: the early twentieth century*. Yale UP, 1993.

Wood P (ed). *The challenge of the avant-garde*. Yale UP, 1999.

VPA2AD3 APPLIED DESIGN 3 (20 CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr*

Geoff Hocking, MI: Mr Neil Fetting

Digital and print studies are offered to alternative groups each semester.

Through assigned projects, students will develop a wide range of essential skills in the area of digital technology. All projects will be taken to laser printing, some projects will be taken to film output in preparation for print. Scanning, re-screening, image manipulation, layers, clipping paths, file management and proofing are essential skills to be mastered in this unit.

Class requirements: One 1-hour lecture and one 2-hour practical class per week.

Assessment: VPA2AD3, VPA2AD4, VPA3AD5, VPA3AD6 (partial only). Five 2-week projects (80%), one 1000-word rationale report (20%).

Recommended Reading:

Blatner D and T. *Quark XPress book*. 4th edn. Peachpit Press, 1994.

Evans P. *Fresh ideas in Photoshop*. F and W, 1998.

Hayden. *Advanced Adobe Photoshop for Macintosh*. Adobe Press, 1994.

VPA2AD4 APPLIED DESIGN 4 (20 CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr**Geoff Hocking, MI: Mr Neil Fetting*

Digital and print studies are offered to alternative groups each semester.

Through assigned projects, students will be able to develop a wide range of essential skills in the area of digital technology. All projects will be taken to laser printing, some projects will be taken to film output in preparation for print. Scanning, re-screening, image manipulation, layers, clipping paths, file management and proofing are essential skills to be mastered in this unit.

Class requirements: One 1-hour lecture and one 2-hour practical class per week.

Assessment: VPA2AD3, VPA2AD4, VPA3AD5, VPA3AD6 (partial only)

Five 2-week projects (80%), one 1000-word rationale report (20%).

Recommended Reading:

Blatner D and Taub. *Quark XPress book*. 4th edn. Peachpit Press, 1994.

Evans P. *Fresh ideas in Photoshop*. F and W Publishing, 1998.

Hayden. *Advanced Adobe Photoshop for Macintosh*. Adobe Press Adobe Systems Staff 1994.

VPA2CVC COMPARATIVE STUDIES IN VISUAL MEDIA C (20 CPs Sem. TE-SEM-1 BE, MI.) *Dr James McArdle*

In this unit each student works collaboratively with a student from another discipline major to present a combined work or works. In the lectures we explore the history and contemporary practice of collaboration in the visual arts, with reference also to collective production in theatre, architecture and film. A journal is used to record the collaborative process and its development. Workshop lecturers in consultation supervise the collaboration. In assessment and feedback sessions students are provided with the critical skills to evaluate these outcomes.

Prerequisite: VPA1CVB.

Class requirements: One 1-hour lecture, one 1-hour tutorial/workshop and one 1-hour workshop per week.

Assessment: VPA2CVC, VPA2CVD, VPA3CVE

Five 2-week assignments (each 800 words equivalent) (80%), one 500-word proposal (10%), one 500-word evaluation (10%).

VPA2CVD COMPARATIVE STUDIES IN VISUAL MEDIA D (20 CPs Sem. TE-SEM-2 BE, MI.) *Dr James McArdle*

In this unit students combine two media to produce a hybrid form of their own devising. Hybridisation requires experimentation and innovation and alternative works will be trialled, tested and recorded before a single solution is selected. After progressive iterations and assessments, outcomes will be presented in a group exhibition and evaluated with regard to the extent that differences between the selected convergent media are resolved. In lectures that provide the critical background, we will consider the variety of art forms that become possible when the distinctions between traditional media become blurred or transgressed. Reference will be made to contemporary practitioners and examples of hybrid media.

Prerequisite: VPA2CVC.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: VPA2CVC, VPA2CVD, VPA3CVE

Five 2-week assignments (each 800 words equivalent) (80%), one 500-word proposal (10%), one 500-word evaluation (10%).

VPA2DS3 DESIGN STUDIES 3 (20 CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr**Geoff Hocking, MI: Mr Neil Fetting*

In this unit we explore a variety of different design practices e.g., advertising, publishing, editorial and information design. Various projects covering a basic understanding of these applications are taken to 'presentation visual' standard – this can be achieved either manually or digitally. Specific attention is paid to typographic detail, copy and text, creation and application of visual imagery, photographic application, illustration and marketing concepts. Subject matter is introduced through formal briefing and theoretical discussion and developed by critique and assessment of outcomes.

Class requirements: VPA1DS1, VPA1DS2, VPA2DS3, VPA2DS4, VPA3DS5, VPA3DS6

One 1-hour lecture and 2 hours of practical classes per week.

Assessment: VPA2DS3

Studio assignment (16%), editorial/publishing assignment (16%), advertising assignment (16%), photographic assignment (16%), typographic assignment (16%), one 1000-word research project (20%).

Recommended Reading:

Grazier B and Yelland J. *Typo survival kit for all type emergencies*. Press for Success, 1993.

Hillman D, Peccinotti H and Gibbs D. *Nova 1965–1975*. Pavilion, 1993.

White J. *Graphic idea notebook: inventive techniques for designing printed pages*. Watson-Guptill, 1980.

VPA2DS4 DESIGN STUDIES 4 (15 CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr**Geoff Hocking, MI: Mr Neil Fetting*

In this unit we investigate a broad range of design applications with specific attention to page/grid layout, corporate style, promotional design (through visual merchandising, display and packaging), photographic realisation and print concepts. Typographic detail is an essential consideration of this unit as function and communication become more acutely detailed. Subject matter is introduced through formal briefing and theoretical discussion and developed by critique and assessment of outcomes.

Class requirements: VPA1DS1, VPA1DS2, VPA2DS3, VPA2DS4, VPA3DS5, VPA3DS6

One 1-hour lecture and 2 hours of practical classes per week.

Assessment: VPA2DS4

Product concept assignment (16%), magazine/press advertising assignment (16%), point of sale design assignment (16%), catalogue design assignment (16%), direct mail assignment (8%), television assignment (8%), one 1000-word research project (20%).

Recommended Reading:

Morgan C. *Packaging design*. Roto Vision SA, 1997.

Grattaroti R. *Restaurant graphics: from matchbooks to menus*. Rockport Publishers, 1993.

Shopping bags and wrapping paper: shopping bag. Graphic-sha, 1988.

Ballinger L and Ballinger R. *Sign, symbol and form*. Van Nostrand Reinhold, 1972.

VPA2MWC VISUAL ARTS MEDIA WORKSHOP C (20 CPs Sem. TE-SEM-1 BE, MI.) *Dr James McArdle*

In this unit emphasis is placed on developing technical competence informal or image-making skills from advancing individual outcomes contributing to the technical component of their major study. In self-contained, fully supervised workshops students advance their understanding of the media of Ceramics, Painting/Drawing, Photography, Printmaking, or Multimedia. Provided over four week blocks simultaneously in each of the media, workshops include a lecture/demonstration and lecturer supervision of student investigations and production, with some time for self-directed study. Assessment is based on three set sequential assignments and a technical journal.

Prerequisite: VPA1MWB.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: 3 assignments with individual assessment criteria and one 1000-word exhibition review (100%); multimedia: 3 thematically based assignment and one 1000-word exhibition review (100%); painting and drawing: 3 words (produced in drawing workshops) and one 1000-word exhibition review (100%); ceramics: 3 projects and one 1000-word exhibition review (100%); printmaking: 3 projects nominated by Unit Coordinator and one 1000-word exhibition review (100%). Students submit assessment in only one of the streams.

VPA2MWD VISUAL ARTS MEDIA WORKSHOP D (20 CPs Sem. TE-SEM-2 BE, MI.) *Mr Stephen Turpie*

In this unit students develop their own specific use of media, to achieve clearly demonstrable technical command of appropriate processes and to develop sound problem-solving skills in their selected media. In self-contained, fully supervised workshops,

students will advance their command of the media of Ceramics, Painting/Drawing, Photography, Printmaking, or Multimedia. Provided over four week blocks in each of the media, workshops contain a lecture/demonstration and lecturer supervision of student investigations and production, with some time for self-directed study. Assessment is based on three set sequential assignments and a technical journal.

Prerequisite: VPA2MWC.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: 3 assignments with individual assessment criteria and one 1000-word exhibition review (100%); Multimedia: 3 thematically based assignments and one 1000-word exhibition review (100%); Painting and drawing: 3 works (produced in drawing workshops) and one 1000-word exhibition review (100%); Ceramics: 3 projects and one 1000-word exhibition review (100%); Printmaking: 3 projects nominated by Unit Coordinator and one 1000-word exhibition review (100%). Students submit assessment in only one of the streams.

VPA2TMC THEORY AND METHODOLOGIES IN STUDIO PRACTICE C

(20 CPs Sem. TE-SEM-1 BE, MI.) *Ms Julie Millowick*

'Talking' Pictures: art and narrative, art and text.

In this unit students will examine and create narrative and story-telling in images. Starting with the students' own personal snapshots and memorabilia, the significance of life story and psyche in the study of artists and the production of art will be evaluated. In seminars and lectures we critique the notion of autobiography, the self, the soul, the body and its image, its uses in social critique or personal confession, or in the construction of fictional selves. Investigations of the narrative image genre will follow. Students will be encouraged to put into practice critical self-awareness in extending their own studio practice.

Prerequisite: VPA1TMB.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: VPA2TMC, VPA2TMD, VPA3TME, VPA3TMF

One practical assignment (20%), presentation of a class paper (1000 words equivalent) (20%), one 1000-word essay (20%), folio (40%).

VPA2TMD THEORY AND METHODOLOGIES IN STUDIO PRACTICE D

(20 CPs Sem. TE-SEM-2 BE, MI.) *Mr Stephen Turpie*

Recombinant Object: montage, bricolage, decoupage, deconstruction. In this unit students investigate and produce 'recombinant' art which exploits as its raw ingredients pre-existing cultural artefacts. Current and recent hybrid art will be set in an historical and critical philosophical context. Concepts like creativity, originality and authorship raise legal, ethical, political, cultural and philosophical issues which will provide the critical platform for discussions of such practices and aesthetics and inform the production of the students' individual folios.

Prerequisite: VPA2TMC.

Class requirements: VPA2TMC, VPA2TMD, VPA3TME, VPA3TMF

One practical assignment (20%), presentation of a class paper (1000 words equivalent) (20%), one 1000-word essay (20%), folio (40%).

VPA3AD5 APPLIED DESIGN 5 (20 CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr*

Geoff Hocking, MI: Mr Neil Fetting

Digital and print studies are offered to alternative groups each semester.

This unit attempts to approximate the working environment through its industrial application. A series of professional briefs is actively sought and students are expected to complete a minimum of five submissions to clients in response to these briefs.

Prerequisite: VPA2AD4.

Class requirements: One 1-hour lecture, one 2-hour of practical class per week.

Assessment: VPA2AD3, VPA2AD4, VPA3AD5, VPA3AD6 (partial only)

Five 2-week projects (80%), one 1000-word rationale report (20%).

Recommended Reading:

Baldwin H. *Director 6 for Macintosh (Visual Quickstart Guide)*.

Fahey M. *Web publishers design guide for Macintosh*. Coriolis G 1997.

Peachpit Press, 1997.

Salles P and B. *Adobe Photoshop creative techniques*. Hayden 1995.

VPA3AD6 APPLIED DESIGN 6 (20 CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr*

Geoff Hocking, MI: Mr Neil Fetting

Digital and print studies are offered to alternative groups each semester.

Presentation of design artwork for print reproduction is the focus of this unit. Two compulsory assignments and a minimum of five professional briefs (selected from a larger offering) are essential to complete a final folio presentation. The production of a Corporate Style Manual, with documented research and project design proposals, is an integral component of project submission. Combined digital art for a full-colour personal business card is also a compulsory assignment. Some work including the business card will be taken to print. Aspects of billing, client liaison and production management are investigated.

Class requirements: One 1-hour lecture and one 2-hour practical class per week.

Assessment: VPA2AD3, VPA2AD4, VPA3AD5, VPA3AD6 (partial only)

Five 2-week projects (80%), one 1000-word rationale report (20%).

Recommended Reading:

Carson D and Blackwell L. *The end of print: the graphic design of David Carson*. Laurence King, 1995.

Heller S and Chwast, S. *Graphic style: from Victorian to Post-modern*. Thames and Hudson, 1998.

Olins W. *Corporate identity: making business study visible through design*. Harvard Business School Press, 1990.

VPA3CVE COMPARATIVE STUDIES IN VISUAL MEDIA E (20 CPs Sem. TE-

SEM-1 BE, MI.) *Mr Anthony Conway*

In this unit students may choose to follow a particular direction in the production of convergent media, including collaborative projects, community-based projects, the combination of two or more media to produce hybrid forms of their own devising. They should provide evidence of a sound grasp of the comparative process.

Experimentation and progressive iterations are significant assessable outcomes. Assessments will be presented in group reviews and evaluated with regard to the extent that characteristics of the selected convergent media are exploited for aesthetic purpose. In lectures students will be provided with the critical background to consider the variety of art forms, other than 'high art' that may be derived from historical and contemporary cultural exchange. Reference will be made to contemporary practitioners and examples.

Prerequisite: VPA2CVD.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: VPA2CVC, VPA2CVD, VPA3CVE

Five 2-week assignments (each 800 words equivalent) (80%), one 500-word proposal (10%), one 500-word evaluation (10%).

VPA3CVF COMPARATIVE STUDIES IN VISUAL MEDIA F (20 CPs Sem. TE-

SEM-2 BE, MI.) *Dr James McArdle*

In this unit, which is a continuation of VPA3CVE, students may choose to follow a particular direction in the production of interdisciplinary studies in convergent media, including collaborative projects, community-based projects, or the combination of two or more media to produce hybrid forms of their own devising. Students should demonstrate a sound grasp of the comparative process and the links that their production has with their Studio Theory, as well as the capacity to resolve outcomes. Experimentation and progressive iterations are significant assessable outcomes. Assessments will be presented in group reviews and evaluated with regard to the extent that characteristics of the selected convergent media are exploited for aesthetic purpose. In lectures we will provide the critical background, with reference to contemporary practitioners and examples.

Prerequisite: VPA3CVE.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Five 2-week assignments (each 1000 words equivalent) (100%).

VPA3DS5 DESIGN STUDIES 5 (20 CPs Sem. TE-SEM-1 BE, MI.) *BE: Mr**Geoff Hocking, MI: Mr Neil Fettling*

This unit is a studio based program that attempts to approximate the professional studio environment. The design industry is viewed as comprising five separate working environments – studio, advertising, publishing, information/education and electronic media. Projects are devised to allow students to gain experience, working at an advanced level, in each of these conceptually different areas of the communication industry. Subject matter is introduced through formal briefing and theoretical discussion and developed by critique and assessment of outcomes. Professional work may be introduced into this unit allowing for students to benefit from ‘real-time’ industrial experience.

Prerequisite: VPA2DS4.

Class requirements: VPA1DS1, VPA1DS2, VPA2DS3, VPA2DS4, VPA3DS5, VPA3DS6.

One 1-hour lecture and 2 hours of practical classes per week.

Assessment: VPA3DS5

Editorial design assignment (16%), packaging (16%), advertising assignment (16%), corporate assignment (16%), mass communication assignment (16%), one 1000-word research project (20%).

Recommended Reading:

Cato K. *Design in progress: what happens behind the scenes*. Nippan Publications, 1992.

Herring J. *Annual report design: A guide to the annual report process for graphic designers and corporate communicators*. Watson-Guptill, 1990.

Velthoven W, Boer L and Strengholt G. *Website graphics: the best of global site design*. Thames and Hudson, 1997.

VPA3DS6 DESIGN STUDIES 6 (20 CPs Sem. TE-SEM-2 BE, MI.) *BE: Mr**Geoff Hocking, MI: Mr Neil Fettling*

Students are encouraged to select an area of specialisation based on their experience gained in Design Studies 5. The final folio will be built on this individual interest or direction and may include – advertising, publishing, editorial, illustration, photography, studio design, electronic media etc. A choice of programs is prepared for students in consultation with the unit coordinator. Individually selected projects must be compatible with the requirements of the course at an advanced level and with the preference of the individual student. Subject matter is introduced through formal briefing and theoretical discussion and developed by critique and assessment of outcomes.

Class requirements: VPA1DS1, VPA1DS2, VPA2DS3, VPA2DS4, VPA3DS5, VPA3DS6.

One 1-hour lecture and 2 hours of practical classes per week.

Assessment: VPA3DS6

One 16-page booklet/publication design (15%), production of a business card, an exhibition banner and an exhibition catalogue page (10%), one assignment comprising: a) pitch design 10%, b) product 15%, report 15% (50%), rationale documentation (5%), one 1000-word research project (20%).

Recommended Reading:

Lewis R. *Annual reports: conception and design of annual reports*. Graphis, 1971.

Quon M. *Corporate graphics*. Saint Martins Press Inc, 1997.

VPA3GPA GRAPHIC DESIGN PROFESSIONAL PRACTICE A (20 CPs Sem.*TE-SEM-1 BE, MI.) Mr Geoff Hocking*

In this unit we examine professional practice in the advertising industry. Students conduct market research, examine research data and make proposals for change through the development of a marketing strategy for a consumer product. Students prepare packaging, product re-branding, develop promotional material, corporate style and track responses to their proposed strategy through ‘mock board-room’ presentations and external research. Assessment is based upon presentation of the material in digital PowerPoint style to the class (market group) and hard-copy ‘folio’ presentation of advertising/packaging material. Lectures include video presentations of case studies, discussions of copyright issues, sexual politics in marketing and branding, social demographic tracking and human psychological responses to marketing stimuli.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One PowerPoint advertising campaign project comprising ten parts (80%), one 1000-word class paper (20%).

VPA3GPB GRAPHIC DESIGN PROFESSIONAL PRACTICE B (20 CPs Sem.*TE-SEM-2 BE, MI.) Mr Geoff Hocking*

In this unit students investigate the discipline of Corporate Style Management. Students prepare designs for re-direction of Corporate Style for a selected public organisation, charity or professional business activity. Research data is collected and examined, proposals for change tested and applied to a Corporate Style Management Proposal ‘document’. The document includes: logo development, stationery applications, delivery systems, corporate livery, applications to vehicles and physical structures, external signage and Website face page design.

Prerequisite: VPA3GPA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: VPA3GPA, VPA3GPB (partial only)

One Corporate Style Manual project comprising ten parts (80%), one 1000-word class paper (20%).

VPA3MWE VISUAL ARTS MEDIA WORKSHOP E (20 CPs Sem. TE-SEM-1*BE, MI.) Ms Robyn Burgess*

In this unit we advance previous knowledge and experience of chosen media, enabling students to achieve a higher level of proficiency and confidence in realising contemporary concepts. In self-contained, fully supervised workshops we will augment students’ expertise in the specialised media of Ceramics, Painting/Drawing, Photography, Printmaking, or Multimedia. Provided over four week blocks in each of the media, workshops contain a lecture/demonstration and lecturer supervision of student investigations and production. Self-directed assignments will be developed in tandem with the students’ major studies in consultation with lecturers. Assessment is based on three discrete, sequential tasks self-assigned with the assistance of the lecturer and a technical journal.

Prerequisite: VPA2MWD.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: VPA3MWE, VPA3MWF

Photography: 3 self-assigned briefs relevant to folio and one 1000-word exhibition review (100%), multimedia: 3 self-assignment briefs relevant to folio and one 1000-word exhibition review (100%), painting and drawing: 3 relevant assignment works and one 1000-word exhibition review (100%), printmaking: 3 projects nominated by Unit Coordinator and one 1000-word exhibition review (100%). Students submit assessment in only one stream.

VPA3MWF VISUAL ARTS MEDIA WORKSHOP F (20 CPs Sem. TE-SEM-2*BE, MI.) Dr James McArdle*

In this unit we develop the students’ own self-direction, organisation, selection and professional utilisation of materials, processes and media; and increase students’ ability to invent visual solutions to the challenges of contemporary practice in Ceramics, Painting/Drawing, Photography, Printmaking, or Multimedia. Provided over four week blocks in each of the media, workshops include a lecture/demonstration and lecturer supervision of student investigations and production, with time for self-directed study. Three individual self-directed assignments, documented in a technical journal, will be developed in tandem with the students’ major studies and in consultation with lecturers.

Prerequisite: VPA3MWE.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: Photography: 3 self-assigned briefs relevant to folio and one 1000-word exhibition review (100%), multimedia: 3 self-assignment briefs relevant to folio and one 1000-word exhibition review (100%), painting and drawing: 3 relevant assignment works and one 1000-word exhibition review (100%); printmaking: 3 projects nominated by Unit Coordinator and one 1000-word exhibition review (100%). Students submit assessment in only one stream.

VPA3PSA PROFESSIONAL STUDIES A (20 CPs Sem. TE-SEM-1 BE, MI.) *Dr**James McArdle*

In this unit students develop critical analysis and research skills, with an emphasis on articulating individual arts practice at a professional level as well as investigating a broad range of career options. The diversity of these options, career paths and supporting bodies are presented in a two-day seminar, speakers at the conference representing a broad cross-section of visual arts organisations relevant to practising artists. Topics include formulating an artist's statement, curriculum vitae, investigating gallery systems, exhibition protocol, audience demographics, ethics procedures, commercial studios and small business practice. Grant applications and funding bodies are investigated via local, state regional and national networks.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week plus one 2-day seminar.

Assessment: VPA3PSA

One prescribed assignment (artist's statement, CV plus images) (20%), one research assignment (2000 words equivalent) (40%), one 1-hour examination (20%), one 20-minute tutorial presentation (20%).

VPA3PSB PROFESSIONAL STUDIES B (20 CPs Sem. TE-SEM-2 BE, MI.) *Dr**James McArdle*

Students are required to undertake an individual research topic as a 'contractual proposal', investigating in depth an area of research closely associated with their specific discipline, where possible creating the opportunity to expand their knowledge outside of the University confines. Areas of research may include a summary of an interactive industry-based learning program, curating a substantial exhibition, publication of a significant article which can be either a review of an exhibition, report on a workshop/conference attended, interview of a significant artist, or technical paper on significant research within your area of study.

Class requirements: One 1-hour lecture and one 1-hour tutorial per week, plus research investigation.

This unit is not available for Study Abroad students.

Assessment: One research assignment (2000-words equivalent) (40%), one prescribed assignment (1000-words equivalent) (20%), one visual and written journal of industry-based research (1000-words equivalent) (20%), one 20-minute tutorial presentation (20%).

VPA3TME THEORY AND METHODOLOGIES IN STUDIO PRACTICE E (20CPs Sem. TE-SEM-1 BE, MI.) *Dr James McArdle*

Artificial/Sublime Space.

The value of beauty is considered in the theories and histories of art and is here considered alongside the notions of artifice and 'nature'. Australian art of the environment, ranging across traditional and new technologies, across micro/macro scales and dimensions, provides a reference for further exploration of spatio-temporal reality and imaginative and creative spaces. The Central Goldfields landscape serves as a test case for a study of what constitutes the artificial (cultivated/exploited), the Arcadian (natural/unspoiled) and the utopian/dystopia and serves as a laboratory for sustained individual response and production of imagery and objects.

Prerequisite: VPA2TMD.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: VPA2TMC, VPA2TMD, VPA3TME.VPA3TMF

One practical assignment (20%), presentation of a class paper (1000 words equivalent) (20%), one 1000-word essay (20%), folio (40%).

VPA3TMF THEORY AND METHODOLOGIES IN STUDIO PRACTICE F (20CPs Sem. TE-SEM-2 BE, MI.) *Mr Cameron Rose*

Visual Research Methodologies.

In this unit students conduct Visual Arts research to interpret images of ideas, including their own, to draw conclusions about the production and exchange of meanings. Vision and visuality, the sites of meaning, visual pleasure and disruption, intentionality (auteur theory), modalities in technologies and other issues are examined through established methodologies from sciences, social sciences and humanities. Comparisons provide the student artist/researcher with means of evaluating the available methodologies' usefulness, application and adaptation to their own visual research and resultant production.

Prerequisite: VPA3TME.

Class requirements: One 1-hour lecture, one 1-hour tutorial and one 1-hour workshop per week.

Assessment: VPA2TMC, VPA2TMD, VPA3TME.VPA3TMF

One practical assignment (20%), presentation of a class paper (1000 words equivalent) (20%), one 1000-word essay (20%), folio (40%).

ARH3AOB ART OF BYZANTIUM (20 CPs Sem. TE-SEM-1 AW, BU, MI.)

Coordinator to be advised

See ARH2AOB for full unit description.

ARH3MEU MEDIEVAL EUROPE C 600–C 1200 (20 CPs Sem. TE-SEM-2 AW, BU, MI.) *Coordinator to be advised*

See ARH2MEU for full unit description.

ENG3BAR BRITISH AND AMERICAN ROMANTICISM (20 CPs Sem. TE-SEM-1 AW, BU, MI.) *Dr Iain Topliss*

See ENG2BAR for full unit description.

ENG3SAC SHAKESPEARE AND CONTEMPORARIES (20 CPs Sem. TE-SEM-2AW, BU, MI.) *Mr Chris Palmer*

See ENG2SAC for full unit description.

HIS3EUU THE EUROPEAN UNION (20 CPs Sem. TE-SEM-1 AW, BE, BU, MI.)

BU: Dr Stefan Auer, BU: Dr Philip Bull, BU: Dr Anthony Jarvis

See HIS2EUU for full unit description.

HIS3UCR U.S. CIVIL RIGHTS MOVEMENT 1954–1968 (20 CPs Sem. TE-SEM-2 BU, MI.) *Dr Tim Minchin*

See HIS2UCR for full unit description.

SOC3CMS COMMUNITY STUDIES (20 CPs Sem. TE-SEM-1 BU, MI.) *Dr**Anthony Moran*

See SOC2CMS for full unit description.

SOC3FAC FAMILIES AND CHANGE (20 CPs Sem. TE-SEM-2 BU, MI.) *Dr**Kerreen Reiger*

See SOC2FAC for full unit description.

Faculty of Law and Management**Bachelor of Business (RBBM)****Admission requirements**

Admission requirements are completion of units 3 and 4 of English (any) with a minimum study score of 20. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes. Follow the application directions for Special Entry Application Schemes provided through VTAC.

Degree requirements

Students must complete a course of units accumulating a minimum total of 360 credit points, at least 255 of which must be units offered in the School of Business. The course is designed to be completed within three years of full-time study, although part-time study is possible. Maximum course duration is ten years.

Students should undertake 120 credit points at each year level and must undertake at least 120 credit points at third year level including 90 credit points at third year level from the School of Business.

Variations to this structure must be approved in advance by a School of Business course adviser.

The degree requires completion of at least one major in a business discipline offered by the School of Business. A business major will consist of eight prescribed units.

Mildura Campus program

Students must pass compulsory and elective units listed below. All units are worth 15 credit points. The management major is the only major which can be completed on the Mildura campus.

Please see a course adviser as some units may be offered in semesters other than indicated.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Macroeconomics	ECO1IMA
TE-SEM-1	Management Communications	MGT2MCB
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Microeconomics	ECO12MI
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Introductory Financial Accounting *	ACC1IFA

Key: *First year elective required of any student applying for transfer to the Bachelor of Commerce in second year.

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Organisational Behaviour	MGT2OBE
TE-SEM-1	Marketing Principles and Practice	MKT2MPP
TE-SEM-2	Business Law	LST1BSL
TE-SEM-1	Second year elective unit	
TE-SEM-2	Human Resource Management	MGT2HRM
TE-SEM-2	Business Finance	ACC3BF
TE-SEM-2	Second year elective unit	
TE-SEM-2	Second year elective unit	

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Strategic Management	MGT3SMG
TE-SEM-1	Business Project	MGT3BP
TE-SEM-1	Third year School of Business elective unit	
TE-SEM-1	Third year elective unit	
TE-SEM-2	Entrepreneurship	MGT3ENC
TE-SEM-2	Organisational Change and Development	MGT3OCD
TE-SEM-2	Second or third year elective unit	
TE-SEM-2	Third year elective unit	

Management major units

Unit name	Unit code
Management Communications	MGT2MCB
Marketing Principles and Practice	MKT2MPP
Human Resource Management	MGT2HRM
Business Finance	ACC3BF
Strategic Management	MGT3SMG
Business Project	MGT3BP
Entrepreneurship	MGT3ENC
Organisational Change and Development	MGT3OCD

Electives

Providing prerequisites have been met, students can select electives from any of the degrees offered at or through the Mildura campus.

Honours

Honours in Business is not available at the Mildura campus, but Mildura students may be invited to undertake Honours at Melbourne (Bundoora). See the Faculty of Law and Management section of the *Handbook* for information on the Honours program.

Bachelor of Commerce (LBCM)

This course aims to prepare graduates who will be capable of pursuing careers in a wide range of business fields but with particular emphasis on those specifically related to the various branches of accounting. The course aims to blend concepts with application and provides studies in basic disciplines around which more specialised studies and skills may be developed. Graduates will be expected to be skilled, adaptable and mobile, both for regional and metropolitan Australia and overseas.

Admission requirements

Admission requirements are completion of VCE and units 3 and 4 of English (any) and mathematics (any) with a minimum study score of at least 20 in each. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes. Follow the application directions for Special Entry Application Schemes provided through VTAC.

Degree requirements

Students must complete a course of units accumulating a minimum of 360 credit points, at least 285 of which must be units offered by the

School of Business. The course is designed to be completed within a minimum of three years of full-time study, although part-time study is possible. Maximum course duration is ten years.

Students should undertake 120 credit points at each year level and must undertake at least 120 credit points at third year level including 90 credit points at third year level from the School of Business. Variations to this structure must be approved in advance by a School of Business course advisor.

Mildura Campus program

Students must pass compulsory and elective units listed below. All units are worth 15 credit points. Students wishing to graduate with a double major (Accounting and Management) must complete all units listed. Students may choose to graduate with only an Accounting major and take elective units where the option is indicated.

Please see a course adviser as some units may be offered in semesters other than indicated.

