

Faculty of Education, Health and Professional Studies

Professional Development and Leadership Courses 2006

Students should read this guide in conjunction with the
All Faculties Enrolment Guide and Schedule of Units 2006, available at
www.une.edu.au/studentcentre/schedules.htm

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Student Centre
The University of New England NSW 2351 Australia
Phone 02 6773 4444
Fax 02 6773 4400
Email studentcentre@une.edu.au

Prepared by Information Integrity, Student Centre,
The University of New England NSW 2351 Australia

The information contained in this Guide was correct at the time of printing. Details may be subject to change.

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Introduction

The University of New England has a long standing reputation in education and offers a wide range of highly recognised and innovative professional in-service courses. This book provides you with information on how you could improve your lifelong education in a range of fields. All of these courses have been prepared by dedicated, skilled and experienced professional educators recruited from Australia and overseas. The units they contain reflect current thinking and practice in the respective areas of study. They are offered to you in flexible forms that will enable you to undertake study in your selected area. They should enable you to engage in either full-time or part-time study in an effective manner depending on personal and work circumstances.

Very importantly, your enrolment in a selected area will offer you the opportunity to use these courses and units to further your university studies.

The Faculty of Education, Health and Professional Studies at UNE offers excellent services and support to its students. On behalf of the Faculty, I wish you all the best with your studies. I am confident that you will find your studies rewarding and, like so many of our graduates, enjoy studying at The University of New England.

Our academic and administrative staff are available to provide further advice about your chosen course. Please do not hesitate to make contact with them.

Please feel free to visit the UNE Website for further information: www.une.edu.au.

Professor Victor Minichiello, PhD
Executive Dean, FEHPS

The University of New England

The University of New England is one of Australia's oldest universities and had its beginnings in Armidale over 50 years ago. It is now one of the largest Australian universities, with more than 4,000 internal students and 15,000 external students, including 5,500 undertaking postgraduate study. The campus covers 260 ha of attractive park and woodland on the north-western edge of Armidale, about five kilometres from the city centre.

Course Coordinators

Dr Bob Boughton
Adult and Workplace Education
Phone: 02 6773 2913
Email: bob.boughton@une.edu.au

Dr Rhonda Forrest
Early Childhood Education
Phone: 02 6773 3830
Email: rforrest@une.edu.au

Dr Dan Riley
Administrative Studies
Phone: 02 6773 3113
Email: driley2@une.edu.au

Dr Siri Gamage
Professional Studies
Phone: 02 6773 3836
Email: sgamag2@une.edu.au

Dr Neil Taylor
Doctor of Education
Phone: 02 6773 5064
Email: ntaylor6@une.edu.au

Admission and Enrolment

Bachelor students

All students apply through:
Student Centre
The University of New England NSW 2351
Website: www.une.edu.au/studentcentre
Email: studentcentre@une.edu.au
Phone: 02 6773 4444
Fax: 02 6773 4400

Graduate Certificate/Graduate Diploma/Masters Coursework students

Students new to UNE need to apply through:
Universities Admissions Centre (UAC)
Address: UAC, Locked Bag 112
SILVERWATER NSW 2128
Website: www.uac.edu.au/postgraduate.html
Phone: 02 9752 0200

All students applying for the Graduate Certificate in Higher Education apply direct to the Student Centre.

Former UNE students apply through:

Student Centre
The University of New England NSW 2351
Website: www.une.edu.au/studentcentre
Email: studentcentre@une.edu.au
Phone: 02 6773 4444
Fax: 02 6773 4400

Masters with Honours/Doctor of Education/Doctor of Philosophy students

Students need to apply through Research Services at UNE. Applications for admission for the beginning of year intake must be received at the University by 30 October and 30 April, if there is a mid-year intake in 2006.

Address: Research Services
The University of New England NSW 2351
Email: hdr@une.edu.au
Phone: 02 6773 5227

Non-Award students

Before you are able to enrol in a course of study, you must apply to the University to be admitted to candidature. Students who wish only to enrol in specific units may be permitted to enrol as non-award students. These students are required to pay a non-award fee and General Service Fees, but they do not incur a Student Contribution charge.

Address for Correspondence:

Student Centre
The University of New England NSW 2351
Website: www.une.edu.au/studentcentre
Email: studentcentre@une.edu.au
Phone: 02 6773 4444
Fax: 02 6773 4400

Unit outlines can be viewed on the Student Centre website.

Courses

General Information - Administrative Leadership Program

Course Structure

This program is structured as a series of interdependent units which lead, according to need, to one or more of five courses and allows for progression into studies at the Doctoral level.

The Bachelor of Administrative Leadership (48 or 96 credit points (cp))

The Bachelor of Administrative Leadership with Honours (48 cp)

The Bachelor of Education (Administrative Leadership) (48 cp)

The Master of Administrative Leadership (48 cp)

The Master of Administrative Leadership with Honours (72 cp)

Are you:

- A teacher needing to upgrade administrative and leadership skills?
- Involved in Local and other Government organisations or departments?
- In the health care industry?
- In the Defence forces?
- In emergency services?
- In the Church or youth work?
- In voluntary community organisations?
- In the Police services?

Course Objectives

- To provide the administrator with a basis for understanding the structure and process of organisations and the people who work in them.
- To provide an opportunity to acquire an in-depth understanding of the processes, wider issues, roles and role-relationships involved in administrative leadership by the practical application of theory.
- To create an awareness of contemporary issues and the role of the organisation in its community and to provide a background of understanding for the utilisation of organisational resources.
- To assist administrators in understanding and fulfilling their responsibilities for organisational effectiveness and their responsibilities for the personnel of their organisation.
- To provide the administrator with an identification of the role of the Instructional Leader and to acquaint such a leader with insights, resources and critical faculties which assist an individual in fulfilling the responsibilities of an instructional leader within individual organisational contexts.

Bachelor of Administrative Leadership

The Bachelor of Administrative Leadership is offered under the Commonwealth Supported Places scheme. It is designed for those people who are in (or aspire to be in) middle management and leadership positions in a wide variety of government, church, military, statutory and non-profit or commercial organisations. The course focuses on the functioning of people within organisations and is workplace-oriented.

Entry Requirements

Entry is available at the second and third year levels. Those applicants possessing a one year qualification from an institution approved by the Faculty or other qualifications considered by the Faculty to be equivalent to one year, enter into the second year of the degree.

Applicants possessing a two year qualification from an institution approved by the Faculty or other qualifications considered by the Faculty to be equivalent to two years, enter into the third year of the degree.

Training courses, years of experience and formal studies are taken into consideration when granting entry as follows:

Entry Criteria

To gain entry students need to demonstrate full-time study (or equivalent). The admission guidelines are:

- 1 year of full-time study or equivalent at a recognised institution = 1 year
- 2 years of full-time study or equivalent at a recognised institution = 2 years
- a Certificate IV (AQF 4) = 0.5 year
- a Diploma (AQF 5) eg Frontline Management = 1 year
- at least 5 years in an administrative position = 0.5 year
- relevant professional development activities (applicant required to provide a portfolio of evidence and a summary of face-to-face and other hours)
 - 600 hours = 0.5 year
 - 1200 hours = 1 year
 - 2400 hours = 2 years

UNE will accept correctly certified copies of academic records. Visit our website: <http://www.study.une.edu.au> and click on "applying to UNE" for full details.

1. Admission to Candidature

A candidate shall have had appropriate administrative experience¹; and

- (a) hold a qualification requiring the equivalent of one years' full-time study approved by the Faculty; or
- (b) hold a qualification requiring the equivalent of two years' full-time study approved by the Faculty.

2. Course Requirements

- 2.1. (a) To qualify for the award, a candidate admitted under Rule 1.(a) shall pass 96 cp as specified in Rules 2.1.(b) and 5.
 - (b) The course shall comprise:
 - (i) all units in Group 1;
 - (ii) not more than 48 cp from Group 2.
- 2.2. (a) To qualify for the award, a candidate admitted under Rule 1.(b) shall pass 48 cp as specified in Rules 2.2.(b) and 5;
 - (b) The course shall comprise 48 cp from Group 2.

3. Period of Candidature

- 3.1. For candidates admitted under Rule 1.(a) the maximum period of candidature shall be:
 - (a) two years as a full-time candidate;
 - (b) five years as a part-time candidate.
- 3.2. For candidates admitted under Rule 1.(b) the maximum period of candidature shall be:
 - (a) one year as a full-time candidate;
 - (b) three years as a part-time candidate.

¹ Generally it will be expected that candidates will have had five years' experience involving administrative responsibilities relevant to the award.

4. Progress and Conduct

Failure in 18 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5. Units Offered

All units listed below for this award have a value of **six** cp except where indicated after a colon.

Group 1

PDAL 396	Special Topic (Workplace Project)
PDAS 102	Negotiation and Representation
PDAS 104	Leadership and People Management
PDPS 100	Learning Life-Long Academic Skills
PDPS 171	Introduction to Society and Culture
PDPS 204	Facilitating Cross Cultural Communication
PDPS 303	Globalisation, Cultures and Work
PDPS 333	Professional Ethics in Contemporary Society

Group 2

PDAS 301	Organisations, People and Administration
PDAS 302	Management of Change
PDAS 311	Trends, Issues and Community
PDAS 312	Resource Administration
PDAS 313	Fundamentals of Staff Development
PDAS 314	Leadership and Organisational Effectiveness
PDAS 315	Leadership for Rural and Remote Communities
PDAS 403:12	Administrative Leadership: Special Study

or any other unit approved by the Faculty.

Bachelor of Education (Administrative Leadership)

The Bachelor of Education (Administrative Leadership) is offered under the Commonwealth Supported Places scheme. It is a workplace-oriented course and caters for practising administrators in schools and other educational institutions. It relates to educationalists or those directly involved in the education industry at primary, secondary, technical or tertiary levels. The course focuses on the functioning of people within organisations with a compulsory special study based on participants' organisations.

1. Admission to Candidature

A candidate shall:

- (a) hold a degree of a university and a diploma in an area of education studies; *or*
- (b) hold a three-year teaching qualification recognised by the Faculty as suitable for entry into the program; *or*
- (c) hold three-year status with an appropriate educational authority except where that status is awarded wholly on the basis of service; *or*
- (d) have units equivalent to not more than 12 cp to pass in order to qualify for an award acceptable under Rule 1(b).

2. Award of the Degree

Candidates who meet the course requirements listed under Rule 3 shall be awarded the Bachelor of Education (Administrative Leadership).

3. Course Requirements

To qualify for the course of Bachelor of Education (Administrative Leadership), a candidate who has had appropriate administrative experience shall pass 48 cp including all units in Group 2A and 24 cp from Group 2B.

4. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) three years as a part-time candidate.

5. Progress and Conduct

Failure in 18 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

6. Units Offered

All units listed below for this course have a value of **six** cp except where indicated after a colon.

Group 2A

- PDAS 400 Problem Analysis in Contemporary Organisations
PDAS 401 Contemporary Organisation Theory
PDAS 403:12 Administrative Leadership: Special Study

Group 2B

- PDAS 405 Industrial Relations in Education
PDAS 414 Leadership and Organisational Effectiveness
PDAS 415 Managing Organisational Transition
PDAS 416 Personnel and Quality in Administration
PDPS 433 Professional Ethics in Contemporary Society
or any other unit approved by the Faculty.

Master of Administrative Leadership

The Master of Administrative Leadership is offered on a Full Fee basis. The course is designed primarily for public sector managers and aspiring managers. As people progress through their careers and increasingly take on leadership and management roles they often find that they need to develop theoretical and practical knowledge of leadership together with the management skills to lead and manage effectively.

1. Admission to Candidature

A candidate shall have had appropriate administrative experience²; and

- (a) hold a degree of a university; or
- (b) hold a three-year diploma from a university or a college of advanced education; or
- (c) hold a graduate diploma relevant to the award; or
- (d) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2. Course Requirements

2.1. To qualify for the award, a candidate shall pass 48 cp as specified in Rules 2.2 and 5.

2.2. The course shall comprise:

- (a) the unit from Group 1;
- (b) at least 12 cp from Group 2A;
- (c) all units from Group 2B;
- (d) not more than 24 cp from Group 3;
- (e) one unit from Group 4.

3. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) three years as a part-time candidate.

4. Progress and Conduct

Failure in two course work units shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5. Units Offered

All units listed below for this award have a value of **six** cp except where indicated after a colon.

Group 1

PDAS 401 Contemporary Organisation Theory

Group 2A

PDAS 551 Tertiary Education: Managing University Research

PDAS 570 The Principalship

PDAS 574 Planning and Policy

PDAS 580 The Administrator and the Law

PDAS 581 Leadership for Personnel Development

PDAS 591 Cross-Cultural Management

PDAS 595 Tertiary Education: Comparative Perspectives Through Study Abroad

or any other unit approved by the Faculty.

Group 2B

EHPS 590 Research Methods 1

PDAL 599:12 Dissertation

² Generally it will be expected that candidates will have had three years' experience involving administrative responsibilities relevant to the award.

Group 3

- PDAS 414 Leadership and Organisational Effectiveness
 - PDAS 415 Managing Organisational Transition
 - PDAS 416 Personnel and Quality in Administration
 - PDAS 430 International Cooperation through Education
 - PDAS 471 Educational Administration and Organisation: Principles and Issues
 - PDAS 478 Finance for Education
 - PDAS 479 Leadership in Resource Management
 - PDAS 481 Tertiary Education: Foundations and Organisation
 - PDAS 482 Tertiary Education: Administration and Management
 - PDAS 484 Human Action in Organisations
 - PDAS 488 Distance Education: The Theory and Practice of Instructional Design
 - PDL 470 Introduction to Adult Education and Training
 - PDL 471 Adult Learning
 - PDL 472 Teaching and Training Adults
 - PDL 473 Program Planning in Adult Education and Training
 - PDL 477 Portfolio Assessment in Adult-Workplace Learning
- or any other unit approved by the Faculty.

Group 4

- EDIT 416 ICT for Professional Practice
 - PDPS 433 Professional Ethics in Contemporary Society
- or any other unit approved by the Faculty.

Master of Administrative Leadership with Honours

The Master of Administrative Leadership with Honours is offered under the Research Training Scheme (RTS). RTS students are exempt from the requirements to pay student contribution and tuition fees. Students who are not eligible will be required to pay full fees and may have access to FEE-HELP.

1. Admission to Candidature

A candidate shall have had appropriate administrative experience³; *and*

- (a) hold a degree of a university; *or*
- (b) hold a three-year diploma from a university or a college of advanced education; *or*
- (c) hold a graduate diploma relevant to the award; *or*
- (d) hold the Master of Administrative Leadership; *or*
- (e) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2. Course Requirements

2.1. To qualify for the award, a candidate shall pass 72 cp as specified in Rules 2.2 and 5.

2.2. The course shall comprise:

- (a) 72 cp from Group 1; *or*
- (b) (i) 48 cp from Group 2;
(ii) 12 cp from Group 3;
(iii) not more than 12 cp from Group 4.

3. Period of Candidature

The maximum period of candidature shall be:

- (a) 18 months as a full-time candidate;
- (b) four years as a part-time candidate.

4. Progress and Conduct

Failure to obtain a result of Credit or better in each course work unit shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5. Units Offered

All units listed below for this award have a value of **six** cp except where indicated after a colon.

Group 1

PDAL 699:72 Thesis at Masters (Honours) Level

Group 2

PDAL 699:48 Thesis at Masters (Honours) Level

Group 3

EHPS 590; PDAS 401

Group 4

EDIT 416; PDAS 414, 415, 416, 430, 479, 551, 570, 574, 580, 581, 591, 595; PDL 470, 471, 472, 473, 477; PDPS 433; or any other unit approved by the Faculty.

³ Generally it will be expected that candidates will have had three years' experience involving administrative responsibilities relevant to the award.

Bachelor of Education (Educational Management)

The Bachelor of Education (Educational Management) is offered under the Commonwealth Supported Places scheme. This course caters for educational managers or those aspiring to such positions in schools and other educational institutions.