First year

Teaching period	Unit title	Unit code
TE-SEM-1	Macroeconomics	ECO1IMA
TE-SEM-1	Management Communications *	MGT2MCB
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Microeconomics	ECO1IMI
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-2	Foundations of Management	MGT1FOM
TE-SEM-2	Introductory Financial Accounting *	ACC1IFA

Key: * Required for students completing the management major. Recommended for all students.

Second year

Teaching period	Unit title	Unit code
TE-SEM-1	Introductory Management Accounting	ACC2IMA
TE-SEM-2	Business Law	LST1BSL
TE-SEM-1	Marketing Principles and Practice or second year elective unit	MKT2MPP
TE-SEM-1	Business Finance	ACC3BF
TE-SEM-2	Intermediate Management Accounting	ACC2IMB
TE-SEM-2	Law of Business Association	LST2LBA
TE-SEM-2	Human Resource Management or second year elective unit	MGT2HRM

Third year

Teaching period	Unit title	Unit code
TE-SEM-1	Third year elective unit	
TE-SEM-1	Strategic Management or third year School of Business unit	MGT3SMG
TE-SEM-1	Business Project or third year elective unit	MGT3BP
TE-SEM-2	Taxation	TAX3TAX
TE-SEM-2	Advanced Financial Accounting	ACC3AFA
TE-SEM-2	Entrepreneurship or third year elective unit	MGT3ENC
TE-SEM-2	Organisational Change and Development or third year elective unit	MGT3OCD

Management major units

Unit title	Unit code
Management Communications	MGT2MCB
Marketing Principles and Practice	MKT2MPP
Human Resource Management	MGT2HRM
Business Finance	ACC3BF
Strategic Management	MGT3SMG
Business Project	MGT3BP
Entrepreneurship	MGT3ENC
Organisational Change and Development	MGT3OCD

Electives

Providing prerequisites have been met, students can select electives from any of the degrees offered at or through the Mildura campus.

Professional recognition

This course is structured to meet the accreditation requirements of CPA Australia and the Institute of Chartered Accountants in Australia (ICAA). Taxation and Auditing are no longer part of the accreditation requirements for CPA Australia although both are required for membership of the ICAA. Students who do not complete the Taxation

and Auditing units as part of their degree will be admitted to membership of CPA Australia, but will be required to complete studies in both areas as part of their ongoing CPA training.

Graduates may enter the accountancy profession in Australia. Accountancy graduates are eligible for admission as associate members of the Australian Society of CPAs. The Institute of Chartered Accountants in Australia allows graduates to enter the profession through their professional year, subject to the employment requirement of at least one year in the office of a member of the Institute. Graduates with accounting majors are also eligible to apply for membership of the Association of Taxation and Management Accountants at the full member level.

Students should seek advice from the course coordinator for further information on professional recognition by the above associations.

Honours

Honours in Commerce is not available at the Mildura campus, but Mildura students may be invited to undertake Honours at Melbourne (Bundoora). See the Faculty of Law and Management section of the *Handbook* for information on the Honours program.

UNIT DESCRIPTIONS

ACC1AMD ACCOUNTING FOR MANAGEMENT DECISIONS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BU. TE-SEM-3 BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Mrs Selina Lim, Ms Kathie Stirling, Mr Petrus Usmanij, Mrs Susan Nalder*

This unit is designed to introduce undergraduate students from all disciplines to the nature of accounting and its role in business. Topics covered provide an overview of key financial and managerial accounting concepts and include: the recording of business transactions, the calculation and measurement of profit, the preparation of financial statements, the analysis and interpretation of financial statement data, cost accounting and reporting systems, and cost analysis for planning, control and decision making.

Class requirements: Two 1-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial assessment (10%), mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject. Major assignment (30%). AW: Comprising of practical problem and report – 1000-word (equivalent), one 3-hour final examination (70%). AW: Hurdle requirement – Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass this unit.

Prescribed Reading:

Boland G. *AW: Accounting – Study Guide*.

Chambers B. *AW: Accounting Business Reporting for Decision Making*.

ACC1IFA INTRODUCTORY FINANCIAL ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BU. TE-SEM-2 BE, BU, MI, SH. TE-W13-26 NI. TE-W31-46 NI.) *Mr Greg Ellis, Mr Glenn Hill, Ms Sue Nalder*

This unit introduces students to accounting information systems, which record financial events and provide information to management. The unit begins with the accounting equation, accounting cycle, accrual accounting concepts and the preparation of financial statements. Attention is then given to application of generally accepted accounting principles and selected accounting standards to specific financial elements and transactions.

Prerequisite: ACC1AMD.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One computerised practice set (10%), one manual practice set (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 1/2-hour take home examination (10%). AW: based on assignment

tutorial questions, one 1-hour mid-semester test (20%). AW: one 3-hour final examination (70%). AW: Hurdle Requirement – Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Horngren C, Harrison, Bamber, Best, Fraser, Willett AW: *Financial Accounting*. 5th edn. Pearson Education, 2006.

ACC2CRE CORPORATE REPORTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-SEM-2 AW, BU, MI. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Mr Greg Ellis, Dr Xu-Dong Ji*

This unit covers corporate financial accounting and reporting at an intermediate level. It provides students with an understanding of the corporate reporting environment in Australia and the economic implications of accounting numbers. The unit incorporates evaluation and application of selected accounting standards, as well as the preparation of corporate group financial reports, which satisfy professional and regulatory requirements.

Prerequisite: ACC1IFA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 500-word assignment (15%), one 1-hour mid-semester test (15%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 30-minute mid-semester test (30%). AW: and SH: one 3-Hour final examination (70%). AW: and SH: Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Deegan C. *Australian financial accounting*. 5th edn. McGraw-Hill/Irwin, 2007.

ACC2IMA INTRODUCTORY MANAGEMENT ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BU. TE-W13-26 NI.) *Mr Sunil Dahanayake, Mr Greg Ellis, Ms Dianne Harvey, Dr Prem Yapa*

This unit is offered in another teaching period

Managerial accounting provides organisations with internal financial and non-financial information required for the three functions of planning, controlling and decision-making. This unit enables students to develop an understanding of the elements of management accounting and the way in which cost information is used in undertaking these functions within the context of a modern business concern. The unit examines the nature and behaviour of product cost information and students should be able to apply their understanding of this to decision-making situations using both a quantitative and a qualitative approach.

Prerequisite: ACC1AMD.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One tutorial presentation (10%) equivalent to 1000-words, one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 45-minute mid-semester test (20%).

Prescribed Reading:

Langfield-Smith Thorne and Hilton. *AW: Management Accounting*. McGraw Hill.

ACC2IMB INTERMEDIATE MANAGEMENT ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BU. TE-SEM-2 AW, BE, BU, MI, SH. TE-W31-46 NI.) *Mr Sunil Dahanayake, Ms Katherine Stirling, Ms Suzanne Salmon, Mr Petrus Usmanij*

Intermediate Management Accounting further develops the concepts of management accounting and provides analytical methods for both short-term and long-term managerial decisions. Topics include budgeting standard costing and variance analysis, capital budgeting, inventory management, performance measurement and contemporary developments in management accounting.

Prerequisite: ACC21MA / ACC21IMA/ACC22IMA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 45-minute mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 10-minute class presentation (10%).

Prescribed Reading:

Langfield-Smith K, Thorne H and Hilton RW. *Management accounting: an Australian perspective*. 4th edn. McGraw-Hill, 2006.

ACC3AFA ADVANCED FINANCIAL ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BU, TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr Liz Duncan, Dr Jane Hamilton, Dr Kamran Ahmed*

This unit aims to promote an understanding of some of the major contemporary issues associated with the measurement and reporting of the operating results and financial position of modern reporting entities. Topics on foreign currency transaction and translation, superannuation, financial instruments, construction contracts and other topical issues will be covered within the context of recent recommendations of the Australian accounting profession. The role of theory in accounting will also be covered.

Prerequisite: ACC2CRE.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 45-minute mid-semester test (30%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: and SH one 3-Hour Final Exam (70%). Hurdle requirement. Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, AW: and SH: One major practical problem (30%). Involving accounting for superannuation

Prescribed Reading:

CPA Australia. *Accounting Handbook 2008*. Australia: Pearson, Education.
Deegan C. *Australian financial accounting*. 5th edn.

ACC3AUD AUDITING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-SEM-2 AW, BU, TE-SEM-S MI. TE-W13-26 NI.) *Ms Jane Hamilton, Ms Biserka Siladi, Mr Larry O'Connor*

This unit covers Auditing theory and practice and is designed to meet the preliminary requirements of the Institute of Chartered Accountants in Australia and CPA Australia. Auditing is designed to give students an understanding of the concepts involved in the auditing process. The unit aims to integrate these concepts with practical application including reference to appropriate accounting and auditing standards.

Prerequisite: ACC2CRE.

Class requirements: One 2-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall 50% for the unit, one 1-hour mid-semester test (20%), tutorial exercises/assignment, equivalent to 500-words (10%).

Prescribed Reading:

Gay G, Simmet R. *AW: Auditing and assurance services in Australia*. Revised edn. McGraw-Hill Irwin.
ICAA or CPA. *Auditing and assurance handbook*. Current edn. John Wiley and Sons or Pearson Education.
Leung BE: *Auditing and assurance services*. 3rd edn. John Wiley and Sons

ACC3TAX TAXATION (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, MI. TE-SEM-2 AW, BU, SH. TE-W13-26 NI. TE-W31-46 NI.) *Ms Dianne Harvey, Mr Les Nethercote*

This unit develops an understanding of Commonwealth income tax legislation and the implications of income tax on the individual and business enterprise. A practical approach is taken to the unit matter and topics include objectives of taxation, the general concepts of assessable income and allowable deductions, determination of taxable income and tax payable, special classes of taxpayers, returns and

assessments, objections and appeals, collection and recovery of taxation, substantiation provisions and an introduction to capital gains and fringe benefits tax.

Prerequisite: ACC1IFA and LST2LBA.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial participation (5%), one 1500-word assignment (25%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Australian Tax Law Current edn. C.C.H. Australia Ltd.
Barkoczy. *Core Tax Legislation and Study Guide*. Current edn. CCH. Australia Ltd.
Nethercott R and Devos. *Australian Taxation Study Manual*. Current edn. CCH. Australia Ltd.
Recommended Reading:
Barkoczy. *Australian Tax Casebook*. Current edn. CCH. Australia Ltd.

BUS1MIS MANAGEMENT INFORMATION SYSTEMS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BE, BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Dr John McCullagh, Mr Liam Lenten, Mrs Selena Lim*

This unit introduces students to some basic information systems (IS) ideas and concepts as IS are the key to business functions today. It will provide students with an overview of the entire IS discipline as well as a solid preparation for further study in information systems units. In addition, students will also gain an appreciation for business-related packages. This will give them a competitive edge in the job marketplace.

Incompatible unit: CSE111S

Class requirements: Two 1-hour lectures and one 2-hour computer laboratory session/tutorial per week.

Assessment: BU: SH: NI: lab exercises (15%) equal to 500-words, online quizzes (15%). Equivalent to 1000-words over the semester, one 3-hour final examination (70%). Hurdle Requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit, AW: presentation and report (15%). equivalent to 500 words, one excel spreadsheet assignment (15%). equal to 500-words, one 3-hour final exam (70%). Hurdle requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit, BE: online quizzes (15%). Equivalent to 1000-words over the semester, one practical assignment (15%). Equivalent to 500-words, one 3-hour final exam (70%). Hurdle Requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Haag S, Baltzan P and Phillips A. *BE: Business driven technology*. 2nd edn. New York, USA: McGraw-Hill/Irwin, 2008.

BUS3BP BUSINESS PROJECT (15 CPs Sem. TE-SEM-S MI.) *Dr R Findlay Johnston*

Not available in 2008

COM3PFM PERSONAL FINANCIAL MANAGEMENT (15 CPs Sem. TE-SEM-S MI.) *Ms Dianne Harvey, Mr Andrew Watson*

Not available in 2008

ECO11MA MACROECONOMICS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, MI. TE-SEM-2 AW, BE, BU, SH. TE-W31-46 NI.) *Dr Jayanath Ananda, Mr David Reimers, Dr Jan Libich, Dr Jayanth Ananda*

Introduces students to the study of the economy as a whole and to the economic way of thinking. Topics include national income accounting, consumption and investment demand, government spending, exports and imports, aggregate demand and supply, money and banking, fiscal and monetary policy, alternative macroeconomic theories, the balance of payments, national and foreign debt, inflation, unemployment, productivity and economic growth.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU, SH, NI, MI, ACN, weekly problem sets/assignment (maximum 1000 words) (15%), BU, SH, NI, MI, ACN, one 1-hour

mid-semester test (15%), BU, SH, NI, MI, ACN, one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: in-term tests, assignments, tutorial performance (40%), BE: one 3-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: in-term tests, assignments, tutorial performance (40%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

BE: Coombes T and Reimers D. *Contemporary Australian macroeconomics*. Pearson.

Jackson and McIver AW: *Macroeconomics*. 8th edn. McGraw-Hill, 2007.

ECO11MI MICROECONOMICS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, SH. TE-SEM-2 BU, MI. TE-W01-08 NI. TE-W13-26 NI.) *Dr Lin Crase, Mr Earl Jobling, Professor Gary Magee*

Microeconomics implies a focus on the individual elements and components of an economy rather than on its aggregate nature. Students are introduced to the economic way of thinking in this context and to the broad subject matter of microeconomics. Topics include: consumer behaviour and demand, firm behaviour, costs and supply, price determination and the operation of markets, including imperfect markets. Analysis extends to the elementary theory of factor markets and distribution, the nature of the market system and of microeconomic policy.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU: ACN: Nilai: in-term tests, assignments, tutorial performance (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 3-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, BE: in-term tests, assignments, tutorial performance (40%), AW: SH: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, AW: SH: weekly tutorial papers (10%), AW: SH: two 40-minute tests (30%).

Prescribed Reading:

Jackson S and McIver AW: *Microeconomics*. 8th edn. McGraw Hill Gans J, King S and Mankiw N. *Principles of microeconomics*. 3rd edn. Thomson, 2005.

ECO11SB INTRODUCTORY STATISTICS FOR BUSINESS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU, MI, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Warren Paul, Dr Christopher Lenard, Dr Suzanne Sommer*

In this unit students consider how to communicate and interpret commercial and economic information in terms of statistical measures. The probability approach is introduced, with applications to inferential statistics and hypothesis testing using sampling distributions in the realms of economics and commerce. Simple linear regression and testing for various hypotheses in business, economics and finance is also covered.

Incompatible unit: ECO11IBS/ECO12IBS

Class requirements: Two 1-hour lectures, one 1-hour workshop and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: Assignments and project (15%), tutorial participation (5%), one mid-semester test (10%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, ten 100 word tutorials (15%). Albury-Wodonga Submitted weekly, one 2-hour examination (55%). Albury-Wodonga: Open Book exam. Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, two 750-word assignments (30%). Albury-Wodonga: SPSS based

Assignment 1 – Descriptive Statistics

Assignment 2 – Inferential Statistics

Prescribed Reading:

Selvanathan A et al. *Australian Business Statistics*. 3rd edn. Nelson, 2004.

LST1BSL BUSINESS LAW (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, MI, SH. TE-SEM-2 AW, BU, CH. TE-W31-46 NI.)

Dr Chris Chadien, Professor Vivien Goldwasser, Mr Keith Kendall, Mr Terry Reid

This unit is not available to Bachelor of Laws students as a law elective or to students who have completed LAW21/22CNT.

This unit is offered in another semester.

Bachelor of Business Students should enrol in this subject.

In this unit students examine legal institutions and practices such as law making and interpretation of laws. The law of contract and its place in commercial law, notably the law of the sale of goods, comprise the body of the unit. Other kinds of civil liability such as fault liability are compared. Students examine the economic and political factors, which have influenced the development of this law and assess the impact of the law on business and industrial activity.

Incompatible unit: LAW21/22CNT, LST11/12LCC, LST11/12IBL
Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 3-hour examination (70%). Students must achieve at least a mark of 40% for the final examination.

Prescribed Reading:

Casebook. TBA. Ciro T and Goldwasser VR.

Law and Business. 2nd edn. OUP, 2006.

LST2LBA LAW OF BUSINESS ASSOCIATION (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr*

Chris Chadien, Mr David Wishart

This unit is offered at third-unit level also.

Not available to Bachelor of Laws students as a law elective.

In this unit students deal with the key features of the legislation and cases which govern the formation and regulation of business associations (particularly corporations) and the operation of securities markets in Australia. There is an explanation of how these laws operate on the economy and society and on persons and institutions within society, along with how persons and institutions may best utilise these laws. Students completing the unit should be able to apply rules and principles extracted from the legislation and cases to resolve disputes arising from the operations and functioning of business associations and the workings of securities markets.

Prerequisite: Completion of LST11/12LCC or LST11/12IBL or LST11/12BSL.

Incompatible unit: LST12LBA, LAW41COR

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (20%), 3-hour open book examination (70%), tutor's assessment (10%). AW: 500 word assignment

Prescribed Reading:

Butterworths or CCH *Australian corporations' legislation*. LBC, Butterworths, or CCH, current edn.

Government Acts. *Partnership act reprint*. Victorian Government Printing Office, 2006.

Woodward S, Bird H and Sievers S. *Corporations' law in principle*. LBC, current edn.

LST3ERL EMPLOYEE RELATIONS LAW (15 CPs Sem. TE-SEM-1 BE. TE-SEM-S MI.) *Ms Jill Broadben*

The nature of the legal implications between employer and employee under common law is examined in this unit. Areas of study include the contract of employment, including the rights and obligations of the parties, affirmative action, equal opportunity, occupational health and safety and industrial torts.

Prerequisite: LST11LCC, LST12BLB, LST12BL2, or LST12LCC.

Class requirements: Onshore students: one 3-hour seminar

Offshore students: This unit is offered as a three-month distance education program. Students are provided with text and study guide and are supported by email, telephone and web. In addition, lecture support is provided as follows:

Hong Kong – 20 hours of lectures in block mode and 18 hours of tutorials spread either during the teaching period or in block mode.

Assessment: One 2-hour examination (50%), one 2500-word essay (50%). To pass the subject students are required to obtain at least 40% in each assessment as well as at least 50%.

Prescribed Reading:

Price R. *Employment law in principle*. latest edn. Law Book.

MGT1FOM FOUNDATIONS OF MANAGEMENT (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, SH. TE-SEM-2 AW, BE, BU, MI. TE-W01-08 NI. TE-W13-26 NI.) *Dr Sue O'Keefe, Dr John Pacher, Ms Nicola McNeil, Mr Jeremy Seward*

This unit introduces the management of organisations and aims to provide an understanding of the fundamental concepts and relevant issues relating to management in the modern business environment, with a particular emphasis placed upon Australia and the Asia Pacific Region. The relationship between management practices and organisational performance will be explored within the context of both individual and organisational outcomes.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 30-minute class test (10%), one 1200-word literature review (20%) and one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: one 30-minute test (10%), AW: one 1200-word literature review (20%), AW: tutorial exercises (10%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Samson D and Daft R AW: *Fundamentals of Management*. Second Pacific Rim edn. Thomson, 2005.

MGT2HRM HUMAN RESOURCE MANAGEMENT (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU. TE-SEM-2 BU, MI, SH, VI. TE-W31-46 NI.) *Dr Sue O'Keefe, Dr John Pacher, Dr Darcy McCormack, Dr Apollo Nsubuga-Kyobe*

The unit explores the operational and strategic issues of managing staff in the workplace. It examines the challenges facing human resource managers in contemporary Australian organisations and seeks to develop an understanding of human resource management practices in our continually changing social, economic, industrial relations and organisational environments.

Prerequisite: MGT1FOM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: This unit is offered as a three- or four-month distance education program. Students are provided with text and study guide and are supported by email, telephone and web.

Assessment: Tutorial participation (5%), one 20-minute individual presentation (10%), one 1200-word essay (15%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 2000-word assignment (30%), BE: one 2.5-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

De Ceiri and Kramer AW: *Human Resource Management in Australia*. McGraw Hill, 2005.

BE: Dessler. *Human resource management*. 2nd edn. Pearson Education.

MGT2MCB MANAGEMENT COMMUNICATIONS (15 CPs Sem. TE-SEM-1 AW, MI.) *Dr Lin Crase*

The importance of communication both within and outside the organisation from a management perspective is emphasised. Students

examine how managers communicate with individuals and groups and their need for significant oral and written skills. Topics include effective communication, intercultural communication conflict resolution and, negotiation, gaining and imparting information and written communications, oral presentations. Practical skills are developed throughout the course.

Incompatible unit: MGT21BCO/MGT22BCO, THS11MCO

Class requirements: One 1-hour lecture and one 2-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: ACN: tutorial attendance and evidence of work done between tutorials (10%), one 15-minute oral presentation (10%), one 1000-word essay (10%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: In Class Exercises (30%), one 15-minute oral presentation and report (15%), one 2-hour final examination (40%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, 1000-word assignment (15%).

Prescribed Reading:

Baker E, Barrett M and Roberts L. *Working Communication*. Wiley and Son.

MGT20BE ORGANISATIONAL BEHAVIOUR (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI. TE-SEM-2 BU, SH. TE-W13-26 NI.) *Dr Sue O'Keefe, Mr Max Mollard, Dr Nick Djurkovic, Dr George Sansbury, Dr Apollo Nsubuga-Kyobe*

Organisational behaviour aims at understanding the management of people at work in order to improve an organisation's effectiveness. It is a multidisciplinary examination of what people do in organisations and has four levels of analysis: individual, group, organisation and culture. This unit explores all four levels of analysis and emphasises the psychological aspects of organisational behaviour.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one class presentation (10%). Equivalent to 1000 words, BE: one 2000-word essay (30%), BE: one 2-hour final examination (60%), submission of sample examination answers (equivalent to 200 words) (10%), AW: one 1500-word essay (25%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, AW: weekly tutorial exercises (15%).

Prescribed Reading:

Graetz Rimmer, Lawrence, Smith AW: *Managing Organisational Change*. Wiley, 2002.

Robbins BE: *Organisation behaviour Aust/NZ*. 4th edn. Pearson Education.

MGT3BP BUSINESS PROJECT (15 CPs Sem. TE-SEM-1 BE, MI. TE-SEM-2 BE, MI.) *Dr Findlay Johnston*

In this unit, students will complete a business-related project that offers practical exposure to aspects of business. They will explore typical situations confronting commercial enterprises, from some specialist perspectives, which may for example include marketing, finance, manufacturing, human resources, statistical analysis and general management. Through their experience of the project, students have the opportunity to increase their understanding of the factors affecting business outcomes.

Prerequisite: Final year students only. This unit also depends on staff availability for project supervision and the Course Coordinator should be consulted prior to enrolment.

Quota: 5.

Class requirements: Students are required to consult with the project supervisor up to three hours per week.

Assessment: Cumulative assessment (100%). Students are assessed on completion of a final report and appropriate assignments (to be

outlined at unit commencement). The total word length of all assessment will be 4500 words.

MGT3ENC ENTREPRENEURSHIP (15 CPs Sem. TE-SEM-2 AW, MI.) *Dr Jayanath Ananda*

This unit examines the planning approach required to fulfil the function of entrepreneurship. The unit analyses the role of the entrepreneur and introduces entrepreneurship, i.e., the notion of entrepreneurial spirit employed within the context of existing organisations. The unit begins by introducing the various theoretical dimensions to entrepreneurship before examining the planning process. Skills in the application of various analytical tools for evaluating business opportunities are also developed.

Prerequisite: MGT1FOM.

Class requirements: One 3-hour seminar per week.

Assessment: One 30-minute mid-semester test (15%), one 2000-word project brief (35%), one 2-hour final examination (50%).

Prescribed Reading:

Frederick H, Kuratko D and Hodgetts. *Entrepreneurship: Theory, Process and Practice*. Asia-Pacific edn. South Melbourne, Thompson, 2007.

MGT3OCD ORGANISATIONAL CHANGE AND DEVELOPMENT (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 VI. TE-SEM-2 BE, BU, MI, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Rosaria Burchielli, Dr Apollo Nsubuga-Kyobe*

For the past decade or so, organisations have been subjected to enormous change. One of the major challenges facing managers (and consultants) in this climate is how to achieve greater organisational effectiveness, including increased financial performance as well as improved quality of work life. This unit attempts to address this question by examining the process (contracting, diagnoses, intervention strategies and change management) and practice (strategic, technological, structural and human resources) of organisation development.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture per week and one 2-hour tutorial per fortnight.

Assessment: One 5-minute class presentation (10%) based on analysis of specific readings, one 1500-word assignment (20%) and one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Graetz F, Rimmer M, Lawrence A and Smith A. *Managing organisational change*. John Wiley and Sons, Australia, 2006.

MGT3SMG STRATEGIC MANAGEMENT (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 BU, CH, MI, SH. TE-SEM-2 BE. TE-W01-15 FR. TE-W13-26 NI. TE-W48-09 FR.) *Dr Findlay Johnston, Dr Rosaria Burchielli*

Strategic management focuses on the underlying determinants of business success. It dwells on the techniques applied by top management to gain competitive advantage and the patterns of decisions and actions taken to guide the firm in competitive environments. Key topics in strategic management include industry and competitor analysis, generic strategies, core competency, manufacturing competitiveness, diversification and integration, international business strategy, organisational structure and controls and re-engineering. Students of strategic management will apply concepts in strategic management to the solution of the problems presented in case studies involving real firms.

Prerequisite: MGT1FOM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: China – This unit is offered as a five-month program of study in conjunction with Jiangsu University of Science and Technology. Lecture support by staff from the Bendigo campus covers 30 hours of this period. France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: One 5-minute class presentation (10%) based on analysis of specific readings, one 1500-word assignment (20%) and one 2-hour final examination (70%). Hurdle requirement: Students must

achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Hanson D et al. *Strategic management: competitiveness and globalisation*. Pacific Rim edn. South Melbourne: Nelson/Thomson Learning, c2005.

MKT2MPP MARKETING PRINCIPLES AND PRACTICE (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BU, MI. TE-SEM-2 BE, BU, SH. TE-W31-46 NI.) *Mr Peter Lamb, Dr Marthin Nanere, Dr Outi Niininen, Ms Elaine Plant*

This is an introductory unit to marketing principles and practice as applied to mainly fast moving consumer goods. The unit is designed to give you a broad understanding of the formal discipline of marketing and of the key marketing activities in business. Topics cover the marketing concept, the marketing environment, buying behaviour in consumer and organisational markets, customer segmentation, targeting and positioning, developing the marketing mix (product, price, promotion and distribution) and the implementation and control of marketing programs. As a pre-requisite to further study in marketing, it is intended to provide a sound foundation upon which more advanced skills and applications can be built.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BU: ACN: one team oral presentation (5%), one individual assignment/test (10%), equivalent to a 1000-word assignment, one group assignment (15%). 1500-words per student, one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: tutorial exercises and case studies totalling 500-words (10%), one group assignment (40%). 1500-words per student, one 2-hour final examination (50%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 3-hour examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 1500-word case assignment (30%).

Prescribed Reading:

Summers, Gardiner, Lamb, Hair and McDaniel AW: *Essentials of Marketing*. 2nd edn. Thomson.

BE: Quester, McGuigan, Perrault and McCarthy. *Marketing creating and delivering value*. 5th edn. Australia: McGraw Hill Book, 2007.

BUNDOORA, ACN, NILIA: Kotler, Adam, Brown and Armstrong *Principles of Marketing*. 3rd edn.

MKT3MC MARKETING COMMUNICATION (15 CPs Sem. TE-SEM-1 BE, HK, MI, NI, SI. TE-SEM-2 HK, SI. TE-SEM-S HK, SI.) *Professor Rhett Walker* *Not available in 2008*

MKT3SSM SELLING AND SALES MANAGEMENT (15 CPs Sem. TE-SEM-2 BE, MI. TE-W31-46 NI.) *Professor Rhett Walker*

Students are provided with an understanding of both the nature and role of personal selling and the varied responsibilities and tasks of sales management. As well as involving students in the theory and practice of effective personal selling, topics including recruitment, selection and training and directing the sales force are covered. Legal and ethical issues of selling are addressed in the context of relationship selling and other approaches.

Prerequisite: MKT2MPP or THS2IMT.

Class requirements: Onshore students: Two 1-hour lectures and one 1-hour tutorial per week.

Offshore students: This unit is offered as a three-month distance education program. Students are provided with text and study guide and are supported by email, telephone and web.

Assessment: One 1500-word assignment (30%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

BE: CH: Johnson MW and Marshall GW *Relationship selling*. 2nd edn. NY: McGraw-Hill, 2008.

Recommended Reading:

MI: NI: Churchill GA et al. *Sales force management*. 7th edn. McGraw-Hill, 2003.

MI: NI: M Futrell. *ABCs of relationship selling*. 7th edn. International edn. McGraw-Hill, 2003.

LST3LBA LAW OF BUSINESS ASSOCIATION (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr*

Chris Chadien, Mr David Wishart

See LST2LBA for full unit description.

Shepparton Campus

Faculty directory

Course enquiries, Campus Administration, Student Services
127 Welsford Street, Shepparton VIC 3630
Course enquiries,
Tel: (03) 5821 8450

Student Services enquiries,
Tel: (03) 5821 8450

Web: www.latrobe.edu.au/shepparton

Teaching areas and student computer laboratory

2nd floor, Cowley Building

Goulburn Ovens Institute of TAFE

Fryers St, Shepparton VIC 3630

Tel: (03) 5833 2589

Faculty of Education

Education Enquiries

2nd floor, Cowley Building

Goulburn Ovens Institute of TAFE

Fryers St, Shepparton VIC 3630

Tel: (03) 5833 2589

Faculty of Humanities and Social Sciences

127 Welsford Street, Shepparton VIC 3630

Tel: (03) 5821 8450

Fax: (03) 5821 8176

Faculty of Law and Management

127 Welsford Street, Shepparton VIC 3630

School of Business enquiries:

Tel: (03) 5821 8450

Faculty of Health Science

127 Welsford Street, Shepparton VIC 3630

School of Nursing and Midwifery enquiries:

Tel: (03) 5831 2927

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General information about the Shepparton Campus

The Shepparton Campus offers a small range of undergraduate degrees and graduate diplomas with a focus on business and the professions. Campus Administration and academic staff in Business, Arts and Nursing are located at 127 Welsford Street, Shepparton. Teaching facilities, the University library and academic staff in Education are co-located with the Goulburn-Ovens Institute of TAFE in Fryers Street, Shepparton. Shepparton is serviced by rail and coach services from Melbourne.

Course information

The University's faculties offer courses at Shepparton Campus – further details of these courses can be found in the faculty entries elsewhere in this *Handbook*.

Student services

Assistance is available in areas such as research and study skills, counselling, disability support, careers advice, financial aid and accommodation. Study skills workshops, a key part of support services at the campus, are conducted at the commencement of the academic year and thereafter according to demand. Assistance with reader education and information retrieval skills is provided by the Library. A list of real estate agents and hostel type accommodation is available on the campus website or from the administration office. Support for students of Aboriginal and Torres Strait Islander background is provided in association with the University's Equity and Access Unit. For more information Tel: 5821 8316

Office of the Director, Indigenous Education
The Indigenous Student Service Unit at Shepparton is:
Indigenous Student Support Officer
Shepparton Campus
Tel: (03) 5444 7812
Email: indigenous_enquiries@latrobe.edu.au

Support and guidance is available to students who are Australian Aboriginal and/or Torres Strait Islanders. Please refer to the Office of the Director, Indigenous Education entry in this *Handbook* for details.

Campus facilities

The campus is equipped with a modern computer laboratory with a range of software, including office applications and statistical software, access to electronic mail and the Internet. The library is a shared facility of La Trobe University and the Goulburn Ovens Institute of TAFE. It houses a variety of printed and electronic educational resources, including books, journals, databases and multimedia materials. With access to online library catalogues of other campuses and universities, it is the gateway to the resources available through the La Trobe University Library. Students are offered training sessions to develop their skills in finding information. A bookshop is located next to the library. Metered parking is available in the immediate vicinity of the Fryers Street Campus and unrestricted free parking can be found two blocks away. Local public transport is also available.

Careers and Employment

Advice on careers is available from the Student Services Office and members of academic staff.

You can also access a wealth of information online via Career Hub, the online careers centre, and job-posting service for all La Trobe students. To look for a job or to use the online career library, go to www.latrobe.edu.au/careers, register, and start your search.

Library

The Library is a shared facility of La Trobe University and the Goulburn Ovens Institute of TAFE. It houses a variety of printed resources, including books, journals, and multimedia materials. Computers provide online access to the resources available through

the La Trobe University Library including databases and electronic books. A range of office applications, statistical software, electronic mail and Internet use are available to all students. Training sessions to develop skills in finding information are offered by the campus librarian.

Shepparton Students' Union

An active students' union organises a range of social, recreational and educational activities throughout the year.

Programs of study at Shepparton

The programs offered at the campus are controlled by the faculties of the University and are delivered, in most instances, by staff located at the campus. In some cases visiting staff from other campuses deliver lectures, tutorials and other programs for students. In the following sections the programs offered at the campus are listed under the relevant faculties and schools. The names of contact people at the campus are provided for those seeking information about particular courses.

A list of units taught at the Shepparton Campus appears at the end of each Faculty section. The units are in alphabetical order by unit code, indicating unit name, credit points, teaching period, campus/location, unit coordinator, class requirements, assessment, prerequisites and reading. Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the Unit Database for more up-to-date information www.latrobe.edu.au/udb_public.

For an explanation of teaching periods and campus codes see the foreword at the beginning of this *Handbook*.

Faculty of Health Sciences

Enquiries: Faculty Office
Level 2, Health Sciences 1 Building, Melbourne (Bundoora) Campus
Tel: (03) 9479 3583
Email: health@latrobe.edu.au
Web: www.latrobe.edu.au/health/

The Faculty of Health Sciences caters for a wide range of interests in the education of health professionals by offering a wide range of undergraduate, postgraduate coursework and Graduate Entry Master Programs. The Faculty also provides opportunity for research at both a Master and Doctoral level. Students from other faculties of the University may apply to enrol in some individual health sciences units.

The Faculty consists of four Divisions:

- Allied Health
- Health Studies
- Nursing and Midwifery
- Research.

Courses are offered at the Albury-Wodonga, Bendigo, Melbourne (Bundoora and City), Mildura and Shepparton campuses. The Faculty also teaches at a number of hospitals, offers some courses via distance education and teaches some courses overseas.

There are several externally funded centres and institutes that are part of the Faculty including:

- Australian Institute for Primary Care
- Australian Research Centre in Sex, Health, and Society
- Mother and Child Health Research Centre
- Musculoskeletal Research Centre
- The Bouverie Centre – Victoria's Family Institute, which provides family therapy clinical services and offers postgraduate programs in family therapy.

Requirements for admission to undergraduate courses

Information about the VCE prerequisite units and other admission requirements are available from the University's Office for Prospective Students or from the Faculty of Health Sciences.

Course regulations

All courses offered by the Faculty are governed by a University regulation that specifies the entrance and other requirements of the course.

Each course also has its own rules of progression and most schools produce specific procedures that operate under the authority of the University Regulations and Faculty guidelines. Details of assessment in each unit are available on discipline notice boards from the beginning of the academic year.

A student in a full-time professional course may be required to pass all units of a specified year level before proceeding to units at the next year level, or achieve such a standard as to be awarded a pass in the year as a whole. A conceded pass in a unit, which is not a prerequisite for studies in the following year, will normally entitle a student to proceed to the next year, provided that all other units are passed. A conceded pass is not awarded for a unit which is a prerequisite unit for a unit which must be taken later in the course.

It is Faculty policy that where a professional placement unit has a prerequisite unit, the prerequisite unit must be passed within the previous three years.

The Faculty applies the University academic progress rules along with a time limit rule where a student must complete the course in a specified period of time equivalent to twice the full-time length of the course plus one year. This time limit includes any intermissions.

For further information, consult the relevant division or Faculty office.

Students with a disability

Most of the courses conducted by the Faculty of Health Sciences include some type of clinical or professional practice experience, which is a compulsory requirement of the course. The Faculty recognises that professional and clinical placements can present particular challenges to students with disabilities. Every effort will be made to make reasonable adjustments to the learning experience and assessment requirements of a clinical or professional practicum within the requirements of the course. In order to do this, students who have a temporary or permanent disability of any type, which may have an impact upon their ability to complete course requirements, are encouraged to meet with the course coordinator prior to the commencement of the course.

Health procedures

It is strongly suggested that students undergo a medical examination with a view of preventing or detecting disease.

To further reduce health risks, it is strongly recommended that:

- tuberculin testing is undertaken prior to attending hospital clinics, with follow-ups as necessary
- all students be immunised against hepatitis B
- all students be immunised against rubella, measles and mumps
- all students are up to date with their immunisation against poliomyelitis, diphtheria, and tetanus.

Students with an infectious condition such as HIV or HBV should take every reasonable precaution to ensure that no other person is placed at risk of infection, as advised by their treating doctor.

Students should note that many hospitals require students to be immunised prior to allowing students to attend a professional placement. Students who are not immunised may jeopardise their ability to gain access to a suitable (or any) professional placement(s), and may therefore delay or prevent completion of the course.

Uniforms and class materials

Some courses require a prescribed uniform for hospital and clinical activities. Details are available from the relevant course coordinator or administrative officer.

Schools may charge students for expendable materials supplied where students to their direct personal benefit consume the materials or where students may wish to retain continuing possession of the materials concerned. Students may be charged deposits for non-consumable items issued for temporary use. Schools may recover the cost of lecture notes and other printed material issued to students, provided that no student is compelled to acquire such notes or materials.

Professional placements

Please note that most courses require students to undertake unpaid professional placements. In most courses that require students to undertake professional placements, the placement involves being assigned to an agency on a full-time basis over a period of weeks. Students may be required to attend placements located in either metropolitan or regional areas for which the student is expected to meet any travel and accommodation costs. Some financial support from the Faculty may be available but there is no guarantee of financial support. In some cases, students undertake placement interstate or overseas. For overseas placements, students may be eligible to apply for the Government OS-Help Loan.

The types of places where students may attend a professional placement include major hospitals, health care networks, schools, community centres and clinics.

The University maintains insurance policies to protect students undertaking professional placement outside of the University as a compulsory course requirement or other work undertaken off-campus as part of a course or approved research work. Further information is available from the University Insurance Office website: www.latrobe.edu.au/insurance/, Faculty office or Division.

National Police Record Check

In those courses where students are required to undertake professional placements, students may come into contact with vulnerable people. Most agencies require students to provide the results of a National Police Record Check. The cost of obtaining a record check from the Victorian Police is payable by the student directly to Victoria police. In 2007 the volunteer fee for the record check was \$13.30. Students should obtain the Consent to Check and Release National Police Record application form from their division of enrolment or it can be downloaded from the Victoria Police website. Students should complete the application form and obtain a signature from the division office, which will allow the check to be obtained at the volunteer rate. The certificate is valid for the current year only. Students will be expected to obtain a new police security clearance each year in which a professional placement is required.

Students undertaking placement in New South Wales will also require a National Police Record Check. This check will include a 'Working with Children' check. Details are available from the division of enrolment.

Students being placed in Victoria may also be required to obtain a 'Working with Children' check.

Confirmation of a criminal record may jeopardise a student's ability to gain access to a suitable (or any) professional placement(s), and may therefore delay or prevent completion of the course. Any questions or concerns relating to these checks should be directed to the relevant school office or placement coordinator.

Flexible teaching arrangements

In order to accommodate student needs, some units are taught in a mode different from the normal face-to-face or regular weekly classes. For example, modes may include block mode (i.e. intensive weekend or week-long classes), classes taught outside of the normal teaching period dates such as placement units, or classes taught via distance education or web-based teaching. Please refer to unit descriptions for those units that are offered by flexible teaching arrangements.

Fees

The Australian Government has introduced a new system of fees for Australian universities. From 2005, the Higher Education Loan Program (HELP), available to Australian citizens and holders of permanent humanitarian visas will be available to assist students with the payment of their university fees.

- HECS-HELP – for Australian citizens and holders of a permanent humanitarian visa if enrolled in a Commonwealth-supported place
- FEE-HELP – for eligible fee-paying students enrolled at eligible higher education providers. Loans will cover up to the full amount of their tuition fees with students able to borrow up to an amount determined by the Federal Government.

- OS-HELP – for eligible full-time Commonwealth supported students who wish to study one or two study periods overseas. Loans will be up to \$5000 per six-month study period. OS-HELP loans will be subject to a 20% loan fee.

For more information, please refer to www.hecs.gov.au

Units Offered by the Faculty

A full description of Health Sciences units appears at the end of this chapter, in alphabetical order by unit code. Students should note that units published in the hardcopy *Handbook* are subject to change and should refer to the unit database for up to date information:

www.latrobe.edu.au/udb_public

Courses Offered by the Faculty

The Division of Nursing and Midwifery offers the following degrees:

Bachelor of Nursing (pre-registration) – Albury-Wodonga (HBNPRW), Bendigo (RBN), Melbourne (Bundoora) (HBN), Mildura (HBNM), Shepparton (HBNUP)

Enquiries: (02) 6024 9730

This comprehensive course leads to registration as a Division 1 nurse with the Nurses Board of Victoria. It is offered across the Melbourne (Bundoora), Albury-Wodonga, Bendigo, Mildura, and Shepparton campuses. Students are required to undertake a course of studies equivalent to that listed below. Some unit codes differ depending upon the campus of offer. The following course structure is that of the Shepparton campus. For the structure of courses offered at the Albury-Wodonga, Bendigo, Melbourne (Bundoora) and Mildura campuses, please refer to those campus entries elsewhere in this *Handbook*. Note that the teaching period in which a unit is offered may change.

The Bachelor of Nursing (pre-registration) is a three year pass degree. Within the philosophy of the course students are viewed as active participants in the learning process. This enhances the development of critical thinking and problem-solving skills, which enables the graduate to respond to the changing demands of health care services. The course involves study in nursing theory, practice and research, human biosciences and behavioural health sciences.

The on-campus skills laboratory enables students to practise and develop clinical nursing skills in a simulated and supportive environment. For enrolled students, the clinical learning component occurs in hospitals and health care agencies in regional and metropolitan areas (depending on your campus of enrolment).

This course is offered on a full-time basis. Part-time study is not recommended but may be considered at the discretion of the undergraduate course coordinator.

It is also offered as a two-year, full-time graduate entry program at the Melbourne (Bundoora) campus, with one year of advanced standing being granted to selected applicants with an Australian Bachelor degree or equivalent.

Professional recognition

Graduates are eligible for registration as Division 1 nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

Course structure (three year program)

First year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	PHE1PHA	Introduction to Public Health A	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-1	HBS1API	Introduction to Human Body	15
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-2	NSG1FUN	Fundamentals of Nursing Practice	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	PHE1PHB	Introduction to Public Health B	15
TE-SEM-2	HBS1HBF	Human Body Function	10
TE-SEM-2	HBS1AON	Anatomy: Organs	5

Second year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2PRH	Promoting Health in Nursing Practice	15
TE-SEM-1	NSG2MED	Medication Management for Nurses	15
TE-SEM-2	NSG2EBP	Evidence Based Nursing	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15

Third year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	NSG3NTF	Nursing The Future	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-1	HLT3IPA	Interdisciplinary Professional Practice	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	Nursing elective	Nursing Practicum elective from approved list	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15

Bachelor of Nursing (Division 2 Conversion) – Melbourne (Bundoora) (HSBNC), Albury-Wodonga (HSBNCW), Bendigo (BEBND2), Mildura (HBNM), Shepparton

Enquiries: (02) 6024 9730

Course structure (three-year, part-time, Division 2 Conversion)

The Bachelor of Nursing (Division 2 Conversion) is offered as a three year part-time course available to students who hold a current Division 2 Registration and wish to upgrade their qualification to Division 1. It is offered across the Albury-Wodonga, Bendigo, Melbourne (Bundoora), Mildura and Shepparton campuses. Successful completion of this course prepares graduates for Division 1 registration. This course requires all students to successfully complete a short course in human anatomy and physiology prior to commencement.

Professional recognition

Graduates are eligible for registration as Division 1 Nurses with the Nurses Board of Victoria. After registration, graduates are eligible for membership of the Royal College of Nursing Australia.

First year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	NSG1LIL	Information Literacy for Nurses	15
TE-SEM-1	NSG1AAS	Nursing Art and Science	15
TE-SEM-2	NSG1HAS	Health Assessment for Nurses	15
TE-SEM-2	NSG2EBP	Evidence Based Nursing	15
TE-SEM-2	NSG2LEA	Law, Ethics and Accountability for Nurses	15

Second year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	HBS2PAT	Pathophysiology in Nursing	15
TE-SEM-1	NSG2MED	Medication management for Nurses	15
TE-SEM-1	NSG2AUA	Acute Nursing Practice A	15
TE-SEM-2	NSG2MHL	Mental Health Nursing Practice	15
TE-SEM-2	NSG2CAF	Child and Family Nursing Practice	15

Third year

Teaching period	Unit code	Unit name	Credit points
TE-SEM-1	NSG3NTF	Nursing the Future	15
TE-SEM-1	NSG3GER	Gerontic Nursing Practice	15
TE-SEM-1	NSG3AUB	Acute Nursing Practice B	15
TE-SEM-2	NSG3AUC	Acute Nursing Practice C	15
TE-SEM-2	NSG3CPR	Community Nursing Practice	15
TE-SEM-2	NSG3INT	Managing Complex Interactions in Nursing	15

UNIT DESCRIPTIONS

HBS1AON ANATOMY: ORGANS (5 CPs Sem. TE-SEM-2 AW, BU, MI, SH.) *Dr Jodi Sita*

In this unit, the principles of anatomy which began in HBS1API will be developed and applied to the location and physical relationships between major organ systems of the head and trunk. Emphasis will be placed on cardiovascular, respiratory, digestive, renal and reproductive systems, paralleling the functional approach to these in HBS1HBF. Lectures will be supported by practical sessions, including surface anatomy and examination of cadaver specimens.

Co-requisite: HBS1HBF, HBS1API.

Class requirements: Eighteen 1-hour lectures and four 2-hour practical classes per semester.

This unit is not available for Study Abroad students.

Assessment: One 10-minute multiple choice test (equivalent to 200 words) (10%), one 300-word assignment (20%), one 1-hour written examination (70%). Hurdle requirement: student must participate in all components of the assessment.

Recommended Reading:

Blackhouse KM, Haching RT. *Clinical surface anatomy*. Mosby, 1998.

Moore LM and Agur AMR. *Essential clinical anatomy*. 2nd edn. Lippincott, Williams and Wilkins, 2002.

HBS1AON Current edn. *student manual*.

HBS1API INTRODUCTION TO THE HUMAN BODY (15 CPs Sem. TE-SEM-1 AW, BU, MI, SH.) *AW: Dr Charu Mishra, BU: Dr Susan Malcolm, BU: Dr Jodi Sita*

In this unit students will be introduced to basic physiological and anatomical concepts that will be further developed in semester two. Physiology lectures will cover homeostasis, body fluids, the cell and plasma membrane, mechanisms by which substances cross the membrane, the nervous system and skeletal muscle. Anatomy lectures will cover anatomical terminology, tissues, skin, the musculoskeletal system, nerves and regional anatomy. Lectures are supported by practical classes and tutorials.

Incompatible unit: HBS1APH, HBS1HFU

Class requirements: Four 1-hour lectures per week, nine 1-hour practical classes, and five 1-hour tutorials over the semester.

Assessment: Two short multiple question tests (10%). Hurdle requirement: participation in all components of the assessment, one 2-page diagram-based assignment (10%), one 350-word assignment (10%), one 1.5-hour written anatomy exam (35%), one 1.5-hour written physiology exam (35%).

Recommended Reading:

HBS1API – *Anatomy*. Current edn. *student manual*.

HBS1API – Marieb E and Hoehn K. *Physiology*.

Human Anatomy and Physiology. 7th edn. Pearson, 2007.

HBS1HBF HUMAN BODY FUNCTION (10 CPs Sem. TE-SEM-2 AW, BU, MI, SH.) *AW: Dr Charu Mishra, BU: Ms Jane McCooley*

In this unit, students' understanding of the functioning human body, introduced in semester one is extended. Begins with an overview of how the endocrine system contributes to regulation of body functioning and hence to homeostasis. Descriptions of selected hormones and their functions illustrate the general principles. Most of the unit is devoted to the study of body systems, including the cardiovascular system, respiratory system, renal system, digestive system and metabolism, reproductive system. Interactions between the systems to meet challenges to normal functioning imposed by changes within and external to the body are discussed. Concludes by considering changes in body functioning with development from a neonate to a very old person.

Co-requisite: HBS1API or HBS1APH or HBS1HFU or BIO1OF.

Class requirements: Four 1-hour lectures and one 1-hour tutorial (voluntary attendance) per week.

Assessment: One 40-minute written examination mid-semester (20%), one 2-hour examination at the end of the semester (80%).

Prescribed Reading:

Marieb E and Hoehn K. *Human anatomy and physiology*. 7th edn. Pearson, 2007.

HBS2PAT PATHOPHYSIOLOGY IN NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SI.) *AW: Dr Charu Mishra, BE: Dr Terri Meehan-Andrews, BE: Dr Adrian Verrinder, BU: Mr Robert Paine*

In this unit, students will examine disorders, which may be experienced by individuals over the life span, emphasising the underlying biological mechanisms that produce signs and symptoms, and the risk factors and contributing causes of disorders. Specifically, general pathological processes will be discussed with emphasis on disturbed function, adaptation to injury, inflammation, tissue healing, immunological disorders, neoplasia, fluid imbalance, thrombosis, embolism and vascular disorders. In addition to general pathological processes, emphasis will be given to relevant disorders of the respiratory, cardiovascular, renal gastrointestinal, endocrine, skeletal and nervous systems.

Prerequisite: HBS1HBF, except for students enrolled in the HSBNC, HSBNCW, BEBND2, HBNCM, HBNCPC, HBNPRG, and HBNPGW.

Class requirements: Four 1-hour lectures per week and one 1-hour seminar or tutorial per week. Some lectures will be given via WebCT.

Assessment: One 45-min mid-semester test (20%), one 3-hour final examination (80%).

Prescribed Reading:

Porth CM. *Pathophysiology Concepts of altered health states*. New York: Lippincott, 2005

HLT3IPA INTERDISCIPLINARY PROFESSIONAL PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BU, DE, MI, SH. TE-SEM-2 AW, BE, BU, DE, MI.)

Mr Matthew Oates

In this web-based unit, students across the Faculty of Health Sciences study together in interdisciplinary groups in preparation for professional practice. This unit consists of four online modules: Professional Development, Provision of Care within the Context of Human Service Systems and Implementing a Plan to Improve Service Quality, Professional Accountability, and Organisational Dynamics – Working Effectively in Health and Human Service Organisations. Through guided activities, students will be encouraged to critically reflect on the structure and influences on the human services organisation, develop interdisciplinary awareness and explore the contribution of other professions, consider the rights and expectations of service consumers and apply the key issues of ethical decision-making within the context of relevant law.

Prerequisite: Bachelor of Health Sciences students must have completed at least 240 credit points. All other courses must have completed one of the following units: NSG2EBP, HIM2HCC, ORT3CLI, OCT3PRD, pTY32CPC, PTY32MPC, PTY32NPC, PTY32SSP, POD3PCP, POR2CEB, POR2CEB, HCS30CLI, HCS30PPR, SWP3FEA, ORH33CPE.

Incompatible unit: HLT32IPA, HLT31IPA.

Class requirements: Eight hours of lectures/seminars over two days during Orientation Week plus a flexible learning package equivalent to three hours of classroom contact per week. Students have regular contact with lecturers via the unit coordinator using telephone, fax and e-mail.

Assessment: Three 500-word online group task (30%). Hurdle requirements: students are required to participate in all online tasks, and must pass all assessment components in order to pass this unit, one 1500-word online assignment (40%), participation/contribution to online discussions as per guidelines provided to students (10%), one 750-word online group tasks (20%), one 1500-word group online assignment (40%), participation/contribution to online discussions as per guidelines provided to students (10%).

Prescribed Reading:

Duckett SJ. *The Australian Health Care System*. Melbourne: Oxford, 2000.

NSG1AAS NURSING ART AND SCIENCE (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) *AW: Ms Yolanta McLaughlin, BE: Ms Gamble Kerrie, BU: Mr Bill McGuinness*

In this unit students will be provided with an introduction to the theoretical framework of the curriculum as an underpinning for professional nursing practice. The foundations of the program are discussed in the context of nursing as a discipline and a profession. Creative and scientific processes and concepts that underlie and guide nursing practice are explored from a historic, holistic, and global

perspective. Students are introduced to various nursing roles in health care by examination of professional nursing practice. The concepts of nursing as an art, nursing as a science and of care and caring within a professional, legal, and ethical framework are examined. Students will explore dimensions of the nurse–patient relationship. In particular, they will develop skill in initiating, maintaining, and concluding effective therapeutic and professional communication. Students will also be expected to maintain a reflective journal and to engage in group discussions.

Class requirements: 26 hours of lectures, 13 hours of problem-based learning (fortnightly class based tutorials and seven hours of web based tutorials) and 16 hours of clinical placement over the semester. This unit will have an online component and may also be offered in block mode (two consecutive 6-hour days, three times over the semester). There may be variations to this structure on different campuses.

Assessment: One 1800-word assignment (40%). Hurdle requirement: Completion of a clinical learning activity related to communication skill and professional development, one 2200-word written essay (60%). Students must pass both the theoretical and clinical components to pass the subject.

Recommended Reading:

Crisp J and Taylor, C (Eds). *Potter and Perry's Fundamentals of Nursing*. 2nd edn. Sydney: Elsevier Mosby, 2005.

NSG1FUN FUNDAMENTALS OF NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BU, TE-SEM-2 AW, BE, BU, MI, SH.) AW: Ms Yolanta McLaughlin, BE: Ms Kerrie Gamble, BU: Dr Michael Bauer

In this foundation unit students will learn how to assist clients to meet their activities of daily living. Students will study the effect of immobility on the individual's ability to self-care. Using an issues-based learning approach, students are introduced to therapeutic nursing practices, which are designed to promote, maintain, and improve health status and provide comfort. Emphasis will be placed on fundamental nursing skills including basic life support. Related topics include alterations in comfort, hygiene, nutrition, elimination, respiration, circulation, body temperature and infection control. Students will also develop skills in individualised care as a beginning member of the nursing team with awareness of legal, ethical, and professional responsibilities. Students are introduced to the interactions between micro-organisms and humans including the roles of microbes in health maintenance and in infectious diseases.

Co-requisite: NSG1HAS and students must be enrolled in one of the following: HBNPRG, HBNPGW, BEBN2, HSBNCW, HSBNC, HBNCM, HBNCN, or BIO1LS1, HBS1API or equivalent.

Class requirements: One 2-hour lecture and one 2-hour laboratory practice session (weeks 1–10), one 2-hour tutorial (weeks 1–6) plus an 80-hour clinical placement. This unit will have an online component. Block mode: two consecutive 7-hour days four times across the semester plus an 80-hour clinical placement. There may be variation to the structure on different campuses.

Assessment: One 2-hour end of semester examination (50%). Hurdle requirement: successful completion of clinical practicum, one 2000-word written project (50%). Students must pass the theoretical and the clinical components to pass the unit.

Prescribed Reading:

Crisp J, Taylor C. *Potter and Perry's Fundamentals of Nursing*. 2nd edn. Sydney: Mosby, 2005.

Recommended Reading:

Perry A, and Potter P. *Clinical Nursing Skills and Techniques*. St Louis: Elsevier Mosby, 2006.
Smith S, Duella and Martin, B. *Clinical Nursing Skills: Basic to Advanced*. 6th edn. New Jersey: Prentice Hall, 2004.

NSG1HAS HEALTH ASSESSMENT FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI, SH. TE-W34-43 BH. TE-W47-06 SI.)

Ms Yolanta McLaughlin, Ms Sharon Kendall, Ms TBA, Ms Bev Blanch, Ms Bernadette Griffiths, Dr Beverley Wood

In this unit students will focus on the knowledge, techniques and skills needed by the nurse to perform comprehensive health assessments of individuals across the life span. Students are provided with information on normal findings of assessment and will be able to use this in identification of healthy individuals. Students are

introduced to a variety of Health Assessment frameworks, including the Functional Health Assessment framework to facilitate a comprehensive health assessment. Critical thinking skills will be developed in order to assist students to synthesise collected data. Emphasis will be placed on assessment techniques and documentation of findings. The use of technology and supervised practice on campus and clinical facilities will facilitate the development of skills required for assessment of clients. Laboratory experiences, focusing on selected psychomotor and interpersonal skills, are designed to support the development of relevant health assessment skills.

Prerequisite: Students must be enrolled in HBNPRG, HSBNC, HSBNCW, BEBN2, HBNCM, HBNCN, HDIAN, HZNM, RDN, and HDIANW or have passed HBS1LS1, BIO1LS1, HBS1API, or equivalent.

Class requirements: 24 hours of lectures, 12 hours of tutorials, 12 hours of laboratory sessions and 40 hours of clinical practice. This unit will have an online component and may be offered in block mode (two consecutive 6-hour days four times over the semester).

This unit is not available for Study Abroad students.

Assessment: One 1500-word health assessment report (25%). Students must pass both the theoretical and clinical components to pass the subject, one 1500-word clinical reasoning exercise (25%), 40 minute practical clinical skills examination (50%).

Recommended Reading:

Jarvis C. *Physical examination and health assessment*. 4th edn. Philadelphia: Saunders, 2004.
Weber J, and Kelly J. *Health Assessment in Nursing*. 3rd edn. Philadelphia: Lippincott, 2006.

NSG1LIL INFORMATION LITERACY FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH.) AW: Ms Eileen Clark, BE: Dr Julie Ellis, BU: Dr TBA, MI: Ms Bev Blanch

In this unit, the students will be assisted to develop the information literacy and written communication/documentation skills required of a nurse in the 21st century. Informatics and Evidence Based Practice are key aspects of that contemporary nursing practice. Students will be assisted to meet the CAUL information literacy standards, develop an understanding of the role of written communications/documentation and information technology in the practice of nursing, and a beginning appreciation of the role of evidence as it informs nursing practice. Further, the students will be provided with a foundation on information management and processing principles used to support the data, information, and knowledge needs in the provision and delivery of nursing and health care. In this unit students will become practised in the use of both electronic media and traditional written and oral communication skills in the communication of a well-developed argument.

Class requirements: 13 hours of lectures plus directed activities equivalent to 26 hours of classroom contact across the semester. This unit will have an online component.

Assessment: One 2500-word assignment (60%), one 1500-word assignment (40%).

Recommended Reading:

Higgs J. (Ed). *Communicating in the Health and Social Sciences*. South Melbourne: Oxford University Press, 2005.

NSG2AUA ACUTE NURSING PRACTICE A (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI.) AW: Ms Nanette Lundie, BE: Ms Adele Callaghan, BU: Mrs Robin Ray

In this unit, students will be offered the opportunity to gain the knowledge, techniques, and skills needed by the nurse to care for the person experiencing episodic illness in a hospital. Using a problem-based learning approach the focus will be on the effect of episodic illness on skin integrity (wounds), nutritional status and elimination. Further themes for exploration include pain management, fluid and electrolyte balance, and issues surrounding hospitalisation. Students will be introduced to beginning technical skills as well as the knowledge necessary for planning and implementing individualised care while considering cultural, social, psychological, ethical, and legal aspects of care.

Prerequisite: NSG1HAS, NSG1FUN. If student enrolled in HBNPRG, HBNPGW, BEBN2 then must have passed NSG1HAS, NSG1FUN, NSG2MED, and HBS2PAT. If student enrolled in

HSBNC, HSBNCW, RBN2, BEBND2, HBNCM, HBNCN then must have passed NSG1HAS, NSG2MED, and HBS2PAT.

Co-requisite: NSG2MED, HBS2PAT.

Class requirements: Bundoora/Albury-Wodonga/Mildura campus: two 2-hour lectures per week over five weeks, one 2-hour problem-based learning group per week over five weeks, one 2-hour laboratory session per week over five weeks plus clinical practicum of 15 days over three or four weeks (105 hours). Bendigo campus: as above except with a 105-hour clinical practicum of 35 hours per week over three weeks. Or alternatively two consecutive 5-hour seminar days four times across the semester plus a 105-hour clinical practicum of 35 hours per week over three weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word case study (50%). Students must pass the theoretical and clinical component to pass the unit, one 2-hour examination (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale.