1. Admission to Candidature

A candidate shall:

- (a) hold a degree of a university and a diploma in an area of education studies; *or*
- (b) hold a three-year teaching qualification recognised by the Faculty as suitable for entry into the program; *or*
- (c) hold three-year status with an appropriate educational authority except where that status is awarded wholly on the basis of service; *or*
- (d) have units equivalent to not more than 12 cp to pass in order to qualify for an award acceptable under Rule (b)(ii).

2. Award of the Degree

Candidates who meet the course requirements listed under Rule 3 shall be awarded the Bachelor of Education (Educational Management).

3. Course Requirements

To qualify for the award a candidate shall pass 48 cp including the unit in Group 6A and 42 cp from Group 6B.

4. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) three years as a part-time candidate.

5. Progress and Conduct

Failure in 18 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

6. Units Offered

All units listed below for this award have a value of **six** cp.

Group 6A

PDAS 401 Contemporary Organisation Theory

Group 6B

PDAS 405 Industrial Relations in Education

PDAS 415 Managing Organisational Transition

PDAS 416 Personnel and Quality in Administration

PDAS 478 Finance for Education

PDAS 481 Tertiary Education: Foundations and Organisation

PDAS 482 Tertiary Education: Administration and Management

PDAS 484 Human Action in Organisations

PDAS 488 Distance Education: The Theory and Practice of Instructional Design

or any other unit approved by the Faculty.

Graduate Certificate in Educational Management

The Graduate Certificate in Educational Management is offered on a Full Fee basis. It aims to serve the educational and training needs of managers in the school, tertiary and other related sectors. A graduate of this certificate will be given full credit for his/her work on enrolment in the Master of Educational Administration course.

On completion of the Graduate Certificate, students will have a basic understanding of:

- management principles and the pivotal role of administrative leadership within educational organisations at all levels;
- the research and scholarly literature on trends and issues in public sector management and organisational theory and their practical application to educational organisations at all levels;
- the changing external social, financial and political circumstances influencing the development of educational institutions at all levels;
- the emerging influence of technological change, globalisation and national and international trends in the management of educational and other public organisations;
- the leadership challenges of managing organisations in a time of rapid change.

The specialisation 'Boarding' is available in the Graduate Certificate in Educational Management. This specialisation is in response to forthcoming legislation which will require all staff which have responsibility for the care of residential boarding students to hold a recognised, university-level qualification. On completion of the Graduate Certificate in Educational Management (Boarding), students will have an understanding of:

- organisational theory in a boarding community;
- pastoral care in a boarding context;
- resource management in boarding; and
- the personal development of boarding students.

1. Admission to Candidature

A candidate shall have had appropriate experience in an educational institution or in education services delivery; *and*

- (a) hold a degree or a three year diploma of a university; *or*
- (b) satisfy the Faculty by means of other qualifications and relevant experience⁴ of adequate preparation for candidature.

2. Course Requirements

- 2.1. (a) To qualify for the award of Graduate Certificate in Educational Management, a candidate shall pass 24 credit points as specified in Rules 2.1.(b) and 5.
 - (b) The course shall comprise:
 - (i) the unit in Group 1;
 - (ii) 18 cp from Group 2.
- 2.2. (a) To qualify for the award of Graduate Certificate in Educational Management (Boarding), a candidate shall pass 24 cp as specified in Rules 2.2.(b) and 5.
 - (b) The course shall comprise all units in Group 3.

3. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) two years as a part-time candidate.

4. Progress and Conduct

Failure in 12 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5. Units Offered

All units listed below for this award have a value of **six** cp.

Group 1

PDAS 401 Contemporary Organisation Theory

⁴ "Other qualifications and relevant experience" would be at least a two-year diploma and three years' employment in a teaching or administrative position in an educational setting.

Group 2

- EHPS 590 Research Methods 1
 - PDAL 596 Special Topics (A)
 - PDAS 400 Problem Analysis in Contemporary Organisations
 - PDAS 405 Industrial Relations in Education
 - PDAS 415 Managing Organisational Transition
 - PDAS 416 Personnel and Quality in Administration
 - PDAS 430 International Cooperation through Education
 - PDAS 471 Educational Administration and Organisation: Principles and Issues
 - PDAS 478 Finance for Education
 - PDAS 481 Tertiary Education: Foundations and Organisation
 - PDAS 482 Tertiary Education: Administration and Management
 - PDAS 484 Human Action in Organisations
 - PDAS 485 Tertiary Education: Issues in Developing Countries
 - PDAS 488 Distance Education: The Theory and Practice of Instructional Design
 - PDAS 570 The Principalship
 - PDAS 574 Planning and Policy
 - PDAS 577 School Organisation and Development
 - PDAS 578 Economic Thinking in Education
 - PDAS 580 The Administrator and the Law
 - PDAS 581 Leadership for Personnel Development
 - PDAS 591 Cross-Cultural Management
 - PDAS 595 Tertiary Education: Comparative Perspectives Through Study Abroad
 - PDPS 433 Professional Ethics in Contemporary Society
- or any other unit approved by the Faculty.

Group 3

- PDAS 406 Organisational Theory in a Boarding Community
 - PDAS 407 Pastoral Care in a Boarding Context
 - PDAS 408 Resource Management in Boarding
 - PDAS 409 Personal Development: Boarding Students
- or any other unit approved by the Faculty.

Graduate Certificate in Higher Education

The Graduate Certificate in Higher Education is a professional qualification in university teaching and learning, coordinated by the Teaching and Learning Centre. The course is formally accredited through the Faculty of Education, Health and Professional Studies and is offered on-campus or off-campus, on a full-time or part-time basis. Its focus is on practical and theoretical aspects of teaching and learning in a university context.

1. Admission to Candidature

A candidate shall:

- (a) hold a degree of a university; or
- (b) satisfy the Faculty by means of other qualifications and relevant experience⁵ of adequate preparation for candidature.

2. Course Requirements

2.1. To qualify for the award a candidate shall pass 24 credit points as specified in Rules 2.2. and 5.

2.2. The course shall comprise:

- (a) all units in Group 1;
- (b) six credit points from Group 2.

3. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) two years as a part-time candidate.

4. Progress and Conduct

Failure in 12 credit points shall be deemed to be unsatisfactory progress

5. Units Offered

All units listed below for this award have a value of six credit points.

Group 1

PDL 489: University Teaching and Learning
PDL 490: Course Development and Evaluation
PDAL 496: Special Topics (A)
or any other unit approved by the Faculty.

Group 2

PDL 491: Supervising Postgraduate Students
PDAL 497: Special Topics (B)
or any other unit approved by the Faculty.

⁵ "Other qualifications and relevant experience" would be at least a two-year diploma and three years' employment in an academic or administrative position in post-secondary education.

Master of Educational Administration

The Master of Educational Administration is offered under the Commonwealth Supported Places scheme or on a Full Fee basis. The course is recognised as Australia's premier qualification for educational leaders in primary, secondary and tertiary institutions.

1. Admission to Candidature

A candidate shall have had appropriate experience⁶ in an educational institution or in education services delivery; *and*

- (a) hold the degree or a three-year diploma of a university; *or*
- (b) hold a Graduate Certificate in Educational Management; *or*
- (b) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2. Course Requirements

- 2.1. (a) To qualify for the award, a candidate admitted under 1.(a) or (c) shall pass 48 cp as specified in Rules 2.1(b) and 5.
- (b) The course shall comprise:
 - (i) the unit in Group 1;
 - (ii) at least 12 cp from Group 2A;
 - (iii) not more than 24 cp from Group 2B;
 - (iv) not more than 24 cp from Group 3.
- 2.2. (a) To qualify for the award, a candidate admitted under 1.(b) shall pass 24 cp as specified in Rule 2.2.(b) and 5.
- (b) The course shall comprise:
 - (i) at least 12 cp from Group 2A;
 - (ii) not more than 12 cp from Group 2B;
 - (iii) not more than 12 cp from Group 3.

3. Period of Candidature

For candidates admitted under Rule 1.(a) or (c), the maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) four years as a part-time candidate.

For candidates admitted under Rule 1.(b), the maximum period of candidature shall be:

⁶ Generally it will be expected that candidates will have had three years' experience.

- (a) one year as a full-time candidate;
- (b) two years as a part-time candidate.

4. Progress and Conduct

- 4.1. For candidates admitted under Rule 1.(a) or (c), failure in three course work units shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).
- 4.2. For candidates admitted under Rule 1.(b) failure in two course work units shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5. Units Offered

All units listed below for this award have a value of **six** cp except where indicated after a colon.

Group 1

PDAS 401 Contemporary Organisation Theory

Group 2A

PDAL 596:6/12 Special Topics (A)
PDAS 540 Research Project in the Workplace
PDAS 550 Research in Educational Administration
PDAS 551 Tertiary Education: Managing University Research
PDAS 570 The Principalship
PDAS 574 Planning and Policy
PDAS 577 School Organisation and Development
PDAS 578 Economic Thinking in Education
PDAS 580 The Administrator and the Law
PDAS 581 Leadership for Personnel Development
PDAS 591 Cross-Cultural Management
PDAS 595 Tertiary Education: Comparative Perspectives Through Study Abroad
or any other unit approved by the Faculty.

Group 2B

EHPS 590 Research Methods 1
PDAL 599:18 Dissertation
or any other unit approved by the Faculty.

Group 3

PDAS 400 Problem Analysis in Contemporary Organisations
PDAS 405 Industrial Relations in Education
PDAS 415 Managing Organisational Transition
PDAS 416 Personnel and Quality in Administration
PDAS 430 International Cooperation through Education
PDAS 471 Educational Administration and Organisation: Principles and Issues
PDAS 478 Finance for Education
PDAS 479 Leadership in Resource Management
PDAS 481 Tertiary Education: Foundations and Organisation
PDAS 482 Tertiary Education: Administration and Management
PDAS 484 Human Action in Organisations
PDAS 488 Tertiary Education: Issues in Developing Countries
PDPS 433 Professional Ethics in Contemporary Society
or any other unit approved by the Faculty.

Master of Educational Administration with Honours

The Master of Educational Administration (Honours) is offered under the Research Training Scheme (RTS). RTS students are exempt from the requirements to pay student contribution and tuition fees. Students who are not eligible will be required to pay full fees and may have access to FEE-HELP.

1. Admission to Candidature

A candidate shall have had appropriate experience⁷ in an educational institution or in education services delivery; *and*

- (a) (i) hold the degree of Bachelor of Education of The University of New England; *or*
- (ii) hold a bachelor degree of a university and either a diploma in the field of education or the equivalent of one year of full-time study in Education beyond that required for a three-year first degree; *or*
- (iii) hold a three-year Diploma in Teaching and a graduate diploma relevant to the degree; *or*
- (iv) hold the Master of Educational Administration; *and*
have attained a level of Credit or better in 18 points in Education; *or*
- (b) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2. Course Requirements

2.1. To qualify for the award, a candidate shall pass 72 cp as specified in Rules 2.2 and 5.

2.2. The course shall comprise:

- (a) 72 cp from Group 1; *or*
- (b) (i) 48 cp from Group 2;
- (ii) the units in Group 3;
- (iii) not more than 12 cp from Group 4.

3. Period of Candidature

The maximum period of candidature shall be:

- (a) 18 months as a full-time candidate;
- (b) four years as a part-time candidate.

4. Progress and Conduct

Failure to obtain a result of Credit or better in each course work unit shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5. Units Offered

All units listed below for this award have a value of **six** cp except where indicated after a colon.

Group 1

PDAL 699:72 Thesis at Masters (Honours) level

Group 2

PDAL 699:48 Thesis at Masters (Honours) level

Group 3

EHPS 590; PDAS 401

Group 4

PDAL 596:6 or 12; PDAS 400, 405, 415, 416, 430, 471, 478, 479, 481, 482, 484, 488, 551, 570, 574, 577, 578, 580, 581, 591, 595; PDPS 433; or any other unit approved by the Faculty.

⁷ Generally it will be expected that candidates will have had three years' experience.

General Information - Adult and Workplace Education Program

The University of New England's Adult and Workplace Education program enjoys a reputation across Australia as the preferred place to study by distance in the fields of both training and development and adult education. UNE pioneered Australia's first professional university courses in adult education and training in the 1970s. Since then, thousands of our graduates have gone on to play leading roles across this diverse field, in public, private and community sector agencies, as practitioners, managers, advocates and policy makers. We now offer a broad range of awards in two separate but related streams. The 'generic' adult education stream offers qualifications relevant to practitioners across the whole field of adult education and lifelong learning, while our 'training and development' stream combines our units with others from the School which have a specific management or 'HR' focus.

Your choice of award will depend on your prior educational and professional experience and qualifications, and your own personal and career goals. We provide advanced standing to eligible applicants on the basis of vocational qualifications and work experience, allowing you to enter the Bachelor of Training and Development at third year level. Our staff are happy to advise you to help you make the right decision, and there is further helpful material on our website www.une.edu.au/sat

Our current awards are:

Bachelor of Training and Development (BTD) (48 cp)

Bachelor of Education (Adult Education) (BEDAE) (48 cp)

Graduate Certificate in Adult Education (GCAE) (24 cp)

Graduate Diploma in Adult Education (GDAE) (12 or 36 cp)

Master of Education (Adult Education) (MEDAE) (12 or 48 cp)

Master of Training and Development (MTD) (48 cp)

Master of Education with Honours (Adult Education) (MEDHAE) (36 or 72 cp)

Awards operate on a 'step-in, step-up, step-out' model, allowing you to enter and exit at the level which suits you, and return to upgrade in later years. For example, the BTD is 'nested' within the BEDAE; the GCAE inside the GDAE; and the GCAE and GDAE inside the MEDAE or MEDHAE. Details are on our website and described in the following pages.

Note: Study is available off-campus only. Optional introductory Residential Schools for the initial units in the BTD (PDL 300) and the adult education awards (PDL 470) are offered in first semester each year subject to sufficient demand. Refer to the Course Coordinator for details.

Bachelor of Training and Development

The Bachelor of Training and Development is offered under the Commonwealth Supported Places scheme. This is a three-year undergraduate course designed for trainers, supervisors and HR staff who have positions of responsibility or are seeking to move into such positions. It particularly recognises prior training qualifications and experience, as well as other work experience, enabling students to enter into the third and final year of the degree. The course can be completed in two years part-time by distance (off-campus) study.

The aims of the course are: (i) to understand practical and theoretical frameworks of workplace learning; (ii) to provide an understanding of local, national and global impacts on workplace training; (iii) to offer alternative philosophical approaches from which to critique current approaches; and (iv) to link training concerns with leadership and organisational development, and to facilitate the effectiveness of individual trainers in a workplace environment.

Entry Requirements

The Bachelor of Training and Development is designed for entry at 3rd year level on the basis of industry training, qualifications, workplace experience, and formal studies. The admission guidelines are:

- 1 year of full-time study or equivalent at a recognised institution = 1 year
- 2 years of full-time study or equivalent at a recognised institution = 2 years
- a Certificate IV (AQF 4) = 0.5 year
- a Diploma (AQF 5) eg Frontline Management = 1 year
- 5 or more years relevant work experience = 0.5 year
- 2 or more years training Adults experience on top of previous 5 years work experience (ie minimum 7 years) = 1 year
- Industry and/or VET-system accredited trade or paraprofessional qualification = full-time duration

If you have other experience or qualifications which could be considered equivalent to the above, eg from unpaid voluntary or community work, please contact the Program Coordinator (Dr Bob Boughton - Email: bob.boughton@une.edu.au; Phone: 02 6773 2913) to discuss your application prior to submission.

UNE will accept correctly certified copies of academic records. Visit our website: <http://www.study.une.edu.au> and click on "applying to UNE" for full details.

1. Admission to Candidature

A candidate shall:

- (a) hold a qualification requiring the equivalent of two years' full-time study approved by the Faculty; *or*
- (b) hold other academic or professional qualifications or be able to demonstrate experiential learning considered by the Faculty to be equivalent.