Prescribed Reading:

Brown D and Edwards H (Eds). *Lewis's Medical – Surgical Nursing*. Mosby, Elsevier, 2005.

Farell M (ed). *Smeltzer and Bares Textbook of Medical-Surgical Nursing*. Sydney: Lippincott Williams and Wilkins, 2005.

Recommended Reading:

LeMone P and Burke KM. *Medical-surgical nursing: critical thinking in client care*. 3rd edn. Sydney: Prentice-Hall Inc, 2004.

Lewis, S, Heitkemper, M and Dirksen S. *Medical-surgical nursing: assessment and management of clinical problems*. 6th edn. St Louis: Mosby, 2004.

Smeltzer SC and Bare BG. *Brunner and Suddarth's textbook of medical-surgical nursing*. 10th edn. New York: JB. Lippincott, 2004.

Smith S, Duell D, and Martin B. *Clinical Nursing Skills: Basic to Advanced Skills*. 6th edn. New Jersey: Pearson Prentice Hall, 2004.

NSG2CAF CHILD AND FAMILY NURSING PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Ms Nanette Lundie, BE: Ms Diana Guzys, BU: Ms Sharon Gan, MI: Ms Bev Blanch

In this unit, students will be offered the opportunity to gain knowledge and skills to work in a respectful and collaborative partnership with families to identify and manage health concerns, and provide quality care for children and families in a variety of settings. Students will investigate and critically appraise issues related to socio cultural, structural, developmental, and emotional perspectives, as well as specific knowledge and skills to assess health status of families. The effects of disadvantages on the child and family, with emphasis on families of children with special needs will be explored. Using more developed interpersonal skills, students will develop evidence-based family focused initiatives to promote optimal family functioning and health.

Prerequisite: NSG1FUN, NSG1HAS, PHE1PHB or HLT1HAS, HBS1AON, HBS1HBF or BIO12LS2 or HBS1LS2.

Class requirements: 20 hours of lectures, 10 hours of tutorials, 6 hours of directed learning activities online and 3 hours of self directed learning across the semester. This unit may have an online component.

Assessment: One 2000-word scenario based clinical decision-making exercise (50%). Hurdle Requirement: All assessment requirements must be completed to be eligible for a pass grade in this unit. You must obtain a mark of 50% to pass this unit, one 2000-word family assessment assignment (50%).

Prescribed Reading:

Hockenberry M, Wilson D, Winkelstein M and Kline N. 7th edn. *Wong's nursing care of infants and children*. St Louis: Mosby, 2003

NSG2EBP EVIDENCE BASED NURSING (15 CPs Sem. TE-SEM-1 AW, BE, BU, HK, SI. TE-SEM-2 AW, BE, BU, MI, SH, SI.) AW: Ms Eileen Clark, BE: Ms Fran Sheehan, BH: Dr Beverley Wood, BU: Dr Simon Black, HK: Dr Beverley Wood, MI: Ms Bev Blanch, SI: Dr Beverley Wood

In this unit students will be offered the opportunity to examine the nature and sources of evidence for nursing practice and the processes through which this evidence is generated. Information on the research process and the methods for obtaining and evaluating the application

of evidence to practice will be provided. Exploration of the research process includes conceptual basis, methodology, data collection, data analysis, and presentation and utilisation of research and the development of evidence based practice.

Prerequisite: NSG1FUN.

Class requirements: Bundoora/Albury-Wodonga campus: two 1-hour lectures per week over seven weeks, one 1-hour lecture per week over two weeks, one 2-hour tutorial per week over seven weeks and seven hours of self directed learning equivalent to one hour of class contact per week over seven weeks. Bendigo campus: as above or alternatively two consecutive 5-hour seminar days four times across the semester. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1-hour tutorial test (25%), one 2000-word critical appraisal of published research (50%), one discussion, and interaction, equivalent to 1000 words (25%).

Prescribed Reading:

Trinder L, Reynolds S. *Evidence based practice: a critical appraisal*. Oxford: Blackwell Science, 2000.

Recommended Reading:

Beanland C, Schneider Z, LoBiondo-Wood, G and Haber, J. *Nursing research: methods, critical appraisal, and utilisation*. 1st edn. Sydney: Mosby, 1999.

NSG2LEA LAW, ETHICS AND ACCOUNTABILITY FOR NURSES (15 CPs Sem. TE-SEM-1 HK, SI. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI. TE-SEM-3 AW, BH, HK, SI. TE-W01-08 BH. TE-W45-03 SI.) Ms Nanette Lundie, Mr Ron Picard, Mr Les Fitzgerald, Ms Kathleen Tori, Dr Beverley Wood, Ms Susan Hunter, Dr Beverley Wood

In this unit students will be assisted to examine the legal, ethical and accountability issues which impact on the practice of nursing. Individual responsibility of the nurse is emphasised through investigation of professional ethical and legal accountability, and forms of regulation. Current models for ethical decision-making are explored and applied in the analysis of selected ethical problems in nursing practice. The students are encouraged to examine and clarify personal and professional values and beliefs and develop a reflective approach to their practice.

Class requirements: 16 hours of lectures, 16 hours of tutorials (comprising fact-to-face and tutor-facilitated online activity), and seven hours of self-directed learning equivalent to one hour of class contact. Lectures and face-to-face tutorials are conducted in the first 5–8 weeks of semester (the number of weeks depending on the campus), while online and self directed learning occurs across the semester. This may vary in offshore programs.

This unit is not available for Study Abroad students.

Assessment: One 1000-word scenario based ethical decision-making exercise (30%) (Individual assessment), one 2500-word written assignment (60%) (individual assessment), one online discussion and interaction, equivalent to 500 words (10%).

Recommended Reading:

Forrester K and Griffiths D. *Essentials of Law for Health Professionals*. 2nd edn. Elsevier: Marrickville, 2005.

DeWolf Bosc MS, and Savage TA. *The ethical component of nursing education*. Philadelphia: Lippincott, Williams and Wilkins, 2007.

NSG2MED MEDICATION MANAGEMENT FOR NURSES (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-W09-21 BU.) Ms Nanette Lundie, Dr Sharon Kendall, Ms Gayle McKenzie, Ms Bev Blanch

In this unit students will be offered the opportunity to develop knowledge of safe and ethical practice in medication administration. Information will be provided to students on pharmacologic, pharmacokinetic, and pharmacodynamic principles essential for clinical practice and the basic principles of pharmacotherapeutics and pharmacological interventions in nursing including the related nursing responsibilities will be introduced. Emphasis will be placed on clinical aspects including dosing regimes and compliance, paediatric and geriatric pharmacology, adverse drug reactions and interactions, post-surgical care, and polypharmacy. An overview of the clinical application of classifications of drugs on human systems will be provided.

Prerequisite: NSG1HAS, NSG1FUN, HBS1AON, HBS1HBF, HBS1LS2, or Students must be enrolled in HBNPRG, HBNPGW,

BEEN2, HSBNC, HSBNCW, BEBND2, HBNCM, and HBNCP.

Class requirements: 26 hours of lectures and 13 hours of facilitated small group sessions across the semester. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2-hour written examination (60%), one 1500-word assignment (30%), one 30-minute drug calculation examination (10%). Hurdle requirement: must achieve mastery of 80% in the drug calculation examination to pass the unit.

Recommended Reading:

Bryant B, Knight K, and Salerno E. *Pharmacology for Health Professionals*. Sydney: Mosby, 2003.

Bullock S and Manias E, and Galbraith A. *Fundamentals of Pharmacology*. 5th edn. Frenchs Forest, NSW: Pearson, 2004.

Gatford JD and Phillips N. *Nursing calculations*. 6th edn. Edinburgh: Churchill Livingstone, 2002.

Hext V and Mayner L. *Practical Nursing Calculation*. NSW: Allen and Unwin, Crow's Nest, 2003.

Lim AG and McKenzie G. *Australia New Zealand Nursing Drug Handbook*. 3rd edn. Sydney: Lippincott Williams and Wilkins, 2006.

Simonsen T, Aarbakke J Kay I, Cleman I, Sinnott P and Lyssa R. *Illustrated Pharmacology for Nurses*. London: Hodder Arnold, 2006.

NSG2MHL MENTAL HEALTH NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BU, TE-SEM-2 AW, BE, BU, MI, SH.) AW: Ms Eileen Petrie,

BE: Ms Susan Kidd, BU: Mr Alan Robins

In this unit, students will be offered the opportunity to discuss the general principles and practices of psychiatric/mental health nursing and their impact on the individual and their family. Theoretical explanations of mental health and mental illness, the manifestation and classification of mental illness, and major treatment modalities will be explored. Therapeutic and psychosocial interventions are discussed within the context of the broad socio-cultural environment. Topics will include current debates on mental health and illness, psychiatric disorders, populations at risk, continuity of care and cross-cultural perspectives on mental health and illness. Students will also be offered the opportunity to examine the framework for mental health service delivery in Victoria.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Co-requisite: NSG2AUA if student enrolled in HSBNC, HSBNCW, RBN2, BEBND2, HBNCM, HBNCP, HBNPRG, HBNPGW, BEEN2.

Class requirements: 30 hours of lecture/tutorial across the semester. Content to be delivered in flexible lecture and tutorial combination. This unit may be offered block mode across the semester in the format of seminar days. In addition a 140-hour clinical practicum of 35 hours per week over four weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1750-word written assignment (40%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 2-hour written examination (60%).

Prescribed Reading:

Meadows G, Singh B, and Grigg M. *Mental Health in Australia*. 2nd edn. Australia: Oxford University Press, 2006.

NSG2PRH PROMOTING HEALTH IN NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Ms Eileen Petrie, BE: Ms Kerrie Gamble, BE: Ms Di Guzys, BU: Ms Sandra Lucas

In this unit, students will be assisted to explore the role of the nurse in assessing individuals, family and group needs. Students are introduced to theories and models for health promotion and health education and the principles of planning, implementing, and evaluating programs in a variety of health related settings. Students will develop their own health education strategies appropriate to cultural and lifespan needs.

Prerequisite: NSG1HAS, PHE1PHB.

Class requirements: 13 hours of lectures and 13 hours of tutorials per semester, plus a 35-hour clinical practicum. This unit may have an online component.

Assessment: One 40-minute group presentation of a health education session – 10 minutes per member (40%). Hurdle requirement: clinical

assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANMC competencies using the Bondy scale, one 3,000-word health promotion assignment (60%). Students pass the theoretical and clinical components to pass the unit.

Prescribed Reading:

Talbot L, and Verrinder G. *Promoting Health: A Primary Health Care Approach*. 3rd edn. Australian: Elsevier, 2005.

Recommended Reading:

Kiger A. *Teaching for health*. 2nd edn. Edinburgh: Churchill Livingstone, 1995.

Pender N, Murdaugh CL and Parsons M. *Health promotion in nursing practice*. 4th edn. New Jersey: Prentice-Hall, 2002.

NSG3AUB ACUTE NURSING PRACTICE B (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, MI, SH, SI.) AW: Ms Ann Kuypers, BE: Ms Helen Aikman, BU: Ms Elizabeth Watt, MI: Ms Bev Blanch

In this unit, students will be offered the opportunity to further develop their knowledge and skills by caring for people experiencing complex health problems requiring nursing intervention. Previously learnt technical, interpersonal, and decision-making skills are further developed while aspects of health education and legal and ethical aspects are incorporated to provide individualised care. Using a problem-based learning approach students will be offered the opportunity to study the effect of complex acute and chronic illness by focusing on patients situation that involve conditions that seriously alter absorption and utilisation of food and fluids, metabolism and endocrine function, elimination of bodily waste. The students will also be offered the opportunity to study the effect that these have on other body systems.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Class requirements: Five 3-hour lectures, ten one hour problem-based learning groups, and ten one hour laboratory sessions across the semester. A 105-hour clinical practicum of 35 hours per week over three weeks. Communication and discussion via WebCT.

This unit is not available for Study Abroad students.

Assessment: One 2-hour written examination (50%). Students must pass the theoretical and clinical components to pass the subject, one 2500-word case study (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor, communication skills, and professional development in line with the ANCI competencies using the Bondy scale.

Prescribed Reading:

Le Mone P and Burke, KM. *Medical-surgical nursing: critical thinking in client care. Volumes 1 and 2*. Sydney: 4th edn. Prentice-Hall Inc, 2008.

Recommended Reading:

Galbraith A, Bullock S and Manias E. *Fundamentals of pharmacology*. 5th edn. Sydney: Prentice Hall, 2007.

Gatford JD and Phillips N. *Nursing calculations*. 7th edn. Edinburgh: Churchill Livingstone, 2006.

NSG3AUC ACUTE NURSING PRACTICE C (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Ms Ann Kuypers, BE: Ms Helen Aikman

In this unit, students will be provided with the opportunity to consolidate knowledge and skills in order to effectively prioritise care for a group of clients experiencing a range of complex co-morbidities. Using a problem-based learning approach students will be offered the opportunity to study the effect of complex acute and chronic illness by focusing on patient situations involving serious alterations in cardiac, respiratory, and neurological function, and the effect that these have on other body systems. A feature of this unit is the development of the student's ability to incorporate therapies involved in the helping role of the nurse while managing a caseload of patients.

Prerequisite: NSG3AUB.

Class requirements: Five 2-hour lectures, ten one hour problem-based learning session and ten one hour laboratory sessions across the semester plus 140-hour clinical practicum of 35 hours per week over four weeks.

This unit is not available for Study Abroad students.

Assessment: One 2000-word case study (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the

ANCI competencies using the Bondy scale, one 2000-word assignment (50%). Students must pass the theoretical and clinical component to pass the subject.

Prescribed Reading:

Lewis S, Collier I and Heitkemper M. *Medical-surgical nursing: assessment and management of clinical problems*. 6th edn. St Louis: Mosby, 2004.

Recommended Reading:

Galbraith A, Bullock, S and Manias, E. *Fundamentals of pharmacology*. 3rd edn. Sydney: Prentice Hall, 2001.

NSG3CAC CANCER NURSING THEORY (15 CPs Sem. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 AW, BE, BU, MI, SH.) AW: Ms Yolanta McLaughlin, BE: Dr Sharon Kendall, BU: Ms Rosaleen Rudd, MI: Ms Bev Blanch

In this unit students will be offered the opportunity to develop a beginning knowledge about the nature of nursing a client with cancer. Students will be provided with the opportunity to acquire knowledge pertaining to the nature of cancer and aspects of cancer prevention, treatment and rehabilitation, with particular emphasis on cancer nursing. Information on aspects of epidemiology in relation to cancer, the physiology of cancer and oncology emergencies will be provided.

Prerequisite: NSG1HAS

Class requirements: one 2-hour lecture and one one hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered in block mode: two consecutive 6-hour seminar days three times across the semester and 6 hours of self directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

Assessment: One 1000-word scenario based assessment (25%), one 2500-word participation portfolio (50%), and one 1000-word critical reasoning exercise (25%)

Prescribed Reading:

Langhorne M, Fulton J, and Otto S. *Oncology Nursing*. 5th edn. St Louis: CV. Mosby, 2004.

NSG3CAT CHILD AND ADOLESCENT NURSING THEORY (15 CPs Sem. TE-SEM-2 AW, BE, BU, MI, SH.) Ms Sharon Gan

This subject may not be offered every year.

In this unit, students will be offered the opportunity to extend their knowledge of paediatric nursing building on the information presented in Child and Family Nursing Practice. The focus will be on the acquisition of knowledge and skills required to assist the child and the family in times of health deviation. Information will be provided on nursing interventions that assist in promoting, maintaining, and restoring health of infants, children, and adolescents.

Prerequisite: NSG2CAF, NSG1HAS.

Class requirements: 20 hours of lectures, 10 hours of online tutorials, three hours of laboratory sessions and 6 hours of self-directed learning across the semester. This unit will have an online component. This unit is not available for Study Abroad students.

Assessment: One 2500-word participation portfolio (50%), one 2000-word critical reasoning exercise (50%)

Recommended Reading:

Hockenberry M, Wilson, D, Winkelstein M and Klien N Wong's *nursing care of infants and children*. St Louis: Mosby, 2003.

NSG3CPR COMMUNITY NURSING PRACTICE (15 CPs Sem. TE-SEM-2 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Ms Eileen Petrie, BE: Ms Kerrie Gamble, BE: Ms Di Guzys, BU: Ms Sandra Lucas

In this unit, students will be offered the opportunity to analyse the role of the nurse in facilitating health with individuals and groups in the community. An issues-based learning approach will be utilised, allowing students to apply theories and models for community development, social marketing, and primary health care to practice situations. In analysing community practice roles, students will be asked to critique their own values relating to lifespan, culture and social issues that impact health and be accountable (both ethically and legally) for their contribution to health service provision. Students will be able to build on knowledge gained in Information Literacy for Nurses to develop a multimedia package.

Prerequisite: NSG1LIL, NSG2AUA, NSG2PRH and NSG3AUB, or students must be enrolled in HZNM. If students enrolled in HBNPRG, HBNPGW, BEBN2, HSBNC, HSBCNW, BEBND2, HBNCM, HBNCP then must have passed NSG2AUA, NSG3AUB.

Class requirements: 16 hours of lectures, 14 hours of problem-based learning and seven hours of self-directed learning plus a 105-hour clinical practicum of approximately 35 hours per week. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word equivalent multimedia package based on a community assessment (50%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANMC competencies using the Bondy scale, one 2000-word community development practice analysis (50%). Students must pass the theoretical and clinical components to pass the unit.

Prescribed Reading:

McMurray A. *Community health and wellness: a sociological approach*. Sydney: Harcourt, 2006.

Keleher H and Murphy B. *Understanding Health: A Determinants Approach*. Oxford University Press Australia: 2004.

Recommended Reading:

Anderson ET and McFarlane J. *Community as partner: theory and practice in nursing*. Philadelphia: Lippincott, 2004.

Talbot Verrinder *Promoting health: a primary health care approach*. 3rd edn. Elsevier, 2005.

NSG3GER GERONTIC NURSING PRACTICE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SI.) AW: Ms Yolanta McLaughlin, BE: Ms Julie Ellis, BU: Dr Susan Koch

In this unit, students will be offered the opportunity to consider the health needs of older people in diverse settings. The examination of the social, psychological, and biological aspects of ageing; demographics of ageing, health and ageing, ageing in place, acute care and the principles of long-term care and of rehabilitation will be included. The importance of the nurses' roles in promoting, maintaining, and restoring the health of older adults will be stressed. The students will be encouraged to focus on the independent role of the nurse and an interdisciplinary approach to the planning and implementation of client care and development skills in management, teamwork, delegation, and prioritising care. As part of the clinical experience, students may be required to undertake evening and weekend work in this unit.

Prerequisite: NSG2AUA, NSG2MED, HBS2PAT.

Class requirements: 40 hours – 20 hours of lecturers, 10 hours of tutorials, 10 hours of self-directed learning. 140-hour clinical practicum. This may include weekends and evenings work. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2500-word evidence-based case management review (60%). Hurdle requirement: clinical assessment of clinical reasoning, psychomotor and communication skills and professional development in line with the ANCI competencies using the Bondy scale, one 1500-word written assignment (40%). Students must pass the theoretical and clinical components to pass the subject.

Prescribed Reading:

Koch S and Garratt S. *Health assessment of the older person: a practical guide for health care workers*. Sydney: MacLennan and Petty, 2001.

Nay R and Garratt S. *Nursing older people. Issues and innovations*. 2nd edn. Elsevier, 2004.

Recommended Reading:

Ebersole P and Hess P. *Toward healthy ageing: human needs and nursing response*. 6th edn. St Louis: Mosby, 2004.

NSG3INT MANAGING COMPLEX INTERACTIONS IN NURSING (15 CPs Sem. TE-SEM-1 HK. TE-SEM-2 AW, BE, BU, HK, MI, SH. TE-SEM-S HK.) Ms Ann Kuypers, Ms Sharon Kendall, Ms Elizabeth Pascoe, Dr Beverley Wood

In this unit, students are placed in situations that are unique to professional nursing practice, that require a complex range of knowledge, skill, and awareness. Engagement in complicated, often

stressful, and distressing encounters requires the nurse to be equipped with a sophisticated repertoire of skills, including 'awareness' of self and others. Effective intervention on a variety of levels is seen as an essential role of the professional nurse. The students will be given a theory base for understanding human behaviour, and basic mental health concepts are introduced. Emphasis will be placed on theory-based strategies to improve interaction, and coping with individuals, families, and other health care professionals. The unit focuses on the complex events and interactions that occur in health care settings.

Prerequisite: NSG3AUB or students must be enrolled in HZNM

Co-requisite: NSG3AUC or students must be enrolled in HZNM.

Class requirements: Two hours of lectures six times over the semester and two hours of problem-based learning activities seven times over the semester as well as thirteen hours of directed activities over the semester. This may vary in offshore programs.

This unit is not available for Study Abroad students.

Assessment: One 2000-word critical reflective portfolio (50%), one 2000-word online assessment (50%).

Prescribed Reading:

McCabe C and Timmins F. *Communication Skills for Nursing Practice*. Palgrave MacMillan, 2006.

Recommended Reading:

Keegan L. *Understanding the client as well as the condition*. 2nd edn. Delmar Publishers, 2002.

NSG3NTF NURSING THE FUTURE (15 CPs Sem. TE-SEM-1 AW, BE, BH, BU, HK, MI, SH, SI. TE-SEM-2 BH, HK, SI.) **AW:** Ms Ann Kuypers, **BE:** Ms Fran Sheean, **BU:** Ms Helen Forbes, **BU:** Ms Elizabeth Pascoe

In this unit, students will be assisted to focus on directions for professional development. The influence of research and evolving nursing knowledge on professional roles will be examined, and students will be introduced to frameworks for analysing selected contemporary issues and trends in health care that will shape future nursing practice. Contemporary strategies for managing the delivery of nursing care will be explored and the associated role requirements in nursing analysed. In addition, each student will have the opportunity to reflect on professional development, consider future career directions, and prepare a curriculum vitae. Pre-registration students will focus on transition to the registered nurse role and preparation of applications for graduate positions, while post-registration students will concentrate on career planning and exploration of expanded nursing roles.

Prerequisite: NSG2AUA, NSG2LEA, NSG2EBP.

Class requirements: One 2-hour lecture eight times over the semester and one 2-hour tutorial five times over the semester. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word portfolio (50%), one 2000-word professional issues case study (50%).

NSG3PEO PERIOPERATIVE NURSING THEORY (15 CPs Sem. TE-SEM-1 BE, BU, TE-SEM-2 AW, BE, BU, MI, SH.) **AW:** Ms Ann Kuypers,

BU: Ms Deb Fleckner

This subject may not be offered every year.

In this unit, students are introduced to fundamental theoretical aspects of perioperative nursing, including nursing in the context of the operating room and associated environments. Content will be provided that will extend students knowledge of aspects of infection and its control in the operating suite. The students are given insight into the variety of roles of the nurse in the operating suite. The principles of surgical intervention and wound management are discussed. Information on the operating room environment, including design, and patient and staff safety will be provided. An emphasis is placed on the care of the patient in the operating suite.

Prerequisite: NSG1HAS.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks, one 3-hour laboratory session during the semester; plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 2000-word assignment (50%), one 2000-word portfolio (50%)

Prescribed Reading:

Meeker M, Rothrock J. *Alexander's care of the patient in surgery*. St Louis: Mosby, 1999.

Recommended Reading:

Foster and Morris-Stiff *Basic Surgical Operations* Harcourt Publishers Limited, 2000.

Shields and Werder *Perioperative Nursing*. London: Greenwich Medical Media, 2002.

NSG3PSE PSYCHIATRIC NURSING THEORY (15 CPs Sem. TE-SEM-1 BE, TE-SEM-2 AW, BE, BU, MI, SH.) **AW:** Ms Eileen Petrie, **BE:** Ms Sue

McConnachie, **BU:** Mr Alan Robins

This unit may not be offered every year.

In this unit, students will be provided with the opportunity to build on their knowledge of mental health nursing. Students will be asked to examine the phenomena of psychiatry and psychiatric nursing from various points of view that have, as their common focus, the impact of psychiatric disorders and psychiatric health interventions on the person and groups of people.

Prerequisite: NSG1HAS, NSG2MHL

Class requirements: One 2-hour lecture and one 1-hour tutorial per week for ten weeks; one 3-hour laboratory session during the semester; plus six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may be offered block mode: two consecutive 6-hour seminar days three times across the semester and six hours of self-directed learning activities equivalent to one hour of classroom contact per week for six weeks. This unit may have an online component.

This unit is not available for Study Abroad students.

Assessment: One 1000-word scenario based assessment (25%), one 2500-word participation portfolio (50%), and one 1000-word critical reasoning exercise (25%)

Prescribed Reading:

Elder R, Evans K, Nizette D. *Psychiatric and Mental Health Nursing*. Sydney: Elsevier Mosby, 2005.

Protocol, Protocol. *Management of Mental Disorders*. 4th edn.

Sydney: World Health Organisation Collaborating Centre for Mental Health and Substance Abuse.

PHE1PHA INTRODUCTION TO PUBLIC HEALTH A (15 CPs Sem. TE-SEM-1 AW, BU, MI, SH.) **AW:** Dr TBA, **BU:** Ms Janet Carnegie, **BU:** Dr Paul

O'Halloran

Albury/Wodonga campus: available only to Bachelor of Nursing students.

Public Health practice operates at individual, social and structural levels. That is, public health knowledge is acquired from these multiple sources and public health interventions can be targeted at the individual, social, or structural level. In this unit, students will predominately address public health at the individual level. The principal aim of the unit is to provide foundation knowledge pertaining to preventive work with individuals at multiple levels in the health care system. Topics are organised into the broad groupings related to health (e.g. learning), regulatory systems (obesity, motivation and developmental) and social influences on health (development, communication processes), and personality, stress and mental health.

Incompatible unit: PHE1PHC

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1.5-hour examination (50%), four 300-word short answer questions (20%), one 1200-word essay (20%), tutorial participation (10%).

Prescribed Reading:

McMurray A. *Community health and wellness: a socioecological approach*. 2nd edn. Marrickville, NSW.: Mosby, 2003.

Passer MW, and Smith RE. *Psychology: the science of mind and behaviour*. 3rd edn. Boston, MA: McGraw-Hill, 2007.

PHE1PHB INTRODUCTION TO PUBLIC HEALTH B (15 CPs Sem. TE-SEM-2 AW, BU, MI, SH.) AW: Ms Eileen Clark, BU: Ms Prue Bagley

In this unit students are introduced to social understandings of health and health care practice. Changing definitions of health and illness are examined, inequalities in health and health care are analysed from different sociological perspectives, and some key political and ethical issues are explored. The aim is to develop students' capacity to view current health concerns in a public health perspective and to understand how this relates with other professional practice perspectives.

Incompatible unit: PHE1PHD

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1-hour examination (30%), one 2500-word tutorial assignment (40%), one 10 minute tutorial presentation (30%).

Prescribed Reading:

Germov J. *Second opinion*. Oxford University Press, 2005.

Recommended Reading:

Davis A and George J. *States of health: health and illness in Australia*. Harper Educational, 1998.

Faculty of Humanities and Social Sciences**Bachelor of Arts (BEBAP)**

The Bachelor of Arts combines a broad general education with the opportunity to sharpen your skills, broaden your horizons and work towards specific occupational or personal goals. Learn about the past, the present, and the future – about society, culture, history, politics and literature.

The following BA disciplines (also referred to as accredited majors) are offered at Shepparton:

- Sociology and Politics
- History
- Literature, Film, and Art.

Subject to regulations, quota arrangements, availability and timetable, other disciplines offered at Shepparton may be taken including:

- Accounting
- Human Resource Management
- Management
- Marketing
- Psychology.

Admission requirements

Students should satisfy the normal university entrance requirements, including a minimum score of 20 in units 3 and 4 of VCE English.

Degree requirements

To qualify for the degree of Bachelor of Arts students must satisfactorily complete a minimum of 360 credit points, with at least 120 credit points at third year level and include in their course one of the following choices:

1. A single major

A major consists of 130 credit points, including at least 60 credit points at third year level, in a discipline (or area of study) offered by the faculty, noting that majors in some disciplines must include specific units or combinations of units.

First Year

TE-SEM-1	Major	Elective	Elective	Elective
TE-SEM-2	Major	Elective	Elective	Elective

Second Year

TE-SEM-1	Major	Elective	Elective
TE-SEM-2	Major	Elective	Elective

Third Year

TE-SEM-1	Major	Major	Elective
TE-SEM-2	Major	Elective	Elective

or

2. A double major

A double major consists of 130 credit points in each of two different disciplines. This consists of 30 credit points at first year level and 40 credit points at second- year level and 60 credit points at third year level in each discipline.

First Year

TE-SEM-1	Major 1	Major 2	Elective	Elective
TE-SEM-2	Major 1	Major 2	Elective	Elective

Second Year

TE-SEM-1	Major 1	Major 2	Elective
TE-SEM-2	Major 1	Major 2	Elective

Third Year

TE-SEM-1	Major 1	Major 1	Major 2
TE-SEM-2	Major 1	Major 2	Major 2

Course regulations

One hundred and twenty credit points (60 credit points in each semester) is a full-time study load for each year level. Students require permission from the faculty to overload by taking more than 60 credit points in any teaching period. Permission is normally based on the student's previous academic record.

First year units

A minimum of 120 credit points and a maximum of 135 credit points of first year units may normally be included in the degree.

Units from other La Trobe faculties and other universities

Students may take two semester units at each year level from other La Trobe faculties or other universities.

Students may, with permission, study units from another tertiary institution in a discipline that is not available at La Trobe University.