2. Course Requirements

- (a) To qualify for the award, a candidate shall pass 48 cp as specified in Rules 2(b) and 5.
- (b) The course shall comprise all units in Group 1.

3. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) four years as a part-time candidate.

4. Progress and Conduct

Failure in 18 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5. Units Offered

All units listed below for this award have a value of **six** cp.

Group 1

PDL 300	Advanced Academic Skills in Adult Education and Training*
PDL 380	Workplace Learning
PDL 381	Context of Workplace Education and Training
PDL 382	Philosophy of Workplace Education and Training
PDA 301	Organisations, People and Administration
PDA 302	Management of Change
PDA 313	Fundamentals of Staff Development
PDA 314	Leadership and Organisational Effectiveness

or any other unit approved by the Faculty.

* An optional Residential School is run for PDL 300 students in the first semester of each year subject to sufficient demand. Refer to the Course Coordinator for details.

Bachelor of Education (Adult Education)

The Bachelor of Education (Adult Education) is offered under the Commonwealth Supported Places scheme. It was originally designed for three-year trained teachers who wish to complete a four year specialisation in adult education. This specialisation is now also available to graduates from the Bachelor of Training and Development. It is most favoured by teachers of adults, particularly in the TAFE sector. Elective components include: (a) Aboriginal Studies; (b) Cross-cultural Studies; and (c) Peace Studies.

1. Admission to Candidature

A candidate shall:

- (a) hold a degree of a university and a diploma in an area of education studies; *or*
- (b) hold a three-year teaching qualification recognised by the Faculty as suitable for entry into the program; *or*
- (c) hold three-year status with an appropriate educational authority except where that status is awarded wholly on the basis of service; *or*
- (d) hold a three-year non-teaching qualification recognised by the Faculty as suitable for entry into the program; *or*
- (e) have units equivalent to not more than 12 cp to pass in order to qualify for an award acceptable under Rule 1(b).

2. Award of the Degree

Candidates who meet the course requirements listed under Rule 3 shall be awarded the Bachelor of Education (Adult Education).

3. Course Requirements

To qualify for the award of Bachelor of Education (Adult Education), a candidate shall pass 48 cp including all compulsory units, 12 cp from the optional group and 24 cp from the elective group.

4. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) three years as a part-time candidate.

5. Progress and Conduct

Failure in 18 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

6. Units Offered

All units listed below for this award have a value of **six** cp except where indicated after a colon. The following are the requirements for the degree:

Compulsory

- PDL 470 Introduction to Adult Education and Training
- PDL 471 Adult Learning

Optional (Students complete 12 cp from this Group)

- PDL 410 Learning in Social Movements
- PDL 472 Teaching and Training Adults
- PDL 473 Program Planning in Adult Education and Training
- PDL 477 Portfolio Assessment in Adult-Workplace Learning
- PDL 478:12 Adult Education Practicum (by special arrangement only; requires a qualified workplace supervisor)

Electives (Students complete 24 cp from either Group (a) or (b) or (c))

(a) Peace Studies

- PDL 475:12 Professional Project in Adult Education and Training
- PDPS 402 Social Development, Environment and Peace
- PDPS 451 Building Peace in Post-conflict Situations

(b) Aboriginal Studies

- PDL 475:12 Professional Project in Adult Education and Training
- EDCX 415 Indigenous Australian Education
- EDCX 409 Race Relations in the Classroom

(c) Cross Cultural Studies

PDL 475:12 Professional Project in Adult Education and Training

EDLA 403 Language Society and Culture

PDPS 304 Facilitating Cross-Cultural Communication

or any other unit approved by the Faculty.

Residential School

An optional residential school is run for PDL 470 in Semester One each year, subject to sufficient demand. Refer to the Course Coordinator for details.

Graduate Certificate in Adult Education

The Graduate Certificate in Adult Education is offered under the Commonwealth Supported Places scheme or on a Full Fee basis. For graduates in any discipline, this short certificate course provides an introduction for those who may be considering the possibility of more extended study and training in the field and provides a basic professional qualification. The Graduate Certificate articulates with the Graduate Diploma in Adult Education in our step-in, step-up, step-out model.

1. Admission to Candidature

A candidate shall:

- (a) hold a degree of a university; *or*
- (b) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2. Course Requirements

- (a) To qualify for the award a candidate shall pass 24 cp as specified in Rules 2 and 5.
- (b) The course shall comprise all units in Group 1A and 12 cp from Group 1B.

3. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) two years as a part-time candidate.

4. Progress and Conduct

Failure in 12 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5. Units Offered

All units listed below for this award have a value of **six** cp.

Group 1A

- PDL 470 Introduction to Adult Education and Training
PDL 471 Adult Learning

Group 1B

- PDL 410 Learning in Social Movements
PDL 472 Teaching and Training Adults
PDL 473 Program Planning in Adult Education and Training
PDL 477 Portfolio Assessment in Adult-Workplace Learning

Graduate Diploma in Adult Education

The Graduate Diploma in Adult Education is offered under the Commonwealth Supported Places scheme or on a Full Fee basis. The Graduate Diploma is a postgraduate foundation or professional upgrading course in adult education for graduates in any discipline. Through personalised study and assignments, and the use of study contracts, it is designed to engage practitioners from the broad sweep of adult education and vocational education and training including: trainers in business, public services and industry; community-based education programmers; part-time and full-time teachers of adults in TAFE; literacy and other adult basic education workers; providers of continuing professional education; volunteers in roles involving adults learning; nurse educators; human resource developers; and professionals in other occupations with an educational role, such as in welfare or religious bodies.

At the completion of the Graduate Diploma, candidates should have a sound understanding of the theory and practice of adult education in many professional settings. They should have an up-to-date knowledge of the implications of research and other scholarship in the field for professional practice in the range of adult education roles, and should be able to evaluate critically their experience as professionals. With these skills, diplomates will themselves be in a position to practise as continuing self-directed learners. **Note, the course is only available by off-campus study.**

Students who complete the Graduate Diploma can enter the Master of Education (Adult Education) program with advanced standing, and will be awarded the Master of Education (Adult Education) after completing a further 12 cp.

1. Admission to Candidature

A candidate shall:

- (a) (i) hold a degree of a university; *and*
 - (ii) be working in continuing education or a related field of practice or have qualifications or experience appropriate to such work; *or*
- (b) hold the Graduate Certificate in Adult Education or the Graduate Certificate in Workplace Education.

2. Course Requirements

- 2.1. (a) To qualify for the award a candidate admitted under Rule 1.(a) shall pass 36 cp as specified in Rules 2.1.(b) and 5.
 - (b) The course shall comprise:
 - (i) all units in Group 1A;
 - (ii) 12 cp from Group 1B;
 - (iii) the unit in Group 2.
- 2.2. (a) To qualify for the award, a candidate admitted under Rule 1.(b) shall pass 12 cp as specified in Rules 2.2.(b) and 5.
 - (b) The course shall comprise the unit in Group 2.

3. Period of Candidature

- (a) For candidates admitted under Rule 1.(a) the maximum period of candidature shall be:
 - (i) one year as a full-time candidate;
 - (ii) three years as a part-time candidate.
- (b) For candidates admitted under Rule 1.(b) the maximum period of candidature shall be:
 - (i) one year as a full-time candidate;
 - (ii) two years as a part-time candidate.

4. Progress and Conduct

- (a) For candidates admitted under Rule 1.(a) (i) or (ii), failure in 18 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).
- (b) For candidates admitted under Rule 1.(b), failure in 12 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5. Units Offered

All units listed below for this award have a value of **six** cp except where indicated after a colon.

Group 1A

- PDL 470 Introduction to Adult Education and Training
- PDL 471 Adult Learning

Group 1B

- PDL 410 Learning in Social Movements
- PDL 472 Teaching and Training Adults
- PDL 473 Program Planning in Adult Education and Training
- PDL 477 Portfolio Assessment in Adult-Workplace Learning
- PDL 478:12 Adult Education Practicum (by special arrangement only; requires a qualified workplace supervisor)

Group 2

- PDL 475:12 Professional Project in Adult Education and Training

Master of Education (Adult Education)

The Master of Education is offered under the Commonwealth Supported Places scheme or on a Full Fee basis. The Master of Education (Adult Education) is a specialisation within UNE's Master of Education by coursework, designed specifically for adult education practitioners. Entry is via a four-year Bachelors degree in education or its equivalent, or via the Graduate Diploma in Adult Education. Applicants who have completed the GDAE are required to complete a further 12 cp at 500 level from the units specified below. **For all other programs of study of specialisations please see the Education Courses 2006 booklet.**

1. Admission to Candidature

A candidate shall:

- (a) hold the degree of Bachelor of Education of The University of New England; *or*
- (b) hold a bachelor degree of a university and either a diploma in the field of education or the equivalent of one year of full-time study in education beyond that required for a three-year first degree; *or*
- (c) hold a three-year Diploma in Teaching and a graduate diploma relevant to the degree; *or*
- (d) hold a post-initial teaching graduate diploma relevant to the degree; *or*
- (e) hold the Graduate Certificate in Behaviour Management or the Graduate Certificate in Teaching English to Speakers of Other Languages or a Graduate Certificate relevant to the degree; *or*
- (f) hold the Graduate Diploma in Adult Education or Graduate Diploma in Educational Studies (Teaching English to Speakers of Other Languages or Languages other than English); *or*
- (g) hold the Graduate Certificate in Education Studies; *or*
- (h) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2. Award of the Degree

- (a) Candidates who meet the course requirements listed under Rule 3 and who have not specialised shall be awarded the **Master of Education**.
- (b) Candidates who meet the course requirements listed under Rule 3 and who specialise⁸ shall be awarded the **Master of Education** in the following: Aboriginal Education; Adult Education; Archaeology and Ancient History; Arts Education; Communities, Cultures and Education; Curriculum Studies; Gifted and Talented; Information and Communication Technology Education; International Education; Mathematics Education; Physical Education; Primary English Education; Psychology Education; Science Education; Secondary English Education; Special Education; Teacher Development; Teaching English to Speakers of Other Languages; Teaching Languages Other Than English; Web Mediated Learning.

3. Course Requirements

- 3.1. (a) To qualify for the award, a candidate admitted under Rule 1.(a), (b), (c), or (h) shall pass 48 cp as specified in Rules 3.1.(b) and 6.
 - (b) The course shall comprise:
 - (i) at least 12 cp from Group 1;
 - (ii) not more than 36 cp from Group 2.
- 3.2. (a) To qualify for the award, candidates admitted under Rule 1.(e) (d) or (g) shall pass 24 cp as specified in Rule 3.2.(b) and 6.
 - (b) The course shall comprise:
 - (i) at least 12 cp from Group 1;
 - (ii) at least 12 cp from Group 2;
- 3.3. (a) To qualify for the award, candidates admitted under Rule 1(f) shall pass 12 cp as specified in Rule 3.3 (b) and 6.
 - (b) The course shall comprise 12 cp from Group 1.

4. Period of Candidature

- 4.1. For candidates admitted under Rule 1.(a), (b), (c), (d) or (h) the maximum period of candidature shall be:
 - (a) one year as a full-time candidate;
 - (b) three years as a part-time candidate.

⁸ Candidates must complete a minimum of five-eighths of the award in the area.

4.2. For candidates admitted under Rule 1(e), (f) or (g) the maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) two years as a part-time candidate.

5. Progress and Conduct

5.1. For candidates admitted under Rule 1.(a), (b), (c), or (h) failure in 18 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5.2. For candidates admitted under Rule 1.(d), (e), (f) or (g) failure in 12 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

6. Units Offered

All units listed below for this award have a value of **six** cp except where indicated after a colon.

Group 1

EDUC/HS/PDAL 591; EHPS 590; PDAL 596:6 or 12; PDL 503, 508, 510; or any other unit approved by the Faculty.

Group 2

PDL 410, 450, 451, 470, 471, 472, 473, 475:12, 477, 478:12; or any other unit approved by the Faculty.

Specialisation (Adult Education)

Core units:

PDL 470	Introduction to Adult Education and Training
PDL 471	Adult Learning
PDL 475:12	Professional Project in Adult Education and Training (year long)

Two units from:

PDL 472	Teaching and Training Adults
PDL 473	Program Planning in Adult Education and Training
PDL 477	Portfolio Assessment in Adult-Workplace Learning

Two units from:

EDUC/HS/PDAL 591	Research Methods 2
EHPS 590	Research Methods 1
PDL 503	Quality Assurance in Adult Education
PDL 508	The Learning Organisation
PDL 510	Learning in Social Movements

Master of Training and Development

The Master of Training and Development is offered on a Full Fee basis. This course is designed for students with considerable working experience, particularly in training and/or management. The aim is to develop reflective practitioners who can describe, analyse and improve workplace training and administrative practices. The course will benefit senior administrators, training supervisors, human resource managers and learning and developments professionals. Assessment is by assignment only. **Note, this course is only available by off-campus study.**

1. Admission to Candidature

A candidate shall:

- (a) hold a degree of a university; *or*
- (b) hold a three-year diploma from a university or a college of advanced education; *or*
- (c) hold a graduate diploma relevant to the award; *or*
- (d) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2. Course Requirements

2.1. To qualify for the award, a candidate shall pass 48 cp as specified in Rules 2.2. and 5.

2.2. The course shall comprise:

- (a) the units in Group 1;
- (b) not more than 36 cp from Group 2.

3. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) three years as a part-time candidate.

4. Progress and Conduct

Failure in two units shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5. Units Offered

Group 1

PDL 450 Introduction to Workplace Education and Training

PDL 451 Workplace Cultures

or any other unit approved by the Faculty.

Group 2

EDUC/HS/PDAL 591:6/12 Research Methods 2

EHPS 590 Research Methods 1

PDAS 401 Contemporary Organisation Theory

PDAS 415 Managing Organisational Transition

PDAS 591 Cross-Cultural Management

PDL 452 Global Systems of Workplace Education and Training

PDL 473 Program Planning in Adult Education and Training

PDL 475:12 Professional Project in Adult Education and Training

PDL 477 Portfolio Assessment in Adult-Workplace Learning

PDL 478:12 Adult Education Practicum (by special arrangement only; requires a qualified workplace supervisor)

PDL 503 Quality Assurance in Adult Education

PDL 508 The Learning Organisation

or any other unit approved by the Faculty.

Master of Education with Honours (Adult Education)

The Master of Education with Honours is offered under the Research Training Scheme (RTS). RTS students are exempt from the requirements to pay student contribution and tuition fees. Students who are not eligible will be required to pay full fees and may have access to FEE-HELP. The Honours Masters degree is a research degree. Under the guidance of a supervisor, original research is undertaken in an area of your interest. Normally students undertake four units of coursework, at least one of which is a research methods unit. The centrepiece of the Honours Masters degree is your research thesis. **For all other programs of study of specialisations please see the *Education Courses 2006* booklet.**

1. Admission to Candidature

A candidate shall:

- (a) (i) hold the degree of Bachelor of Education of The University of New England; *or*
(ii) hold a bachelor degree of a university and either a diploma in the field of education or the equivalent of one year of full-time study in education beyond that required for a three-year first degree; *or*
(iii) hold a graduate diploma relevant to the degree; *or*
(iv) hold the Master of Education; *and*
have attained a level of Credit or better in 18 cp in Education; *or*
- (b) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2. Award of the Degree

- (a) Candidates who meet the course requirements listed under Rule 3 and who have not specialised shall be awarded the **Master of Education with Honours**.
- (b) Candidates who meet the course requirements listed under Rule 3 and who specialise⁹ shall be awarded the **Master of Education with Honours** in the following: Aboriginal Education; Adult Education; Arts Education; Communities, Cultures and Education; Curriculum Studies; Early Childhood Education; Gifted and Talented; Information and Communication Technology Education; International Education; Mathematics Education; Physical Education; Primary English Education; Science Education; Secondary English Education; Special Education; Teacher Development; Teaching English to Speakers of Other Languages; Teaching Languages Other Than English.