First year**Sociology and Politics**

Teaching period	Unit name	Unit code
TE-SEM-1	Introduction to Sociology, Politics and Culture	101 SOC1SP1
TE-SEM-2	Introduction to Sociology, Politics and Culture	102 SOC1SP2

History

Teaching period	Unit name	Unit code
TE-SEM-1	Modern Europe A: from monarchies to nations	HIS1MEA
TE-SEM-2	Globalisation: the Rise of the Modern World	HIS1DEV

Literature, Film and Art

Teaching period	Unit name	Unit code
TE-SEM-1	Classical Literature	HUM1CL
TE-SEM-2	Modern Myth in Literature and Film	HUM1MM

Second and third year**Sociology and Politics**

Teaching period	Unit name	Unit code
TE-SEM-1	Engendering Representation	SOC2ER/SOC3ER
TE-SEM-2	Landscape and the Human World	SOC2LL/SOC3LL

History

Teaching period	Unit name	Unit code
TE-SEM-1	Nationalism and Identity	HIS2NI/HIS3NI
TE-SEM-2	Heritage Studies	HIS3HS
TE-SEM-2	Australian Labour and the State	HIS2ALS/HIS3ALS

Literature, Film and Art

Teaching period	Unit name	Unit code
TE-SEM-1	Romantic Movement	HUM2RM/HUM3RM
TE-SEM-2	Modern Literature	HUM2ML/HUM3ML

UNIT DESCRIPTIONS

HIS1DEV GLOBALISATION: THE RISE OF THE MODERN WORLD (15

CPs Sem. TE-SEM-2 BE, BU, SH.) *Dr Robbie Robertson*

Multi-campus unit involving some delivery by video conferencing.

Globalisation is a process, much in the news, by which distant regions are increasingly linked, shaping our lives and impacting on the fate of nations. In this unit students will explore world history, by examining the process by which the wealthy countries expanded into and influenced the rest of the world. Today we think primarily in terms of industry, trade and technology; in addition in this unit we take a broader view of globalisation, including the expansion of European customs, laws and attitudes as well as technology.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Weekly quiz (20%), one 1000-word bibliographic essay (30%), one 2000-word essay (50%).

HIS1MEA MODERN EUROPE A: FROM MONARCHIES TO NATIONS (15

CPs Sem. TE-SEM-1 BE, BU, SH.) *BU: Dr Philip Bull, BU: Dr Adrian*

Jones, BU: Dr Jennifer Ridden

In this unit, students study how the old monarchical and paternalist orders of society in Europe were transformed by ideas of liberty, democracy and nationalism. Initially the focus is upon the values and traditions of the Old Regimes. Students will then trace how these were undermined by the French and Industrial Revolutions. The impact of new ideas of rights, citizenship, nationality, democracy and equality are the focus of studies of key and contrasting episodes in the history of European nations in the nineteenth century. In these developments can be seen the roots of the political and social crises of the twentieth century.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Essay/exercises (2000-words equivalent) (60%), one 2-hour examination (40%). Alternatively, students may choose to reverse the percentage weightings of the two assessment components.

Preliminary Reading:

Woloch I. *Eighteenth-century Europe: tradition and progress 1715–1789*. Norton, 1982.

Huften O. *Europe: privilege and protest, 1730–1789*. Harvester, 1980.

Recommended Reading:

Thomson D. *Europe since Napoleon*. Penguin, 1966.

HIS1REV REVOLUTIONARY EUROPE (15 CPs Sem. TE-SEM-1 BE, SH.) *BE:*

Dr Yolande Collins, SH: Dr Al Gabay

Not available in 2008

HIS2ALS AUSTRALIAN LABOUR AND THE STATE (20 CPs Sem. TE-SEM-2

BE, SH.) *Dr Charles Fahey*

This unit is offered at third year level also.

In this unit students examine the rise of the labour movement and the Australian Labor Party, taking account of factors such as the growth of industry, the great strikes of the 1890s, and the 1890s depression. Students examine the growth of state regulation in the labour movement through the introduction of wages boards and federal arbitration, and the response of conservative political parties to the growth of labour. How the experiments of the 1890s and 1900s developed over the course of the century – through booms, depressions and wars – is also examined.

Prerequisite: 30 credit points of first year history or sociology, or co-ordinator's approval.

Class requirements: One 1-hour lecture and one 2-hour workshop per week.

Assessment: One 1000-word workshop presentation (20%), 2000-word research essay (40%), one 2-hour take-home examination (40%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

HIS2BM BLOOD, GUTS AND MEDICINE: A SOCIAL HISTORY OF MEDICINE IN AUSTRALIA 1850 TO 1970 (20 CPs Sem. TE-SEM-2 BE, SH.)

Dr Yolande Collins

This unit is offered at third year level also. Not available in 2008

HIS2DC DEVELOPMENT AND CHANGE (20 CPs Sem. TE-SEM-1 BE, SH.) *Dr*

Robbie Robertson

This unit is offered at third year level also. Not available in 2008

HIS2NI NATIONALISM AND IDENTITY (20 CPs Sem. TE-SEM-1 BE, SH.) *Dr*

Robbie Robertson

This unit is offered at third year level also.

In this unit we examine the many ways that nationalism has shaped identities, and why it continues to do so. We will also look at the impact that development and globalisation have on identities, and in particular on the role both play in enabling new identities to emerge and challenge older identities (including nationalisms) that have for a long time been considered the natural order of things. Issues covered include: indigenism, cultural imperialism, globalisation, republicanism, and clashes of civilizations. Although we draw heavily on the wider Pacific region, including Australia and New Zealand, our focus is global.

Prerequisite: 30 credit points of first year History or co-ordinator's approval.

Class requirements: One 2-hour presentation and one 1-hour seminar per week.

Assessment: One 1000-word book review (20%), one 500-word research proposal (10%), one 2500-word research essay (50%), one seminar presentation (1000-words equivalent) (20%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Said E. *Culture and imperialism*. Chatto and Windus, 1993.

HIS3HS HERITAGE STUDIES (20 CPs TE-SEM-2 BE, SH.) *Dr Yola Collins*

Students are taught to develop skills in the evaluation and identification of heritage places and environments, assess and document sites for conservation and gain a basic understanding of Victorian and (some) international heritage legislation. These theoretical and practical skills are then used to address issues concerning the North Central Victorian region.

Class requirements: One 1-hr lecture and one 2-hr seminar per week (includes some excursions).

Assessment: One 2500-word essay (50%), one 2.5-hour exam (50%)

Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Pearson M and Sullivan S. *Looking After Heritage Places*. MUP, 1995.

Aplin G. *Heritage, Identification, Conservation and Management*. OUP, 2002.

HUM1CL CLASSICAL LITERATURE (15 CPs Sem. TE-SEM-1 BE, SH.) *Mr John*

Penwill

In this unit we introduce Western literature at its birth, both for the intrinsic value of the works themselves and as a foundation for understanding the seminal role of classical literature in Western consciousness. We examine issues such as the transition from non-literate song to literary epic, narrative technique, the function of myth in literature, the use and re-use of material drawn from the same myth cycle, the concept of the hero, the difference between epic and tragedy, literature and life, women in classical literature, the relationship between Greek and Roman literature, the classical sensibility and the concept of the canon.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word assignment (25%), one 1-hour class test (25%), one 2-hour examination (50%).

Prescribed Reading:

Hecuba and Trojan Women in the Trojan Women and Other Plays, trans J. Morwood OUP World's Classics.

Homer. *The Iliad* (Tr.). Hammond, M, Penguin.

Seneca. *Thyestes, in Four Tragedies and Octavia* (Tr.). Watling, EF. Penguin.

Virgil. *The Aeneid*, (Tr.). C. Day Lewis OUP, World's Classics.

HUM1MM MODERN MYTH IN LITERATURE AND FILM (15 CPs Sem. TE-SEM-2 BE, SH.) *Dr Sue Gillett*

The culture of post-Renaissance Europe is examined via some of the most famous stories and heroic figures of the 17th and 19th centuries. Stories and figures of such fundamental importance to human nature that, having once been invented, they continually seek to re-invent themselves in art and thought. Study proceeds in two directions. In one direction, these stories disclose the fundamental nature of certain trends in European society over the past four centuries, while in another, they disclose their kinship with, or derivation from, ancient stories, mythical figures and modes of thought.

Class requirements: Three 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1000-word essay (25%), one 1-hour class test (25%), one 2-hour examination (50%).

Prescribed Reading:

Marlowe C. *Doctor Faustus*. OUP, World's Classics.

Shelley M. *Frankenstein*. OUP, World's Classics.

Shakespeare *The Tempest*. M Tartar (Ed.)

Stevenson RL. *Dr Jekyll and Mr Hyde*, in *Dr Jekyll and Mr Hyde, and Weir of Hermiston*. OUP, World's Classics.

The classic fairytales. Norton.

HUM2ACL AUSTRALIAN AND CONTEMPORARY LITERATURE (20 CPs Sem. TE-SEM-1 BE, SH.) *Dr Sue Gillett*

This unit is offered at third year level also.

Not available in 2008

HUM2AL AMERICAN LITERATURE (20 CPs Sem. TE-SEM-2 BE, SH.) *This unit is offered at third year level also.*

Not available in 2008

HUM2RM ROMANTIC MOVEMENT (20 CPs Sem. TE-SEM-1 BE, SH.) *Dr Roger Swooner*

This unit is offered at third year level also.

In this unit we explore the origins of such modern ideas as revolution, creativity, sexual liberation, nature, history. We concentrate on the high Romantic poets – Blake, Wordsworth, Coleridge, Keats; but some attention may also be given to Romantic painting and music. Additional texts provide an introduction to Romantic theories of the imagination, Romantic Satanism, and the death of Romanticism. The theme of our study is an examination of the success or failure of Romantic art and idealism as answers to present problems.

Prerequisite: 30 credit points of first year English, or co-ordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 1.5-hour class test (30%), one 2-hour written examination (40%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

Bronte E. *Wuthering Heights*. Signet.

Flaubert G. *Madame Bovary*. Penguin.

Williams O (Ed.) *The Mentor book of major British poets*. (For the poems of Blake, Wordsworth, Coleridge, and Keats. Mentor.

SOC1SP1 INTRODUCTION TO SOCIOLOGY POLITICS AND CULTURE 101 (15 CPs Sem. TE-SEM-1 BE, SH.) *Mr Ian Tulloch*

In this unit students are introduced to a range of concepts, issues and perspectives for the study of society, politics and culture. The unit begins with a general overview of the processes of socialisation and social reproduction in Australian society. Key dimensions of Australian social, political and cultural life are then considered in detail. Topics covered will include class, gender, work, politics, the state, and political culture.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 750-word essay (10%), one 1000-word essay (25%), one 2000-word essay (45%), tutorial exercises (20%).

Prescribed Reading:

Van Krieken R et al. *Sociology: themes and perspectives*. 3rd edn. Pearson Education, 2006.

SOC1SP2 INTRODUCTION TO SOCIOLOGY POLITICS AND CULTURE 102 (15 CPs Sem. TE-SEM-2 BE, SH.) *Mr Ian Tulloch*

In this unit students are introduced to an advanced range of concepts, issues and perspectives for the study of society, politics and culture. The unit begins with a general overview of the processes of socialisation and social reproduction in Australian society. Key dimensions of Australian social, political and cultural life are then considered in detail. Topics covered will include class, gender, work, politics, the state, and political culture.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 750-word essay (10%), one 1000-word essay (25%), one 2000-word essay (45%), tutorial exercises (20%).

Prescribed Reading:

Van Krieken R. et al. *Sociology: themes and perspectives*. 3rd edn. Pearson Education, 2006.

SOC2CSI CONTEMPORARY SOCIAL ISSUES (20 CPs Sem. TE-SEM-1 BE, SH.) *Mr Gerry Gill*

This unit is offered at third year level also.

Not available in 2008

SOC2ER ENGENDERING REPRESENTATION (20 CPs Sem. TE-SEM-1 SH.)

Dr Sue Gillett

This unit is offered at third year level also.

The purpose of this unit is to study the ways in which literary, screen and mixed media texts engender meaning, for their readers/viewers, and within the broader networks of culture. We will explore the role played by a range of texts from popular culture in the construction, regulation and reproduction of gendered identities. In addition we will consider some textual challenges to dominant ideologies of gender and sexual identities. Topics include: fairy-tales for adults, masculinity and violence, food, femininity and body image, hysteria and melodrama, queer romance, masks of female beauty.

Prerequisite: For second year students, 30 credit points of first year sociology, or coordinator's approval, for third year students, 40 credit points of second year sociology, or coordinator's approval.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: 6000-word reflective journal (60%), 2000-word essay (40%). Third year students will be expected to display a higher level of discipline-specific skills in their written work than second year students.

Prescribed Reading:

A book of readings. La Trobe University, Bendigo. Bookshop.

Atwood M. *The Handmaid's Tale*. Virago. London, 1987.

Croghan (Director) *Love and Other Catastrophes (Film)*. Australia, 1996.

Gilbert (Director). *Tom and Viv (Film)*. UK, 1994.

Grenville K. *Lillian's Story*. Sydney: Allen and Unwin, 1986

Jordan (Director). *The Company of Wolves (Film)*. UK, 1985.

Jordan (Director). *The Crying Game (Film)*. UK, 1993.

SOC2KG KNOWLEDGE AND GENDER (20 CPs Sem. TE-SEM-2 SH.) *Dr Mary Jo Fortuna*

This unit is offered at third year level also.

Not available in 2008

SOC2LL LANDSCAPE AND THE HUMAN WORLD (20 CPs Sem. TE-SEM-2 BE, BU, SH.) *Mr Gerry Gill*

This unit is offered at third year level also.

In this unit, our studies are based on the areas of central Victoria, which were the estates of the Jaara and Daung Wurrung clans. Students will examine: the contrasting Indigenous and European modes of imagining and shaping this landscape; the violence and clash of values on the frontier; the transformations of the landscape by successive generations of Europeans and the traces of their failed dreams and abandoned traditions. We will focus on specific stories and places, but also undertake aesthetic, ecological and theoretical reflection on the relationship of the human world to the Earth. Students will be introduced to the specific skills of interpreting physical landscapes, totemic landscapes, rituals, archival documents and maps. In addition to academic texts, a range of landscape-inspired art, music, film and poetry will be studied.

Prerequisite: 30 credit points of first year Humanities and Social Science or coordinator's approval.

Class requirements: Bendigo: one 2-hour lecture and one 1-hour tutorial for nine weeks and two 6-hour field trips.

Bundoora and Shepparton: equivalent of fifteen hours of lectures in the form of PowerPoint presentations accessible on the web supported by a DVD of readings, short films, music and images. Two 2-day blocks with six hours of lectures and seminars on day one and a six-hour field trip on the following day.

Assessment: One 2000-word essay (40%), one field-trip notebook and skills exercises (1000-words equivalent) (20%), one 2-hour examination (40%). Third year students will be expected to display a higher level of discipline-specific skills than second year students.

HIS3ALS AUSTRALIAN LABOUR AND THE STATE (20 CPs Sem. TE-SEM-2 BE, SH.) *Dr Charles Fahey*
See *HIS2ALS* for full unit description.

HIS3BM BLOOD, GUTS AND MEDICINE: A SOCIAL HISTORY OF MEDICINE IN AUSTRALIA 1850 TO 1970 (20 CPs Sem. TE-SEM-2 BE, SH.)
Dr Yolande Collins
See *HIS2BM* for full unit description.
Not available in 2008

HIS3DC DEVELOPMENT AND CHANGE (20 CPs Sem. TE-SEM-1 BE, SH.) *Dr Robbie Robertson*
See *HIS2DC* for full unit description.
Not available in 2008

HIS3NI NATIONALISM AND IDENTITY (20 CPs Sem. TE-SEM-1 BE, SH.) *Dr Robbie Robertson*
See *HIS2NI* for full unit description.

HUM3ACL AUSTRALIAN AND CONTEMPORARY LITERATURE (20 CPs Sem. TE-SEM-1 BE, SH.) *Dr Sue Gillett*
See *HUM2ACL* for full unit description.
Not available in 2008

HUM3AL AMERICAN LITERATURE (20 CPs Sem. TE-SEM-2 BE, SH.) See *HUM2AL* for full unit description.
Not available in 2008

HUM3RM ROMANTIC MOVEMENT (20 CPs Sem. TE-SEM-1 BE, SH.) *Dr Roger Sworder*
See *HUM2RM* for full unit description.

SOC3CSI CONTEMPORARY SOCIAL ISSUES (20 CPs Sem. TE-SEM-1 BE, SH.) *Mr Gerry Gill*
See *SOC2CSI* for full unit description.
Not available in 2008

SOC3ER ENGENDERING REPRESENTATION (20 CPs Sem. TE-SEM-1 SH.) *Dr Sue Gillett*
See *SOC2ER* for full unit description.

SOC3KG KNOWLEDGE AND GENDER (20 CPs Sem. TE-SEM-2 SH.) *Dr Mary Jo Fortuna*
See *SOC2KG* for full unit description.
Not available in 2008

SOC3LL LANDSCAPE AND THE HUMAN WORLD (20 CPs Sem. TE-SEM-2 BE, BU, SH.) *Mr Gerry Gill*
See *SOC2LL* for full unit description.

Faculty of Law and Management

Bachelor of Business (LMBBP)

Admission requirements

Admission requirements are completion of units 3 and 4 of English (any) with a minimum study score of 20 and completion of units 1 and 2 of General Mathematics or Mathematical Methods. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes.

Follow the application directions for Special Entry Application Schemes provided through VTAC.

Degree requirements

Students must complete a course of units accumulating a minimum total of 360 credit points, at least 255 of which must be units offered in the School of Business. The course is designed to be completed within three years of full-time study, although part-time study is possible. Maximum course duration is ten years.

Students should undertake 120 credit points at each year level and must undertake at least 120 credit points at third year level including 90 credit points at third year level from the School of Business.

Variations to this structure must be approved by a School of Business course adviser.

The degree is designed to allow completion of two majors or one major and elective units. At least one major must be in a business discipline. A business major will consist of eight units.

Some units in the management, marketing and human resource management majors will only be offered in alternate years. All students will need to follow the enrolment schedule published on the campus website. Students who wish to complete a double major must consult a course adviser before commencing semester two studies in the first year of the course; full-time students may be required in first year to complete two designated units from their chosen majors in order to meet prerequisite requirements.

Course structure

Students must pass the compulsory and elective units listed below. All units are worth 15 credit points.

First year

Teaching period	Unit name	Unit code
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Foundations of Management	MGT1FOM
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-2	Introductory Statistics for Business	ECO1ISB
TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	Two compulsory units in chosen major	

Second year

Teaching period	Unit name	Unit code
TE-SEM-1	Business Law	LST1BSL
TE-SEM-1	Three compulsory units in chosen major	
or		
TE-SEM-2	Four elective units	
plus		
TE-SEM-1		
or		
TE-SEM-2		

Third year

Teaching period	Units
TE-SEM-1	Three compulsory units according to your chosen major
or	
TE-SEM-2	one elective unit
plus	
TE-SEM-1	Four elective units
or	
TE-SEM-2	

Students can major in **one** or **two** of the following:

Human Resource Management

Teaching period	Unit name	Unit code
2007	2008	
TE-SEM-2	TE-SEM-2	Human Resource Management MGT2HRM
TE-SEM-1	TE-SEM-1	Human Resource Development MGT2HRD
	TE-SEM-1	Industrial Relations ECO3IRE
TE-SEM-2	TE-SEM-2	Human Resource Information Systems MGT3HRI
	TE-SEM-2	Interpersonal Skills and Conflict Management MGT2ISC
	TE-SEM-2	Organisational Behaviour MGT2OBE
TE-SEM-2		Organisational Change and Development MGT3OCD
	TE-SEM-2	International Human Resource Management MGT3IHR

Management

Teaching period	Unit name	Unit code
2007	2008	
TE-SEM-2	TE-SEM-2	Human Resource Management MGT2HRM
TE-SEM-1		Strategic Management MGT3SMG
TE-SEM-1		International Management MGT3IMG
	TE-SEM-2	Business Ethics MGT2BET
TE-SEM-1	TE-SEM-1	Finance FIN2FIN
	TE-SEM-2	Organisational Behaviour MGT2OBE
TE-SEM-2		Organisational Change and Development MGT3OCD
TE-SEM-2		Organisational Structure and Design MGT3OSD

Marketing

Teaching period	Unit name	Unit code
2007	2008	
TE-SEM-1		Marketing Communication MKT3MCO
TE-SEM-1	TE-SEM-1	Consumer Behaviour MKT2CBE
	TE-SEM-2	Services Marketing MKT2SMA
TE-SEM-2	TE-SEM-2	Marketing Principles and Practice MKT2MPP
TE-SEM-2		Marketing Research MKT3MRE
TE-SEM-2		Strategic Marketing MKT3SMK
	TE-SEM-1	International Marketing MKT3IMK
TE-SEM-1	TE-SEM-1	Electronic Marketing * MKT3ELM

Key: * Offered online from the Albury-Wodonga campus

Professional recognition

Students who complete all of the units in the marketing major are eligible for full membership of the Australian Marketing Institute.

Honours

Honours in Business is not available at Shepparton Campus, but Shepparton students may be invited to undertake Honours at Melbourne (Bundoora). See the Faculty of Law and Management section of the *Handbook* for information on the Honours program.

Bachelor of Commerce (LMBCP)**Admission requirements**

Admission requirements are VCE units 3 and 4 of English (any) and Mathematics (any) with a minimum study score of at least 20 in each. Applicants with comparable qualifications will be considered. A limited number of students may also be considered under Special Entry Schemes. Follow the application directions for Special Entry Application Schemes provided through VTAC.

Degree requirements

Students must complete a course of units accumulating a minimum of 360 credit points, at least 285 of which must be units offered by the School of Business. The course is designed to be completed within a minimum of three years of full-time study, although part-time study is possible.

Students must undertake 120 credit points at first year level and 120 credit points at third year level, including at least 90 credit points at third year level from the School of Business.

Students are expected to complete all available first year requirements before undertaking second or third year units. Variations to this structure must be approved by a School of Business course adviser.

Course structure

Students completing the course structure listed below graduate with a major in Accounting. The course is designed to allow for an optional second major in Management (see Bachelor of Business course structure for a list of units required for the second major). Students who wish to undertake the Management major must see a course adviser at the time of enrolment for advice regarding their first year enrolment and the scheduling of units in second and third year.

All units are worth 15 credit points.

First year

Teaching period	Unit name	Unit code
TE-SEM-1	Accounting for Management Decisions	ACC1AMD
TE-SEM-1	Foundations of Management	MGT1FOM
TE-SEM-1	Microeconomics	ECO1IMI
TE-SEM-1	Management Information Systems	BUS1MIS
TE-SEM-2	Introductory Statistics for Business	ECO1ISB

TE-SEM-2	Introductory Financial Accounting	ACC1IFA
TE-SEM-2	Macroeconomics	ECO1IMA
TE-SEM-2	One second year elective unit	

Second year

Teaching period	Unit name	Unit code
TE-SEM-1	International Accounting	ACC21AC
TE-SEM-1	Business Law	LST1BSL
TE-SEM-1	Corporate Reporting	ACC2CRE
TE-SEM-1	Introductory Management Accounting	ACC2IMA
TE-SEM-1	Finance	FIN2FIN
TE-SEM-2	Law of Business Association	LST2LBA
TE-SEM-2	Intermediate Management Accounting	ACC2IMB
TE-SEM-1	Two second year elective units	

or
TE-SEM-2

Third year

Teaching period	Unit name	Unit code
TE-SEM-1	Auditing *	ACC3AUD
TE-SEM-1	One third year Accounting unit	
TE-SEM-2	Advanced Financial Accounting	ACC3AFA
TE-SEM-2	Taxation *	ACC3TAX
TE-SEM-1	Two third year School of Business elective units	

or

TE-SEM-2

TE-SEM-1

Two third year elective units

or

TE-SEM-2

Key: * See Professional Recognition requirements below

Professional recognition

Taxation and Auditing are no longer part of the accreditation requirements for CPA Australia although both are required for membership of the Institute of Chartered Accountants in Australia (ICAA). Students who do not complete the Taxation and Auditing units as part of their degree will be admitted to membership of CPA Australia, but will be required to complete studies in both areas as part of their ongoing CPA training.

Honours

Honours in Commerce is not available at Shepparton Campus, but Shepparton students may be invited to undertake Honours at Melbourne (Bundoora). See the Faculty of Law and Management section of the *Handbook* for information on the Honours program.

UNIT DESCRIPTIONS

ACC1AMD ACCOUNTING FOR MANAGEMENT DECISIONS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BU. TE-SEM-S BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan,*

Mrs Selina Lim, Ms Kathie Stirling, Mr Petrus Usmanij,

Mrs Susan Nalder

This unit is designed to introduce undergraduate students from all disciplines to the nature of accounting and its role in business. Topics covered provide an overview of key financial and managerial accounting concepts and include: the recording of business transactions, the calculation and measurement of profit, the preparation of financial statements, the analysis and interpretation of financial statement data, cost accounting and reporting systems, and cost analysis for planning, control and decision-making.

Class requirements: Two 1-hour lecture and one 1-hour tutorial per week.

Assessment: Tutorial assessment (10%), mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, Major assignment (30%). AW: Comprising of practical problem and report – 1000-word (equivalent), one 3-hour final examination (70%). AW: Hurdle requirement. Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass this unit.

Prescribed Reading:

Boland G. AW: *Accounting – Study Guide*.

Chambers B. AW: *Accounting Business Reporting for decision-making*.

ACC1IFA INTRODUCTORY FINANCIAL ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BU. TE-SEM-2 BE, BU, MI, SH. TE-W13-26 NI. TE-W31-46 NI.) *Mr Greg Ellis, Mr Glenn Hill, Ms Sue Nalder*

This unit introduces students to accounting information systems, which record financial events and provide information to management. The unit begins with the accounting equation, accounting cycle, accrual accounting concepts and the preparation of financial statements. Attention is then given to application of generally accepted accounting principles and selected accounting standards to specific financial elements and transactions.

Prerequisite: ACC1AMD.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One computerised practice set (10%), one manual practice set (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 1/2-hour take home examination (10%). AW: based on assignment tutorial questions, one 1 – hour mid semester test (20%). AW: one 3-hour final examination (70%). AW: Hurdle Requirement. Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Horngren C, Harrison, Bamber, Best, Fraser, Willett. AW: *Financial Accounting*. 5th edn. Pearson Education, 2006.

ACC2CRE CORPORATE REPORTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-SEM-2 AW, BU, MI. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Mr Greg Ellis, Dr Xu-Dong Ji*

This unit covers corporate financial accounting and reporting at an intermediate level. It provides students with an understanding of the corporate reporting environment in Australia and the economic implications of accounting numbers. The unit incorporates evaluation and application of selected accounting standards, as well as the preparation of corporate group financial reports which satisfy professional and regulatory requirements.

Prerequisite: ACC1IFA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: One 500-word assignment (15%), one 1-hour mid-semester test (15%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one x 1/2 – hour mid semester test (30%). AW and SH: one 3-Hour final examination (70%). AW and SH: Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Deegan C. *Australian financial accounting*. 5th edn. McGraw-Hill/Irwin, 2007.

ACC2IMA INTRODUCTORY MANAGEMENT ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BU. TE-W13-26 NI.) *Mr Sunil Dahanayake, Mr Greg Ellis, Ms Dianne Harvey, Dr Prem Yapa*

This unit is offered in another teaching period.

Managerial accounting provides organisations with internal financial and non-financial information required for the three functions of planning, controlling and decision-making. This unit enables students to develop an understanding of the elements of management accounting and the way in which cost information is used in undertaking these functions within the context of a modern business concern. The unit examines the nature and behaviour of product cost information and students should be able to apply their understanding of this to decision-making situations using both a quantitative and a qualitative approach.

Prerequisite: ACC1AMD.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One tutorial presentation (10%) equivalent to 1000-words, one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 45-minute mid-semester test (20%).

Prescribed Reading:

Langfield-Smith, Thorne and Hilton AW: *Management Accounting*. McGraw Hill.

ACC2IMB INTERMEDIATE MANAGEMENT ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BU. TE-SEM-2 AW, BE, BU, MI, SH. TE-W31-46 NI.) *Mr Sunil Dahanayake, Ms Katherine Stirling,*

Ms Suzanne Salmon, Mr Petrus Usmanij

Intermediate Management Accounting further develops the concepts of management accounting and provides analytical methods for both short-term and long-term managerial decisions. Topics include budgeting standard costing and variance analysis, capital budgeting, inventory management, performance measurement and contemporary developments in management accounting.

Prerequisite: ACC2IMA / ACC21IMA/ACC22IMA.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 45-minute mid-semester test (20%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 10-minute class presentation (10%).

Prescribed Reading:

Langfield-Smith K, Thorne H and Hilton RW. *Management accounting: an Australian perspective*. 4th edn. McGraw-Hill, 2006.

ACC3AFA ADVANCED FINANCIAL ACCOUNTING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW, BU. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr Liz Duncan, Dr Jane Hamilton, Dr Kamran Ahmed*

This unit aims to promote an understanding of some of the major contemporary issues associated with the measurement and reporting of the operating results and financial position of modern reporting entities. Topics on foreign currency transaction and translation, superannuation, financial instruments, construction contracts and other topical issues will be covered within the context of recent recommendations of the Australian accounting profession. The role of theory in accounting will also be covered.

Prerequisite: ACC2CRE.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 45-minute mid-semester test (30%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: and SH one 3-Hour Final Exam (70%). Hurdle requirement. Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, AW: and SH: One major practical problem (30%). Involving accounting for superannuation.

Prescribed Reading:

CPA Australia. *Accounting Handbook 2008*. Pearson, Education Australia.
Deegan C. *Australian financial accounting*. 5th edn.

ACC3AUD AUDITING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-SEM-2 AW, BU. TE-SEM-S MI. TE-W13-26 NI.) *Ms Jane Hamilton, Ms Biserka Siladi, Mr Larry O'Connor*

This unit covers Auditing theory and practice and is designed to meet the preliminary requirements of the Institute of Chartered Accountants in Australia and CPA Australia. Auditing is designed to give students an understanding of the concepts involved in the auditing process. The unit aims to integrate these concepts with practical application including reference to appropriate accounting and auditing standards.

Prerequisite: ACC2CRE.

Class requirements: One 2-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall 50% for the unit, one 1-hour mid semester test (20%), tutorial exercises/assignment, and equivalent to 500-words (10%).

Prescribed Reading:

Gay G, Simmet R. *AW: Auditing and assurance services in Australia*. Revised edn. McGraw-Hill Irwin.
ICAA or CPA. *Auditing and assurance handbook*. Current edn. John Wiley and Sons or Pearson Education.
Leung *BE: Auditing and assurance services*. 3rd edn. John Wiley and Sons.

ACC3TAX TAXATION (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, MI. TE-SEM-2 AW, BU, SH. TE-W13-26 NI. TE-W31-46 NI.) *Ms Dianne Harvey, Mr Les Nethercote*

This unit develops an understanding of Commonwealth income tax legislation and the implications of income tax on the individual and business enterprise. A practical approach is taken to the unit matter, and topics include objectives of taxation, the general concepts of assessable income and allowable deductions, determination of taxable income and tax payable, special classes of taxpayers, returns and assessments, objections and appeals, collection and recovery of taxation, substantiation provisions and an introduction to capital gains and fringe benefits tax.

Prerequisite: ACC1IFA and LST2LBA.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: Tutorial participation (5%), one 1500-word assignment (25%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Australian Tax Law. Current edn. CCH. Australia Ltd.
Nethercott, Richardson and Devos. *Australian Taxation Study Manual*. Current edn. CCH. Australia Ltd.
Barkoczy. *Core Tax Legislation and Study Guide*. Current edn. CCH. Australia Ltd.

Recommended Reading:

Barkoczy. *Australian Tax Casebook*. Current edn. CCH. Australia Ltd.

BUS1MIS MANAGEMENT INFORMATION SYSTEMS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI, SH. TE-SEM-2 BE, BU, TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Dr John McCullagh, Mr Liam Lenten, Mrs Selena Lim*

This unit introduces students to some basic information systems (IS) ideas and concepts as IS are the key to business functions today. It will provide students with an overview of the entire IS discipline as well as a solid preparation for further study in information systems units. In addition, students will also gain an appreciation for business-related packages. This will give them a competitive edge in the job marketplace.

Incompatible unit: CSE11IS

Class requirements: Two 1-hour lectures and one 2-hour computer laboratory session/tutorial per week.

Assessment: BU: SH: NI: lab exercises (15%) equal to 500-words, online quizzes (15%) equivalent to 1000-words over the semester, one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit, AW: presentation and report (15%). equivalent to 500 words, one excel spreadsheet assignment (15%). equal to 500-words, one 3-hour final exam (70%). Hurdle requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit, BE: online quizzes (15%) equivalent to 1000-words over the semester, one practical assignment (15%) equivalent to 500-words, one 3-hour final exam (70%). Hurdle requirement: Students must achieve at least 40% in the examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Haag S, Baltzan, P and Phillips. *A BE: Business driven technology*. 2nd edn. New York: McGraw-Hill/Irwin, 2008.

ECO11MA MACROECONOMICS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, MI. TE-SEM-2 AW, BE, BU, SH. TE-W31-46 NI.)

Dr Jayanath Ananda, Mr David Reimers, Dr Jan Libich,

Dr Jayanth Ananda

Introduces students to the study of the economy as a whole and to the economic way of thinking. Topics include: national income accounting, consumption and investment demand, government spending, exports and imports, aggregate demand and supply, money and banking, fiscal and monetary policy, alternative macroeconomic theories, the balance of payments, national and foreign debt, inflation, unemployment, productivity and economic growth.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU, SH, NI, MI, ACN, weekly problem sets/assignment (maximum 1000 words) (15%), BU, SH, NI, MI, ACN, one 1-hour mid-semester test (15%), BU, SH, NI, MI, ACN, one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: in-term tests, assignments, tutorial performance (40%), BE: one 3-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: in-term tests, assignments, tutorial performance (40%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Jackson and McIver *AW: Macroeconomics*. 8th edn. McGraw-Hill, 2007.

BE: Coombes T and Reimers D. *Contemporary Australian macroeconomics*. Pearson.

ECO11MI MICROECONOMICS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, SH. TE-SEM-2 BU, MI. TE-W01-08 NI. TE-W13-26 NI.) *Dr Lin Crase, Mr Earl Jobling, Professor Gary Magee*

Microeconomics implies a focus on the individual elements and components of an economy rather than on its aggregate nature. Students are introduced to the economic way of thinking in this context and to the broad subject matter of microeconomics. Topics include: consumer behaviour and demand, firm behaviour, costs and supply, price determination and the operation of markets, including imperfect markets. Analysis extends to the elementary theory of factor markets and distribution, the nature of the market system, and of microeconomic policy.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: BU: ACN: Nilai: in-term tests, assignments, tutorial performance (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 3-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, BE: in-term tests, assignments, tutorial performance (40%), AW: SH: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, AW: SH: weekly tutorial papers (10%), AW: SH: two 40-minute tests (30%).

Prescribed Reading:

Jackson S and McIver *AW: Microeconomics*. McGraw Hill 8th edn. Gans J, King S and Mankiw N. *Principles of microeconomics*. 3rd edn. Thomson, 2005.

ECO11SB INTRODUCTORY STATISTICS FOR BUSINESS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU. TE-SEM-2 AW, BE, BU, MI, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Warren Paul, Dr Christopher Lenard, Dr Suzanne Sommer*

In this unit students consider how to communicate and interpret commercial and economic information in terms of statistical measures. The probability approach is introduced, with applications to inferential statistics and hypothesis testing using sampling distributions in the realms of economics and commerce. Simple linear regression and testing for various hypotheses in business, economics and finance is also covered.

Incompatible unit: ECO11IBS/ECO12IBS

Class requirements: Two 1-hour lectures, one 1-hour workshop, and one 1-hour tutorial per week.

This unit is not available for Study Abroad students.

Assessment: Assignments and project (15%), tutorial participation (5%), one mid-semester test (10%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, ten 100-word tutorials (15%). Albury-Wodonga: Submitted weekly, one 2-hour examination (55%). Albury-Wodonga: Open Book exam.

Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, two 750-word assignments (30%). Albury-Wodonga: SPSS based.

Assignment 1 – Descriptive Statistics.

Assignment 2 – Inferential Statistics.

Prescribed Reading:

Selvanathan A. et al. *Australian Business Statistics*. 3rd edn. Nelson, 2004.

ECO3IRE INDUSTRIAL RELATIONS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, SH. TE-W13-26 NI.) *Mr John Griffiths, Dr Apollo Nsubuga-Kyobe*

Three inter-related areas are covered. The first is economic aspects of wages and industrial relations, the second is the sociological study of workers and managers, and the third is the major institutions of Australian industrial relations, including trade unions, employers' organisations, industrial tribunals and enterprise bargaining. Further topics include the evolution of wages policy, women at work and current controversies over the reform of the industrial relations system together with comparative insights into other countries' industrial relations systems.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BU: ACN: tutorial assessment (15%), one 50-minute essay written in tutorial time (15%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, SH: tutorial assessment (10%), one 2500-word report (20%), and one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: Nilai: one 2-hour examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one 1500-word assignment (30%)

Prescribed Reading:

TBA

FIN2FIN FINANCE (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, SH, VI. TE-SEM-2 AW, BU. TE-SEM-3 BU. TE-W13-26 NI. TE-W31-46 NI.) *Dr Liz Duncan, Ms Sue Nalder*

This is the foundation unit in finance on which all later studies depend, and covers financial decisions, valuation, and the capital market. In this unit students will also covers an introduction to portfolio theory and the capital asset pricing model, interest rates and the mathematics of finance, efficient market hypotheses, investment evaluation and option pricing.

Prerequisite: ECO11IMI/ECO12IMI.

Incompatible unit: FIN21BPF

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, short weekly assessment tasks (10%). Equivalent to 1000-words over the semester, one 50-minute mid-semester multiple-choice test (20%), AW: one 1000-word major assignment (30%) involves practical problem and 1000-word report, AW: one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Bishop S et al. *Corporate finance*. 5th edn. Pearson/Prentice Hall, 2004.

Ross, Thomson, Christensen, Westerfield, Jordon. AW: *Fundamentals of Corporate Finance*. McGraw Hill, 2007.

LST1BSL BUSINESS LAW (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, MI, SH. TE-SEM-2 AW, BU, CH. TE-W31-46 NI.)

Dr Chris Chadien, Professor Vivien Goldwasser, Mr Keith Kendall, Mr Terry Reid

This unit is not available to Bachelor of Laws students as a law elective nor to students who have completed LAW21/22CNT.

This unit is offered in another semester.

Bachelor of Business Students should enrol in this subject.

In this unit students examine legal institutions and practices such as law making and interpretation of laws. The law of contract and its place in commercial law, notably the law of the sale of goods, comprise the body of the unit. Other kinds of civil liability such as fault liability are compared. Students examine the economic and political factors, which have influenced the development of this law and assess the impact of the law on business and industrial activity.

Incompatible unit: LAW21/22CNT, LST11/12LCC, LST11/12IBL

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1500-word essay (30%), one 3-hour examination (70%). Students must achieve at least a mark of 40% for the final examination.

Prescribed Reading:

Ciro T and Goldwasser VR. *Casebook TBA Law and Business*. 2nd edn. OUP, 2006.

LST2LBA LAW OF BUSINESS ASSOCIATION (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.) *Dr Chris Chadien, Mr David Wishart*

This unit is offered at third level also. Not available to Bachelor of Laws students as a law elective

In this unit students deal with the key features of the legislation and cases which govern the formation and regulation of business associations (particularly corporations) and the operation of securities markets in Australia. There is an explanation of how these laws operate on the economy and society and on persons and institutions within society, along with how persons and institutions may best utilise these laws. Students completing the unit should be able to apply rules and principles extracted from the legislation and cases to resolve disputes arising from the operations and functioning of business associations and the workings of securities markets.

Prerequisite: Completion of LST11/12LCC or LST11/12IBL or LST11/12BSL.

Incompatible unit: LST12LBA, LAW41COR

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: 1000-word assignment (20%), 3-hour open book examination (70%), tutor's assessment (10%). AW: 500-word assignment.

Prescribed Reading:

Butterworths or CCH *Australian corporations legislation*. current edn. LBC, Butterworths or CCH.

Government Acts. *Partnership act reprint*. Victorian Government Printing Office, 2006.

Woodward S, Bird H, and Sievers S. *Corporations law in principle*. current edn. LBC.

LST2THL TOURISM AND HOSPITALITY LAW (15 CPs Sem. TE-SEM-2 BE, BU, SH.) *BE: Dr Chris Chadien, BU: Ms Michelle Harper*

Not available to Bachelor of Laws students as a law elective

Students will be introduced to the legal process and the institutions of Australia's legal system. There will be an emphasis on those aspects of law most relevant to small business in the Tourism and Hospitality industries. Topics include the law of contract, bailment, agency, business organisations, insurance, employment, torts, food, liquor and gaming. In addition, students will examine recent case law on the responsible service of alcohol and gaming

Incompatible unit: LST11/12LCC or LST11/12IBL or LST1BSL

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: (a) One 1500-word assignment (25%) and one 2-hour examination (75%) or (b) one 3-hour examination (100%) (100%). Students may choose between the two assessment options: (a) is 25% and 75% and (b) is 100%.

Prescribed Reading:

Latimer P. *Australian Business Law*. 26th edn. CCH Australia Ltd, 2007.

Recommended Reading:

Turner C. *Australian Commercial Law*. 26th edn. Law Book Co, 2007.

MGT1FOM FOUNDATIONS OF MANAGEMENT (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BU, SH. TE-SEM-2 AW, BE, BU, MI. TE-W01-08 NI. TE-W13-26 NI.) *Dr Sue O'Keefe, Dr John Pacher, Ms Nicola McNeil, Mr Jeremy Seward*

This unit provides an introduction to the management of organisations, and aims to provide an understanding of the fundamental concepts and relevant issues relating to management in the modern business environment, with a particular emphasis placed upon Australia and the Asia Pacific Region. The relationship between management practices and organisational performance will be explored within the context of both individual and organisational outcomes.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 30-minute class test (10%), one 1200-word literature review (20%), and one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: one 30-minute test (10%), AW: one 1200-word literature review (20%), AW: tutorial exercises (10%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Samson D and Daft R. *AW: Fundamentals of Management*. 2nd Pacific Rim edn. Thomson, 2005.

MGT2BET BUSINESS ETHICS (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-2 BU, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr George Sansbury*
Managers in both the public and private sectors encounter ethical dilemmas. Issues of racism, feminism, politics, corruption, and governance are studied with sensitivity to ethical issues and the development of relevant problem-solving skills as the objectives.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 750-word tutorial journal (10%), one 2000-word essay (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Shaw WH Barry V. *Moral issues in business*. 9th edn. Thompson Wadsworth.

MGT2HRD HUMAN RESOURCE DEVELOPMENT (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, SH. TE-W13-26 NI.) *Ms Cindy Taylor, Dr Tim Bartram, Dr Apollo Nsubuga-Kyobe*

This unit available at Shepparton campus in 2007

The unit introduces students to the theory and practice of human resource development of people in the workplace and assists students in developing some basic skills which practising professionals use in their craft. Topics include behaviourist and cognitive theories of learning, with particular emphasis regarding the learning of adults (a systems approach to training incorporating training needs analysis, development of learning outcomes, design, delivery and evaluation of training), the key issues and approaches to management development, organisational learning and unstructured learning in the work place, the vocational training system with particular reference to the implementation of the National Training System, plus other current issues impacting on human resource development.

Prerequisite: MGT2HRM.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 2000-word essay (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Delahaye BL. *Human resource development: adult learning and knowledge management*. 2005.

BE: Noe RA. *Employee training and development*. 4th edn. McGraw-Hill Irwin, 2008.

MGT2HRM HUMAN RESOURCE MANAGEMENT (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU. TE-SEM-2 BU, MI, SH, VI. TE-W31-46 NI.) *Dr Sue O'Keefe, Dr John Pacher, Dr Darcy McCormack, Dr Apollo Nsubuga-Kyobe*

The unit explores the operational and strategic issues of managing staff in the workplace. It examines the challenges facing human resource managers in contemporary Australian organisations and seeks to develop an understanding of human resource management practices in our continually changing social, economic, industrial relations and organisational environments.

Prerequisite: MGT1FOM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: This unit is offered as a three or four-month distance education program. Students are provided with text and study guide, and are supported by email, telephone and web.

Assessment: Tutorial participation (5%), one 20-minute individual presentation (10%), one 1200-word essay (15%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 2000-word assignment (30%), BE: one 2.5-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

De Ceiri and Kramer. *AW: Human Resource Management in Australia*. McGraw Hill, 2005.

BE: Dessler. *Human resource management*. 2nd edn. Pearson Education.

MGT2ISC INTERPERSONAL SKILLS AND CONFLICT MANAGEMENT (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 BE, BU, SH. TE-SEM-S BU. TE-W31-46 NI.)

Dr John Pacher, Dr Lynne Leveson

This unit integrates material from the disciplines of communication and organisational behaviour. It brings together theoretical models, empirical research, and practice on various aspects of interpersonal communication (such as, nonverbal behaviour, assertion, listening skills and conflict resolution), and their relationship to conflict – personally and in context of the workplace. In tutorials the emphasis is placed on group and experiential work. At an individual level, students will be encouraged to develop self-awareness of their own interpersonal styles and the skills necessary to develop effective working relationships.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 15-minute presentation (10%), one 1500-word assignment (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: 2000-word assignment (30%) BE: one 2.5-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit

Prescribed Reading:

De Janasz K, Dowd S and Schneider B. *Interpersonal skills in organisations*. NY: McGraw-Hill, 2006.

BE: De Vito JA. *The interpersonal communication book*. 11th edn. Pearson, 2007.

MGT2OBE ORGANISATIONAL BEHAVIOUR (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BE, BU, MI. TE-SEM-2 BU, SH. TE-W13-26 NI.) *Dr Sue O'Keefe, Mr Max Mollard, Dr Nick Djurkovic, Dr George Sansbury, Dr Apollo Nsubuga-Kyobe*

Organisational behaviour aims at understanding the management of people at work in order to improve an organisation's effectiveness. It is a multidisciplinary examination of what people do in organisations and has four levels of analysis: Individual, group, organisation and culture. This unit explores all four levels of analysis and emphasises the psychological aspects of organisational behaviour.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word essay (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one class presentation (10%). equivalent to 1000-words, BE: one 2000-word essay (30%), BE: one 2-hour final examination (60%), submission of sample examination answers (equivalent to 200 words) (10%), AW: one 1500-word essay (25%), AW: one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, AW: weekly tutorial exercises (15%)

Prescribed Reading:

Graetz, Rimmer, Lawrence and Smith. *AW: Managing Organisational Change*. Wiley, 2002.

Robbins *BE: Organisation behaviour Aust/NZ*. 4th edn. Pearson Education.

MGT3HRI HUMAN RESOURCE INFORMATION SYSTEMS (15 CPs Sem. TE-SEM-2 BE, BU, SH. TE-W31-46 NI.) *Professor David Brown*

The unit introduces students to the theory and practice of human resource information systems. Human resource information is central to the strategic planning and running of organisations, and the collection and use of human resource information is seen to be a potential source of added value to the organisation. This unit focuses on organisational human resource (HR) functions and how human resource information systems (HRIS) can be developed to support HR activities. While the unit content views the relationship between HR and HRIS using models from socio-technical theory, the primary emphasis is on the collection of HR information, data interpretation and communication of this information to management.

Prerequisite: MGT2HRM.

Class requirements: One 2-hour lecture per week and one 2-hour lab class per fortnight.

Assessment: Two written reports totalling 2500 words (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Preliminary Reading:

Ceriello VR, Freeman C. *Human resource management systems: strategies, tactics, and techniques*. 1998.

Prescribed Reading:

BE: Rampton G. *HR managers guide to human resource management*. 3rd edn. Scarborough, Ont, Carswell, 2007.

MGT3HRP HRM PRACTICUM (15 CPs Sem. TE-SEM-2 BU, SH.)

Ms Joan Baber

Not available in 2008

MGT3IHR INTERNATIONAL HUMAN RESOURCE MANAGEMENT (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 FR. TE-SEM-2 BE, BU, FR, SH. TE-W31-46 NI.) *Dr Timothy Bartram, Dr Apollo Nsubuga-Kyobe*

In this unit students' understanding of the theories of human resource management will be extended to incorporate the international dimension. This perspective underlies each of the topics to be examined. These will include the organisational context, international recruitment and selection, performance management, training and development, compensation, repatriation and labour relations. Underlying themes will be drawn and likely future challenges predicted.

Prerequisite: MGT2HRM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: One 10-minute seminar presentation (10%), one 2000-word essay (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject

Prescribed Reading:

Dowling PJ and Welch DE. *International human resource management*. 4th edn. Thomson.

MGT3IMG INTERNATIONAL MANAGEMENT (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BU, SH. TE-W01-08 NI. TE-W13-26 NI.)

Dr Terri Joiner

Globalisation stemming from reduced trade barriers, technological advancements, and the proliferation of multinational organisations has changed the nature of business management today. Successful international managers increasingly need a global mindset to understand and succeed in this rapidly changing business environment. This course primarily focuses on developing students' understanding of national cultural differences and how these differences influence management practice. Topics include the meanings and dimensions of culture, intercultural communication, motivation and leadership across cultures, comparative organisational design, and managing ethical and social responsibility in multinational companies.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 750-word essay (10%), one group presentation (20%). 10 minutes per member, plus a 2-page summary, one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Cullen J and Parboteeah KP. *Multinational management*. South-Western College Publishing, 2008.

MGT3OCD ORGANISATIONAL CHANGE AND DEVELOPMENT (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 VI. TE-SEM-2 BE, BU, MI, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Rosaria Burchielli, Dr Apollo Nsubuga-Kyobe*

For the past decade or so, organisations have been subjected to enormous change. One of the major challenges facing managers (and consultants) in this climate is how to achieve greater organisational effectiveness, including increased financial performance as well as improved quality of work life. This unit attempts to address this question by examining the process (contracting, diagnoses, intervention strategies and change management) and practice (strategic, technological, structural and human resources) of organisation development.

Prerequisite: MGT1FOM.

Class requirements: One 2-hour lecture per week and one 2-hour tutorial per fortnight.

Assessment: One 5-minute class presentation (10%) based on analysis of specific readings, one 1500-word assignment (20%), and one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Graetz F, Rimmer M, Lawrence A, and Smith A. *Managing organisational change*. John Wiley and Sons, 2006

MGT3OSD ORGANISATIONAL STRUCTURE AND DESIGN (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-2 BU, SH. TE-W01-08 NI. TE-W31-46 NI.) *Dr Terri Joiner*

Organisation theory, the essence of this unit, is a discipline that examines the structure and design on organisations in the pursuit of (improved) organisational effectiveness. Theoretical models, academic research and current business practice are used to provide the basis for understanding organisational phenomena, analysing problems, and responding with well-formulated solutions. Case studies are used throughout as a means of illustrating the application of organisational theory principles. Case studies also provide a means whereby students can improve their analytical skills and learn to deal with some level of uncertainty and ambiguity in their work.

Prerequisite: MGT11FOM/MGT12FOM/MGT13FOM is strongly recommended.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: SH: BU: two 300-word workbook assignments (10%), one 20-minute case study presentation (20%), and one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, ACN: Nilai: Hanoi: three 600-word workbook assignments (30%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

Daft R. *Organisation theory and design*. 9th edn. South Western, 2007.

MGT3SMG STRATEGIC MANAGEMENT (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 BU, CH, MI, SH. TE-SEM-2 BE. TE-W01-15 FR. TE-W13-26 NI. TE-W48-09 FR.) *Dr Findlay Johnston, Dr Rosaria Burchielli*

Strategic management focuses on the underlying determinants of business success. It dwells on the techniques applied by top management to gain competitive advantage, and the patterns of decisions and actions taken to guide the firm in competitive environments. Key topics in strategic management include industry and competitor analysis, generic strategies, core competency, manufacturing competitiveness, diversification and integration, international business strategy, organisational structure and controls, and re-engineering. Students of strategic management will apply concepts in strategic management to the solution of the problems presented in case studies involving real firms.

Prerequisite: MGT1FOM.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: China – This unit is offered as a five-month program of study in conjunction with Jiangsu University of Science and Technology. Lecture support by staff from the Bendigo campus covers 30 hours of this period. France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: One 5-minute class presentation (10%) based on analysis of specific readings, one 1500-word assignment (20%), and one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Hanson D. et al. *Strategic management: competitiveness and globalisation*. Pacific Rim edn. South Melbourne: Nelson/Thomson Learning, c2005.

MKT2CBE CONSUMER BEHAVIOUR (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 BE, BU, SH, VI. TE-SEM-2 AW. TE-W13-26 NI. TE-W16-29 SI.) *Dr Lin Crase, Dr Wenbin Guo, Dr Clare D'Souza*

This unit provides an understanding of the role of consumer behaviour in development of the total marketing mix. The contribution of psychological and social knowledge relevant to both consumer and organisational marketing is evaluated, with an emphasis on practical skills of analysis and the writing of effective positioning statements.

Prerequisite: MKT2MPP or THS2IMT.

Incompatible unit: MKT32CBC

Class requirements: Onshore students: two 1-hour lectures and one 1-hour tutorial.

Offshore students: This unit is offered as a three or four month distance education program. Students are provided with text and study guide, and are supported by email, telephone and web.

Assessment: One 1-hour mid-semester multiple choice test (15%), one 2000-word assignment (15%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Blackwell and D'Souza et al. *Consumer Behaviour*. Melbourne: Thompson Learning, 2007.

MKT2MPP MARKETING PRINCIPLES AND PRACTICE (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TA-ACNSEMS SY. TE-SEM-1 AW, BU, MI. TE-SEM-2 BE, BU, SH. TE-W31-46 NI.) *Mr Peter Lamb, Dr Marthin Nanere, Dr Outi Niininen, Ms Elaine Plant*

This is an introductory unit to marketing principles and practice as applied to mainly fast moving consumer goods. The unit is designed to give you a broad understanding of the formal discipline of marketing and of the key marketing activities in business. Topics cover the marketing concept, the marketing environment, buying behaviour in consumer and organisational markets, customer segmentation, targeting and positioning, developing the marketing mix (product, price, promotion and distribution) and the implementation and control of marketing programs. As a prerequisite to further study in marketing, it is intended to provide a sound foundation upon which more advanced skills and applications can be built.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BU: ACN: one team oral presentation (5%), one individual assignment/test (10%) equivalent to a 1000-word assignment, one group assignment (15%) 1500-words per student, one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, WO: tutorial exercises and case studies totalling 500-words (10%), one group assignment (40%). 1500-words per student, one 2-hour final examination (50%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 3-hour examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 1500-word case assignment (30%).

Prescribed Reading:

BE: Quester, McGuigan, Perrault and McCarthy. *Marketing creating and delivering value*. 5th edn. Australia: McGraw Hill Book, 2007
BUNDOORA, ACN, NILIA: Kotler, Adam, Brown and Armstrong *Principles of Marketing*. 3rd edn.
Summers, Gardiner, Lamb, Hair and McDaniel AW: *Essentials of Marketing*. 2nd edn. Thomson.

MKT2SMA SERVICES MARKETING (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 VI. TE-SEM-2 BE, BU, SH. TE-W28-41 OS.) *Professor Rhett Walker, Dr Sandra Gountas*

Service industries are rapidly emerging as the most dominant force in most world economies, including Australia. In developed economies up to 70% of the labour force, 75% of the GNP and 45% of an average family's budget are accounted for by services. Services (both commercial and not-for-profit) possess several unique characteristics that require a distinctive approach to marketing strategy—both in its development and in execution. This unit expands upon and adapts the marketing management concepts covered in the unit 'Marketing Principles and Practice'. Topics include: how to improve service quality, increase and maintain customer satisfaction levels, generate customer loyalty and create a healthy service culture within the firm.

Prerequisite: MKT2MPP or THS2IMT.

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: BE: one 1500-word major assignment (30%), BE: one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, tutorial test (20%), one 6000-word team research project (20%). 1500-words per student

Students will be working in groups of four, one 2-hour final examination (60%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Fisk R, Gountas S, Hume M and Gountas J. *Services Marketing*. Australia: Wiley, 2007.
BE: Lovelock C. *Services marketing – Australia and New Zealand*. 4th edn. Prentice Hall.
BE: Lovelock C, Patterson P, Walker RH. *Services marketing – an Asia-Pacific perspective*. Australia: Pearson, 2007.

MKT3IMK INTERNATIONAL MARKETING (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 FR, SH, TE-SEM-2 AW, BE, BU, FR. TE-SEM-S AW. TE-W31-46 NI.) *Mr Peter Lamb, Dr Wenbing Guo, Dr Clare D'Souza*

This unit focuses on the nature of the international marketplace and the problems and decisions facing managers of international marketing. It is comprehensive and practical covering marketing goods and services across national boundaries, as well as within different national markets. Major topic areas covered are the international marketing imperative, analysis of foreign environments, development of international marketing strategies and the implementation of marketing programs across different nations and within nations.

Prerequisite: MKT2MPP OR THS2THM OR THS2IMT.

Class requirements: Onshore students: one 2-hour lecture and one 1-hour tutorial per week

Offshore students: France – This unit is offered as a semester-long online program, with email, telephone and chat room support provided by staff.

Assessment: Class participation (10%) AW: one 20-minute seminar presentation (10%). AW: one 1-hour mid-semester test (10%), one 2000-word individual assignment (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, one group assignment (30%). AW: 1000-words per student, one 2-hour final examination (50%). AW: Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass this unit.

Prescribed Reading:

Cateora P, Taghian M, Mort G, Weerawardena J, D'Souza C and John Graham. *International Marketing: an Asia-Pacific approach*. Melbourne: McGraw-Hill, 2008.

MKT3MCO MARKETING COMMUNICATION (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-1 BE, BU, SH. TE-W13-26 NI.) *Professor Rhett Walker, Mr Roman Peretiatko, Ms Elaine Plant*

An understanding of the role of integrated marketing communications in the total marketing mix is provided, with the particular roles of advertising, public relations, personal selling, sales promotion, direct marketing and Internet marketing being explored and evaluated. Emphasis is placed on the practical skills of writing advertising briefs and marketing communications plans, as well as understanding the key strategic issues involved in their development.

Prerequisite: MKT2MPP or THS2IMT, MKT2CBE.

Class requirements: BU: one 2-hour lecture and one 1-hour tutorial

BE: two 1-hour lectures and one 1-hour tutorial

Offshore students: This unit is offered as a three-month distance education program. Students are provided with text and study guide, and are supported by email, telephone and web.

Assessment: BU: one 1-hour mid-semester test (10%), BU: one 4000-word group project and presentation (20%) approximately 1000 words per student, BU: one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, BE: one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit, BE: one 1-hour mid-semester multiple-choice test (10%) BE: one 2500-word assignment (20%).

Prescribed Reading:

Belch GE and Belch MA. *Advertising and promotion: an integrated marketing communication perspective*. 7th edn. McGraw Hill Irwin, 2007.

MKT3MRE MARKETING RESEARCH (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEMS SY. TE-SEM-1 BE. TE-SEM-2 AW, BU, SH, VI. TE-W13-26 NI.)

Dr Marthin Nanere, Professor Geoffrey Crouch

Business managers request, assess, purchase and use marketing research to make a wide number of informed decisions. To be able to do this competently, they need to know what marketing research can provide, what research methods are appropriate for different types of problems, and how results should be interpreted. The aim of this unit is to give you the knowledge and skills, as either a future business manager or a marketing research practitioner, to make intelligent decisions in your specification, evaluation, and application of marketing research.

Prerequisite: MKT2MPP or THS2IMT and either ECO1ISB or ECO1IBS (or equivalent first year statistics unit)

Recommended Prior Studies: Incompatible unit: MKT2MRB

Class requirements: One 2-hour lecture and one 1-hour tutorial per week.

Assessment: One 1500-word major case study assignment (30%), one 3-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject.

Prescribed Reading:

Burns AC and Bush RF. *Marketing research*. Rev. 5th edn. Prentice Hall, 2006.