3. Course Requirements

3.1. To qualify for the award, a candidate shall pass 72 cp as specified in Rules 3.2 and 6.

3.2. The course shall comprise either:

- (a) 72 cp from Group 1; *or*
- (b) (i) 48 cp from Group 2;
(ii) at least six cp from Group 3;
(iii) at least six cp from Group 4;
(iv) not more than 12 cp from Group 5;

4. Period of Candidature

The maximum period of candidature shall be:

- (a) 18 months as a full-time candidate;
- (b) four years as a part-time candidate.

5. Progress and Conduct

Failure to obtain a result of Credit or better in each course work unit shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

6. Units Offered

All units listed below for this award have a value of six cp except where indicated after a colon.

Group 1

EDUC/HS/PDAL 699:72 Thesis at Masters (Honours) Level

Group 2

EDUC/HS/PDAL 699:48 Thesis at Masters (Honours) Level

Group 3

EDUC/HS/PDAL 591; EHPS 590; or any other unit approved by the Faculty.

⁹ Candidates must complete a minimum of five-eighths of the award in the area.

Group 4

EDUC/HS/PDAL 591; EHPS 590; PDAL 596:6 or 12; PDL 503, 508, 510; or any other unit approved by the Faculty.

Group 5

PDL 410, 450, 451, 470, 471, 472, 473, 475:12, 477; or any other unit approved by the Faculty.

Specialisation: (Adult Education)

Core units:

EHPS 590 Research Methods 1
PDL 470 Introduction to Adult Education and Training
PDL 471 Adult Learning
PDAL 699:48 Thesis at Masters (Honours) Level

Plus six cp from:

EDUC/HS/PDAL 591 Research Methods 2
PDL 503 Quality Assurance in Adult Education
PDL 508 The Learning Organisation
PDL 510 Learning in Social Movements

Master of Education with Honours students granted advanced standing through prior completion of the Graduate Diploma in Adult Education or equivalent must complete EHPS 590 plus six cp from the units at 500 level and PDAL 699:48. Students enrolled in this specialisation have the opportunity to undertake an optional weekend research school in Armidale each year.

General Information - Early Childhood Education Program

TAFE Links

UNE has strong links with NSW TAFE's Child Studies programs and in particular The New England Institute of TAFE.

State Department Recognition

The Bachelor of Teaching (Early Childhood Education) and Bachelor of Education (Early Childhood Education) are approved by the NSW Department of Community Services and QLD Department of Families, Youth and Community Care as appropriate qualifications under existing child care regulations. The Queensland Board of Teacher Registration (BTR) registers our BEd(ECE) graduates. Due to the *Mutual Recognition Act 1992*, students registering with the BTR can apply for registration with Education Departments in Victoria, South Australia and Tasmania. The NSW Department of Education and Training has 'accredited' a primary pathway that will allow graduates with a UNE BTCH(ECE) and BEd(ECE) to teach in NSW schools. Negotiations are ongoing with other government departments across Australia. If you are planning a career change, we urge you to consult with the relevant government department in your State. Speak with employing bodies, accrediting organisations, and licensing agencies so that you understand the educational requirements for the professional position you wish to pursue.

Prohibited Employment Declaration

The Faculty of Education, Health and Professional Studies has introduced guidelines regarding students undertaking field experience in school and TAFE children's centres, in response to the NSW Department of Education and Training's requirement to meet legal obligations in respect to the Commission for Children and Young People Act 1998 and the Child Protection (Prohibited Employment) Act 1998.

All **new** students who have a compulsory practicum component in their award will be required to declare whether they are a prohibited person by completing and returning a Prohibited Employment Declaration with their Enrolment Form 2006. A "prohibited person" is a person who has been convicted of a "serious sex offence" as defined under Section 5 of the Child Protection (Prohibited Employment) Act 1998. A "serious sex offence" is one:

- involving sexual activity, acts of indecency, child prostitution or child pornography including attempting, conspiring or inciting to commit such offence; and
- punishable by penal servitude or imprisonment of twelve months or more if committed in NSW, or, if committed elsewhere, one that would attract these penalties in NSW.

Students who do not complete and return the Prohibited Employment Declaration (irrespective of which state or territory they live in) will not be enrolled.

Continuing students who have already completed a Prohibited Employment Declaration Form are not required to complete another one.

Probity Checks

The NSW Department of Education and Training has introduced probity (criminal record) checks for all student teachers participating in unsupervised situations with school students. It is also possible that from 2004 probity checks will need to be carried out prior to students undertaking any school experience in NSW. Education Queensland and the ACT Department of Education require probity checks for all students undertaking any school experience in Queensland and the ACT. Students should be aware that they will be subject to criminal record checks on behalf of potential employers after completing the award and prior to receiving clearance as a classroom teacher.

Practica and Residential Schools

Cost

Students are advised to consider carefully the financial implications of each practicum session and the necessity to budget for the two sessions for the Bachelor of Teaching (Early Childhood Education) and one or two sessions for the Bachelor of Education (Early Childhood Education). For students in employment, consideration must also be given to eligibility for leave in order to complete up to a 5 or 15 day block practicum.

Days of Practicum

Practica are linked to three units across the Bachelor of Teaching (Early Childhood Education) and the Bachelor of Education (Early Childhood Education). A compulsory **five** day practicum plus two days' orientation is an integral part of two units in the Bachelor of Teaching (Early Childhood Education): PDEC 391 *Curriculum in Early Childhood Education* and PDEC 324 *Early Childhood Leadership: Administration*.

A further compulsory practicum of **15** days is included in the Bachelor of Education (Early Childhood Education): PDEC 493 *Early Childhood Supervised Practicum 1*. It may be necessary for some students to complete another practicum to meet the requirements of the State they reside in. For example, PDEC 494 incorporates an additional **15** days of practicum. Each practicum will be undertaken outside each student's own worksite. If required for State recognition, we can negotiate a repeat of PDEC 494. If you are following the primary pathway in the Bachelor of Education (Early Childhood Education) your practicum should be done in the early years of an infants' school setting K-2.

Professional Experience Office

Students will be provided with a Professional Experience Handbook after enrolment in the practicum unit. The handbooks are posted to external students by the Teaching and Learning Centre along with course material. This Handbook provides all information required by students to satisfactorily complete the unit. External candidates are permitted to undertake the practicum in approved centres/schools of their choice. Students are requested to direct any enquiries relating to the practicum to the Professional Experience Office, Faculty of Education, Health and Professional Studies, The University of New England, NSW 2351. Telephone (02) 6773 3802 or Facsimile (02) 6773 3804.

Practicum Details

The designated periods for practice teaching during 2006 are as follows:

Bachelor of Teaching (Early Childhood Education)

- Practicum PDEC 391
5 Day block (April 18 - May 19) plus 2 day orientation
- Practicum PDEC 324 (Semester 1) plus 2 day orientation
5 Day block (April 18 - May 19)
- Practicum PDEC 324 (Semester 2) plus 2 day orientation
5 Day block (September 18 - October 20)

Bachelor of Education (Early Childhood Education)

- Practicum PDEC 493
15 Day block (April 18 - June 2)
- Practicum PDEC 494
15 Day block (August 21 - September 29)

Selecting a Practicum Site (potential conflict of interest)

Students must undertake their practica outside any early childhood service, school or other setting in which they are employed. If multiple practica are undertaken, you are expected to do each in a different setting.

In some cases, a conflict of interest may also exist which may prevent a fair result for a practicum. This could include completing a practicum:

- in a setting which is part of a chain of centres and thus your practicum supervisor would be your current director or authorised supervisor in your usual employment;
- in a sister-centre (separately licensed centres that are side by side with the same owner);
- in a setting that your child attends; or
- in a setting where a member of your family works.

Please seek advice from the Unit Coordinator if you are unsure whether your proposed practicum site might involve a conflict of interest.

Optional Residential School

An optional residential school is arranged each year for students in the Early Childhood Education program. Applicants will be sent further information after enrolment. The residential school provides opportunities for students and staff to meet and work together. This on-campus experience is an important addition to the units. You decide about attending, but we encourage you to participate if you can arrange the time. During residential schools accommodation is available in University colleges at a cost (in 2005) of \$50-\$67 per day for bed, breakfast and evening meal. Residential schools for the Early Childhood Education program run over a four-day-weekend each April.

21-24 April 2006 — Friday to Monday

Your Professional Toolkit

Bachelor of Teaching (ECE) students begin their UNE studies with the unit PDEC 310, which incorporates various academic literacy supports. Your Professional Toolkit includes sections on academic literature, reading and thinking, plus writing skills, with other relevant information to assist you in completing specific assessment tasks throughout your studies. The 'Toolkit' is now available on-line within the ECE website at:

<http://fehps.une.edu.au/earlychildhood>

Bachelor of Teaching (Early Childhood Education)

The Bachelor of Teaching (Early Childhood Education) is offered under the Commonwealth Supported Places scheme. The course is unique as it builds upon your existing knowledge and abilities developed through previous studies and your subsequent work experience. The course focuses on the birth to five year old age group and related services. The length of study time varies with the number of units undertaken each semester. We recommend that new students who are working full-time enrol in one unit ONLY for first semester of their initial year of study.

1. Admission Requirements

A candidate shall:

- (a) hold a qualification equivalent to an Australian Vocational Education and Training (VET) Sector Associate Diploma or Diploma in Child Studies/Children's Services or equivalent; *and*
- (b) have at least one year's relevant work experience with young children following the completion of the Diploma.

2. Award of Degree

Candidates who meet the course requirements listed under Rule 3 shall be awarded the Bachelor of Teaching (Early Childhood Education).

3. Course Requirements

To qualify for the award candidates shall pass 48 cp. The course shall comprise:

- (a) all units in Group 5;
- (b) six cp from Group 6.

4. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate (not available in 2006);
- (b) four years as a part-time candidate.

5. Progress and Conduct

5.1 Failure in 24 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

5.2 Failure in any professional experience component of the award or breaches of professional conduct requirements or unethical conduct during the practical experience component shall be deemed unsatisfactory progress. (See *UNE Handbook* for full details).

6. Code of Ethics

Candidates are required to abide by the Code of Ethics for general contact with schools and professional experience as laid down by the Faculty.

7. Units Offered

Group 5

PDEC 310	Professionals in Early Childhood Education
PDEC 324	Early Childhood Leadership: Administration
PDEC 340	Young Children Developing and Learning
PDEC 344	Families and Early Childhood Education
PDEC 345	Learning in Play Environments
PDEC 388	Inclusive Early Childhood Education
PDEC 391	Curriculum in Early Childhood Education

Group 6 (Electives) All Electives, except PDEC 488, are offered in Semester Two only

PDEC 416	Young Children and Multiliteracies
PDEC 417	Indigenous Perspectives in Early Childhood Education
PDEC 421	Young Children and the Creative Arts
PDEC 424	Early Childhood Leadership: People (<i>negotiate with Program Coordinator</i>)
PDEC 427	Young Children Exploring their World
PDEC 488	Young Children with Exceptional Development*

*If you wish to do PDEC 488 as your elective, then you will need to negotiate this with the Program Coordinator as an out-of-semester unit.

Bachelor of Teaching (sequence of unit offerings)

Candidates for the Bachelor of Teaching (Early Childhood Education) will complete eight units via part-time off-campus study while continuing to work in a variety of early childhood settings. The flexibility of this program allows students to select one or two units per semester over a period of two to four years.

However, as the first unit, PDEC 310, is a pre-requisite unit, you must undertake only this unit in your first semester. From then on the length of study time varies with the number of units undertaken each semester. The option of studying full-time after successfully completing PDEC 310 may be negotiated.

Year	Sem	Part-time	— example program
1	1	PDEC 310	Professionals in Early Childhood Education*
	2	PDEC 345 PDEC 388	Learning in Play Environments Inclusive Early Childhood Education
2	1	PDEC 340 PDEC 391	Young Children Developing and Learning Curriculum in Early Childhood Education#
	2	PDEC 344 Elective**	Families and Early Childhood Education
3	1	PDEC 324	Early Childhood Leadership: Administration#

* This is the prerequisite unit for the BT(ECE). *Must be repeated in Semester Two if failed in Semester One.*

** Your choice of elective in your BTeach(ECE) may affect future career options. If you plan to teach in the early years of school in NSW and are following the Primary Pathway into the BEd(ECE) it is recommended that you elect to enrol in one of the following:

PDEC 416 Young Children and Multiliteracies

PDEC 421 Young Children and the Creative Arts

PDEC 424 Early Childhood Leadership: People (*negotiate with Program Coordinator*)

PDEC 427 Young Children Exploring their World

PDEC 488 Young Children with Exceptional Development (*negotiate with Program Coordinator*)

This indicates a unit with a five day practicum plus two day orientation.

Bachelor of Education (Early Childhood Education)

The Bachelor of Education (Early Childhood Education) is offered under the Commonwealth Supported Places scheme. After completing a Bachelor of Teaching (Early Childhood Education), graduates may apply to continue studying for a Bachelor of Education (Early Childhood Education); **this is offered off-campus only**. The BEd(ECE) is a fourth year of University study, equal to one year full-time study or 2 years of study part-time. The course focuses on the birth to eight year old age group and related services. It can lead you into working in different ways and places with young children and their families - would you be interested in an advisory position, VET teaching, studying for a Masters degree or other careers? You need to apply and be offered a place; you do not move automatically from UNE's BTch(ECE) to the BEd(ECE).

1. Admission Requirements

A candidate shall hold a Bachelor of Teaching (Early Childhood Education), or equivalent.

2. Award of Degree

Candidates who meet the course requirements listed under Rule 3 shall be awarded the Bachelor of Education (Early Childhood Education).

3. Course Requirements

To qualify for the course a candidate shall pass 48 cp. The course shall comprise:

- (a) all units in Group 5A;
- (b) at least 18 cp from Group 5B.

4. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) three years as a part-time candidate.

5. Progress and Conduct

- 5.1. Failure in 18 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).
- 5.2. Failure in any professional experience component of the award or breaches of professional conduct requirements or unethical conduct during the practical experience component shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

6. Code of Ethics

Candidates are required to abide by the Code of Ethics for general contact with schools and professional experience as laid down by the Faculty.

7. Units Offered

Group 5A

PDEC 400	Young Children's Language and Emergent Literacy
PDEC 424	Early Childhood Leadership: People
PDEC 427	Young Children Exploring their World
PDEC 444	Young Children as Problem Solvers
PDEC 493	Early Childhood Supervised Practicum 1

Group 5B (Electives) All Electives, except PDEC 488, are offered in Semester 2 only

PDEC 416	Young Children and Multiliteracies
PDEC 417	Indigenous Perspectives in Early Childhood Education
PDEC 421	Young Children and the Creative Arts
PDEC 442	Social and Political Constructs of Young Children
PDEC 488	Young Children with Exceptional Development
PDEC 494	Early Childhood Supervised Practicum 2
PDAL 496	Special Topics in Education (<i>negotiate with the Program Coordinator</i>)

Other electives may be negotiated with the Course Coordinator. Some options include: primary school curriculum; adult education; special education; peace and community studies.

The Bachelor of Education (Early Childhood Education) is designed to be responsive to the diverse employment opportunities of early childhood teachers across services for children aged birth to eight years. This design balances the number of core and elective units and thus offers candidates a level of personal course design. Eight units of study equal completion of the Bachelor of Education (Early Childhood Education).

Year	Sem	Part-time — example program
1	1	PDEC 400 Young Children's Language and Emergent Literacy PDEC 444 Young Children as Problem Solvers
	2	PDEC 427 Young Children Exploring their World Elective**
	1	PDEC 493 Early Childhood Supervised Practicum 1* PDEC 488 Young Children with Exceptional Development (Elective)***
2	2	PDEC 424 Early Childhood Leadership: People Elective**

* This unit has a 15 day practicum (if you are following the Primary Pathway PDEC 493 should be done in the early years of school).

** **Bachelor of Education (ECE) NSW Primary Pathway** — If you are considering the primary pathway you will need to undertake three of the following electives (of which PDEC 494 is compulsory):

- PDEC 416 Young Children and Multiliteracies
- PDEC 421 Young Children and the Creative Arts
- PDEC 488 Young Children with Exceptional Development
- PDEC 494 Early Childhood Supervised Practicum II (*compulsory*)

*** If PDEC 488 is not an elective you are choosing then you will need to negotiate with the Course Coordinator to undertake another elective as an out-of-semester unit.

Note: Three units must be selected from the elective Group 5B. An elective undertaken in the Bachelor of Teaching (Early Childhood Education) cannot be chosen again for the Bachelor of Education (Early Childhood Education).

Master of Education with Honours (Early Childhood Education)

The Master of Education with Honours is offered under the Research Training Scheme (RTS). RTS students are exempt from the requirements to pay student contribution and tuition fees. Students who are not eligible will be required to pay full fees and may have access to FEE-HELP. The Masters with Honours degree is a research degree. Under the guidance of a supervisor, original research is undertaken in an area of your interest. Normally students undertake four units of coursework, at least one of which is a research methods unit. The centrepiece of the Masters with Honours degree is your research thesis. **For all other programs of study of specialisations please refer to the *Education Courses 2006* booklet.**

1. Admission to Candidature

A candidate shall:

- (a) (i) hold the degree of Bachelor of Education of The University of New England; *or*
(ii) hold a bachelor degree of a university and either a diploma in the field of education or the equivalent of one year of full-time study in education beyond that required for a three-year first degree; *or*
(iii) hold a graduate diploma relevant to the degree; *or*
(iv) hold the Master of Education; *and*
have attained a level of Credit or better in 18 cp in education; *or*
- (b) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2. Award of the Degree

- (a) Candidates who meet the course requirements listed under Rule 3 and who have not specialised shall be awarded the **Master of Education with Honours**.
- (b) Candidates who meet the course requirements listed under Rule 3 and who specialise¹⁰ shall be awarded the **Master of Education with Honours** in the following: Aboriginal Education; Adult Education; Arts Education; Communities, Cultures and Education; Curriculum Studies; Early Childhood Education; Gifted and Talented; Information and Communication Technology Education; International Education; Mathematics Education; Physical Education; Primary English Education; Science Education; Secondary English Education; Special Education; Teacher Development; Teaching English to Speakers of Other Languages; Teaching Languages Other Than English.

3. Course Requirements

3.1 To qualify for the award, a candidate shall pass 72 cp as specified in Rules 3.2 and 6.

3.2 The course shall comprise either:

- (a) 72 cp from Group 1; *or*
- (b) (i) 48 cp from Group 2;
(ii) at least six cp from Group 3;
(iii) at least six cp from Group 4;
(iv) not more than 12 cp from Group 5;

4. Period of Candidature

The maximum period of candidature shall be:

- (a) 18 months as a full-time candidate;
- (b) four years as a part-time candidate.

5. Progress and Conduct

Failure to obtain a result of Credit or better in each course work unit shall be deemed to be unsatisfactory progress. (See UNE *Handbook* for full details).

6. Units Offered

All units listed below for this award have a value of six cp except where indicated after a colon.

Group 1

EDUC/HS/PDAL 699:72 Thesis at Masters (Honours) Level

Group 2

EDUC/HS/PDAL 699:48 Thesis at Masters (Honours) Level

Group 3

EDUC/HS/PDAL 591; EHPS 590; or any other unit approved by the Faculty.

¹⁰ Candidates must complete a minimum of five-eighths of the award in the area.

Group 4

EDUC/HS/PDAL 591; EHPS 590; PDAL 596:6 or 12; PDEC 500; or any other unit approved by the Faculty.

Group 5

PDEC 442; or any other unit approved by the Faculty.

Specialisation: (Early Childhood Education)

Core units:

EDUC/HS/PDAL 591	Research Methods 2
EHPS 590	Research Methods 1
PDEC 442	Social and Political Constructs of Young Children
PDEC 500	Pedagogical Leaders for Your Children's Learning
PDAL 699:48	Thesis at Masters (Honours) Level

Bachelor of Professional Studies

The Bachelor of Professional Studies is offered under the Commonwealth Supported Places scheme and aims to:

- Provide the opportunity to acquire understandings and skills in the areas of leadership, people management and organisational administration.
- Further the students' understanding of the societal context of their career roles through the interdisciplinary study of contemporary Australian society, institutional issues and values and the examination of significant social and cultural issues.
- Provide opportunities for students to enhance their understanding of other issues relevant to their professional development by the negotiation of appropriate optional units.
- Develop students' skills of analysis, synthesis and problem solving, as well as concepts and skills specific to different subject areas.

Advanced Standing (Credit)

In recognition of the education and training undertaken by students as part of their employment related career development (Recognition of Prior Learning), the Faculty of Education, Health and Professional Studies grants advanced standing (credit) towards both the Bachelor of Professional Studies and the Bachelor of Professional Studies (Policing). This is detailed below.

Bachelor of Professional Studies

For all Australian Defence Force personnel advanced standing can be given automatically from the rank of sergeant. The level depends on rank and the level of existing awards held. As an example, a GSO Army Captain will get 50% on the basis of:

- Graduation from the Royal Military College, Duntroon; **and**
- At least five years employment with the Australian Army.

Successful applicants who are members of the Australian Air Force will be granted advanced standing of 50% on the basis of:

- Successful completion of the Staff Writing Skills Course; **and**
- Successful completion of the Junior Officer Initial Course; **and**
- At least five years RAAF service.

Successful applicants who are members of the Australian Navy will be granted advanced standing of 50% on the basis of:

- New Entry Officers Course (NEOC); **and**
- Divisional Officer and Officer of the Day (DO/OOD) Task Book; **and**
- Junior Officer Staff Course (JOSC); **and**
- At least five years continuous service.

From 2000 successful applicants from the JMC Music Academy in Sydney will be admitted under Rule 1.(a) on the basis of:

- Successful completion of JMC's Certificate IV in Music Business Management and Certificate IV in Audio Engineering and Sound Production.

Bachelor of Professional Studies (Policing)

Successful applicants will be granted advanced standing in recognition of learning attained through professional experience and/or other completed university and TAFE studies. The amount of advanced standing varies as follows:

- 33.3% for those with eight or more years of service with the NSW Police.
- 41.5% for those with eight or more years of service with the NSW Police **and** who hold a relevant TAFE certificate **or** the Certificate of Policing from the NSW Police Academy (or equivalent).
- 50% for those with eight or more years of service with the NSW Police **and** who hold two or more relevant TAFE certificates **or** who hold a relevant university associate diploma or diploma.
- 66.6% for those with eight or more years of service with the NSW Police **and** who have already completed a relevant university degree.

1. Admission to Candidature

A candidate shall:

- (a) hold a two year qualification recognised by the Faculty as suitable for entry into the program; or
- (b) hold a one year qualification recognised by the Faculty as suitable for entry into the program; or
- (c) be qualified for admission (see Undergraduate Admission Rules).

2. Award of the Degree

- (a) Candidates who meet the course requirements listed under Rule 3 and who have not specialised shall be awarded the Bachelor of Professional Studies.
- (b) Candidates who meet the course requirements listed under Rule 3 and who specialise shall be awarded the Bachelor of Professional Studies in the following: Civil Care and Security¹¹; Commercial Music Production and Management¹²; Human Resource Development¹³; Peace Studies¹⁴; Policing¹⁵.

3. Course Requirements

- 3.1. (a) To qualify for the award, candidates admitted under Rule 1.(a) shall pass 48 cp as specified in Rules 3.1.(b) and 6.
 - (b) The course shall comprise:
 - (i) at least 36 cp from Group 1, including at least 12 cp at 300 level;
 - (ii) not more than 12 cp from Group 2;
 - (iii) not more than 12 cp from Group 3.
- 3.2. (a) To qualify for the award, candidates admitted under Rule 1.(b) shall pass 96 cp as specified in Rules 3.2.(b) and 6.
 - (b) The course shall comprise:
 - (i) at least 36 cp from Group 1;
 - (ii) at least 48 cp from Group 2 or Group 3;
 - (iii) at least 24 cp at 300 level, including at least 12 cp from each of two of the three groups.
- 3.3. (a) To qualify for the award, candidates admitted under Rule 1.(c) shall pass 144 cp as specified in Rules 3.3.(b) and 6.
 - (b) The course shall comprise:
 - (i) at least 36 cp from Group 1;
 - (ii) at least 48 cp from Group 2;
 - (iii) not more than 60 cp from Group 3;
 - (iv) at least 24 cp at 300 level, including at least 12 cp from each of two of the three groups.

4. Period of Candidature

- 4.1. For candidates admitted under Rule 1.(a) the maximum period of candidature shall be:
 - (a) one year as a full-time candidate;
 - (b) three years as a part-time candidate.
- 4.2. For candidates admitted under Rule 1.(b) the maximum period of candidature shall be:
 - (a) two years as a full-time candidate;
 - (b) five years as a part-time candidate.
- 4.3. For candidates admitted under Rule 1.(c) the maximum period of candidature shall be:
 - (a) four years as a full-time candidate;
 - (b) 10 years as a part-time candidate.

5. Progress and Conduct

Failure in 24 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

¹¹ In order to meet specialisation requirements, candidates must complete at least 36 cp from Group 3(iii).

¹² In order to meet specialisation requirements, candidates must complete all units in Group 3(v).

¹³ In order to meet specialisation requirements, candidates must complete at least 36 cp from Group 3(vi).

¹⁴ In order to meet specialisation requirements, candidates must complete at least 36 cp from Group 3(vii).

¹⁵ In order to meet specialisation requirements, candidates must complete at least 36 cp from Group 3(iii).

6. Units Offered

All units listed below for this award have a value of **six** cp except where indicated after a colon.

Group 1

ASSO 314; EDSE 161; HIST 359, 381, 382; PDAB 101, 200, 201, 302; PDPS 100, 171, 204/304, 277, 279, 288, 303, 333, 373; or any other unit approved by the Faculty.

Group 2

MM 105, 110, 200, 220, 300, 321; PDAS 301, 302, 311, 312, 313, 314, 405; or any other unit approved by the Faculty.

Group 3

- (i) ASSO 314, 315, 361, 367, 369; CHIN 101, 102, 201, 202, 301, 302; INDN 101, 102, 201, 202, 301, 302, 315, 401, 402; JAPN 101, 102, 201, 202, 301, 302, 421, 422; SOAS 154, 360;
- (ii) ABEN 373; EDCX 315; EDLA 314, 407; PDAB 100, 101, 200, 201, 302, 312; PDPS 288, 360;
- (iii) HSHM 406; PDPS 179, 180, 276, 278, 352, 353;
- (iv) ANCH 301, 312; HIST 359, 381, 382;
- (v) COMM 120, 321; EDSE 161; HIST 368; PDAB 302; PDPS 171, 303; SOCY 332;
- (vi) PDAS 102, 104, 302, 313, 314, 403:12;
- (vii) SOAS 154; PDAB 312; PDPS 207/307, 288, 302, 351, 354, 373, 429;
- (viii) or any other unit approved by the Faculty.

Schedule of Units

It is generally expected that students will progress by completing at least:

- two units at 100-level; then
- two units at 200-level; then
- two units at 300-level.

in each group (depending on advanced standing).

Group 1 – Australian Studies

100 Level

EDSE 161	The Changing Australian Environment
PDAB 101	Issues in Contemporary Indigenous Societies
PDPS 100	Learning Lifelong Academic Skills
PDPS 171	Introduction to Society and Culture

200 Level

PDAB 200	Analysing Indigenous Australian Policy Issues
PDAB 201	Analysing Change in Indigenous Societies
PDPS 200	Introduction to Peace Studies
PDPS 208	Immigrants and Society: An Introduction
PDPS 277	Citizenship Education
PDPS 279	Images of Australia
PDPS 288	Constructing Aliens: Refugees in Contemporary Australia

200/300 Level

PDPS 204/304	Facilitating Cross-Cultural Communication
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300 Level

ASSO 314	Australia's Relations with Asia
HIST 359	War and Society in 20th Century Australia
PDPS 301	The Philosophy and Practice of Nonviolence
PDPS 302	Social Development, Environment and Peace
PDPS 303	Globalisation, Cultures and Work
PDPS 333	Professional Ethics in Contemporary Society

- PDPS 351 Building Peace in Post Conflict Situations
PDPS 373 States of Disarray: Social Effects of Globalisation

Group 2 – Management/Administrative Leadership

100 Level

- MM 105 Behavioural Foundations of Business
MM 110 Introduction to Marketing

200 Level

- MM 200 Principles of Management
MM 220 Organisational Behaviour
MM 221 Human Resource Management

300 Level

- MM 300 Strategic Planning and Management
MM 321 Human Resource Management
PDAS 301 Organisations, People and Administration
PDAS 302 Management of Change
PDAS 311 Trends, Issues and Community
PDAS 312 Resource Administration
PDAS 313 Fundamentals of Staff Development
PDAS 314 Leadership and Organisational Effectiveness
PDAS 405 Industrial Relations in Education

Group 3(i) – Asian Studies

100 Level

- CHIN 101 Chinese Language 1A
CHIN 102 Chinese Language 1B
CIJ 110 Cultural Expression in Modern Asia
INDN 101 Indonesian Language 1A
INDN 102 Indonesian Language 1B
JAPN 101 Japanese Language 1A
JAPN 102 Japanese Language 1B
SOAS 154 Social Change in Asia

200/300 Level

- ASSO 314 Australia's Relations with Asia
ASSO 315 Thai Society
ASSO 361 Sex, Crime and Corruption in Asia
ASSO 367 Japanese Society
ASSO 369 Chinese Society
CHIN 201 Chinese Language 2A
CHIN 202 Chinese Language 2B
CHIN 301 Intermediate Chinese 3A: Listening
CHIN 302 Intermediate Chinese 3B: Reading
INDN 201 Indonesian Language 2A
INDN 202 Indonesian Language 2B
INDN 301 Indonesian Language 3A
INDN 302 Indonesian Language 3B
INDN 315 Contemporary Indonesian Culture
INDN 401 Indonesian Language 4A
INDN 402 Indonesian Language 4B

JAPN 201	Japanese Language 2A
JAPN 202	Japanese Language 2B
JAPN 301	Japanese Language 3A
JAPN 302	Japanese Language 3B
JAPN 325	Contemporary Japanese Culture
JAPN 421	Japanese Language 5A
JAPN 422	Japanese Language 5B
SOAS 360	Women in Asian Societies

Group 3(ii) – Aboriginal and Intercultural Studies

100 Level

PDAB 100	Australian Indigenous Societies and Colonisation
PDAB 101	Issues in Contemporary Indigenous Societies

200/300 Level

ABEN 373	Australian Literature: Black and White
ABLI 302	Aboriginal Languages Today
EDCX 315	Indigenous Australian Education
EDLA 314	Language, Power and Education
EDLA 407	Culture and Learning
PDAB 200	Analysing Indigenous Australian Policy Issues
PDAB 201	Analysing Change in Indigenous Societies
PDAB 312	Comparative Study of Indigenous Communities and Ethnic Minorities
PDPS 208	Immigrants and Society: An Introduction
PDPS 288	Constructing Aliens: Refugees in Contemporary Australia
PDPS 304	Facilitating Cross-Cultural Communication
PDPS 360	Frameworks for Intercultural Studies and Education

Group 3(iii) – Civil Care and Security

100 Level

PDPS 179	Critical Success Factors in Civil Care and Security
PDPS 180	Leadership in Civil Care and Security

200 Level

PDPS 276	Planning for Civil Care and Security
PDPS 278	Support Issues in Civil Care and Security

300/400 Level

PDPS 352	Reaction in Civil Care and Security
PDPS 353	Post-Reaction in Civil Care and Security
HSHM 406	Key Concepts in Public Health