MKT3SMK STRATEGIC MARKETING (15 CPs Sem. TA-ACNSEM2 SY. TE-SEM-2 AW, BU, SH, VI. TE-W31-46 NI.) *Mr Peter Lamb, Dr John Gountas*

This unit available at Shepparton campus in 2007

This is the final unit in the marketing major sequence. The unit provides a comprehensive and practical understanding of strategic management of the marketing process in a competitive environment. A central focus is the preparation of a marketing plan for a specific product or service and/or alternatively, a detailed marketing audit. Skills of strategy formulation, implementation and control, as well as reporting and presentation of marketing initiatives are developed in this unit. A review of advanced issues in marketing, including the current state of the discipline, is a further focus.

Prerequisite: MKT2MPP.

Class requirements: Two 1-hour lectures and one 1-hour tutorial per week.

Assessment: One 1-hour mid-semester test (10%), one group project equivalent to 1500-words per student (20%), one 2-hour final examination (70%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the subject, AW: class participation (8%), AW: one 20-minute group presentation (12%), AW: one group assignment (30%). 1000-words per student, AW: one 2-Hour final examination (50%). Hurdle requirement: Students must achieve at least 40% in the final examination as well as an overall total of 50% to pass the unit.

Prescribed Reading:

AW: Reed P. *Marketing Planning and Strategy*. 2nd edn. Thomson, 2003.

Walker O, Boyd H, Mullins J, Larrech J. *Marketing strategy: a decision-focused approach*. McGraw-Hill, 2006.

LST3LBA LAW OF BUSINESS ASSOCIATION (15 CPs Sem. TA-ACNSEM1 SY. TA-ACNSEM2 SY. TE-SEM-1 AW. TE-SEM-2 BE, BU, MI, SH. TE-W31-46 NI.)

Dr Chris Chadien, Mr David Wishart

See LST2LBA for full unit description.

Index by Campus, Discipline and Faculty

Undergraduate Courses Offered by the University

Faculties, Schools, Departments, Campuses

There are five multi-campus Faculties at La Trobe University:

Faculty of Education
Faculty of Health Sciences
Faculty of Humanities and Social Sciences
Faculty of Law and Management
Faculty of Science, Technology and Engineering.

Within the Faculties are a range of Schools and some Schools are further divided into Departments or Programs. The regional campuses are Albury-Wodonga, Beechworth, Bendigo, Mildura and Shepparton.

Courses listed under the Faculty of Education, Faculty of Health Sciences, Faculty of Humanities and Social Sciences, Faculty of Law and Management, and Faculty of Science, Technology and Engineering are available at Melbourne (Bundoora) and in some cases are available on multiple campuses. Courses available at regional campuses are listed according to each campus of offer (see regional campus chapters). Some regional campuses currently offer only the initial years of some undergraduate courses or course streams. Students are urged to check carefully the availability of courses and be aware of the possibility of needing to transfer to another campus to complete their degree. For most undergraduate courses an honours year is available. Enquiries should be made to School or Faculty offices.

Undergraduate Courses by Campus

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Bachelor of Arts/Bachelor of Science (SZAS)	440
Bachelor of Asian Studies (ABAS)	226
Bachelor of Bioinformatics/Bachelor of Science (SZBS)	441
Bachelor of Biological Sciences (Advanced Science) (SBBAS)	417
Bachelor of Biological Sciences (SBBIS)	415
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Bachelor of Cognitive Science/Bachelor of Computer Science (SZCSCS)	442
Bachelor of Commerce (LBC)	345
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Bachelor of Computer Technology (SBCT)	424
Bachelor of Conservation Biology and Ecology (SBCBE)	425
Bachelor of Creative Arts (ABCA)	227
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Bachelor of Economics Honours (LHE)	346
Bachelor of Educational Studies (ABES)	96
Bachelor of Electronic Engineering (SBEE)	426
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Bachelor of Electronic Engineering/Master of Telecommunication Engineering (SZEETE)	449
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Bachelor of Health Sciences/Bachelor of Commerce (HZHSC)	146
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Bachelor of Health Sciences/Bachelor of International Relations (HZHSIR)	149
Bachelor of Health Sciences/Bachelor of Media Studies (HZHSMS)	149
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Bachelor of Media Studies (ABMS)	230
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Bachelor of Medical Science (SBMS)	432
Bachelor of Medicinal Chemistry (SBMC)	433
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Bachelor of Nursing (Division 2 Conversion) (HSBNC)	152
Bachelor of Nursing (Graduate Entry Program) (HBNPRG)	151
Bachelor of Nursing (Honours) (HHN)	151
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Bachelor of Nursing Science (HBNS)	153
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Bachelor of Occupational Therapy (HBOT)	131
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Bachelor of Occupational Therapy/Bachelor of Psychological Science (HZOTBB)	132
Bachelor of Occupational Therapy/Bachelor of Psychological Science (HZOTBB)	456
Bachelor of Orthoptic and Ophthalmic Sciences (HBOOS)	135
Bachelor of Pastoral Care (Graduate Entry) (HBPC)	150
Bachelor of Physiotherapy (HBPH)	135
Bachelor of Physiotherapy/Bachelor of Ergonomics (HBPD)	138
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Bachelor of Psychological Science (SBBS)	433
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Bachelor of Science with a specialisation in Environmental Science	411
Bachelor of Science with a specialisation in Space Science	412
Bachelor of Science with a specialisation in Statistics	412
Bachelor of Science with a specialisation in Viticulture	413
Bachelor of Science/Bachelor of Commerce (SZSC)	456
Bachelor of Science/Bachelor of Science Education (SZSSE)	102
Bachelor of Science/Bachelor of Science Education (SZSSE)	458
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Bachelor of Social Work (Advanced Standing) (HBSWAS)	140
Bachelor of Social Work (HBSW)	139
Bachelor of Social Work (Honours)/Bachelor of Human Services (H2HSW)	141
Bachelor of Social Work with Honours (HSHSW)	141
Bachelor of Social Work/Bachelor of Human Services (HZSWH)	140
Bachelor of Software Engineering (SBSE)	434
Bachelor of Space Science (SBSS)	435
Bachelor of Speech Pathology (HBSP)	141
Bachelor of Viticultural Science (STBVS)	436
Bachelor of Viticultural Science and Wine Production (SBVSWP)	436
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Bachelor of Business (RBBM)	769
Bachelor of Commerce (LBCM)	770
Bachelor of Education (RBEDM)	742
Bachelor of Graphic Design (BEBVAGM)	761
Bachelor of Nursing (Division 2 Conversion) (HBNCM)	750
Bachelor of Nursing (pre-registration) (HBNM)	749
Bachelor of Social Work (Advanced Standing) (HBSWSM)	749
Bachelor of Social Work (Pathway Program)	749
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Bachelor of Arts (BEBAP)	788
Bachelor of Business (LMBBP)	791
Bachelor of Commerce (LMBCP)	792
Bachelor of Nursing (Division 2 Conversion) (HSBNC)	781
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Bachelor of Arts (Honours) (Outdoor Education)	103
Bachelor of Arts (Natural Resources Education)	98
Bachelor of Arts (Nature Tourism)	99
Bachelor of Arts (Outdoor Education)	99
Bachelor of Arts (Outdoor Environmental Education)	100
Bachelor of Arts (Outdoor Recreation Education)	101
Bachelor of Arts in Contemporary European Studies	225
Bachelor of Arts with Honours	224
Bachelor of Arts/Bachelor of Arts Education	101
Bachelor of Arts/Bachelor of Arts Education	233
Bachelor of Arts/Bachelor of Commerce	233
Bachelor of Arts/Bachelor of Economics	233
Bachelor of Arts/Bachelor of Health Sciences	234
Bachelor of Arts/Bachelor of Science	234
Bachelor of Asian Studies	226
Bachelor of Creative Arts	227
Bachelor of Education with Honours	103
Bachelor of Education	94
Bachelor of Educational Studies	96
Bachelor of International Development	227
Bachelor of International Relations	228
Bachelor of Journalism	229
Bachelor of Legal Studies	230
Bachelor of Media Studies	230
Bachelor of Media Studies/Bachelor of Asian Studies	234
Bachelor of Physical and Health Education	97
Bachelor of Physical and Outdoor Education	98
Bachelor of Science/Bachelor of Science Education	102
Bachelor of Social Sciences	231
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Bachelor of Arts/Bachelor of Economics	349
Bachelor of Business (Sport and Leisure Management)	393
Bachelor of Business (Tourism and Hospitality)	394
Bachelor of Business (Tourism Management)	394
Bachelor of Business Honours	344
Bachelor of Business	343
Bachelor of Business/Bachelor of Asian Studies	349
Bachelor of Commerce	345
Bachelor of Commerce Honours	345
Bachelor of Commerce/Bachelor of Economics	350
Bachelor of Commerce/Bachelor of Finance	351
Bachelor of Economics	346
Bachelor of Economics Honours	346
Bachelor of Finance	347
Bachelor of Finance Honours	347
Bachelor of International Business Honours	348
Bachelor of International Business	347
Bachelor of Laws/Bachelor of Business	374
Bachelor of Laws/Bachelor of Commerce	375
Bachelor of Laws/Bachelor of Economics	376
Bachelor of Laws/Bachelor of Finance	377

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Bachelor of Civil Engineering	428
Bachelor of Civil Engineering/Bachelor of Applied Science	442
Bachelor of Civil Engineering/Bachelor of Science	442
Bachelor of Cognitive Science/Bachelor of Computer Science	442
Bachelor of Computer Network Engineering	419
Bachelor of Computer Science (Honours)/Bachelor of Electronic Engineering	444
Bachelor of Computer Science	420
Bachelor of Computer Science/Bachelor of Commerce	443

Bachelor of Computer Science/Bachelor of Mathematical and Statistical Science	445
Bachelor of Computer Science/Bachelor of Science	446
Bachelor of Computer Systems Engineering	423
Bachelor of Computer Technology	424
Bachelor of Electronic Engineering	426
Bachelor of Electronic Engineering/Master of Biomedical Engineering	447
Bachelor of Electronic Engineering/Master of Microelectronic Engineering	448
Bachelor of Electronic Engineering/Master of Telecommunication Engineering	449
Bachelor of Electronic Technology	427
Bachelor of Engineering (Civil)/Bachelor of Business	450
Bachelor of Information Systems	430
Bachelor of Information Systems/Bachelor of Business	453
Bachelor of Information Technology (Computer Networks)	431
Bachelor of Information Technology (Information Systems)	431
Bachelor of Information Technology (Professional)	431
Bachelor of Information Technology (Software Development)	431
Bachelor of Information Technology	431
Bachelor of Information Technology/Bachelor of Commerce	455
Bachelor of Laws/Bachelor of Electronic Engineering	455
Bachelor of Laws/Bachelor of Information Systems	455
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Bachelor of Arts with a sequence in Deaf Studies	130
Bachelor of Health Information Management	142
Bachelor of Health Information Management/Bachelor of Health Sciences	143
Bachelor of Health Sciences	144
Bachelor of Health Sciences/Bachelor of Business	146
Bachelor of Health Sciences/Bachelor of Commerce	146
Bachelor of Health Sciences/Bachelor of Economics	147
Bachelor of Health Sciences/Bachelor of International Development	148
Bachelor of Health Sciences/Bachelor of International Relations	149
Bachelor of Health Sciences/Bachelor of Media Studies	149
Bachelor of Health Sciences/Bachelor of Pastoral Care	148
Bachelor of Human Services	131
Bachelor of Nursing (Division 2 Conversion)	152
Bachelor of Nursing (Graduate Entry Program)	151
Bachelor of Nursing (Honours)	151
Bachelor of Nursing (post-registration)	152
Bachelor of Nursing (pre-registration)	151
Bachelor of Nursing Science	153
Bachelor of Nursing/Bachelor of Midwifery	153
Bachelor of Occupational Therapy	131
Bachelor of Occupational Therapy/Bachelor of Ergonomics, Safety and Health	134
Bachelor of Occupational Therapy/Bachelor of Psychological Science	132
Bachelor of Orthoptic and Ophthalmic Sciences	135
Bachelor of Pastoral Care (Graduate Entry)	150
Bachelor of Physiotherapy	135
Bachelor of Physiotherapy/Bachelor of Ergonomics	137
Bachelor of Podiatry	138
Bachelor of Prosthetics and Orthotics	139
Bachelor of Social Work (Advanced Standing)	140
Bachelor of Social Work (Honours)/Bachelor of Human Services	141
Bachelor of Social Work with Honours	141
Bachelor of Social Work	139
Bachelor of Social Work/Bachelor of Human Services	140
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Bachelor of Laws/Bachelor of Business	374
Bachelor of Laws/Bachelor of Commerce	375
Bachelor of Laws/Bachelor of Economics	376
Bachelor of Laws/Bachelor of Finance	377
Bachelor of Laws/Bachelor of International Relations	378
Bachelor of Laws/Bachelor of Media Studies	379
Bachelor of Laws/Bachelor of Psychological Science	380
Bachelor of Laws/Bachelor of Science	381

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Bachelor of Agricultural Science	413
Bachelor of Agricultural Science	413
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Bachelor of Agricultural Science/Bachelor of International Development	439

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Bachelor of Applied Science	411	Bachelor of Health Sciences/Bachelor of International Development – Melbourne (Bundoora) (HZHSDS)	148
Bachelor of Applied Science/Bachelor of Business	440	Bachelor of Health Sciences/Bachelor of International Relations – Melbourne (Bundoora) (HZHSIR)	149
Bachelor of Applied Science/Bachelor of Computing	440	Bachelor of Health Sciences/Bachelor of Media Studies – Melbourne (Bundoora) (HZHSMS)	149
Bachelor of Arts/Bachelor of Science	440	Bachelor of Health Sciences/Bachelor of Pastoral Care – Melbourne (Bundoora) (HZHSPC)	148
Bachelor of Bioinformatics/Bachelor of Science	441	Bachelor of Human Services – Albury-Wodonga (HBHSWV); Bendigo (HBHSVB); Melbourne (Bundoora) (HBHSV)	131
Bachelor of Biological Sciences	415	Bachelor of Nursing (Division 2 Conversion) – Melbourne (Bundoora) (HSBNC), Albury-Wodonga (HSBNCW), Bendigo (BEBND2), Mildura (HBNCM), Shepparton (HBNPC)	152
Bachelor of Biological Sciences	417	Bachelor of Nursing (Graduate Entry Program) – Melbourne (Bundoora) (HBNPRG)	151
Bachelor of Biotechnology and Cell Biology	418	Bachelor of Nursing (Honours) – Melbourne (Bundoora) (HHN), Bendigo (RHN), Albury-Wodonga (HSHNW)	151
Bachelor of Chemical Sciences	419	Bachelor of Nursing (post-registration) – Albury-Wodonga (HSBNW), Bendigo (RBNP), Melbourne (Bundoora) (HBNP)	152
Bachelor of Cognitive Science/Bachelor of Computer Science	442	Bachelor of Nursing (pre-registration) – Albury-Wodonga (HBNPRW), Bendigo (RBN), Melbourne (Bundoora) (HBN), Mildura (HBNM)	153
Bachelor of Conservation Biology and Ecology	425	Bachelor of Nursing Science – Bendigo (RBNS), Melbourne (Bundoora) (HBNS)	153
Bachelor of Environmental Science	428	Bachelor of Nursing/Bachelor of Midwifery – Melbourne (Bundoora) (HZNM)	131
Bachelor of Environmental Science/Bachelor of Biological Sciences	450	Bachelor of Occupational Therapy – Melbourne (Bundoora) (HBOT)	134
Bachelor of Finance/Bachelor of Mathematical and Statistical Science	452	Bachelor of Occupational Therapy/Bachelor of Ergonomics, Safety and Health – Melbourne (Bundoora) (HZOTBE)	132
Bachelor of Finance/Bachelor of Science	453	Bachelor of Occupational Therapy/Bachelor of Psychological Science – Melbourne (Bundoora) (HZOTBB)	135
Bachelor of Human Nutrition	429	Bachelor of Orthoptic and Ophthalmic Sciences – Melbourne (Bundoora) (HBOOS)	150
Bachelor of Laws/Bachelor of Psychological Science	455	Bachelor of Pastoral Care (Graduate Entry) – Melbourne (Bundoora) (HBPC)	135
Bachelor of Laws/Bachelor of Science	455	Bachelor of Physiotherapy – Bendigo (HBPHBE), Melbourne (Bundoora) (HBPH)	137
Bachelor of Mathematical and Statistical Science	431	Bachelor of Physiotherapy/Bachelor of Ergonomics – Melbourne (Bundoora) (HZPHE)	138
Bachelor of Medical Science	432	Bachelor of Podiatry – Melbourne (Bundoora) (HBPD)	139
Bachelor of Medicinal Chemistry	433	Bachelor of Prosthetics and Orthotics – Melbourne (Bundoora) (HBPO)	139
Bachelor of Nanotechnology/Bachelor of Science	455	Bachelor of Social Work – Albury-Wodonga (HSBSWW), Bendigo (RBSW), Melbourne (Bundoora) (HBSW)	140
Bachelor of Occupational Therapy/Bachelor of Psychological Science	456	Bachelor of Social Work (Advanced Standing) – Albury-Wodonga (HSBSAW), Bendigo (RBSWBE), Melbourne (Bundoora) (HSBSWAS), Mildura (HSBSWM)	141
Bachelor of Pharmacy	433	Bachelor of Social Work (Honours)/Bachelor of Human Services – Albury-Wodonga (H2HSWW), Bendigo (H2HSWB), Melbourne (Bundoora) (H2HSW)	141
Bachelor of Psychological Science	433	Bachelor of Social Work with Honours – Albury-Wodonga (HSHSWW), Bendigo (RHSW), Melbourne (Bundoora) (HSHSW)	141
Bachelor of Science (Honours)/Bachelor of Electronic Engineering	457	Bachelor of Social Work/Bachelor of Human Services – Albury-Wodonga (HZSWHW), Bendigo (HZSWHB), Melbourne (Bundoora) (HZSWH)	141
Bachelor of Science in Environmental Management and Ecology	434	Bachelor of Speech Pathology – Melbourne (Bundoora) (HBSP)	151
Bachelor of Science with a specialisation in Environmental Science	411	Shepparton (HBNUP)	151
Bachelor of Science with a specialisation in Space Science	412		
Bachelor of Science with a specialisation in Statistics	412		
Bachelor of Science with a specialisation in Viticulture	413		
Bachelor of Science	411		
Bachelor of Science/Bachelor of Commerce	456		
Bachelor of Science/Bachelor of Science Education	458		
Bachelor of Software Engineering	434		
Bachelor of Space Science	435		
Bachelor of Viticultural Science and Wine Production	436		
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Bachelor of Graphic Design	653
Bachelor of Graphic Design (Honours)	654
Bachelor of Visual Arts	652
Bachelor of Visual Arts (Honours)	654

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FACULTY OF EDUCATION

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Bachelor of Arts (Honours) (Outdoor Education) – Bendigo (RHAOE)	103
Bachelor of Arts (Natural Resources Education) – Bendigo (EBNRE)	98
Bachelor of Arts (Nature Tourism) – Bendigo (RBANT)	99
Bachelor of Arts (Outdoor Education) – Bendigo (RBAOE)	99
Bachelor of Arts (Outdoor Environmental Education) – Bendigo (EBOEE)	100
Bachelor of Arts (Outdoor Recreation Education) – Bendigo (EBORE)	101
Bachelor of Arts/Bachelor of Arts Education – Melbourne (Bundoora) (AZAAE)	101
Bachelor of Education – Bendigo (RBED)	94
Bachelor of Education – Mildura (RBEDM)	94
Bachelor of Education with Honours – Bendigo (RBED)	103
Bachelor of Educational Studies – Albury-Wodonga (EDBEW), Bendigo (RBES), Bundoora (ABES)	96
Bachelor of Physical and Health Education – Bendigo (EBPHEB)	97
Bachelor of Physical and Outdoor Education – Bendigo (EBPOEB)	98
Bachelor of Science/Bachelor of Science Education – Bendigo (SZSSEB), Melbourne (Bundoora) (SZSSE), Albury-Wodonga (STBSSW)	102

FACULTY OF HEALTH SCIENCES

Advanced Diploma in Nursing – Melbourne (Bundoora) (HDIAN), Bendigo (RDN), Albury-Wodonga (HDIANW)	152
Bachelor of Arts with a sequence in Deaf Studies – Melbourne (Bundoora) (ABA)	130
Bachelor of Health Information Management – Melbourne (Bundoora) (HBHIM)	142
Bachelor of Health Information Management/Bachelor of Health Sciences – Melbourne (Bundoora) (HZHIHS)	143
Bachelor of Health Sciences – Melbourne (Bundoora) (HBHS)	144
Bachelor of Health Sciences/Bachelor of Business – Melbourne (Bundoora) (HZHSB)	146
Bachelor of Health Sciences/Bachelor of Commerce – Melbourne (Bundoora) (HZHSC)	146

FACULTY OF HUMANITIES AND SOCIAL SCIENCES

Bachelor of Archaeology (ABAR) – Melbourne (Bundoora)	224
Bachelor of Arts (ABA) – Melbourne (Bundoora)	223
Bachelor of Arts in Contemporary European Studies (ABACE) – Melbourne (Bundoora)	225
Bachelor of Arts with Honours (AHA) – Melbourne (Bundoora)	224
Bachelor of Arts/Bachelor of Arts Education (AZAAE) – Melbourne (Bundoora)	233
Bachelor of Arts/Bachelor of Commerce (LZAC)	233
Bachelor of Arts/Bachelor of Economics (LZAE)	233
Bachelor of Arts/Bachelor of Health Sciences (AZAHS) – Melbourne (Bundoora)	234
Bachelor of Arts/Bachelor of Science (SZAS)	234
Bachelor of Asian Studies (ABAS) – Melbourne (Bundoora)	226
Bachelor of Creative Arts (ABCA) – Melbourne (Bundoora)	227
Bachelor of International Development (ABID) – Melbourne (Bundoora)	227
Bachelor of International Relations (ABIR) – Melbourne (Bundoora)	228
Bachelor of Journalism (ABJ) – Melbourne (Bundoora)	229
Bachelor of Legal Studies (LBSL) – Melbourne (Bundoora)	230
Bachelor of Media Studies (ABMS) – Melbourne (Bundoora)	230
Bachelor of Media Studies/Bachelor of Asian Studies (AZMSAS) – Melbourne (Bundoora)	234
Bachelor of Social Sciences (ABSS) – Melbourne (Bundoora)	231
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FACULTY OF LAW AND MANAGEMENT

Bachelor of Arts/Bachelor of Commerce (LZAC)	348
Bachelor of Arts/Bachelor of Economics (LZAE)	349
Bachelor of Business (LBB)	343
Bachelor of Business (Sport and Leisure Management) – Bundoora (LBBSL)	393
Bachelor of Business (Tourism and Hospitality) – Bundoora (LBPTH)	394
Bachelor of Business (Tourism Management) (LBBTM)	394
Bachelor of Business Honours (LHB)	344
Bachelor of Business/Bachelor of Asian Studies (LZBAS)	349

Bachelor of Commerce (LBC)	345	Bachelor of Information Technology (Computer Networks) (RBITCN) – Bendigo	431
Bachelor of Commerce Honours (LHC)	345	Bachelor of Information Technology (Information Systems) (RBITIS) – Bendigo	431
Bachelor of Commerce/Bachelor of Economics (LZCE)	350	Bachelor of Information Technology (Professional) (SBITL) – Bendigo	431
Bachelor of Commerce/Bachelor of Finance	351	Bachelor of Information Technology (RBC) – Bendigo	431
Bachelor of Economics (LBE)	346	Bachelor of Information Technology (Software Development) (RBITSD) – Bendigo	431
Bachelor of Economics Honours (LHE)	346	Bachelor of Information Technology/Bachelor of Commerce (SZCITB) – Bendigo	455
Bachelor of Finance (LBF)	347	Bachelor of Laws/Bachelor of Electronic Engineering (LZLEE) – Melbourne (Bundoora)	455
Bachelor of Finance Honours (LHF)	347	Bachelor of Laws/Bachelor of Information Systems (LZLIS) – Melbourne (Bundoora)	455
Bachelor of International Business – LBIB	347	Bachelor of Laws/Bachelor of Psychological Science (LZLBS) – Melbourne (Bundoora)	455
Bachelor of International Business Honours (LHIB)	348	Bachelor of Laws/Bachelor of Science (LZLS) – Melbourne (Bundoora)	455
Bachelor of Laws (Graduate Entry) (LBLE)	372	Bachelor of Mathematical and Statistical Science (SBMSS) – Melbourne (Bundoora)	431
Bachelor of Laws (Undergraduate Entry) (LBL)	373	Bachelor of Medical Science (SBMS) – Melbourne (Bundoora)	432
Bachelor of Laws/Bachelor of Arts (LZLA) – Melbourne (Bundoora)	374	Bachelor of Medicinal Chemistry (SBMC) – Melbourne (Bundoora)	433
Bachelor of Laws/Bachelor of Business (LZLB) – Melbourne (Bundoora)	374	Bachelor of Nanotechnology/Bachelor of Science (SZNTS) – Melbourne (Bundoora)	455
Bachelor of Laws/Bachelor of Commerce (LZLC)	375	Bachelor of Occupational Therapy/Bachelor of Psychological Science (HZOTBB)	
Bachelor of Laws/Bachelor of Economics (LZLE)	376	– Melbourne (Bundoora)	456
Bachelor of Laws/Bachelor of Finance (LZLF)	377	Bachelor of Pharmacy (RBP) – Bendigo	433
Bachelor of Laws/Bachelor of International Relations (LZLIR)	378	Bachelor of Psychological Science (BVBBSW) – Albury-Wodonga	433
Bachelor of Laws/Bachelor of Media Studies (LZLMS)	379	Bachelor of Psychological Science (RBBS) – Bendigo	433
Bachelor of Laws/Bachelor of Psychological Science (LZLBS)	380	Bachelor of Psychological Science (SBBS) – Melbourne (Bundoora)	433
Bachelor of Laws/Bachelor of Science (LZLS) – Melbourne (Bundoora)	381	Bachelor of Science (Honours)/Bachelor of Electronic Engineering (SZSEE)	
FACULTY OF SCIENCE, TECHNOLOGY AND ENGINEERING		– Melbourne (Bundoora)	457
Bachelor of Agricultural Science (SBAS) – Melbourne (Bundoora)	413	Bachelor of Science (SBS) – Melbourne (Bundoora)	411
Bachelor of Agricultural Science (SBASB) – Bendigo	413	Bachelor of Science (SBSB) – Bendigo	411
Bachelor of Agricultural Science (SBASW) – Albury-Wodonga	413	Bachelor of Science (STBSW) – Albury-Wodonga	411
Bachelor of Agricultural Science/Bachelor of Business (SZASB) – Melbourne (Bundoora)	437	Bachelor of Science in Environmental Management and Ecology (SBSEME)	
Bachelor of Agricultural Science/Bachelor of International Development (SZASID) – Melbourne (Bundoora)	439	– Albury-Wodonga	434
Bachelor of Animal and Veterinary Biosciences (SBANS) – Melbourne (Bundoora)	414	Bachelor of Science with a specialisation in Environmental Science	411
Bachelor of Applied Science (RBAS) – Bendigo	411	Bachelor of Science with a specialisation in Space Science	412
Bachelor of Applied Science/Bachelor of Business (RZASB) – Bendigo	440	Bachelor of Science with a specialisation in Statistics	412
Bachelor of Applied Science/Bachelor of Computing (RZASC) – Bendigo	440	Bachelor of Science with a specialisation in Viticulture	413
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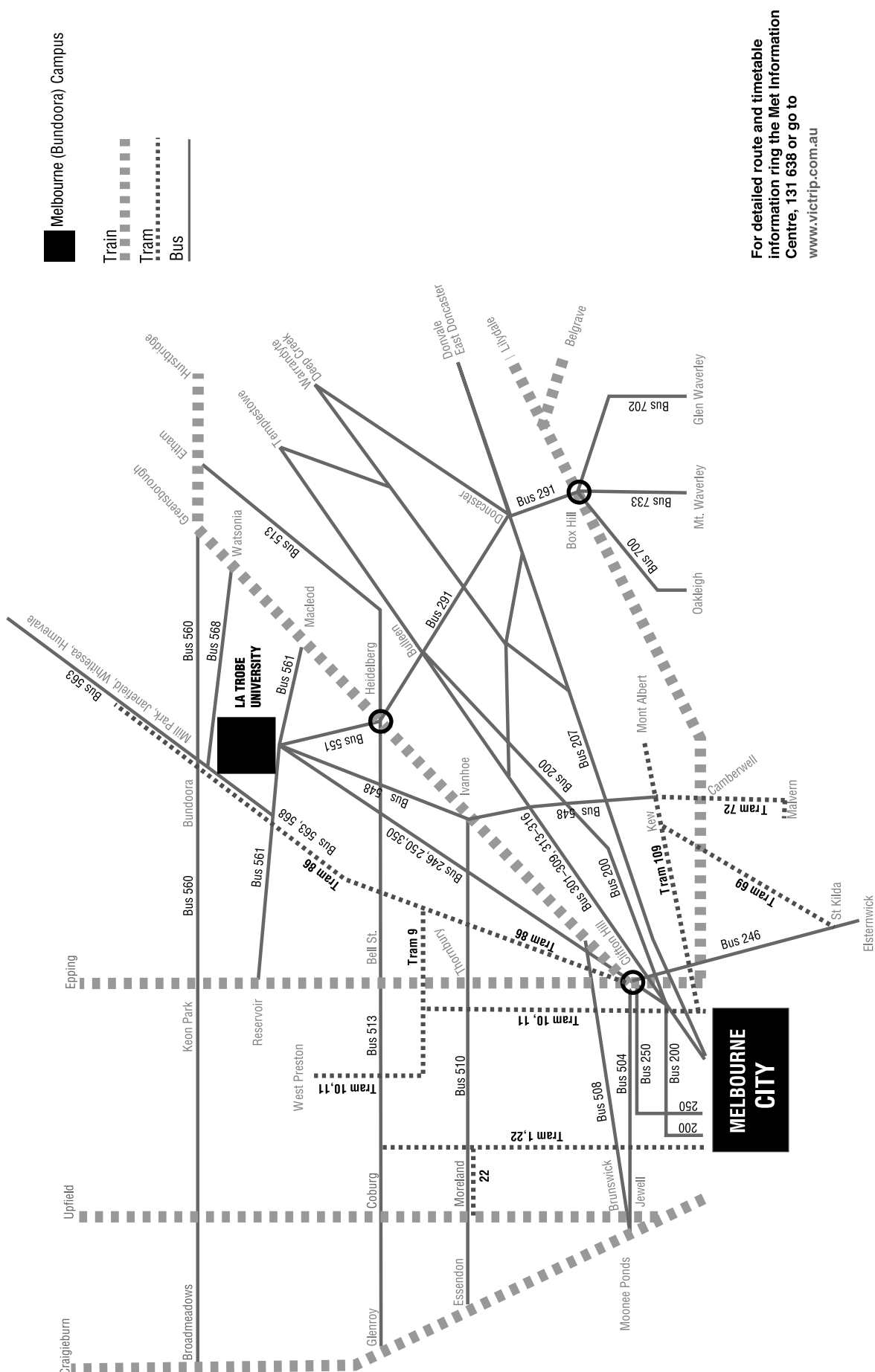
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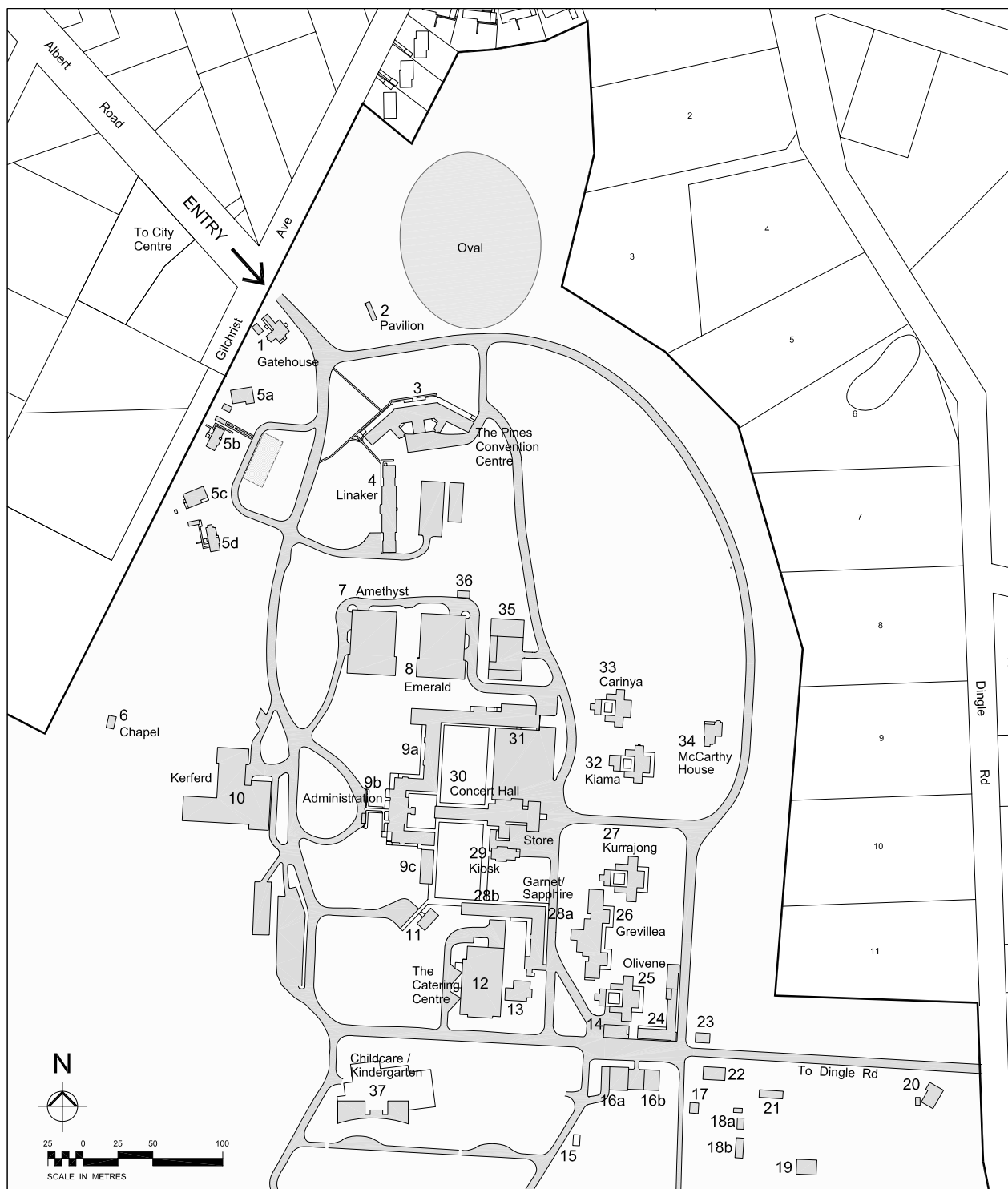
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Beechworth Campus