Group 3(iv) – History of War and Society

100 Level

ANCH 110	Introduction to Greek History: Archaic Greece to the Persian Wars
ANCH 111	Introduction to Roman History: The Punic Wars to the Death of Caesar
HIST 112	Early Modern Europe
HIST 141	Traditional China and Japan
HIST 142	Traditional South and South-East Asia
HIST 150	Colonial Australians
HIST 151	Australians Since Federation
INRE 103	Introduction to International Relations

300 Level

ANCH 301	Greek Imperialism and Democracy 454-323 BC
ANCH 312	The Caesars and the Roman Empire 49 BC - AD 193
ANCH 314	Citizen and Society in Ancient Rome
ANCH 351	The Origins of Western Warfare
ASIN 352	Human Rights in Asia
ASPO 351	Democratisation and Civil Society in Asia
HIST 304	The Age of the Vikings
HIST 308	The Crusades
HIST 324	Germany, 1888-1990
HIST 328	Europe in War and Peace, 1914 to the present
HIST 329	Australia and the World: An International History
HIST 341	Life and Society in Kipling's British India
HIST 342	Gandhi and Non-Violent Action in the 20th Century
HIST 343	Islam in the Modern World
HIST 357	Themes in Modern European History, 1815-1914
HIST 359	War and Society in 20th Century Australia
HIST 365	Nation Building: History of the United States from Settlement to Civil War
HIST 366	Modern America: The United States after the Civil War
HIST 368	The Swinging Sixties: The 1960s in America, Britain and Australia
HIST 381	Special Option (b)
HIST 382	Special Option (c)

Group 3(v) – Commercial Music Production and Management – only available to JMC Academy students who commenced prior to 2004

COMM 120	Communication and Culture
COMM 321	Mass Communication
EDSE 161	The Changing Australian Environment
HIST 368	Swinging Sixties: The 1960s in America, Britain and Australia
PDAB 302	Aboriginal and Ethnic Community Field Study
PDPS 171	Introduction to Society and Culture
PDPS 303	Globalisation, Cultures and Work
SOCY 332	Consumer Society

Group 3(vi) – Human Resource Development

PDAS 102	Negotiation and Representation
PDAS 104	Leadership and People Management
PDAS 302	Management of Change
PDAS 313	Fundamentals of Staff Development
PDAS 314	Leadership and Organisational Effectiveness
PDAS 403:12	Administrative Leadership: Special Study

Group 3(vii) – Peace Studies

PDAB 312	Comparative Study of Indigenous Communities and Ethnic Minorities
PDPS 288	Constructing Aliens: Refugees in Contemporary Australia
PDPS 301	The Philosophy and Practice of Nonviolence
PDPS 302	Social Development, Environment and Peace
PDPS 351	Building Peace in Post Conflict Situations
PDPS 354	Post-conflict Justice and Reconciliation Processes
PDPS 373	States of Disarray: The Social Effects of Globalization
PDPS 429	Peacemaking and Conflict Resolution
SOAS 154	Social Change in Asia

JOPES Students

The Australian Army's Junior Officer Professional Education Scheme (JOPES) provides special administrative and educational support arrangements for Army students in their first year of study. These students will receive assistance with the enrolment process, the payment of fees and the provision of prescribed textbooks. Once the course has commenced, JOPES students will be able to contact their JOPES tutors, who in most cases will be officers of the Royal Australian Army Educational Corps and they will be found in most major centres. Students will be able to arrange individual tuition and tutors will provide tutorials for larger numbers of students as required. These JOPES tutors will usually be the first point of enquiry for JOPES students.

All students NOT administered by JOPES, including Army students in their second or subsequent year, should contact the Student Centre

JOPES students should contact the JOPES Administrative Officer (Ms Del Schneider) about administrative matters. The contact details are:

Administrative Officer, JOPES
HQTC
Level 16 Defence Plaza
270 Pitt Street
SYDNEY NSW 2088
Ph: 02 9377 2551 or Fax: 02 9377 2525

Master of Professional Studies

The Master of Professional Studies is offered under the Commonwealth Supported Places scheme or on a Full Fee basis. The course aims to provide those with working experience with the opportunity to acquire a higher, professionally-oriented degree; further the understanding of the societal and global context of their career roles; provide the opportunity to enhance and focus their understanding of and interest in particular issues relevant to their professional orientation; and further develop skills of analysis, synthesis and research.

1. Admission to Candidature

A candidate shall:

- (a) have had appropriate experience^{16,17}; and
- (b) (i) hold a degree of a university,^{17,18}; or
 - (ii) hold a three-year diploma from a university or a college of advanced education^{17,18}; or
 - (iii) hold a graduate diploma relevant to the award^{17,18}; or
 - (iv) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature^{17,18}.

2. Award of the Degree

- (a) Candidates who meet the course requirements listed under Rule 3 and who have not specialised shall be awarded the **Master of Professional Studies**.
- (b) Candidates who meet the course requirements listed under Rule 3 and who specialise¹⁹ shall be awarded the **Master of Professional Studies** in one of the following: Aboriginal Studies; Child and Family Studies; Civil Care and Security (not 2006); Global Futures, Migration and Cultures; Peace Studies.

3. Course Requirements

- 3.1 To qualify for the award, a candidate shall pass 48 cp as specified in Rules 3.2 and 6.
- 3.2 The course shall comprise:
 - (a) at least six cp from Group 1;
 - (b) not more than 42 cp from Group 2.

4. Period of Candidature

The maximum period of candidature shall be:

- (a) one year as a full-time candidate;
- (b) three years as a part-time candidate.

5. Progress and Conduct

Failure in 12 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

6. Units Offered

All units listed below for this award have a value of six cp except where indicated after a colon.

Group 1

EHPS 590 Research Methods 1; or any other unit approved by the Faculty.

Group 2

ECON 456; EDCX 409, 415, 420, 445/545, 448/548; EDIT 416; EDLA 314, 403, 407, 414, 512; GEPL 421, 445; HSCS 410, 411; HSHM 406; INRE 415, 417; PDAB 402, 412; PDAL 496:6 or 12, 596:6 or 12, 599:12 or 18; PDAS 405, 414, 415, 416, 471, 479, 484, 488, 580, 581, 591; PDEC 416, 442, 500; PDL 470, 471, 472, 473, 475:12, 477, 503, 510; PDPS 400, 401, 402, 403, 411, 413, 451, 454, 460, 473, 515, 516; or any other unit approved by the Faculty.

¹⁶ Generally it will be expected that candidates will have had at least three years' employment experience in a career considered appropriate by the Faculty.

¹⁷ Candidates applying for admission to the Master of Professional Studies (Child and Family Studies) will be required to have successfully completed a four-year degree in early childhood education or equivalent and have at least two years professional experience following completion of their degree.

¹⁸ Candidates applying for admission to Master of Professional Studies (Civil Care and Security) will be required to have successfully completed at least the Bachelor of Professional Studies (Civil Care and Security) or equivalent.

¹⁹ In order to meet specialisation requirements, candidates must complete a minimum of two-thirds of the course in this area.

Specialisations

Aboriginal Studies

Core units:

EDCX 409	Race Relations in the Classroom
EDCX 415	Indigenous Australian Education
EDCX 445/545	Education, Colonialism and Change
EHPS 590	Research Methods 1
EDLA 403	Language Society and Culture
PDAB 406	Aboriginal Health
PDAB 412	Comparative Study of Indigenous Communities and Ethnic Minorities

Electives:

Six cp Group 2

Child and Family Studies (for continuing students only)

Core units:

EHPS 590	Research Methods 1
PDAL 599:12/18	Dissertation
PDEC 442	Social and Political Constructs of Young Children
PDEC 500	Pedagogical Leaders for Young Children's Learning

Electives:

12 or 18 cp Group 2

Global Futures, Migration and Cultures

Core units:

EHPS 590	Research Methods 1
PDAB 412	Comparative Study of Indigenous Communities and Ethnic Minorities
PDAS 591	Cross Cultural Management
PDL D 510	Learning in Social Movements
PDPS 402	Social Development, Environment and Peace
PDPS 403	Globalisation, Cultures and Work
PDPS 460	Frameworks of Intercultural Studies and Education
PDPS 473	States of Disarray: Social Effects of Globalisations

Electives: Students can substitute two units (12 cp) from the above list, except for EHPS 590

ECON 456	Industrialisation and Development in Asia
EDCX 448	Education and Society: Contemporary and Global Issues
EDLA 403	Language, Society and Culture
EDLA 407	Culture and Learning
GEPL 421	Advanced Population Studies
GEPL 445	Regional Development Policy
INRE 415	Contemporary Challenges to Global Security
INRE 417	Australia and the Global Economy

Peace Studies

Core units:

EHPS 590	Research Methods 1
PDPS 401	The Philosophy and Practice of Nonviolence
PDPS 402	Social Development, Environment and Peace
PDPS 429	Peacemaking and Conflict Resolution
PDPS 473	States of Disarray: Social Effect of Globalisation
PDPS 451	Building Peace in Post Conflict Situations
PDPS 454	Post-Conflict Justice and Reconciliation Processes

Electives:

Six cp Group 2

Master of Professional Studies with Honours

The Master of Professional Studies with Honours is offered under the Research Training Scheme (RTS). RTS students are exempt from the requirements to pay student contributions and tuition fees. Students who are not eligible will be required to pay full fees and may have access to FEE-HELP.

1. Admission to Candidature

A candidate shall:

- (a) have had appropriate experience²⁰; *and*
- (b) (i) hold a degree of a university; *or*
 - (ii) hold a three-year diploma from a university or a college of advanced education; *or*
 - (iii) hold a graduate diploma relevant to the award; *or*
 - (iv) hold the Master of Professional Studies; *or*
 - (v) satisfy the Faculty by means of other qualifications and relevant experience of adequate preparation for candidature.

2. Award of the Degree

- (a) Candidates who meet the course requirements listed under Rule 3 and who have not specialised shall be awarded the **Master of Professional Studies (Honours)**.
- (b) Candidates who meet the course requirements listed under Rule 3 and who specialise²¹ shall be awarded the **Master of Professional Studies (Honours)** in one of the following: Aboriginal Studies; Global Futures, Migration and Cultures; Peace Studies.

3. Course Requirements

3.1. To qualify for the award, a candidate shall pass 72 cp as specified in Rules 3.2 and 6.

3.2. The course shall comprise either:

- (a) 72 cp from Group 1; *or*
- (b) (i) 48 cp from Group 2;
 - (ii) six cp from Group 3;
 - (iii) not more than 18 cp from Group 4.

4. Period of Candidature

The maximum period of candidature shall be:

- (i) 18 months as a full-time candidate;
- (ii) four years as a part-time candidate.

5. Progress and Conduct

Failure in 12 cp shall be deemed to be unsatisfactory progress. (See *UNE Handbook* for full details).

6. Units Offered

All units listed below for this award have a value of **six** cp except where indicated after a colon.

Group 1

PDAL 699:72 Thesis at Masters (Honours) Level

Group 2

PDAL 699:48 Thesis at Masters (Honours) Level

Group 3

EHPS 590 Research Methods 1; or any other unit approved by the Faculty.

Group 4

ECON 456; EDCX 409, 415, 420, 445/545, 448/548; EDIT 416; EDLA 414, 403, 407, 512, 517; GEPL 352, 421, 445; HSCS 410, 411; INRE 415, 417; PDAB 402, 412; PDAL 496:6 or 12, 596:6 or 12; PDAS 405, 414, 415, 416, 430, 479, 484, 488, 580, 581, 591; PDEC 416; PDL 470, 471, 472, 473, 475:12, 477, 503, 510; PDPS 400, 401, 402, 403, 411, 413, 451, 454, 460, 473, 515, 516; or any other unit approved by the Faculty.

²⁰ Generally it will be expected that candidates will have had at least three years' employment experience in a career considered appropriate by the Faculty.

²¹ In order to meet specialisation requirements, candidates must complete a minimum of two-thirds of the award in this area.

Specialisations

Aboriginal Studies

Core units:

EDCX 415	Indigenous Australian Education
EDCX 445/545	Education, Colonialism and Change
EHPS 590	Research Methods 1
PDAB 412	Comparative Study of Indigenous Communities and Ethnic Minorities
PDAL 699:48	Thesis at Masters (Honours) Level

Global Futures, Migration and Cultures

Core units:

	Complete four (4) units, ONE of which must be EHPS 590
EHPS 590	Research Methods 1
PDAB 412	Comparative Study of Indigenous Communities and Ethnic Minorities
PDLD 510	Learning in Social Movements
PDPS 402	Social Development, Environment and Peace
PDPS 403	Globalisation, Cultures and Work
PDPS 460	Frameworks of Intercultural Studies and Education
PDPS 473	States of Disarray: Social Effects of Globalisations
PDAL 699:48	Thesis at Masters (Honours) Level

Electives:

	Students can substitute one unit (6 cps) from the above list, except for EHPS 590
ECON 456	Industrialisation and Development in Asia
EDCX 448	Education and Society: Contemporary and Global Issues
EDLA 403	Language, Society and Culture
EDLA 407	Culture and Learning
GEPL 421	Advanced Population Studies
GEPL 445	Regional Development Policy
INRE 415	Contemporary Challenges to Global Security
INRE 417	Australia and the Global Economy

Peace Studies

Core units:

	Complete four (4) units, ONE of which must be EHPS 590
EHPS 590	Research Methods 1
PDPS 401	Philosophy and Practice of Nonviolence
PDPS 402	Social Development, Environment and Peace
PDPS 429	Peacemaking and Conflict Resolution
PDPS 451	Building Peace in Post Conflict Situations
PDPS 454	Post-Conflict Justice and Reconciliation Processes
PDPS 473	States of Disarray: Social Effect of Globalisation
PDAL 699:48	Thesis at Masters (Honours) Level

Doctor of Education

The Doctor of Education is offered under the Research Training Scheme (RTS). RTS students are exempt from the requirement to pay student contributions and tuition fees. Students who are not eligible will be required to pay full fees and may have access to FEE-HELP.

Introduction

The Doctor of Education (EdD) program is recommended for those who wish to study and research in areas associated with their professional life. We find educational leaders or people who intend to become educational leaders and wish to remain within their profession undertake the program.

The EdD is proposed as an award different from, but complementary to, the PhD. The latter award, by dissertation alone, is recommended for those in (or aiming to enter) an academic position or a professional research post. The University of New England currently offers the PhD only in this form. The EdD is a course that academics may (and do) undertake since it enables them to focus upon an area of research concerning their profession. However, the majority of EdD candidates are from outside academia, eg schools and school systems, TAFE, the military and even banks.

In broad terms the program aims to:

- 1) improve professional practice through the applied nature of the course work and research as a portfolio or dissertation;
- 2) cater for educational practitioners' advanced research training needs; and
- 3) apply the research skills of practitioners to professional practice.

There are two pathways:

- a) direct entry; and
- b) via a Qualifying EdD program

Entry Requirements

In order to be accepted into the course you have to provide evidence of "potential to complete (i) course work and (ii) research, both at the doctoral level". Normally, but not exclusively, this means successful completion of a research Masters degree. We have developed a number of alternative mechanisms for assessing potential for doctoral research, and if you do not have a Masters degree with at least a 25% research component, you may qualify using one of these alternate mechanisms.

Candidates who do not possess an Australian Masters degree with 25% research, are required to provide evidence for 'research potential at the doctoral level', such as:

- a copy of an internal research report (unpublished); and/or
- copies of at least two refereed research-based papers;
- some other evidence of quality research conceived, designed, implemented and written by the applicant.

Or, for example, a Master by research may be part of a two year Masters, be less than 25%, but still satisfy the 'potential for research at the doctoral level' criterion. Any such evidence is reviewed. If you are in doubt, you are encouraged to include information that will support your application. You may need to consult the EdD Co-ordinator on these points. If such evidence cannot be provided, applicants are invited to enrol in the EdD Qualifying program.

Candidates are also required to provide evidence that they have at least four years of relevant professional experience.

Credit

Students may complete course work units from another university. Should you elect to do this you will need to provide sufficient detail about the unit so that a judgement can be made about its appropriateness to your program of study and to the UNE EdD program.

The Structure of the EdD Program

The EdD is a *professional* doctorate, namely an advanced-level course that will require each candidate to focus intensely on specific issues of the workplace and to address such in terms of course work and portfolio or dissertation research. The course will require the completion of four semester units of course work; one is an advanced research methodology unit and the remaining three are Professional Workplace Culture and Learning, EdD Research Proposal, and Professional Practice. The EdD comprises course work (48 cp) and dissertation or portfolio (96 cp). In terms of wordage—admittedly sometimes a poor indicator of the size of a unit—each of the four course work units will have a ceiling of 10,000 words and the portfolio/dissertation will have a ceiling of 70,000 (as compared with 100,000 for the PhD).

A part-time candidate may take up to five years and three months for completion. It is the intention of the Faculty, however, to encourage and facilitate completion for part-time candidates in four years (see Table 1). Our program is designed to be undertaken in the part-time mode since the research is to be undertaken within the student's own workplace and/or professional practice. In unusual circumstances full-time candidature may be able to be arranged, particularly in order to complete the course work. (Note: the Semester One start is preferred.)

Table 1 — Part-time Candidature

Semester 1 start					
	Year 1	Year 2	Year 3	Year 4	Year 5
Semester 1	PDED 790	EDCX 793	Portfolio/ Dissertation	Portfolio/ Dissertation	
Semester 2	PDED 791	EDUC 792	Portfolio/ Dissertation	Portfolio/ Dissertation	
Semester 2 start					
	Year 1	Year 2	Year 3	Year 4	Year 5
Semester 1		PDED 790	EDCX 793	Portfolio/ Dissertation	Portfolio/ Dissertation
Semester 2	PDED 791	EDUC 792	Portfolio/ Dissertation	Portfolio/ Dissertation	

Table 2 — Units in the EdD

PDED 790:12	<i>Professional Workplace Culture and Learning (Semester 1)</i>
PDED 791:12	<i>Professional Practice and Ethics (Semester 2)</i>
EDCX 793:12	<i>EdD Research Proposal (Semester 1) (residential)</i>
EDUC 792:12	<i>Applied Research in Education (Semester 2) (residential)</i>
EDUC/PDAL 796:12	<i>Special Topic in Education (to be negotiated with supervisor - only used in exceptional circumstances)</i>

Your Proposed Research

A space is provided on the “Application for Admission to Candidature” form for you to write a description of the area(s) in which you propose to undertake your research. It is often helpful to set out your proposed research on a separate page. No doubt you will realise that before you can be accepted for candidature, an academic colleague/supervisor must be available for your proposed research (see *Potential Supervisors*). Consequently we must have a reasonable description of your proposed area(s) of research. You will not be held to your description as it is recognised that preliminary thoughts may well change direction after you start work and/or consult with your academic colleague/supervisor.

Finding at least one Supervisor

You should do this **before** you submit your application. In your application you should indicate a suggested academic colleague/supervisor. When you have more than one supervisor in mind, you should include both names. Normally, if the proposed person(s) is available he/she will become your *pro tem* supervisor (see below). Please note the staff member’s supervision and general workload may mean that your proposed person is not available. Generally speaking, we appoint a team of at least two academic colleagues/supervisors in our Faculty.

Later, you may also change an academic supervisor if, for example, you change your research question. However, some care is needed as there may not always be people available in this ‘new’ topic. Please note that academic staff are not able to give definitive answers on your eligibility for candidature or on your chances of gaining a place. Such decisions are the prerogative of the UNE Research Doctoral Committee. The principal *pro tem* supervisor will be specified and normally the principal supervisor is your main point of contact. Your *pro tem* supervisors are specified on the offer letter.

Potential Supervisors

A list entitled “Research Interests of Staff” is provided later in this publication. Read the research interests carefully. It is likely that some or all of your proposed research topics will correspond with research interests of particular staff. However, your interpretation of the phrases used may differ from the writer’s and so you are encouraged to make contact with the relevant people. Staff are usually happy, even delighted, to discuss proposed areas of research and related programs with you.

You should discuss your proposed research and supervisor(s) with the relevant Head of School listed below (Table 3) and/or the EdD Course Coordinator if:

- 1) you are uncertain about who might be the appropriate supervisor(s) for your proposed topic;
- 2) you cannot choose between several prospective people;
- 3) you think you may like co-supervisor(s) from different schools;
- 4) you are unable to contact your probable academic colleague/supervisor; or
- 5) you believe you can identify a local, well-qualified person who could act as a supervisor, but is not on UNE staff.

Table 3 — Heads of School

<i>School</i>	<i>Head</i>	<i>Phone</i>
Education	Associate Professor Tom Maxwell	02 6773 2583
Health	Dr Jeanne Madison	02 6773 3667
Professional Development and Leadership	Associate Professor Larry Smith	02 6773 2806

Allocation of Pro Tem Supervisors and Supervisors (academic colleagues)

As mentioned above, successful applicants will normally be allocated two *pro tem* (temporary) supervisors. Once the candidate is formally enrolled in the portfolio or dissertation component, the *pro tem* supervisor(s) may become the confirmed supervisor(s) for the research, or there may be a change. The supervisor(s) provide guidance and advice on your research and will eventually certify whether or not the portfolio or dissertation is ready for examination. We recommend that you contact your *pro tem* principal supervisor soon after receiving your letter of offer.

Portfolio or Dissertation

The program is designed for the portfolio to be the major tangible outcome. We make a distinction between the portfolio and the dissertation (often called a thesis) along the following lines. We think of the dissertation as the traditional, single, coherent product of research. In contrast, the doctoral portfolio is an equally rigorous alternative and consists of a report of a series of research projects.

In the portfolio we seek to achieve coherence through a “linking paper”, ie a paper that integrates and provides coherence for the inter-related pieces of research. The linking paper will normally be developed out of the two initial units in the program concerned with your profession and workplace.

While a dissertation might be an appropriate product for a professional doctorate in certain circumstances, we take the stand that a portfolio of research is more consistent with the nature of professionals’ lives in that professionals have many researchable questions and that these questions need answers in the medium rather than the long term. Professionals operate on many fronts at the same time. Furthermore, we believe that rigorous research is possible in site-based projects. Additionally, other professionals are adept at reading case studies and taking what is valuable from such research. A dissertation is usually less consistent with these realities. The portfolio or dissertation is “substantially an original contribution to the study of Education” etc and will not exceed 70,000 words.

Students who enrol will be choosing to undertake a course with a very substantial research orientation. The research will be expected to contribute new (original), insightful and substantial findings, perspectives or ideas to the area(s) of the profession with which they are identified. It is anticipated that the portfolio will contain research which addresses problems of the workplace. You may be referred to the Faculty’s *Research Guide* to help you in your writing and in proposal development.

UNE Research Doctoral Committee

Based on your academic record and the information that you provide in your application for admission, the UNE Research Doctoral Committee will determine your eligibility for admission to candidature, program of study and academic colleague/supervisor(s). Note that both the program of study and academic colleague/supervisor(s) are subject to subsequent change by the Committee, at your request and in consultation with the academic colleague/supervisor(s) and relevant Head(s) of School.

Electronic Support-Bulletin Board

We have developed an electronic bulletin board (based upon WebCT software) for all students enrolled in the UNE EdD program. This is an asynchronous way for EdD students to keep in contact and to post issues of interest/concern etc. See All Faculties Enrolment Guide.

Residential School Attendance

Collegiality is developed and networking facilitated. Access to the Dixon Library is seen as advantageous as is having a block of time available to engage in the course work and/or research parts of the program. There is another important reason for basing course work on residential schools. It is the intention to maximise the advantage of group interaction and peer group support. Accordingly, candidates should closely identify with their respective cohorts and, during the first two years of candidature and afterward, enjoy the many advantages of this contact. During years three and four, however, candidates will work closely with their academic colleagues.

You are required to attend a shorter residential school for the unit Professional Portfolio Proposal. The residential school is the time where students ‘defend’ the research that they are intending to include in their portfolio. The audience for the defence will be other EdD students and a number of academics on staff. Other EdD students, not currently enrolled in the Portfolio unit, should also attend. This residential school is planned for July each year. **Please plan for these dates: EDCX 793 — 9-10 July; EDUC 792 — to be advised.**

Residence at the University

Overall residence required is 54 days (or equivalent) during the duration of the program. Participation in residential schools contributes towards this period.

Candidature Confirmation Process

At the completion of course work:

- 1) your candidature; and
- 2) your supervisors

are confirmed by the Course Coordinator in consultation with supervisors, in writing.

Study Loads and Time Commitment

Most off-campus part-time EdD candidates will enrol in one unit per semester (Table 1). Each course work unit has a value of 12 cp. Each credit point represents approximately 25 hours of study, so you will need to spend about 300 hours of study on a 12-point unit. Periods of time weekly will be required through the semester for a one unit per semester enrolment. You must therefore be prepared to devote a significant amount of time to study each week, for a lengthy period. Please consider carefully the implications for those who live with you, your friends, your work and your other interests. Each of these will be affected by your studies. **The successful completion of a Doctor of Education degree requires significant commitment from you and considerable changes to your life-style. If you are not prepared to make that commitment and those changes, you should not proceed any further.**

Students enrolled solely in the portfolio or dissertation are currently supported during their research by the Faculty. In 2006, \$250 for part-time and \$500 for full-time students per annum will be available.

Changes to Candidature

If, after enrolment, candidates wish to:

- vary the course work pattern;
- suspend candidature (owing to an inability to undertake studies in a particular semester or year). (Note, the maximum period permissible for suspension is 2 years);
- extend candidature (owing to candidature expiring before the portfolio or dissertation is submitted for examination); and/or
- change from part-time to full-time or *vice versa*

they should make a case in writing and submit it to Research Services.

Progress

The candidate presents a report on progress twice yearly. This report is commented on by the supervisor and the relevant Head of School. The report is submitted to the UNE Research Doctoral Committee. This is the opportunity for candidates and supervisors to document key points associated with candidature in the period. Consistent with external pressures placed on all universities to effect timely completions, candidates and supervisors are encouraged to aim for a five year three month completion time (part-time).

EdD Portfolio or Dissertation Component

EDUC 799	Portfolio or Dissertation at Doctorate Level	96 cp
	Semester: 1 or 2 or Y, ON/OF	
	Explanation: EDUC = Education	
HS 799	Portfolio or Dissertation at Doctorate Level	96 cp
	Semester: 1 or 2 or Y, ON/OF	
	Explanation: HS = Health	
PDAL 799	Portfolio or Dissertation at Doctorate Level	96 cp
	Semester: 1 or 2 or Y, ON/OF	
	Explanation: PDAL = Professional Development and Leadership	

Doctor of Education Qualifying Course

The Doctor of Education Qualifying Program is offered under the Commonwealth Supported Places scheme. If you have not been able to meet the “potential for doctoral research” criterion you may be enrolled in the EdD Qualifying program (QEdD). You may be disappointed about this but it is a quality control mechanism for us and it gives you the opportunity to complete a quality piece of work while coming to understand and execute your own research study. However, you need to consider the merits of converting your course work Masters into a Master with Honours by completing a 48 credit point thesis against completing the EdD Qualifying program. A Master of Education with Honours or a Master of Educational Administration with Honours program usually attracts a Research Training Scheme scholarship. The EdD Qualifying program does not. You may wish to discuss this alternative with the EdD coordinator or your potential supervisor. Since the Master with Honours requires a longer piece of work, the Masters thesis can be considered a more thorough preparation to the Doctor of Education compared to the shorter research project in the QEdD.

The Structure of the Qualifying EdD program

- 1) One Masters level six cp research methodology unit (unless an appropriate one has already been completed in your Masters program); *and*
- 2) An 18 cp research project (approximately 15-20,000 words) at Masters level. Usually this will be either EDUC 596:18 or PDAL 596:18, depending on the School of your principal supervisor.

Please note that the research project must be completed at Distinction or High Distinction level prior to formal admission to EdD candidature.

The Research Project

Your supervisors are specified in your offer letter and it is usually the principal supervisor who will supervise your EdD Qualifying research project.

The research project:

- is negotiated with the supervisor(s) (15-20,000 words). It is your responsibility to make early contact with your principal supervisor in order to begin work on the research project as early as possible;
- will usually be empirical. Thus it should have a research question(s) and literature, a methodology and analysed data. Other research orientations can be used such as historical or philosophical methodologies;
- is a 500 level unit so a high degree of conceptual understanding is required;
- is preceded by a research proposal;
- is usually completed over two semesters. When the candidate has to complete a Masters research method unit as well as a project, the units can run concurrently with the research methods unit taken in the first of the two semesters;
- is developed and assessed by the candidate’s supervisor(s) and a second opinion may be sought;
- grades are established in reference to the University policy regarding the awarding of grades; *and*
- may act as a pilot study for portfolio research or it may be an addition to your portfolio and thus become one of the components of the research portfolio for the EdD.

Examples of possible projects which can be completed in the EdD Qualifying project include:

- one or two action research cycles addressing a question of improvement in the classroom;
- a case study of a particular program;
- interviewing or surveying a sample of stakeholders;
- a historical analysis of an issue or theme; *and*
- a critical discourse analysis of a key range of text in an area.

Units

All units listed shall have a value of **six** cp except where indicated after a colon.

EHPS 590 Research Methods 1

EDUC/PDAL 596:18* Special Topic in Education **(This is the research project unit)**

(*The unit number depends upon the School affiliation of your principal supervisor)

Special Topics (A) or (B) - (Reading Units)

These units are individually tailored to meet the requirements of students wishing to specialise in a particular topic related to the interests and competence of a member of staff. They are reading units with set assessment, approved by the Head of School. If you wish to undertake such a unit, you should indicate the topic proposed (in one or two sentences) and the proposed supervisor.

The code consists of the mnemonic prefix designating the school in which the supervisor is located, plus one of the following numerical codes:

PDAL 396/496/596	Special Topics (A)	six or 12 cp unit
PDAL 397/497/597	Special Topics (B)	six or 12 cp unit

Research Interests of Staff

Contacting your Prospective Supervisor (for new EdD and Master with Honours students)

The purpose of this list is to provide you with information on the areas in which members of staff have a research interest and to facilitate your contact with your prospective supervisor, before you submit your admission form. If you propose to undertake a thesis on a topic outside these areas, it is unlikely that the Faculty would be able to accept you as a candidate.

Each member of staff's work phone number and email address is provided. Staff are happy to discuss proposed programs of study before you submit your admission form. You should contact your prospective supervisor before submitting this form. Please read this publication carefully before phoning staff—they will not be happy to receive trivial enquiries or to provide information which is already set out in this publication.

Prospective Master with Honours and Doctor of Education candidates must indicate a suggested supervisor on their admission form. These students in particular are strongly encouraged to discuss possible programs of study with prospective supervisors.

Please note that supervisors are not able to give definitive answers on your eligibility for candidature or on your chances of gaining a place in the quota for any degree.

If you are uncertain about who might be the appropriate supervisor for your proposed topic; if you cannot choose between several prospective supervisors; if you think you may like co-supervisors from different schools or if you are unable to contact your probable supervisor, you should discuss your proposed program with the relevant Head of School.

School	Phone
<i>Education</i>	
Associate Professor Tom Maxwell	02 6773 2583
<i>Health</i>	
Dr Jeanne Madison	02 6773 3667
<i>Professional Development and Leadership</i>	
Associate Professor Larry Smith	02 6773 2806

Additional information about supervisors and schools can be found at the Faculty of Education, Health and Professional Studies website: www.fehps.une.edu.au

School of Education

Ms Rachel Adlington

02 6773 4224

rachael.adlington@une.edu.au

The relationship between information technology and literacy, multimedia technology, multiliteracies, and information technology in performing arts.

Associate Professor Karoline Afamasaga-Fuata'i **02 6773 3327**

kafamasa@une.edu.au

Problem solving; concept maps and vee diagrams in mathematics problem solving; conceptual understanding; modelling functions; rates of changes; critical and analytical thinking; teacher education; teacher development and assessment strategies; use of concept maps and vee diagrams in the development of teaching sequences, lesson planning and learning activities; concept maps and vee diagrams as communication and assessment tools.