LEGEND

- | | | |
|--------------------------------------|-------------------------------|---------------------------------|
| 1 Gatehouse - Residence | 12 The Catering Centre | 25 Olivene |
| 2 Pavilion | 13 Former Tailors Shop | 26 Grevillea |
| 3 The Pines | 14 Old Boiler House | 27 Kurrajong Lodge |
| Convention Centre (former Turquoise) | 15 Substation 2 | 28a Garnet / Sapphire |
| 4 Linaker | 16 Briquette Store | 28b The Former Toy Shop |
| (former Nurses Home) | 17 Pumphouse | 29 The Kiosk |
| 5 Residences | 18a Gardeners Lunch Room | 30 Bijou Theatre (Concert Hall) |
| 6 Chapel | 18b Gardeners Store | 31 Laundry Wing |
| 7 Amethyst | 19 Barn | 32 Kiama Lodge |
| 8 Emerald | 20 Former Farm Managers House | 33 Carinya Lodge |
| 9a Administration | 21 Stables | 34 McCarthy House |
| 9b Computer Lab | 22 Bricklayers Shed | 35 Maintenance |
| 10 Kerferd | 23 Former Morgue | 36 Substation 1 |
| 11 Former Housekeeper | 24 Workshops | 37 Childcare / Kindergarten |



BEECHWORTH CAMPUS CORE

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Melbourne (Bundoora) Campus

LEGEND

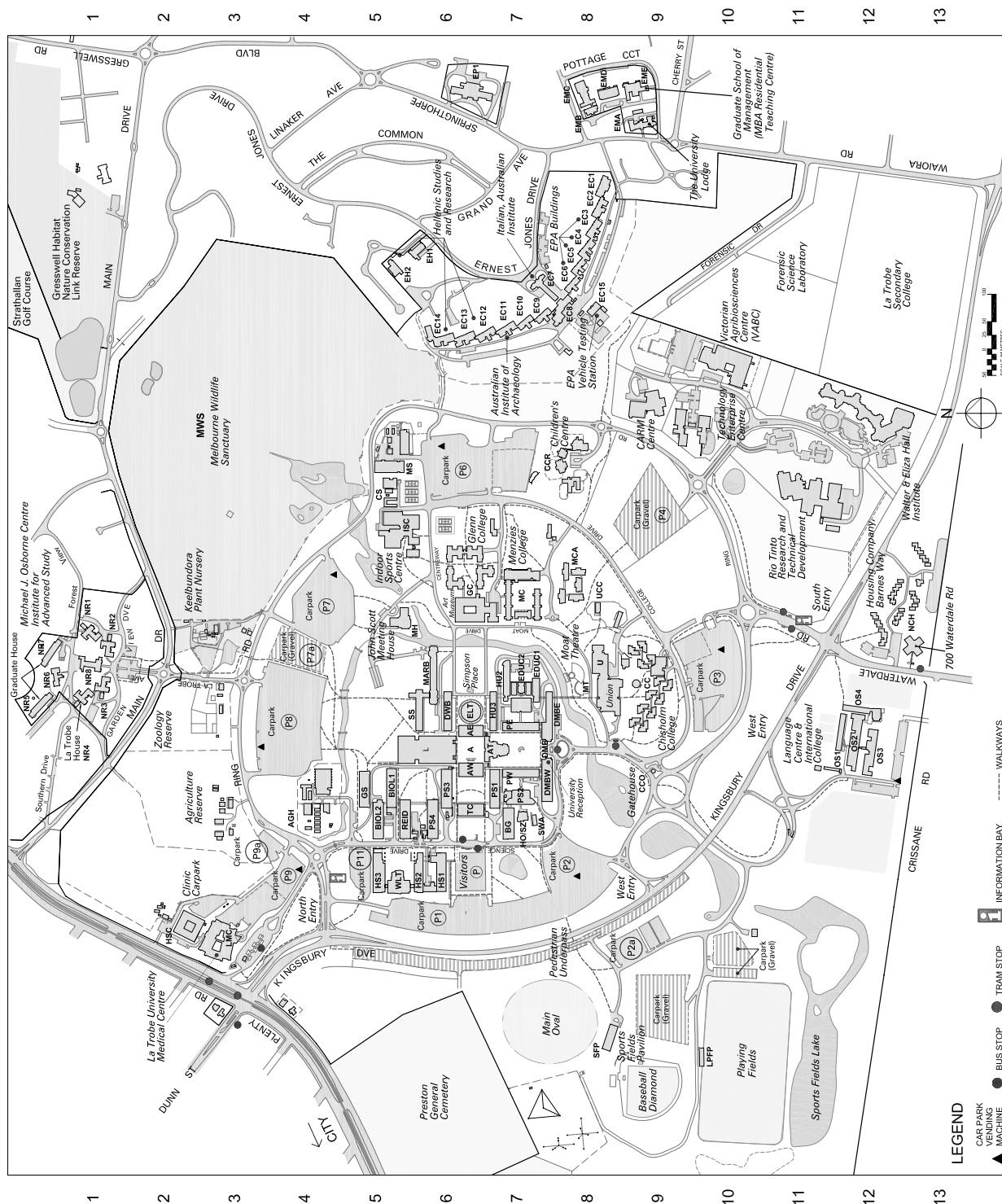
Building Name	Module	Ref
Agora	A	E6
Agora East	AE	E6
Agora Theatre	AT	E7
Agora West	AW	E6
Agriculture Reserve	AR	D3
Beth Gleeson Building	BG	D7
Biological Sciences 1	BIOL1	D5
Biological Sciences 2	BIOL2	D5
BM La Trobe Hotel	EP1	N6
Children's Centre	CCR	I8
Chisholm College	CC	F9
David Myers Building-Centre	DMB	E7
David Myers Building-East	DMBE	E7
David Myers Building-West	DMBW	F6
Donald Whitehead Building	DWB	F6
East Lecture Theatre	ELT	F6
Education 1	EDUC1	F7
Education 2	EDUC2	F7
George Slinger Building	GS	E9
Glass House Complex	AGH	D4
Glenn College	GC	G6
Graduate House	NR5.7	F1
Graduate School Of Management	END-E	N8
Health Sciences 1	HS1	C6
Health Sciences 2	HS2	C6
Health Sciences 3	HS3	C5
Health Sciences Clinic	HSC	B3
Hellenic Studies	EH1-2	L6
Hellenic Studies	EH14	K6
Hooper & Szental	HO/SZ	D7
Housing Company, Barnes Way	NCH	G12
Humanities 2	HU2	F7
Humanities 3	HU3	E7
Institute For Advanced Study	NR1-8	F1
International College	OS1-4	E12
John Scott Meeting House	MS	G5
Landscaping Depot	CS	H5
La Trobe Medical Centre	LNC	E3
Library	L	E6
Lower Playing Field Pavilion	LPP	A10
Maintenance & Central Store	MSRB	B5
Main Building	MSRB	F6
Melbourne Wildlife Sanctuary	MWS	J3
Melbourne Wildlife Sanctuary	MWS	J3
Melbourne Wildlife Sanctuary	MWS	J3
Meat Theatre	MT	F8
Peribolos East	PE	E7
Peribolos West	PW	E7
Physical Sciences 1	PS1	D7
Physical Sciences 2	PS2	D7
Physical Sciences 3	PS3	D6
Physical Sciences 4	PS4	D6
Research & Development Park	R&D	J9
R.L. Reid Building	REID	D5
Social Sciences	SS	F6
Sports West Annex	SWA	D7
Sports & Recreation Centre	ISC	H5
SFP Field Pavilion	SFP	A8
The Terraces	EC1-14	K3
The University Lodge	EMA-C	N8
Thomas Cherry Building	TC	D6
Union	U	F8
Union Parent's & Children's	UCC	G8
West Lecture Theatres	WLT	C5



BUNDOORA CAMPUS SITE PLAN

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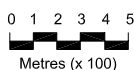
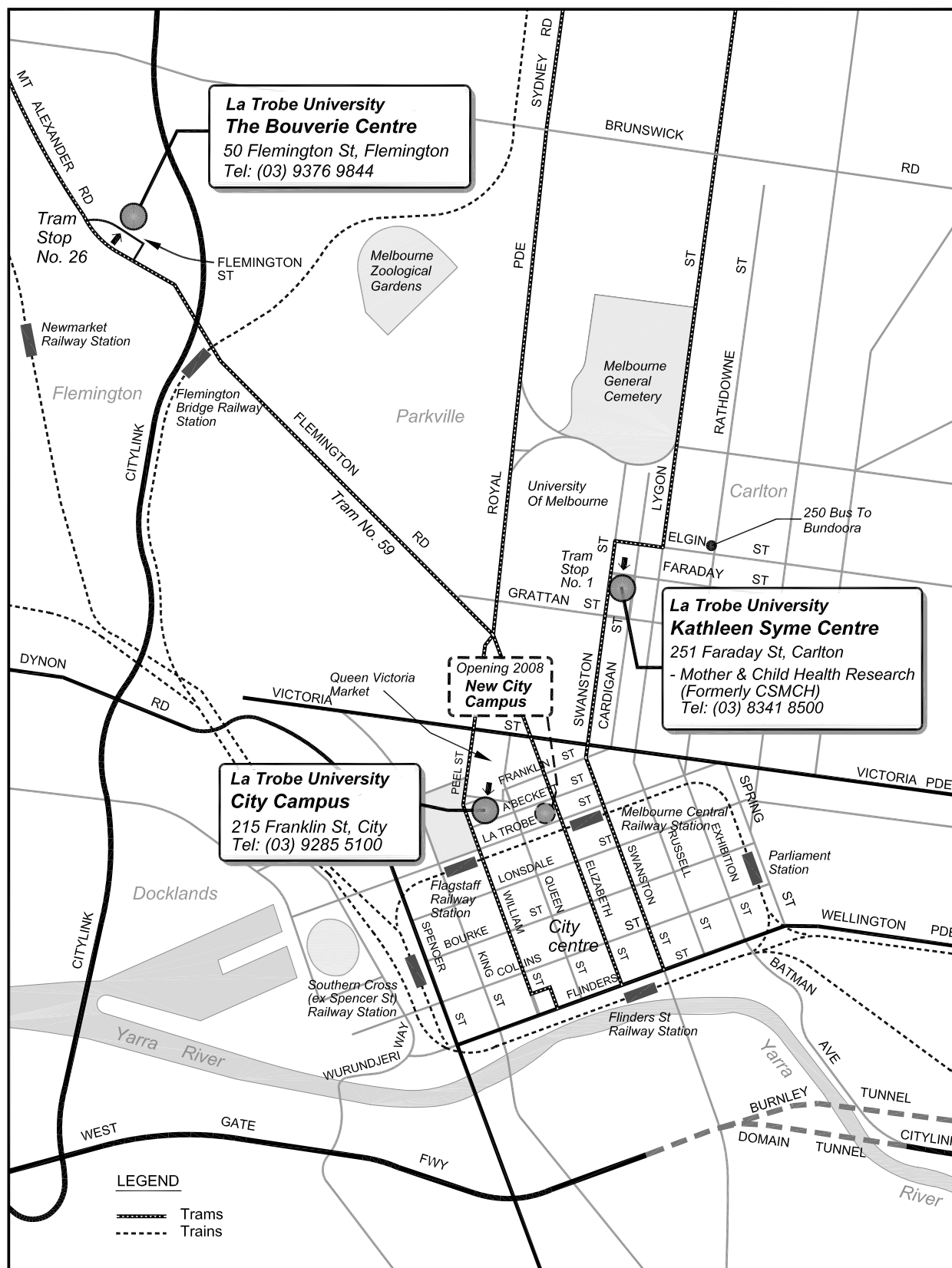
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LEGEND

- CAR PARK
- TRAM STOP
- BUS STOP
- MACHINE
- WALKWAYS
- INFORMATION BAY

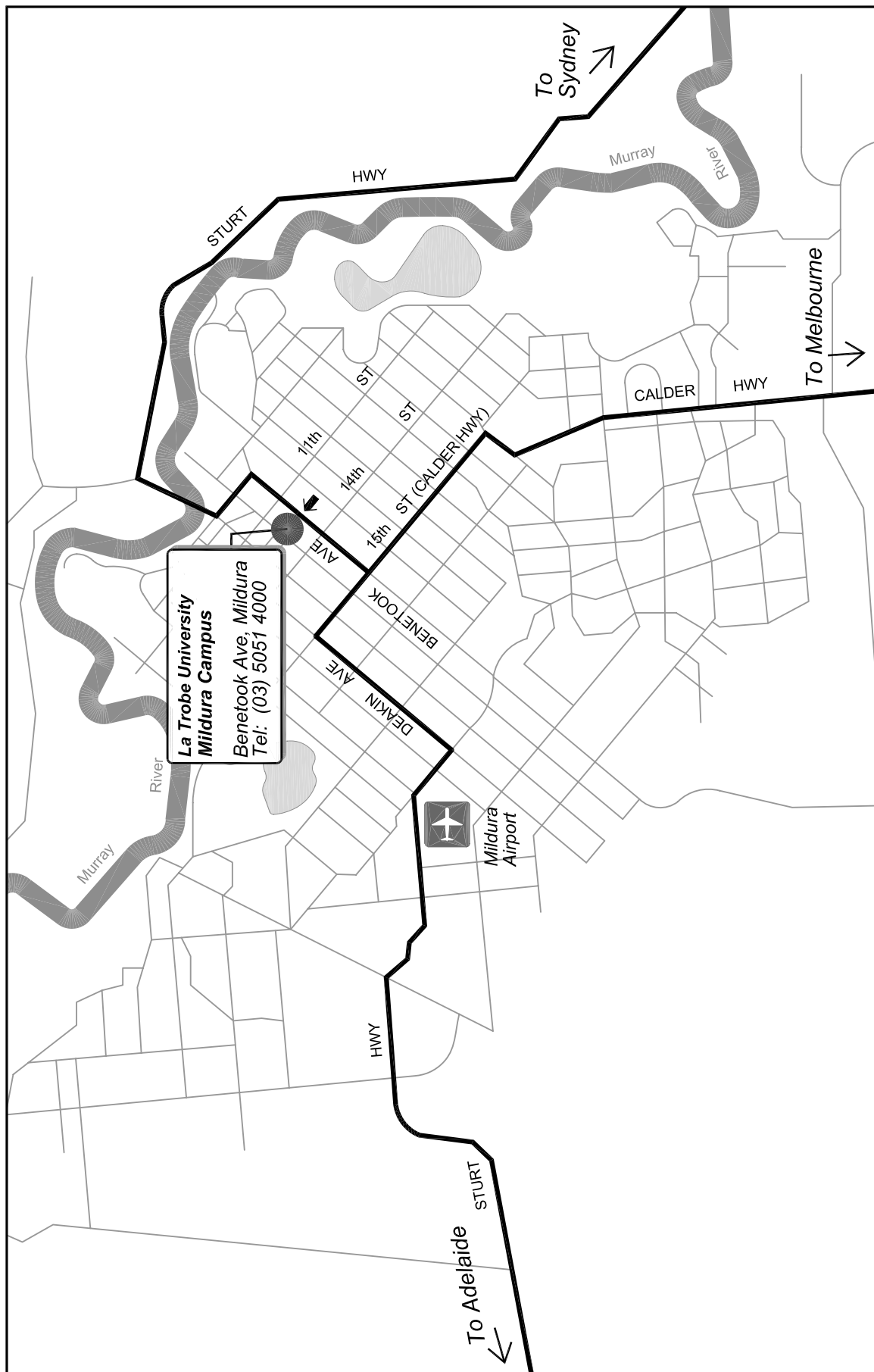
Melbourne (City) Campus



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Locality map – Melbourne Inner City

Mildura Campus

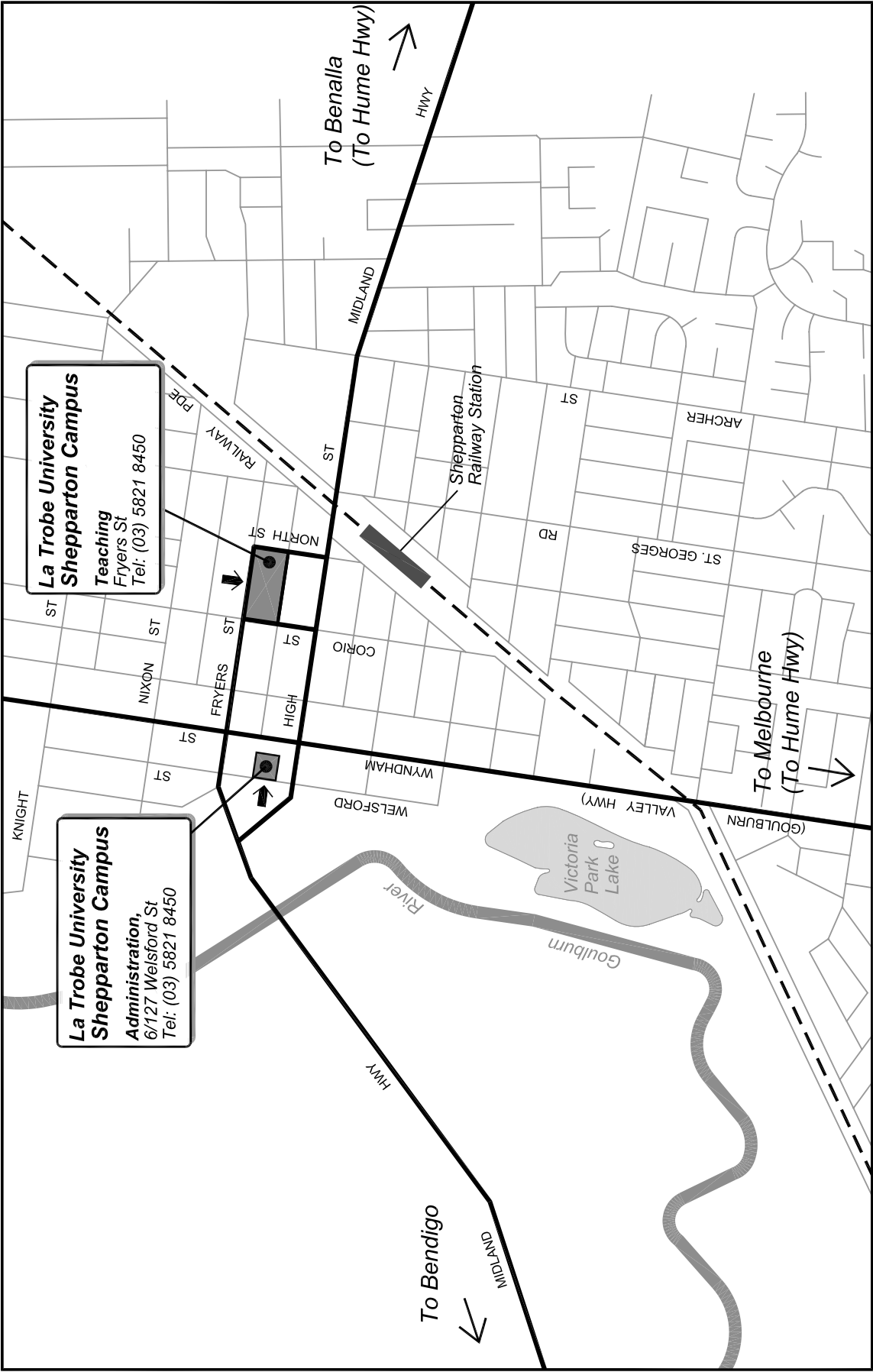


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Locality map – Mildura



Shepparton Campus



Locality Map – Shepparton



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Emergency Contact Details

Metropolitan Campuses

Melbourne (Bundoora)

In the case of a serious emergency, where an Ambulance, Fire Brigade, or other special response is needed, please call Extension 2222 or telephone 9479 2222 or freecall 1 800 800 613. This will put you directly in contact with the Security Control Centre. This centre dispatches all Police, Fire, Emergency Medical, and other emergency response personnel.

Melbourne (City)

For all Campus Emergencies please dial 100.

If no answer dial 0 000 and ask for the Emergency Service required.

Regional Campuses

Albury-Wodonga

For all Campus Emergency and Security issues dial 8222, or mobile 0418 459 324 (24 hour service).

For all Buildings and Grounds issues, dial mobile 0427 006 339 or 0427 432 571.

If no answer dial 0 000 and ask for the Emergency Service required.

Beechworth

From a phone on campus:

Security – Extension 6000

Facilities Officer - Extension 6006

External calls:

5720 8000

0418 174416

If no answer dial 0 000 and ask for the Emergency Service required.

Bendigo

For all Campus Emergencies dial Extension 7999 (24 hour service).

If no answer dial 0 000 and ask for the Emergency Service required.

Mildura

From a phone on campus dial Extension 4099 (9am-5pm), or call Security on 5022 7855 (24 hours).

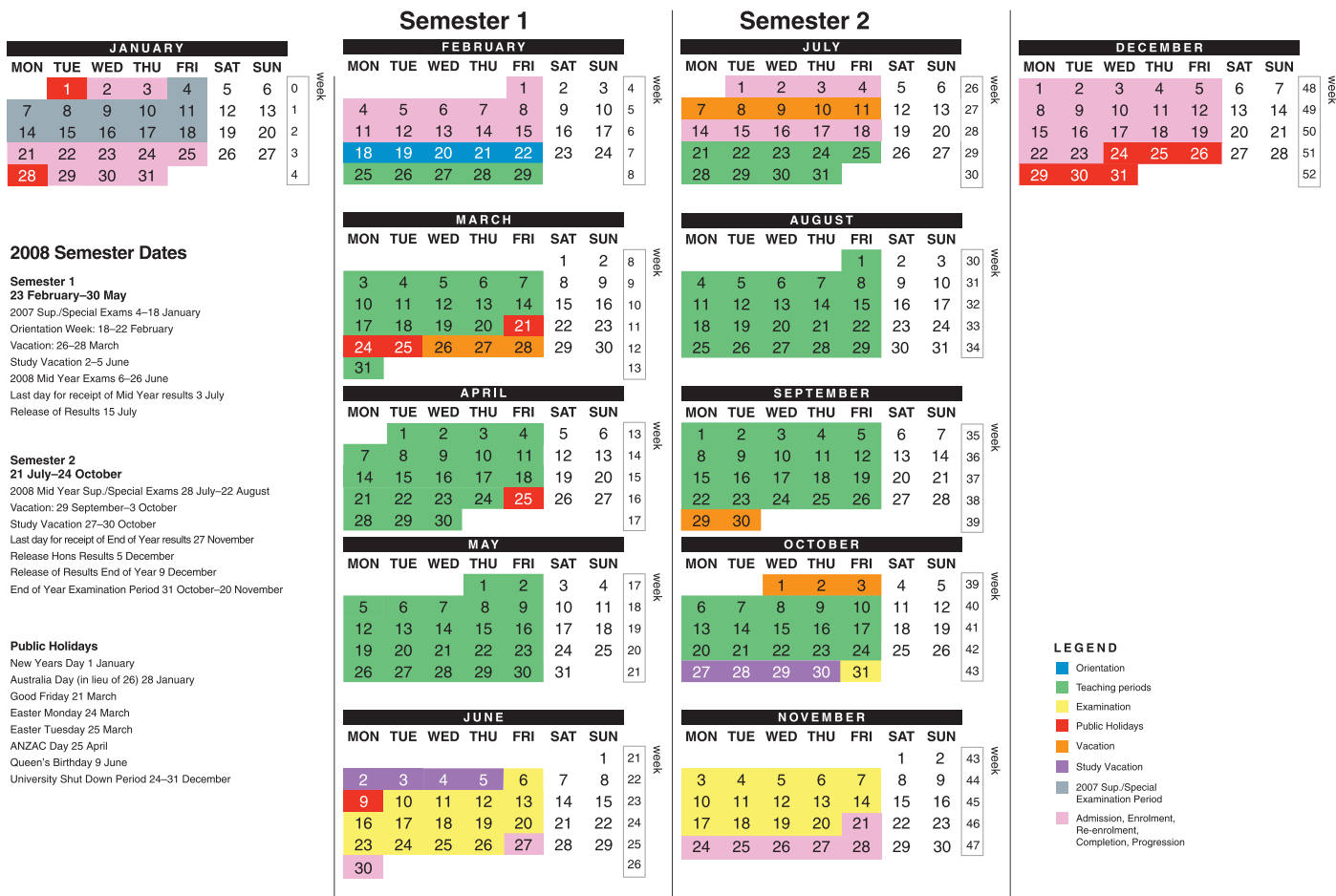
If no answer dial 0 000 and ask for the Emergency Service required.

Shepparton

For all Campus Emergencies, dial Extension 2683 or Extension 2666.

If no answer dial 0 000 and ask for the Emergency Service required.

Academic Calendar 2008





Contact Details

Domestic students:

Office for Prospective Students
Phone: 1300 135 045
Web: www.latrobe.edu.au/ask

International students:

International Programs Office
Phone: (+61 3) 9627 4805
Freecall: 1800 619 768 (within Australia)
Email: international@latrobe.edu.au
Web: www.latrobe.edu.au/international

ABN 64 804 735 113

Campuses of La Trobe University

Melbourne (Bundoora)	Telephone: (03) 9479 1111
Melbourne (City)	Telephone: (03) 9285 5100
Bendigo	Telephone: (03) 5444 7222
Albury-Wodonga	Telephone: (02) 6024 9700
Mildura	Telephone: (03) 5051 4000
Shepparton	Telephone: (03) 5821 8450
Beechworth	Telephone: (03) 5720 8000

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