Ms Frances Alter

02 6773 3822

falter@une.edu.au

Visual arts education in primary and secondary schooling; children's art; the artistic process and its role in human development and learning; and literacy studies (visual and linguistic).

Dr Myung-sook Auh

02 6773 2917

mauh@une.edu.au

Compositional strategies, creativity in compositions using graphic notions versus traditional staff notations; cross-cultural studies of creativity with Australian, USA and South Korean students; creativity and visual thinking in music; concepts of creativity in Korean traditional musicians, Australian Aboriginals, and Australian composers; making a difference in confidence in teaching music of primary pre-service students; factors for confidence in teaching music of secondary student teachers; reasons for listening to music, musical identities, differences in musical tastes by geographical locations and musical backgrounds; music mapping and visual thinking.

Dr David Baxter

02 6773 3812

dbaxter@une.edu.au

Secondary English education with special reference to NSW HSC syllabuses; relating critical theory to classroom practice in English education; the functional view of language; NSW English K-6 syllabus implementation; professional teaching standards; assessment strategies in English; and Faculty leadership in high schools.

Dr Jeanette Berman

02 6773 3828

jberman@une.edu.au

Dynamic assessment; school psychology; and inclusive education.

Ms Di Bloomfield

02 6773 3800

dbloomfi@une.edu.au

Professional experience practicum; Internship in teacher education; action research at pre-service and in-service levels; the development of teacher professional identity; post-structural perspectives.

Dr Jillian Boyd

02 6773 3818

jboyd8@une.edu.au

Quality teaching in school and university contexts, teaching standards; teachers' work and culture, school teacher—teacher education relationship; developing genuine partnership through collaborative school/classroom-based research; practical problem solving in the management of everyday living (Personal Development, Health and Physical Education Key Learning Area in Secondary Schools); and primary teachers' expectations of their students.

Mr Tony Brown

02 6773 5087

tony-brown@une.edu.au

Regional and rural education and Digital Kids and Learning.

Dr Corinne Buckland

02 6773 3847

cbucklan@une.edu.au

Teaching of literature; children's and adolescent literature; ethics and values in literature and in education; aesthetics; the writing process; tertiary literacy; and wisdom.

Dr Rosemary Callingham 02 6773 5094 rosemary.callingham@une.edu.au
Numeracy and mathematics assessment, performance assessment; educational measurement and Rasch modelling; mental computation; statistical literacy.

Dr Bruce Cameron 02 6773 3411 bcameron@une.edu.au
Teaching and learning of science in elementary schools; reproductive biology of Australian legumes; desert landscapes; and international touring.

Mr Greg Carroll 02 6773 4230 gcarroll@une.edu.au
Environmental education, environmental and educational philosophy; international education and the globalisation of educational policy; and the philosophical implications of technology use on the curriculum and pedagogy.

Mr Garry Clark 02 6773 5088 gclark@une.edu.au
Integration of technology into mathematics curriculum; information technology in primary schools; LOGO; problem solving; and graphics calculators.

Dr Bev Croker 02 6773 2431 bcroker2@une.edu.au
Children's literature—role of literature in the classroom (importance of literacy and literacy skills); significance of poetry; the sense of adolescent literature.

Dr Lynn Everett 02 6773 2723 leverett@une.edu.au
Drama education in primary, secondary and tertiary contexts; drama as a teaching tool across the curriculum, especially science and environmental education; and movement-based approaches to teaching drama.

Ms Judith Falle 02 6773 2380 judith.falle@une.edu.au
Primary and secondary mathematics education with a particular interest in the cognitive development of students through classroom activities that promote discourse; the pragmatics of the language used in classroom discourse; the links between language use in the classroom and the development of mathematical understanding.

Mrs Annette Freak 02 6773 2453 a.freak@une.edu.au
Physical education teacher education in the context of preparing generalist primary teachers for the NSW school system; pedagogical innovations in the tertiary setting with special reference to initial teacher education; liberating marginalised subjects through curriculum design and development.

Dr Lorraine Graham 02 6773 3821 lgraham@une.edu.au
Effective teaching of students with learning difficulties; literacy and numeracy for middle school students; comprehension strategies; and inclusion.

Dr Joy Hardy 02 6773 2520 joy.hardy@une.edu.au
Environmental education; philosophy of education; theories of truth; epistemology; poststructural perspectives in education; poststructural critiques of language and cultural production.

Ms Ingrid Harrington 02 6773 5068 iharring@une.edu.au
Boys' education; disadvantaged youth; criminology; juvenile justice issues; and managing challenging behaviour.

Dr Neil Harrison 02 6773 3835 harrison@une.edu.au
Indigenous education; incorporating Aboriginal English in the classroom; learning and teaching in higher education.

Mr John Haynes 02 6773 5091 jhaynes2@une.edu.au
Curriculum studies; K-12 personal development, health and physical education pedagogy; health and physical education; movement studies; applied anatomy; fundamental motor skills; teaching games for understanding; structure of Observed Learning Outcomes (SOLO) associated with the sensorimotor mode of learning.

Dr Terrence Hays 02 6773 3649 thays@une.edu.au
Music performance; music education; mentorship; and gerontology and psychosocial musicology.

Mrs Kathy Jenkins 02 6773 3850 kjenkins@une.edu.au
Teacher education; environmental education; cooperative learning strategies; integrated curriculum.

Ms Glenda Kupczyk-Romanczuk 02 6773 3838 gkupczyk@une.edu.au
Dictionaries which address social justice and environmental issues; dictionaries in plain English for students using English as the language of education; English as a foreign or second language; cross-cultural communication.

Ms Linley Lloyd 02 6773 3458 linley.lloyd@une.edu.au
Multi-age classrooms; effective teaching and learning; gifted and talented education; teacher education.

Mr John Maurer 02 6773 3669 bmaurer@une.edu.au
Developmental and educational psychology; development of individual identity; teacher training; teaching and learning; mentoring; and education development in PNG.

Associate Professor Tom Maxwell 02 6773 2583 tmaxwell@une.edu.au
Action research; doctoral education, especially professional doctorates; multi-method research; education in Bhutan; rural education; teacher education; professional development.

Associate Professor Cathryn McConaghy 02 6773 3823 cmconag@une.edu.au
Teacher education—sociocultural contexts; sociology of education; sexualities and schooling; Indigenous education; postcolonial feminist pedagogies; psychoanalysis and education; critical discourse analysis; critical studies in education; teacher education for rural schooling.

Dr Peter Merrotsy 02 6773 3832 pmerrots@une.edu.au
Education of gifted students: academic acceleration, early entry to tertiary level courses, gifted students in rural or isolated settings, giftedness and psychopathology, mathematics and problem solving.

Dr Judy Miller 02 6773 5071 jmiller7@une.edu.au
Teaching and research centres on the primary school-aged child in effective learning for the KLA of personal development, health and physical education (PDHPE); pedagogy using developmentally sound principles complemented by research in the measurement of fundamental motor skill performances and coordination levels of children; socialisation in sport and physical activity and the implications for children with developmental coordination disorder.

Ms Ruth Nicholls 02 6773 3840 rnicholl@une.edu.au
Applied linguistics; language learning and teaching (TESOL and LOTE); TESOL/LOTE teacher education; role of practicum in TESOL/LOTE teacher education; learning styles; literacy issues; and literacy and pronunciation coding (reading aloud).

Associate Professor Peter Nannes 02 6773 3087 pnannes@une.edu.au
Critical discourse analysis; cultural politics of education; education and post-conflict recovery; education and development; curriculum inquiry; comparative and international education; education in the Asia-Pacific region; power/knowledge in education; science education; and Roviana language.

Ms Kay Noble 02 6773 3809 knoble@une.edu.au
Online technology applications in HSIE/SOSE teaching and learning; distance education applications in HSIE/SOSE teacher education; and HSIE/SOSE pedagogies.

Dr Debra Panizzo 02 6773 5061 dpanizzo@une.edu.au
Science education; the development of secondary and tertiary students' understandings of scientific concepts; assessing students' understandings qualitatively; using research to improve the effectiveness of teaching; and environmental education.

Mr Mitchell Parkes 02 6773 5082 mparkes2@une.edu.au
Integration of technology across the curriculum; technology training for teachers; web-based education; teacher librarian issues; information literacy.

Dr David Paterson 02 6773 3846 dpaters1@une.edu.au
Special education; teacher thinking; cognitive and metacognitive instruction; effective inclusion of students with special needs; collaborative consultation.

Professor John Pegg 02 6773 5070 jpegg@une.edu.au
The teaching and learning of mathematics in primary, secondary and tertiary education; student cognitive growth in understanding in various subject and topic areas; the SOLO model; the van Hiele theory; developmental-based assessment and instruction; QuickSmart; teacher professional development; professional teaching standards; and improving student learning outcomes in rural and regional schools.

Dr Christine Reading 02 6773 5060 creading@une.edu.au
Developmental growth of students' understanding of statistics; embedding information and communication technology in learning; organisation of information and communication technology in schools; and teaching computing studies to secondary students.

Mr Jonathon Sargeant 02 6773 3831 jsargean@une.edu.au
Young children's perspectives of their world and the future; classroom behaviour management; social skills development in children; non-aversive methods of behaviour support; and use of physical activity to achieve positive behavioural outcome.

Dr Howard Smith 02 6773 3109 howard.smith@une.edu.au
Integration of computers and information technology in educational practice; understanding of navigation and information retrieval strategies in an Internet environment; and development of on-line enrichment provision of high ability/interest learners.

Dr Izabel Soliman 02 6773 3158 isoliman@une.edu.au
Community responsive schooling; curriculum theory and curriculum development; middle years schooling; collaboration in schooling and teacher education; critical pedagogy in teaching and teacher education; gender and education; and professional development in higher education.

Dr Laurence Tamatea 02 6773 2661 ltamatea@une.edu.au
International schooling; Education For All (The Dakar Framework - UNESCO) policy and practice; 'informal' and alternative forms of schooling; questioning neo-liberalism (the business paradigm) in education; globalisation and education; intercultural and cross-cultural issues in education.

Dr Neil Taylor

02 6773 5064

ntaylor6@une.edu.au

Science education in developing countries; environmental education and education for sustainability; students' mental models in science; and action research.

Professor Len Unsworth

02 6773 2677

len.unsworth@une.edu.au

Literacy education from pre-school to matriculation; childrens' and adolescents' literature and literacy development; e-literature for children and adolescents; information and communication technology and literacies; multiliteracies; visual literacies; critical social literacies; language and literacy in curriculum area learning and teaching; systemic Functional Linguistics in literacy and literacy research and education; functional grammar in the school curriculum; genre theory; and the semiosis of explanation in education.

School of Professional Development and Leadership

Ms Cynthia a'Beckett

02 6773 2944

abeckett@une.edu.au

Australian families in context; arts, aesthetics and early childhood education; issues for teaching in tertiary institutions; curriculum decision-making.

Dr Bob Boughton

02 6773 2913

bob.boughton@une.edu.au

Adult education history and theory; popular education and social movements; indigenous adult education and development; inter-relationships between education and health, adult education in East Timor.

Dr Margaret Brooks

02 6773 2654

mbrooks3@une.edu.au

Visual ethnography; arts based research; phenomenology; play; the relationship between drawing and learning; and project work with young children.

Mr John Carey

02 6773 3254

jcare2@une.edu.au

Organisational theory and behaviour, the administration, implementation and evaluation of curriculum, history of Australian education.

Dr Susan Davies

02 6773 2562

sdavies@une.edu.au

History of higher education; higher education policy and institutions; history of Australian education.

Dr Brian Denman

02 6773 2581

bdenman@une.edu.au

International higher education; knowledge production; university co-operation and formation; leadership development; and new academic fields of inquiry.

Professor Anne-Katrin Eckermann

02 6773 3849

aeckerma@une.edu.au

Methodological issues in the social sciences; educational philosophy/practice; minorities and power and powerlessness; cross-cultural education; Aboriginal studies and Aboriginal health.

Dr Helen Edwards

02 6773 2078

hedward2@une.edu.au

Aboriginal education; quality assurance in early childhood settings; early intervention; clumsy children; children and adults with developmental disabilities; adult and life-long learning; workplace learning; and learning in rural and remote environments.

Dr Rhonda Forrest

02 6773 3830

rforrest@une.edu.au

Early Childhood leadership; beginning educational leaders; policy development; State Acts and Regulations; resourcing and advising; and children and post disaster environments.

Dr Siri Gamage

02 6773 3836

sgamag2@une.edu.au

Ethnic minorities, their rights and status in natural cultures and polity; immigrants, multiculturalism, democracy and citizenship; social inequality and justice in relation to education; conflict and peace in developing countries; and globalisation and its effects on local communities.

Associate Professor Kay Harman

02 6773 2089

kharman@une.edu.au

Higher education and research policy; academic culture and work; researcher-industry links; technology and knowledge transfer; educational management and leadership; the professional development of university managers and new researchers; and methods in organisational research.

Dr Bert Jenkins

02 6773 5120

bjenkins@une.edu.au

The analysis and resolution of environmental and natural resource conflicts; ecological violence; environmental security, ecological violence and ecologically sustainable development; environmental education; leadership in CBOs and NGOs that work actively in environmental repair, nature conservation, agroforestry and community development.

Professor Lynn Meek

02 6773 2042

vmEEK@une.edu.au

Sociology/anthropology of higher education; governance, funding, management and diversity of higher education; complex organisations; social theory and method.

Dr Alison McConnell-Imbriotis

02 6773 2401

amcconne@une.edu.au

Global systems of education and training; embodied expertise and knowledge; experiential knowledge; workplace and uptake of learning; learning and resistance; teaching adults; adult learning; workplace culture; learning the body; the body in the workplace; diabetes education; embodiment as a methodology; representation of knowledge; and contested knowledge.

Associate Professor Nadine McCrea

02 6773 2039

nmccrea@une.edu.au

Revealing culture and climate in learning organisations; understanding daily events in educational workplaces; leadership frameworks and concepts; early childhood education focusing on environmental science; family food cycle learning and social meanings of foods; educative health promotion approaches; challenges in early childhood teacher education.

Dr Dan Riley

02 6773 3113

driley2@une.edu.au

Leadership at school and system level; strategic thinking; legal and industrial relations issues.

Associate Professor Larry Smith

02 6773 2806

larry.smith@une.edu.au

Professional development; adult learning; education and training policy; curriculum evaluation; program and institutional evaluation; educational administration and leadership; knowledge management; educational futuring; structural modelling; assessment; indigenous education; research design (quantitative and qualitative).

Associate Professor Margaret Somerville

02- 6773 3362

msomervi@une.edu.au

Work, subjectivity and learning; workplace cultures; learning safety at work; ethnography of workplace learning; learning place and forming community; researching place pedagogies; and alternative, emergent and arts based methodologies.

Dr Rebecca Spence

02 6773 5095

rspence1@une.edu.au

Processes of conflict transformation; recovery from armed conflict in developing countries; peace building initiatives with particular reference to those in Northern Ireland, Bougainville, South Africa, East Timor, Solomon Islands; processes of truth and reconciliation.

Ms Christine Stafford

02 6773 3873

cstaffor@une.edu.au

Interdisciplinary approaches to the study of the social sciences, particularly the ways in which social, political and legal institutions affect Indigenous peoples; comparative race relations; structural violence.

Professor Helen Ware

02 6773 2442

hware@une.edu.au

Peace building; diplomacy; development targets and priority setting; economic impact of HIV/AIDS; national sovereignty in the economic context; the World Bank and poverty; gender and development; administration of development assistance; use of imperfect data; statistics and social change demography; Africa; the Pacific; la Francophonie.

Dr Fiona Wood

02 6773 2582

fwood@une.edu.au

Science and technology policy; recruitment and retention of skilled scientists; role and functioning of national research funding agencies; peer review; governance; management; funding and diversity of higher education.